



Learning through the Arts

Board Meeting Materials

Board Mission Statement

AS BOARD MEMBERS, WE AGREE AND UPHOLD THE FOLLOWING STATEMENTS AS OUR MISSION:

- ★ **WE WILL GOVERN, NOT MANAGE THE SCHOOL DIRECTOR OR EMPLOYEES.**
- ★ **WE WILL MAKE ARTS INTEGRATION A KEY ELEMENT OF OUR SCHOOL.**
- ★ **WE WILL MAINTAIN A STABLE AND WORKABLE FINANCIAL BUDGET.**
- ★ **WE WILL SPEAK AS ONE VOICE.**

August 7, 2025

Syracuse Arts Academy Board Meeting Agenda Thursday, August 7, 2025

Location: South Campus, 2211 W S 3060 S, Syracuse, UT 84075



NOTE: *It is possible that the SAA Board of Directors may be utilizing an electronic meeting component with one or more of their members.*

SAA Mission Statement

The purpose of Syracuse Arts Academy is to develop respectful, confident citizens in a solid educational environment enriched by artistic expression.

Agenda

2024-2025 Board Priorities

Data Equivalent
Development of Teachers
Alignment of Curriculum
Building Expansion Vision

5:30 PM – INTRODUCTORY ITEMS (5 minutes)

- Welcome & Roll Call – Mary Johnston
 - Board Mission – Neil Garner
 - School Mission – Mary Johnston

5:35 PM – PUBLIC COMMENT (Comments will be limited to 3 minutes each)

5:35 PM – REPORTS

- Administration
 - State of the School – Kellie Mudrow (30 minutes)
 - ✓ Celebrations! – Introduce New Administrators
 - ✓ Update on South Campus
 - ✓ [Current Enrollment](#)
 - ✓ Early Learning Plan Report
 - ★ 2024-2025 Progress
 - ★ 2025-2026 Plan
 - ✓ Time Capsule
- Board of Directors
 - Financial Update – Rene Dreiling/Jon McQueary (2 minutes)

NOTE: Times on this agenda are estimated as a courtesy only. Actual times may vary.

In compliance with the Americans with Disabilities Act, persons needing accommodations for this meeting should call (801) 444-9378 to make appropriate arrangements.

6:07 PM – CONSENT ITEMS

- [Ratify New Hires \(see list\)](#)
- [July 10, 2025 Board Meeting Minutes](#)

6:08 PM – VOTING ITEMS

- [South Campus Verkada System Purchase](#)
- [Amend Electronic Resources Policy](#)
- [Amend Kindergarten Toilet Training Policy](#)
- [Amend Weapons on School Property Policy](#)

6:15 PM – DISCUSSION ITEMS

- [Review Balance Scorecard](#) – Mary Johnston/Matt Mouritsen (30 minutes)
 - [1-Year Board Priorities](#)
 - 5-Year Plan
- [Review 2025-2026 Board Meeting Schedule](#) – Mary Johnston (5 minutes)
- Calendaring Items – ALL (5 minutes)
 - Schedule an Electronic Board Meeting on September 18th
 - Next Pre-Board Meeting – September 18th
 - Next Board Meeting – October 2nd
 - Holiday Social – November 6th TBD
 - NCSC26 New Orleans, LA June 24-26 (Wed-Fri)

6:55 PM – CLOSED SESSION to discuss the character, professional competence, or physical or mental health of an individual and/or to discuss strategy sessions to discuss the purchase, exchange, or lease of real property and/or to discuss deployment of security personnel, devices, or systems pursuant to Utah Code 52-4-205(1)(a)(d) & (f) respectively [IF NEEDED]

7:00 PM – ADJOURN

SAA UPCOMING CALENDAR ITEMS

October

LEA-Specific Educator Licenses [Due Oct 1]
SLT Committee Membership [Due Oct 20]
S&P Annual Fee [Due November]
Sex Ed/Maturation Curriculum [if changing]

November

Bond Investor Call Notice (Jon)

December

Audit Review
2026-2027 School Calendar
2026-2027 School Fees [1st Public Comment Period]
Prepare Teacher Survey

February

Ratify New Hires
Board Vacancies
SLT Training Assurance
Annual Open Meetings Act Training
2026-2027 School Fees [2nd Public Comment Period]
RFP for IT services [3 yrs Exp. 4-25-26]
SpEd Contracted Services Agreements (RFP – if needed)
NEW Curriculum Purchases [2 Public Comment Periods Required]

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April

Prepare Parent Survey

School LAND Trust Plans [Due May 1]

Positive Behavior Plan [*if changing*]

Director Evaluation

Director Bonus/Salary

Title IX Athletics Reporting [if you have athletics in your Jr. High]

May

2026-2027 TSSA Plan

Audit Engagement Letters

Property & Liability Insurance Renewal

June

2025-2026 Final Amended Budget

2026-2027 Annual Budget

Ratify Board Members & Terms

Ratify Board Officers

2026-2027 Board Meeting Schedule

Mental Health Screening Determination (*if changing*)

Annual PPP Training & Review

Fraud Risk Assessment/Ethical Behavior

Review Board Communication Guidelines

Review Board Member Expectations/Board Member Agreement

Ratify Lead Director & Employment Agreement

Sex Education Instruction Committee Membership [Due Aug 1]

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[Back to Agenda](#)

Syracuse Arts Academy LEA

▼ 2025 **2026** 2027

[Reports](#)

[Groups](#)

[Setup](#) ▼

[Codes](#) ▼

Enrollment														Schools	Status	Race	Sex
Active Students		Grade:	K	1	2	3	4	5	6	7	8	9	Total				
Syracuse Arts Academy - Antelope			59	66	73	72	71	82	73				496				
Syracuse Arts Academy - North			92	106	110	111	101	110	108				738				
Syracuse Arts Academy - South			117	70	54	46	31	51	34				403				
Antelope Jr High										159	164	151	474				
Effective 8/12/2025			268	242	237	229	203	243	215	159	164	151	2111				

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EARLY LEARNING PLAN 2024-2025

LEA Name: Syracuse Arts Academy

Date of Expected Local Board Approval: (before August 1, 2024)

Submission of Early Learning Plan:

- Submission on or before August 1st: For ELP **approval**, submit the following to earlylearning@schools.utah.gov **by August 1st**.
 - ELP Plan as a WORD document
- Plan approval added to Local Board agenda by August 1 to have approval completed by September 1
- All Revisions submitted **no later than September 1st by 5 p.m.**

SECTION A: EARLY LITERACY

List your evidence-informed core curriculum program(s) and evidence-based intervention program(s)/strategies for grades K-3 literacy along with the year published or edition.

SB 127: Districts and charters are required to provide instructional materials that are evidence-informed for core instruction and evidence-based for intervention and supplemental instruction.

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

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

*Resources available: [Science of Reading Evidence-Informed Core Criteria Checklist](#)
[Strong and Moderate Evidence Criteria](#)

Core program(s) with year published/edition

- McGraw Hill - Wonders (2020)
- Heggerty Phonemic Awareness (2022) (supplemental)

Intervention program(s) with year published/edition or evidence-based strategies

- 95 Phonics Lesson Library (1st Edition)
- 95 Phonological Awareness (PA) (1st Edition)

	<ul style="list-style-type: none"> • Explicit phonemic awareness, phonics and/or fluency instruction in small groups with the classroom teacher daily for 20-30 minutes and progress monitor every 1-3 weeks based on level of instructional need.

SECTION B: EARLY MATHEMATICS

1. What evidence-based curriculum is being used in tier 1 instruction and intervention instruction for K-3 mathematics?

Core program(s)	Intervention program(s) and/or strategies
<ul style="list-style-type: none"> • HMH - Into Math • McGraw-Hill - My Math 	<ul style="list-style-type: none"> • Bridges Intervention Math • iReady Math • Aleks • IXL Math • Targeted math instruction in small groups with the classroom teacher daily for 20-30 minutes and progress monitor every 1-3 weeks based on level of instructional need.

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

Mathematical Components	Evidence-based Strategies
Conceptual Understanding: the comprehension and connection of concepts, operations, and relations.	<p>Through the use of Into Math and My Math along with teacher expertise, every lesson incorporates the Standards for Mathematical Practice, and they are fully embedded and integrated throughout. The lesson structure integrates productive perseverance, small-group instruction, and growth mindset supported by the right resources. Highlights of alignment include the following:</p> <ul style="list-style-type: none"> • Build Understanding—Activities provide students with opportunities to model with mathematics, use appropriate tools, reason abstractly and quantitatively, analyze patterns and structures, and make conjectures. • Step It Out—Prompts encourage students to analyze solution methods, explain concepts in their own words, construct arguments, justify their own reasoning, and critique the reasoning of others.

<p>Procedural Fluency: the meaningful, flexible, accurate, and efficient use of procedures to solve problems.</p>	<p>Teachers use a variety of strategies to build fluency and conceptual understanding Into Math and My Math emphasize the importance of the “why” behind the “how” with a research-based learning model that deliberately links conceptual understanding to procedural fluency with application embedded throughout. iReady builds procedural fluency and conceptual understanding through digital/interactive games and activities.</p>
<p>Strategic and Adaptive Mathematical Thinking: the ability to formulate, represent, and solve mathematical problems with the capacity to justify the logic used to arrive at the solution.</p>	<p>Into Math and My Math provide a high level of cognitive demand. - Concepts and Skills lesson section contain Items that include a variety of rigorous problems, Focus on Higher-Order Thinking problems that are aligned and correlated to specific mathematical practices.</p> <ul style="list-style-type: none"> • Step It Out—Prompts encourage students to analyze solution methods, explain concepts in their own words, construct arguments, justify their own reasoning, and critique the reasoning of others.
<p>Productive Disposition: the attitude of a student who sees mathematics as useful and worthwhile while exercising a steady effort to learn mathematics.</p>	<p>An additional component of the math program is to engage students in productive perseverance. Each lesson of each module opens with a Spark Your Learning. This includes:</p> <ul style="list-style-type: none"> • Motivate—Set the stage. • Persevere—Ask assessing and advancing questions. • Turn and Talk—Communicate mathematically. • Build Shared Understanding—Share various strategies. • Support Sense-Making—Promote language routine and world application • Into Math also offers videos that have specific segments in which teachers can learn about students engaging in productive perseverance. Teachers can provide these opportunities for students to develop mathematical understanding, fluency, application to the world while developing a positive mindset and grit.

SECTION C: LOCAL GOALS

Goals must be measurable, address current performance gaps in student math and/or literacy data, and include specific strategies for improving outcomes.

Videos to support goal writing: [Analyzing Data and Identifying Areas of Need](#) and [Writing Goals](#)

Goal Sentence Frame:

By **[date]**, **[who is responsible]** will **[what will change and by how much—measurable]** by **[how—which evidence-based strategy(ies) will be used]** to **[why—for what purpose]**.

1. Early Mathematics Goal *(required)*

By **May 22, 2025**, **Syracuse Arts Academy** will **maintain the percentage of first grade students who are scoring at or above benchmark on Acadience Math Advanced Quantity Discrimination (AQD) from BOY to EOY** by **providing ongoing professional learning and job embedded instructional coaching with all first grade teachers, including classroom observations and feedback on implementation of evidence based strategies and practices** to **develop a strong foundation in mathematical conceptual understanding**.

2. Early Literacy or Mathematics Goal *(required)*

☒ Literacy Goal

☐ Mathematics Goal

By **May 22, 2025**, **Syracuse Arts Academy** will **increase the percentage of second grade students who are scoring at or above benchmark on Acadience Reading Composite Score from BOY to EOY by 5%** by **providing ongoing professional learning and job embedded instructional coaching with all second grade teachers, including classroom observations and feedback on implementation of LETRS and Science of Reading evidence-based strategies** to **develop a strong foundation in accurate and fluent reading of connected text**.

General Assurances: Check the boxes below.

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

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

☒ The Early Learning Plan submitted will be reviewed and approved by your local board in an open, public meeting.

By submitting this form, I certify the information I provided on and in connection to this application is true, accurate and complete. I also understand that any false statements on this application I file with the Utah State Board of Education may be grounds for corrective action.

Response Summary:

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

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

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

Q2. LEA Name

Syracuse Arts Academy

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

Kellie Mudrow

Q4. LEA Literacy Leader Email Address(es)

kmudrow@saacharter.org

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

Kellie Mudrow

Q6. LEA Mathematics Leader Email Address(es)

kmudrow@saacharter.org

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

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

Kellie Mudrow, Director, kmudrow@saacharter.org

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

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

[SB 127 \(2022\) Early Literacy Outcomes Improvement](#)

More than one box may be selected.

- CKLA (Amplify Core Knowledge Language Arts) 2nd Ed.
- Foundations K-3 2nd Ed.
- Heggerty Phonemic Awareness 2022
- UFLI Foundations

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

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

[SB 127 \(2022\) Early Literacy Outcome Improvement](#)

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

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

You are able to select more than one.

- 95% Group Phonics Lesson Library 1st Ed.
- 95% Group Phonological Awareness 1st Ed.
- Other (Please add your evidence-based instructional materials below.):
95% RAP

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

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

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

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

***Software programs are not considered eligible intervention curriculum for tier 2 and tier 3 instruction.**
Bridges Interventions, Math 180

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

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

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

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

Through the use of Into Math along with teacher expertise, every lesson incorporates the Standards for Mathematical Practice, and they are fully embedded and integrated throughout. The lesson structure integrates productive perseverance, small-group instruction, and growth mindset supported by the right resources.

Highlights of alignment include the following:

- Build Understanding—Activities provide students with opportunities to model with mathematics, use appropriate tools, reason abstractly and quantitatively, analyze patterns and structures, and make conjectures.
- Step It Out—Prompts encourage students to analyze solution methods, explain concepts in their own words, construct arguments, justify their own reasoning, and critique the reasoning of others.

Q33.

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

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

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

Teachers use a variety of strategies to build fluency and conceptual understanding. Into Math emphasizes the importance of the “why” behind the “how” with a research-based learning model that deliberately links conceptual understanding to procedural fluency with application embedded throughout. Into Math builds procedural fluency and conceptual understanding through digital/interactive games and activities.

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

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

Into Math provides a high level of cognitive demand. - Concepts and Skills lesson section contain Items that include a variety of rigorous problems, Focus on Higher-Order Thinking problems that are aligned and correlated to specific mathematical practices.

- Step It Out—Prompts encourage students to analyze solution methods, explain concepts in their own words, construct arguments, justify their own reasoning, and critique the reasoning of others.

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

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

An additional component of the Into Math program is to engage students in productive perseverance. Each lesson of each module opens with a Spark Your Learning. This includes:

- Motivate—Set the stage.

- Persevere—Ask assessing and advancing questions.
 - Turn and Talk—Communicate mathematically.
 - Build Shared Understanding—Share various strategies.
 - Support Sense-Making—Promote language routine and world application
- Into Math also offers videos that have specific segments in which teachers can learn about students engaging in productive perseverance. Teachers can provide these opportunities for students to develop mathematical understanding, fluency, application to the world while developing a positive mindset and grit.

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

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

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

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

Please answer the questions below to generate your goal.

Q14. Goal 1:

What is your LEA's last day of school?

May 21, 2026

Q16. What grade level will this goal focus on?

- Second Grade

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

Composite

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

- 4%-6%

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

By providing ongoing professional learning and job embedded instructional coaching with all K-3 teachers, including daily review practice, classroom observations and feedback on implementation of evidence based strategies and practices to develop a strong foundation in mathematical conceptual understanding.

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

Please answer the questions below to generate your goal.

Q2. Goal 2:

What is your LEAs last day of school?

May 21, 2026

Q3. What grade level will this goal focus on?

- First Grade

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

Advanced Quantity Discrimination

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

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

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

By providing ongoing professional learning and job embedded instructional coaching with all first grade teachers, including daily review practice, classroom observations and feedback on implementation of evidence based strategies and practices to develop a strong foundation in mathematical conceptual understanding.

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

- Agree

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

- Agree

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

- Agree

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

- Agree
-



SAA Board of Director's Meeting Thursday, August 7, 2025

Consent Item: *New Hires*

Issue

The Board approves the hiring of all employees.

Background

The following people have been hired as of July 1st:

Name	Campus	Job Title
Page, Michael	Antelope - Elementary	Principal
Nye, Wendy	Antelope - Elementary	3rd Grade Teacher
Rogers, Carrie	Antelope - Elementary	1st Grade Teacher
Yardley, Kaylene	Antelope - Elementary	Instructional Coach
Billman, Genesis	Antelope - Elementary	SPED TA Behavior Tech
Brush, Natalie	Antelope - Elementary	Teacher Assistant
Robinson, Jennie	Antelope - Junior High	Office Secretary/Registrar
Burton, Mickaela	Antelope - Junior High	Kitchen Assistant
Mouti, Nanako	Antelope - Junior High	Kitchen Assistant
Atkin, Garret	Antelope - Junior High	CCA Teacher
Caputo, Tony	Antelope - Junior High	Physical Education Teacher
Hansen, Aileigh	Antelope - Junior High	Media Specialist
John, Foster	Antelope - Junior High	Science Teacher
Saunders, Thomas	Antelope - Junior High	Choir Teacher
Thompson, Katie	Antelope - Junior High	Special Education Teacher
Vanbeekum, Hunter	North Campus	Teacher Assistant
Bircumshaw, Tim	North Campus	Head Custodian
Bulloch, Anekah	North Campus	Kindergarten Teacher

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Hess, Jessica	North Campus	4th Grade Teacher
Nemrow, Elise	North Campus	2nd Grade Teacher
Prevedel, Sasha	North Campus	Kindergarten Teacher
Jones, Keri	North Campus	Teacher Assistant
Bourque, Karin	South Campus	Administrative Intern
Nipko, Cori	South Campus	Head Custodian
Ady, Alicia	South Campus	Music Specialist
Andre, Jodi	South Campus	Instructional Coach
Buelte, Natalie	South Campus	5th Grade Teacher
Chini, Courtney	South Campus	Kindergarten Teacher
Christensen, Erica	South Campus	3rd Grade Teacher
Clark, Angie	South Campus	6th Grade Teacher
Daich, Morgan	South Campus	6th Grade Teacher
Farr-Ward, Keelie	South Campus	Kindergarten Teacher
Glauser, Nancy	South Campus	4th Grade Teacher
Huffaker, Staci	South Campus	Counselor
Humphrey, Brittany	South Campus	1st Grade Teacher
Johnston, Brandie	South Campus	2nd Grade Teacher
Law, Krista	South Campus	2nd Grade Teacher
Lytle, Rachel	South Campus	Special Education Teacher
Mills, Sarah	South Campus	2nd Grade Teacher
Moyano, Carissa	South Campus	Kindergarten Teacher
Petersen, Chloe	South Campus	Kindergarten Teacher
Shore, Alexandria	South Campus	3rd Grade Teacher
Sumner, Catherine	South Campus	Special Education Teacher
Thomas, April	South Campus	Movement Specialist

As always, each employee meets the minimum qualifications required by the state, and/or they have passed a background check.

Recommendation

It is recommended that the Board ratify the new hires.

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[Back to Agenda](#)

Syracuse Arts Academy Board Meeting Minutes Thursday, July 10, 2025

Location: Academica West, 290 N. Flint Street, Kaysville, UT 84037



In Attendance: Nate Schow, Mary Johnston, Rene Dreiling, Neil Garner, Art Hansen,

Others in Attendance: Kellie Mudrow, Jon McQueary, Heidi Bauerle, Dawn Kawaguchi, Matt Mouritsen, Gabe Clark (1:25 p.m.)

The purpose of Syracuse Arts Academy is to develop respectful, confident citizens in a solid educational environment enriched by artistic expression.

Minutes

2024-2025 Board Priorities

Data Equivalent
Development of Teachers
Alignment of Curriculum
Building Expansion Vision

9:04 AM – INTRODUCTORY ITEMS

- Welcome & Roll Call – Mary Johnston
 - Board Mission – Nate Schow
 - School Mission – Kellie Mudrow

There was no PUBLIC COMMENT.

STRATEGIC PLANNING

- Balance Scorecard and the TOWS Model – Mary introduced Matt Mouritsen, President of AW, as the featured presenter. She invited him to speak in order to showcase his leadership capabilities. Matt delivered a presentation on the balanced scorecard—a strategic planning and management framework—utilizing the TOWS model, a reverse application of the traditional SWOT analysis. He began by outlining the objective of establishing a foundation and vision for SAA’s 5-year strategic plan. His presentation focused on four key dimensions of the balanced scorecard: budget, stakeholder engagement, teaching–learning–administration, and innovation and continuous improvement. To illustrate these concepts, Matt explored real-world school scenarios, prompting authentic and constructive dialogue around potential challenges and strategic initiatives SAA could implement in response.

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10:16 AM – Neil Garner made a motion to take a BREAK. Nate Schow seconded the motion. The votes were as follows:

**Mary Johnston – Aye
Nate Schow – Aye
Rene Dreiling – Aye
Neil Garner – Aye
Art Hansen – Aye**

Motion passed unanimously.

10:36 AM – Neil Garner made a motion to RECONVENE the meeting. Rene Dreiling seconded the motion. The votes were as follows:

**Mary Johnston – Aye
Nate Schow – Aye
Rene Dreiling – Aye
Neil Garner – Aye
Art Hansen – Aye**

Motion passed unanimously.

STRATEGIC PLANNING (Continued)

- *Balance Scorecard and the TOWS Model (Continued)* – The fluency of the conversation continues with the scenarios of the balance scorecard. Matt continued the discussion to takeaways on creating a balance scorecard which should connect to at least one other item. The board will be creating a method of capturing and communicating what is important to SAA's stakeholders.
- *Populate the Balance Scorecard* – Matt Mouritsen moved the conversations moved to TOWS starting with threats.
 - Threats
 - ✓ New Jr. High in West Point
 - ✓ New DSD elementary near South Campus
 - ✓ Syracuse is growing (state is slowing)
 - ✓ DSD relationship regarding charters
 - ✓ Funding threats
 - ★ SpEd (2-yr behind)
 - Opportunities
 - ✓ CTE growth, funding
 - ✓ CCA pathway
 - ★ Need policy to help funding
 - ✓ Chris Bleak, Molly Hart & Rod Hall
 - ✓ Appetite for expansion of successful schools
 - ✓ Syracuse is growing
 - ✓ Davis Education Network
 - ✓ Parents
 - ✓ SAA Reputation
 - ✓ Charter schools continue to grow while districts decline
 - ✓ Grant and funding access

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- Weakness
 - ✓ Jr. High capacity, waitlist
 - ✓ No pathway completer program
 - ★ No funding for CTE, CCA
 - ✓ Specific gaps in curriculum & learning
 - ✓ Curriculum vetting & selection
 - ✓ Unity
 - ✓ Specific budget items
 - ★ Child Nutrition Program
 - ★ SpEd
 - ✓ ELL in TSI (Antelope Elementary)
 - ✓ Gossip, miscommunication & misperception
- Strengths
 - ✓ Sports Jr. High
 - ✓ CCA in Jr. High
 - ✓ FBLA, other non-sport programs
 - ✓ Board influence, connections, vision, preparation
 - ✓ Board support for SAA mission (including curriculum)
 - ✓ Charter: arts integration/creativity of learning
 - ✓ Learning proficient, MPG
 - ★ Report out LEA level
 - ★ 20% SpEd

Kellie also had her administration do a TOWS activity which she passed out to the group. She also gave updates on the challenges and successes at the school.

12:24 PM – Nate Schow made a motion to take a BREAK. Art Hansen seconded the motion.

The votes were as follows:

Mary Johnston – Aye

Nate Schow – Aye

Rene Dreiling – Aye

Neil Garner – Aye

Art Hansen – Aye

Motion passed unanimously.

1:25 PM – Neil Garner made a motion to RECONVENE the meeting. Art Hansen seconded the motion. The votes were as follows:

Mary Johnston – Aye

Nate Schow – Aye

Rene Dreiling – Aye

Neil Garner – Aye

Art Hansen – Aye

Motion passed unanimously.

REPORTS

➤ Administration

NOTE: Times on this agenda are estimated as a courtesy only. Actual times may vary.

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- State of the School

- ✓ **Current Enrollment** – Kellie Mudrow reviewed the current enrollment.

- ★ Antelope: 508
 - ★ North: 743
 - ★ South: 429
 - ★ Jr. High: 476

There was a discussion on total enrollment of the LEA and if there were any requirements on each grade or campuses. Kellie also informed the board of what they are planning on for classes at the South campus for opening.

- ✓ **Title IX Athletics Reporting** – Kellie reviewed the Title IX Athletics Reporting. All sports offered were equitable with even amount of female, male and co-ed designated sports. All spending for each gender was also equitable and the school didn't collect more than the cost. She also went over the sports comparison and evaluation.

- ✓ **Employees Engaging in Private Activities Related to Public Education ADMIN Procedures** – Kellie asked if any members had questions on this new procedure. There were no questions or concerns.

- **Board of Directors**

- What does Kellie need to know from the Board? – Mary just wanted to make sure that the board didn't have any questions for Kellie. She also wanted to make sure that Kellie didn't have anything to tell the board. Kellie stated that she is enjoying her breakfasts/lunches with each board member which has given her an opportunity to get to know them. Kellie also gave an update on the administration team.

BOARD TRAINING

- Annual Policies, Plans, Procedures & Training Review – Gabe Clark reviewed the two items that are up for review this year. The first was the current year's out of school suspension and expulsion data which the board is required to review each year. The second was the Arrest Reporting Policy which states that anyone with an arrest must report it to the Lead Director within 48 hours of arrest. There was a discussion on the trainings and policies that the employees are required to review. Heidi will send the list that Platte has to Kellie.
- Review and Sign Board Member Agreement* – Mary Johnston had all the board members sign the annual Board Member Agreement.
- Review Board Communication Guidelines – Mary Johnston reviewed the Board Communication Guidelines which was recently updated. She noted that discussions in emails shouldn't be about business due to a quorum. Mary stated that she will often email the members individually so that it won't be a quorum. There was a discussion on having individual conversations with the Lead Director and agenda setting.

CONSENT ITEMS

- June 26, 2025 Electronic Board Meeting Minutes – There was no further discussion. **Rene Dreiling made a motion to approve the consent items. Nate Schow seconded the motion. The votes were as follows:**

Mary Johnston – Aye

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Nate Schow – Aye
Rene Dreiling – Aye
Neil Garner – Aye
Art Hansen – Aye
Motion passed unanimously.

VOTING ITEMS

- *PTIF Resolution* – Jon McQueary stated that with the change in the Lead Director, we need to sign a new PTIF Resolution that includes the Lead Director, Board Chair and AW's controller who is Cathie Hurst.
- *Property & Liability Insurance Renewals* – Gabe Clark reviewed the Property & Liability Insurance with Hanover for the new year which automatically renews on July 1. The increase was 15.8% which is significant. He indicated four factors that were the reasons for the increase.
- *Re-Approve Electronic Resources Policy* – Gabe Clark reviewed the Electronic Resources Policy which is required to be reviewed and re-approved every three years which is on the PPPT review.
- *Amend Board Member Performance Expectations* – Mary Johnston reviewed the changes to the Board Member Performance Expectations. The expectations were updated by removing the information about nominating a candidate for the board and added a reminder on the board responsibilities.
- *Amend Parent Grievance Policy* – Mary Johnston reviewed the Parent Grievance Policy which was updated to improve clarity and remove redundancy. She stated that she wanted to make the grievance process the same for the parents and staff.
- *Amend Staff Grievance Policy* – Mary Johnston stated that this policy has the same process as the Parent Grievance Policy. The grievance should really be resolved by the person closest to the issue.
- *Salary Supplement for Highly Needed Educators Program Policy* – Kellie Mudrow reviewed the Salary Supplement for Highly Needed Educators Program Policy (SHiNE). This used to be called TSSP and state decided what the highly needed areas of education were and set amount given. This next year, the state has will be letting the LEA choose what areas are highly needed and the funding will be much less. Kellie has decided to keep the highly needed areas the same as TSSP, but it will be reviewed every year. Her plan is to put the money where it makes sense. *Gabe Clark was excused at 2:17 p.m.*
- *Emergency Communication System Purchase* – Kellie Mudrow explained that building code requires all structures to be equipped with adequate systems that enable uninterrupted communication among emergency responders during a crisis. While this regulation is not commonly enforced in other jurisdictions, the Syracuse City Fire Marshal is actively upholding it. Compliance has resulted in an unexpected expense of over \$72,000, which neither OneWest nor SAA had anticipated. Following a meeting between Sheldon and Mary, both parties agreed to share the cost equally, with our portion totaling \$36,369.58. In addition, OneWest has absorbed approximately \$30,000 in other unforeseen expenses related to the project.
- *Technology Purchase* – Kellie Mudrow confirmed that the E-Rate contract for the South Campus's qualifying network and infrastructure was awarded in December, with E-Rate

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expected to reimburse up to 50% of the total cost. We are now prepared to move forward with the purchase. In an effort to reduce expenses, Michele explored a lower-cost iPad cart option; however, upon arrival, it became clear that its quality did not meet the standards of the higher-end carts currently in use at our other campuses. As a result, the cheaper cart will be returned, and we will proceed with purchasing the more durable iPad cart at a cost of \$27,698.

- 2025-2026 Sex Education Instruction Committee Membership – Kellie Mudrow noted that she has identified the required positions for the committee, with individual names to be included in the compliance documentation. The members will consist of two administrators, two teachers, one school nurse, and five parents or guardians. She clarified that, unlike the SLT committee—where parents cannot be school employees—this committee permits parents who are employed by the school to participate. Additionally, Kellie mentioned that the fifth-grade maturation program is currently out of compliance, and adjustments will be necessary. Further details will be provided as they become available.
- Charter School Board Building Official (CSBBO) – Mary Johnston stated that we need to update the CSBBO and it will be the Lead Director. It was formerly Dale as the facilities manager but as of June 30th his job has come to an end.
- Ratify Board Officers – Mary Johnston initiated a discussion regarding the current board officer roles. Presently, Mary serves as Chair, Nate as Vice Chair, Rene as Financial Coordinator, and Neil as Secretary. During the conversation, Neil expressed interest in transitioning to the Vice Chair position, which Nate was willing to relinquish. With Neil moving to Vice Chair, Mary inquired whether Nate or Art would be willing to assume the role of Secretary. Art agreed to serve in that capacity. Mary also indicated her desire to continue as Chair.

Nate Schow made a motion to approve the following items:

- **Approve the PTIF Resolution;**
- **Approve the renewal of the school's insurance policies with Hanover Insurance Company;**
- **Re-approve the Electronic Resources Policy;**
- **Approve the Amended Board Member Performance Expectations;**
- **Approve the Amended Parent Grievance Policy;**
- **Approve the Amended Staff Grievance Policy;**
- **Approve the Salary Supplement for Highly Needed Educators Program Policy;**
- **Approve the Emergency Communication System purchase in the amount of \$36,369.58;**
- **Approve the Technology purchase not to exceed \$205,000;**
- **Approve the 2025-2026 Sex Education Instruction Committee Membership as follows: (2) administrators; (2) teachers, (1) School Nurse and (5) parents and/or guardians;**
- **Appoint Lead Director as the Charter School Board Building Official; and**

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- **Ratify the Board Officers as follows: Mary Johnston, Board Chair; Neil Garner, Vice Chair; Rene Dreiling, Financial Coordinator; and Art Hansen, Secretary.**

Neil Garner seconded the motion. The roll call votes were as follows:

**Nate Schow – Aye
Mary Johnston – Aye
Rene Dreiling – Aye
Neil Garner – Aye
Art Hansen – Aye**

Motion passed unanimously.

STRATEGIC PLANNING (Cont.)

- 2025-2026 Board Vision & 5-Year Plan & Finalize Balance Scorecard – Matt Mouritsen returned to finalize SAA’s balanced scorecard. He proposed the following Innovation & Improvements (growth areas) for the SAA Scorecard. He went through each area and made sure the board agreed was a SMART goal.
 - CTE/CCA pathway Funding Access Policy Project
 - Lunch (CNP) & SpEd Budget Management
 - ELL TSI Improvement
 - ✓ Close Specific Curriculum & Learning Gaps
 - ✓ Curriculum Vetting & Selection Process
 - Build Business Case for Jr. High expansion
 - ✓ Timeline
 - ✓ 2 vs 3 K-6 Feeders
 - ✓ Location: W or NW?
 - ✓ Financing Options: Bonds, Leases, Savings
 - Overcoming Internal misconceptions: Salary Compensation & Tangibles, Unity Across Campuses
 - Engaging Externally: Promote Learning Proficiency/MGP, Parent Engagement

DISCUSSION ITEMS

- Review 2025-2026 Board Meeting Schedule – Mary reviewed the board meeting schedule. There were meetings that board members wouldn’t be able to attend due to other commitments. Different dates were discussed but not agreed upon. Dawn also pointed out the change of the April meeting moving to March due to difficulties working around Spring Break. There was also a discussion on changing the June Board Retreat to possibly in April, May or August and even just doing one retreat in February. On a side note, Jon stated that, “We have a lot of bruised fruit because people touch it in the US”.
- Calendarizing Items – ALL
 - Next Pre-Board Meeting – July 28th
 - Next Board Meeting – August 7th @ North Campus
 - NCSC26 New Orleans, LA June 24-26

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3:05 PM – Nate Schow made a motion to ADJOURN. Neil Garner seconded the motion. The votes were as follows:

Mary Johnston – Aye

Nate Schow – Aye

Rene Dreiling – Aye

Neil Garner – Aye

Art Hansen – Aye

Motion passed unanimously.

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[Back to Agenda](#)



SAA Board of Director's Meeting Thursday, August 7, 2025

Action Item: *South Campus Verkada System Purchase*

Issue:

In accordance with the School's purchasing policy, all invoices that exceed \$25,000 must be approved by the Syracuse Academy Board of Directors. This includes all purchases from a single vendor in a 30-day period.

Background:

The South campus requires a comprehensive security system that integrates seamlessly with our existing campuses. Both the Antelope and North locations currently utilize the Verkada system for alarms, surveillance cameras, doorbells, and visitor management. To maintain consistency and ensure streamlined operations, the South campus will be installing the same Verkada system.

Recommendation:

It is recommended that the Board approve the South Campus Verkada System purchase not to exceed \$225,000.

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BILL TO	DATE	PROJECT DESCRIPTION
Syracuse Arts Academy 2893 W 1700 S Syracuse UT 84075	5/21/2025	[CM-2307] *New Campus Verkada System with 10 Year License per Plans
	DUE DATE	
	6/20/2025	
	PAYMENT TERMS	
	Net 30 Days	

DESCRIPTION	QTY	UNIT PRICE	EXT PRICE
*** Scope of Work ***			
Alarm Systems			
- Cutover system			
- Install Licensing on system			
Access Control Systems (Qty.19)			
- Install Door Access On the Following Doors			
Camera Systems (Qty.67)			
- Install Cameras according to map locations			
Verkada Doorbell			
- Install doorbell and connect			
Visitor Management System (Qty.1)			
- Install Ipad on Receptions desk			
- Install Printers behind desk			
Verkada System			
- Review all names of devices with Admin			
- Train admin on system			
- Verkada devices come with a 10-year hardware warranty.			
Verkada software licenses include:			
- Unlimited users and access across web and mobile platforms			
- Unlimited cloud archiving of video clips			
- Automatic firmware and cloud software updates			
01. Alarm System	0.9	13,014.00	11,764.00
- (Qty.1) 10-Year Standard Alarm License			
- (Qty.1) Verkada BC82 Alarm Console			
- (Qty.1) Verkada BH61 Wireless Hub			
- (Qty.2) BR33 Wireless Panic Button			
- Installation Labor			
02. Access Control Doors	0.69	71,480.00	49,250.00
- Installation Labor			
- (Qty.19) Door Access Cable			
- (Qty.19) Door Hardware			
- (Qty.19) Verkada AD34 Multi-format Card Reader			
- (Qty.2) AC62 16 Door Controller			
- (Qty.2) 18AH Backup Battery			
- (Qty.19) 10-Year Door License			

BILL TO

Syracuse Arts Academy
2893 W 1700 S
Syracuse UT 84075

DATE

5/21/2025

PROJECT DESCRIPTION

[CM-2307] *New Campus Verkada System with 10 Year License per Plans

DUE DATE

6/20/2025

PAYMENT TERMS

Net 30 Days

DESCRIPTION	QTY	UNIT PRICE	EXT PRICE
03. Cameras	0.92	162,230.00	148,675.00
<ul style="list-style-type: none">- (Qty.13) Verkada CD63 Outdoor Dome Camera, 4k, Zoom Lens, 30 Days of Storage- (Qty.37) CM42 Indoor Mini Dome Camera, 256GB, 30 Days Max(Qty.9) CF83-E Outdoor Fisheye Camera, 512GB, 30 Days Max- (Qty.4) Verkada CD63 Indoor Dome Camera, 4k, Zoom Lens, 30 Days of Storage- (Qty. 4) Verkada CH52-E Outdoor Multisensor Camera, 4x5MP, Zoom Lens, 1TB of Storage, Maximum 30 Days of Retention- (Qty. 4) Corner Mount ACC-MNT-CORNER-1- (Qty. 4) Arm Mount ACC-ARM-1- (Qty. 4) Pendant Cap ACC-MNT-PEND-1- (Qty. 4) Verkada 90W PoE++- (Qty. 26) Junction box ACC-MNT-CJBOX-1- (Qty.63) 10-Year Camera License- (Qty. 4) Multihead 10-Year Camera License- Installation Labor- Setup and Configure			
04. Doorbell	0.87	3,830.00	3,330.00
<ul style="list-style-type: none">- Installation labor- (Qty.1) TD63 Video Intercom- (Qty.1) 10-Year Intercom License- (Qty.1) TD63 Angle Mount			
05. Visitor Management	0.95	11,340.00	10,790.00
<ul style="list-style-type: none">- (Qty.1) Brother QL-820NWB Label Printer- (Qty.4) Labels Brother QL-820NWB qty 200 white- (Qty.1) Ipad Stand- (Qty.1) Apple 10.2 inch iPad, 64GB,- (Qty.1) Verkada 10-Year Workplace K-12 License- Installation			

NOTES

Invoices not paid within terms will be subject to an interest charge of 18% per annum. Upon acceptance of this invoice the Customer agrees to pay collection costs and reasonable attorney fees if collection becomes necessary. For questions about this invoice, please email accounting@etscorp.com.

SUBTOTAL 223,809.00

SALES TAX 0.00

INVOICE TOTAL 223,809.00



SAA Board of Director's Meeting Thursday, August 7, 2025

Action Item: *Amending Electronic Resources Policy*

Issue:

Amending the Electronic Resources Policy.

Background:

SB 178 from the 2025 legislative session prohibits students from using cellphones, smart watches, or emerging technologies at school during classroom hours unless:

- It is to respond to an imminent health or safety threat, to respond to a school-wide emergency, to use the SafeUT Crisis Line, for a student's IEP or Section 504 accommodation Plan, or to address a medical necessity; or
- The school establishes a policy that allows the students to use cellphones, smart watches, or emerging technologies during classroom hours.

The Electronic Resources Policy has been revised to address the exceptions noted above.

Recommendation:

It is recommended that the Board approve the Electronic Resources Policy, as amended.

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In compliance with the Americans with Disabilities Act, persons needing accommodations for this meeting should call (801) 444-9378 to make appropriate arrangements.

Syracuse Arts Academy

Electronic Resources Policy



PURPOSE

Syracuse Arts Academy (the “School”) recognizes the value of computer and other electronic resources to facilitate student learning and help the School’s employees accomplish the School’s mission. The School has therefore made substantial investments to establish a network and provide various electronic resources for its students’ and employees’ use. Because of the potential harm to students and the School from misuse of these resources, the School requires the safe and responsible use of computers; computer networks, including e-mail and the Internet; and other electronic resources. This policy is intended to ensure such safe and responsible use and to comply with Utah Administrative Rule R277-495, Utah Code § 53G-7-227, Utah Code § 53G-7-1001 et seq., the Children’s Internet Protection Act, and other applicable laws.

Electronic Devices

The School recognizes that various forms of electronic devices are widely used by both students and employees and are important tools in today’s society. The School seeks to ensure that the use of electronic devices, both privately-owned devices and devices owned by the School, does not cause harm or otherwise interfere with the learning, safety, or security of students or employees.

Definitions

“**Electronic Device**” means a device that is used for audio, video, or text communication or any other type of computer or computer-like instrument including but not limited to: a cell phone or smart phone, a smart or electronic watch, a tablet, or a virtual reality device.

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

“**Privately-owned electronic device**” means an electronic device that is not owned or issued by the School to a student or employee, including any emerging technology (which includes any device that has or will be able to act in place of or as an extension of an individual’s cell phone).

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

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

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

Student Use of Electronic Devices

Students may possess use electronic devices, including privately-owned electronic devices, at School under the conditions provided below. ~~Such devices include but are not limited to cell phones, smart watches, headphones, and other wearables that connect to a mobile network or the internet.~~

- ~~The~~A privately-owned electronic device must be kept out of sight in a backpack or locker and turned off from the time the student enters the School building until the dismissal bell, unless an exception provided in this policy applies. Students may use their cell phone after school in the School building to contact parents to arrange pick-up.
- Students may not use their privately-owned electronic device to respond to other privately-owned electronic devices in the School building and/or at School-sponsored activities unless specific permission is given by a teacher or the Campus Principal or an exception provided in this policy applies.
- Students may not use their privately-owned electronic device while on the playground, during breakfast or lunch, in the hallways or classrooms, or in any private area of the School like restrooms, locker rooms, etc., unless an exception provided in this policy applies.
- Use of privately-owned electronic devices on a field trip or during a sporting event or extracurricular activity is up to the School official responsible for students participating in the activity.
- Inappropriate use of electronic devices includes but is not limited to the following:
 - ✓ Electronic devices may not be used to view, access, download, store, or transmit pornography or other obscene or inappropriate material.
 - ✓ Electronic devices may not be used to bully, threaten, humiliate, embarrass, harass, or intimidate other students, teachers, volunteers, School guests, or School employees.
 - ✓ Electronic devices may not be used in ways that violate local, state, or federal laws.
 - ✓ Electronic devices may not be used during quizzes or tests unless specifically authorized by the teacher.
 - ✓ Access to privately-owned electronic devices is prohibited during state end of year testing.
- Electronic toys are not allowed in the School.
- Students violating the rules governing electronic devices may have the following consequences:
 - ✓ Parent contact.
 - ✓ Confiscation of their device.
 - ✓ Parents required to pick up device.
 - ✓ Disciplinary consequences depending on the number of previous infractions.
 - ✓ Law enforcement involvement if violation is potentially illegal.

Exceptions

The Campus Principal may give permission for a student to possess and use a privately-owned electronic device for good cause, ~~including medical reasons~~, if the device does not distract from the instructional or educational process and is not otherwise used inappropriately.

Parents may request that the Campus Principal allow a student to possess and use a privately-owned electronic device on active mode at all times during the School day and during School-sponsored activities, with the exception of during tests and standardized assessments, for good cause, including medical needs or unusual family situations. Students may use a privately-owned electronic device to address a medical necessity.

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

~~As directed by a School employee,~~ Privately-owned electronic devices may be possessed and used in the event of an emergency during the limited period of the emergency in order to protect the safety of a student or School employee, visitor or volunteer. This includes using a privately-owned electronic device to respond to an imminent threat to health or safety of an individual or to respond to a School-wide emergency.

Students may also use a privately-owned electronic device during the School day and during School-sponsored activities to use the SafeUT Crisis Line.

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

Consequences for Violation

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

Despite the foregoing, a privately-owned electronic device may be confiscated after an initial or other violation of this policy if the violation is deemed serious by the Campus Principal, teacher, or another individual designated by the Campus Principal. Serious violations include but are not limited to a student using a privately-owned electronic device to:

- Threaten, harass, bully, or intimidate another person;
- Access pornography or obscene material;
- Engage in academic dishonesty;

- Participate in criminal behavior; or
- Repeatedly or egregiously disrupt classroom or other School instruction.

An individual other than a student that finds or confiscates a privately-owned electronic device may search the device for the purpose of determining the device's owner. Students may not search privately-owned electronic devices that do not belong to them. Privately-owned ~~E~~electronic devices that are used inappropriately may be subject to search by the Campus Principal or other individuals designated by the Campus Principal if there is a reasonable suspicion that the device contains obscene or pornographic material or has been used to cheat or to threaten, embarrass, harass, or intimidate other students, teachers, volunteers, School guests, or School employees. School-owned electronic devices may be searched at any time by School officials, with or without cause.

The School is not responsible for loss, damage or theft of any privately-owned electronic devices. The School will make reasonable efforts to notify parents/guardians ~~that~~if the School has confiscated a student's privately-owned electronic device ~~in its possession~~. Parents/guardians who show identification may retrieve confiscated electronic devices during School hours or by appointment. The School will retain un-retrieved privately-owned electronic devices until the end of the School year, at which the devices will be disposed of in a manner that ensures that no data stored on the device may be retrieved.

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

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

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

Notice of the Policy

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

Complaints about this policy or its enforcement, or complaints about observed behavior regarding this policy, should be addressed in accordance with the School's grievance policies.

Creative and Innovative Uses for Electronic Devices

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

Other Provisions

Picture taking or sound or video recording by students using privately-owned electronic devices is prohibited in School. Picture taking or sound or video recording by students is prohibited in private areas of the School such as locker rooms, counseling sessions, washrooms, and dressing areas. Violation may subject students to discipline, and any suspected illegal activity may be reported to law enforcement.

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

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

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

Students' privately-owned electronic devices may not be connected to the School's wireless network. School visitors may connect privately-owned devices to the School's guest wireless network.

Internet Safety

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

Definitions

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

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

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

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

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

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

Access to Inappropriate Material

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

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

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

Inappropriate Network Usage

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

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

Education, Supervision and Monitoring

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

Student Acceptable Use of School Electronic Resources

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

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

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

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

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

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

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

The Campus Principal shall ensure that additional rules and procedures regarding students' use of the School's electronic resources are established and clearly communicated to students and their parents/guardians. The Campus Principal shall ensure that students receive appropriate training regarding these rules and procedures.

Staff Acceptable Use of School Electronic Resources

Improper use of the School's electronic resources by employees has the potential to negatively impact students, damage the School's image, and impair the School's electronic resources. Therefore, this policy is intended to govern employees' and volunteers' use of the School's electronic resources, and employees must agree to these terms as a condition of employment.

At-Will Employment

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

The School's Rights

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

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

7. The School's Lead Director may determine, in its sole discretion, what materials, files, information, software, communications, and other content or activity are permitted or prohibited.
8. The School's Lead Director may delete or remove, with or without notice, any files, programs, data or other materials from any of the School's electronic resources.
9. The School's Lead Director may provide additional policies or guidelines regarding acceptable use of electronic resources.

Employees' Responsibilities Regarding Students' Use of Electronic Resources

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

User Responsibilities

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

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

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

Acceptable Use

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

1. All use of the School's electronic resources, including but not limited to use of computers and other electronic devices, use of e-mail, and network and Internet access must be consistent with the School's mission.
2. Network accounts are to be used only by the authorized user of the account for the authorized purpose.

3. Users must take reasonable steps to protect the privacy of students, School employees and other members of the School community and must strictly maintain the confidentiality of information regarding such individuals.
4. Use of the School's electronic resources, whether inside or outside the School, must comply with the School's employee handbook, as established from time to time.
5. Employees must comply with applicable copyright laws, ethical rules, and other applicable laws and regulations.
6. Users must exercise appropriate professional judgment and common sense when transporting files to and from school, keeping in mind copyright and other legal issues, as well as ensuring that the non-School to or from which files are being transferred are employing appropriate virus-control technologies.
7. Users must exhibit professionally appropriate behavior when using the School's electronic resources in order to professionally represent and preserve the image the School.
8. Users must take reasonable precautions to protect the School's electronic resources in order to reduce repair costs, maintain the integrity of the network, and protect the School's assets. Employees who damage School electronic resources may be financially responsible for the cost of repair or replacement.
9. From time to time, the School will make determinations on whether specific uses of the School's electronic resources are consistent with the intent of this policy.

Unacceptable Use

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

1. Excessive use of the School's electronic resources for personal matters. "Excessive use" includes but is not limited to use of electronic resources in a manner that interferes with an employee's performance of work-related responsibilities or with the functioning of the School's electronic resources.
2. Use of the School's electronic resources in connection with social networking sites for non-academic purposes is prohibited.
3. Use of the School's electronic resources for commercial or for-profit purposes.
4. Use of the School's electronic resources for product advertisement or political lobbying.
5. Personal electronic devices may only be connected to the School's network with appropriate authorization.
6. Intentionally seeking information on, obtaining copies of, or modifying files, other data, or passwords belonging to other users, or impersonating or misrepresenting other users of the School's network.
7. Unauthorized use or disclosure of personal student information in violation of R277-487 and the Family Educational Rights and Privacy Act, 34 CFR, Part 99.
8. Use of the School's electronic resources in a manner that disrupts the use of the network by others.
9. Destroying, modifying, or abusing the School's electronic resources in any way.
10. Use of the School's electronic resources in a manner that threatens or impairs the integrity or security of the network.
11. Use of the School's electronic resources for hate mail, chain letters, harassment, discriminatory remarks, and other antisocial behaviors.

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

Disclaimer

1. The School cannot be held responsible for information that is retrieved via the network.
2. Pursuant to the Electronic Communications Privacy Act of 1986 (18 U.S.C. § 2510, et seq.), notice is hereby given that there are no facilities provided by the School's system for sending or receiving private or confidential electronic communications. System administrators have access to all mail and will monitor messages. Messages relating to or in support of illegal activities will be reported to the appropriate authorities.

3. The School is not responsible for any damage users may suffer, including loss of data resulting from delays, non-deliveries, or service interruptions caused by the School's negligence or your errors or omissions.
4. Use of any information obtained is at the user's own risk.
5. The School makes no warranties (expressed or implied) with respect to:
 - The content of any advice or information received by a user, or any costs or charges incurred as a result of seeing or accepting any information;
 - Any costs, liability, or damages caused by the way the user chooses to use his or her access to the network.
6. The School reserves the right to change its policies and rules at any time.

Privacy

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

Training

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

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

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

The School will provide an annual notice to all parents of the location of information for in-home network filtering options (<https://consumerprotection.utah.gov/edu/filtering.html>) as provided for in Utah Code ~~§ 76-10-1231~~76-5c-402.

Policy Review

This policy will be reviewed and approved regularly to ensure that it continues to meet the School's needs.



Syracuse Arts Academy
Staff Acceptable Use of School Electronic Resources
Acknowledgement of Receipt and Understanding

I hereby certify that I have read and fully understand the contents of the School's policies regarding use of the School's electronic resources. Furthermore, I have been given the opportunity to discuss any information contained therein or any concerns that I may have. I understand that my employment and continued employment is based in part upon my willingness to abide by and the School's policies, rules, regulations and procedures. I acknowledge that the School reserves the right to modify or amend its policies at any time, without prior notice. I acknowledge that these policies do not create any promises or contractual obligations between the School and its employees and that my employment with the School continues to be at will. My signature below certifies my knowledge, acceptance and adherence to the School's policies, rules, regulations and procedures regarding the use of its electronic resources. I acknowledge that violation of any of these policies may be grounds for discipline, up to and including termination.

Employee Signature

Employee Name

Date



SAA Board of Director's Meeting Thursday, August 7, 2025

Action Item: *Amending Kindergarten Toilet Training Policy*

Issue:

Amending the Kindergarten Toilet Training Policy.

Background:

HB 76 from the 2025 legislative session amended the toilet training requirement to apply to all students before enrolling in public school, not just kindergarten students. HB 76 also amended the exemption to this requirement, specifying that there should be an exemption from the requirement for a student who is not able to be toilet trained before enrolling "because of a condition that is subject to federal child find requirements or described in an IEP or Section 504 accommodation plan" (previously the law did not refer to child find requirements).

The Kindergarten Toilet Training Policy has been renamed the "Toilet Training Policy" and has been revised to apply to all students before they enroll. The revisions also contemplate the administration establishing administrative procedures to address steps the school must take in the event a student is not toilet trained. Such steps are no longer required to be in a policy.

Recommendation:

It is recommended that the Board approve the Amended Kindergarten Toilet Training Policy including updating the policy name to "Toilet Training Policy".

NOTE: Times on this agenda are estimated as a courtesy only. Actual times may vary.

Syracuse Arts Academy

Kindergarten-Toilet Training Policy



PURPOSE

The purpose of this policy is to establish the toilet training requirements for ~~kindergarten~~ students at Syracuse Arts Academy (the “School”).

DEFINITIONS

“Toilet trained” means that a student can:

- (a) communicate the need to use the bathroom to an adult;
- (b) sit down on a toilet;
- (c) use the toilet without assistance;
- (d) undress and dress as necessary; and
- (e) tend to personal hygienic needs after toileting.

If an accident occurs, a “toilet trained” child can independently tend to hygienic needs and change clothes.

A student is not “toilet trained” if the student does not meet the criteria above or has accidents with sufficient frequency to impact the educational experience of the student or the student’s peers, as determined by ~~an LEA~~ the School.

POLICY

General Rule

As required by Utah Code § 53G-7-203 and R277-631, the School shall not enroll a student ~~in kindergarten~~ unless the student is toilet trained.

Exceptions

~~, with the following exception: if the student’s developmental delay is a result of a condition addressed by~~ The School may enroll a student who is not able to be toilet trained because of a suspected disability that:

- (a) is subject to federal child find requirements; or
- (b) is described in an IEP or Section 504 plan.

Assurance

The School shall, as part of its ~~kindergarten~~ enrollment process, require the parent of an incoming ~~kindergarten~~ student to complete an assurance as to whether the student is toilet trained.

Administrative Procedures

The Lead Director shall establish administrative procedures regarding steps that School shall take in the event a student is not toilet trained.

Enrolled Kindergarten Students Who Lack Toilet Training

~~In the event a kindergarten student is enrolled in the School and lacks toilet training, the School shall:~~

- ~~(a) — consider whether the student's delay in toileting capability may be a sign of a disability that could impact the student's education, including initial evaluation consistent with the School's child find obligations, if appropriate; and~~
- ~~(b) — refer the student and the student's parents to a School social worker or School counselor, if any, and to the Campus Principal or Lead Director to:~~
 - ~~(i) — provide additional family supports and resources; and~~
 - ~~(ii) — create an individualized plan to address the student's needs.~~

Individualized Plan for Kindergarten Students Who Lack Toilet Training

~~The individualized plan referenced above may, as appropriate and at the Campus Principal's or Lead Director's discretion, require an enrolled kindergarten student to either attend less than the student's regular school day or not attend any of the school day until the student is toilet trained.~~

~~If the student is permitted to continue attending school as part of the student's individualized plan, the School may allow the student's parent or the parent's adult designee to toilet train the student during the school day. If the student is not permitted to continue attending school as part of the student's individualized plan, the School shall coordinate with the student's parents to reintegrate the student back into school, as appropriate, once the student has become toilet trained. Prior to reintegrating a student back into school under such circumstances, the School may require the student's parent to complete another assurance that the student is toilet trained.~~

~~If a parent of an enrolled kindergarten student who is not toilet trained is unwilling or unable to make or complete an individualized plan within a reasonable amount of time, or if an enrolled student who does not have an IEP or Section 504 plan addressing their developmental delay condition is otherwise unable to become toilet trained within a reasonable amount of time, the School may unenroll the student from the School.~~

[Back to Agenda](#)



SAA Board of Director's Meeting Thursday, August 7, 2025

Action Item: *Amending Weapons on School Property Policy*

Issue:

Amending the Weapons on School Property Policy.

Background:

HB 128 from the 2025 legislative session restructured and made (mostly) technical changes to Utah Code sections dealing with dangerous weapons, including sections pertaining to dangerous weapons on public school property. The Weapons on School Property Policy has been revised to include the updated Utah Code references and language. A few other small revisions have also been made to the policy to better clarify when weapons are and are not allowed on school property under the law.

Recommendation:

It is recommended that the Board approve the Amended Weapons on School Property Policy.

NOTE: Times on this agenda are estimated as a courtesy only. Actual times may vary.

In compliance with the Americans with Disabilities Act, persons needing accommodations for this meeting should call (801) 444-9378 to make appropriate arrangements.

Syracuse Arts Academy

Weapons on School Property Policy



PURPOSE

The purpose of this policy is to address the possession of dangerous weapons and firearms on Syracuse Art Academy (the “School”) property by any individual, including but not limited to, employees, students, parents/guardians, volunteers, and visitors.

POLICY

Definitions

“School Property” for purposes of this policy is defined as all property including buildings, portable buildings, parking lots, fields, parks, and other land or structures under the possession of Syracuse Arts Academy, whether leased or owned, where business of Syracuse Arts Academy takes place.

“Dangerous weapon” is defined as “(i) a firearm; or (ii) an object that in the manner of its use or intended use is capable of causing death or serious bodily injury.” UCA § 76-11-101~~0-501(6)(a)(3)~~.

“Firearm” is defined as “a pistol, revolver, shotgun, short barreled shotgun, rifle or short barreled rifle, or a device that could be used as a dangerous weapon from which a projectile is expelled ~~a projectile~~ by ~~action of~~ an explosive action.” UCA § 76-11-101(4)~~0-501(12)(a)~~.

“Short barreled shotgun” or “short barreled rifle” is defined as “a shotgun having a barrel or barrels of fewer than 18 inches in length, or in the case of a rifle, having a barrel or barrels of fewer than 16 inches in length, or a dangerous weapon made from a rifle or shotgun by alteration, modification, or otherwise, if the weapon as modified has an overall length of fewer than 26 inches.” UCA § 76-11-101(7), (8)~~0-501(22)~~.

“On or about school premises” means, in part, a public or private elementary or secondary school; or on the grounds of any of those schools. UCA § 76-11-205(1)~~0-505.5(1)(a)~~.

“Concealed firearm” is defined as “a firearm that is (a) covered, hidden, or secreted in a manner that the public would not be aware of its presence; and (b) readily accessible for immediate use.” It does not include a firearm that is unloaded and securely encased. UCA § ~~76-10-501(3)(a)~~ 53-5a-101.5(4).

“School Property,” for the purpose of this policy, means all property, including buildings, portable buildings, parking lots, fields, parks and other land or structures leased or owned by Early Light Academy.

Dangerous Weapons on School Property

Pursuant to ~~Utah Code~~UCA § 76-~~10-505.5~~11-205(2), a person “may not ~~possess~~carry “a dangerous weapon, ~~firearm, or short barreled shotgun at a place that the actor knows, or has reasonable cause to believe, is~~ on or about school premises.” unless an exception in the law applies. Accordingly, a person may not possess or use a dangerous weapon, firearm, short barreled shotgun, or short barreled rifle on School Property or in conjunction with any School activity unless specifically authorized by law. School employees who violate this policy will be subject to disciplinary action, which may include termination.

The law further provides that a qualified person may receive “a concealed carry permit allowing the carrying of a concealed firearm for lawful self defense~~permit to carry a concealed firearm for lawful self defense.~~” UCA § 53-5a-~~303~~704(1). Therefore, ~~any~~ holder of a valid concealed ~~firearm~~ carry permit or a temporary concealed carry permit that is 21 years old or older is authorized to~~may~~ carry a concealed firearm on School Property. UCA § 76-11-~~0-505.205~~(4)(~~b~~), (c).

In addition, in accordance with UCA § 76-11-~~0-505.5~~(4) and UCA § ~~76-10-523~~53-5a-108, a person without a concealed carry permit may possess a dangerous weapon, ~~firearm, or short barreled shotgun~~ on School Property if:

- (a) the possession is approved by the School’s Lead Director; or
- (b) the item is present or to be used in connection with a lawful, approved activity and is in the possession or under the control of the person responsible for the item’s possession or use; ~~or~~
- (c) ~~the possession is by an armed school security guard as described in Utah Code § 53G-8-704; or~~ the possession is (i) at the person’s place of residence or on the person’s property or (ii) in any vehicle lawfully under the person’s control, other than a vehicle owned by the School or used by the School to transport students; or
- (d) the person is an armed security guard; or
- (e) the person is exempt from certain weapon laws (e.g., the person is a U.S. Marshal, a peace officer, a qualified law enforcement official, etc.).

In accordance with the School’s Student Conduct and Discipline Policy and state law, students are prohibited at all times from possession or use of a weapon in or on School Property or in conjunction with any School activity.

Concealed ~~Firearm~~-Carry Permit Exceptions and Clarification

As mentioned above, Utah law allows any holder of a valid concealed ~~firearm~~carry permit to carry a concealed firearm on School Property. Because a concealed firearm must be readily accessible for immediate use, any person who carries a concealed firearm on School Property must keep it on their person at all times and it must be fully concealed. School employees are prohibited from keeping a concealed firearm in or on any property, fixture, or furniture owned by the School. This includes but is not limited to desks, closets, cabinets, or any other property owned by and located on School Property. If a person carries a concealed firearm in any personal container, bag, briefcase, purse, backpack, etc., that item must be on the person at all times while on School Property. However, notwithstanding the foregoing, the following employees may store and/or

carry a firearm on School Property, or take other actions, in accordance with the laws referenced below:

- (a) the designated School guardian (UCA § 53-22-105);
- (b) a teacher of the School who is participating in the Educator-Protector Program (UCA § 53-22-107); or
- (c) the designated School Safety and Security Director (UCA § 53G-8-701.8).

School employees who obtain a concealed ~~firearm~~-carry permit do so at their own volition. Any employee's decision to carry or use a dangerous weapon will be the sole responsibility of that person as an individual, and no such action, including any lawful action, is taken as an employee by or on behalf of the School or is otherwise authorized or sanctioned by the School, except for lawful action taken by:

- (a) the designated School guardian in accordance with the School guardian program in ~~Utah Code~~UCA § 53-22-105; and
- (b) the designated School Safety and Security Director in accordance with ~~Utah Code~~UCA § 53G-8-701.8.

Employees who have concealed carry permits are obligated to have knowledge of and adhere to state and local weapons laws.

Per UCA § 53-5~~a-310~~708(1)(e)(ii), the School may not compel or attempt to compel an individual who has been issued a concealed ~~firearm~~-carry permit to divulge whether the individual (a) has been issued a concealed ~~firearm~~-carry permit or (b) is carrying a concealed firearm.

Similarly, a School employee shall not, and any other person while on School Property shall not, divulge to other School employees, parents/guardians, or students whether he/she (a) has been issued a concealed ~~firearm~~-carry permit or (b) is carrying a concealed firearm unless he/she has first obtained approval from the School's Lead Director to divulge such information.

TOWS from Retreat July 2025

- **Threats**

- New Jr. High in West Point
- New DSD elementary near South Campus
- Syracuse is growing (state is slowing)
- DSD relationship regarding charters
- Funding threats
 - SpEd (2-yr behind)

- **Opportunities**

- CTE growth, funding
- CCA pathway
 - Need policy to help funding
 1. Chris Bleak, Molly Hart & Rod Hall
- Appetite for expansion of successful schools
- Syracuse is growing
- Davis Education Network
- Parents
- SAA Reputation
- Charter schools continue to grow while districts decline
- Grant and funding access

- **Weaknesses**

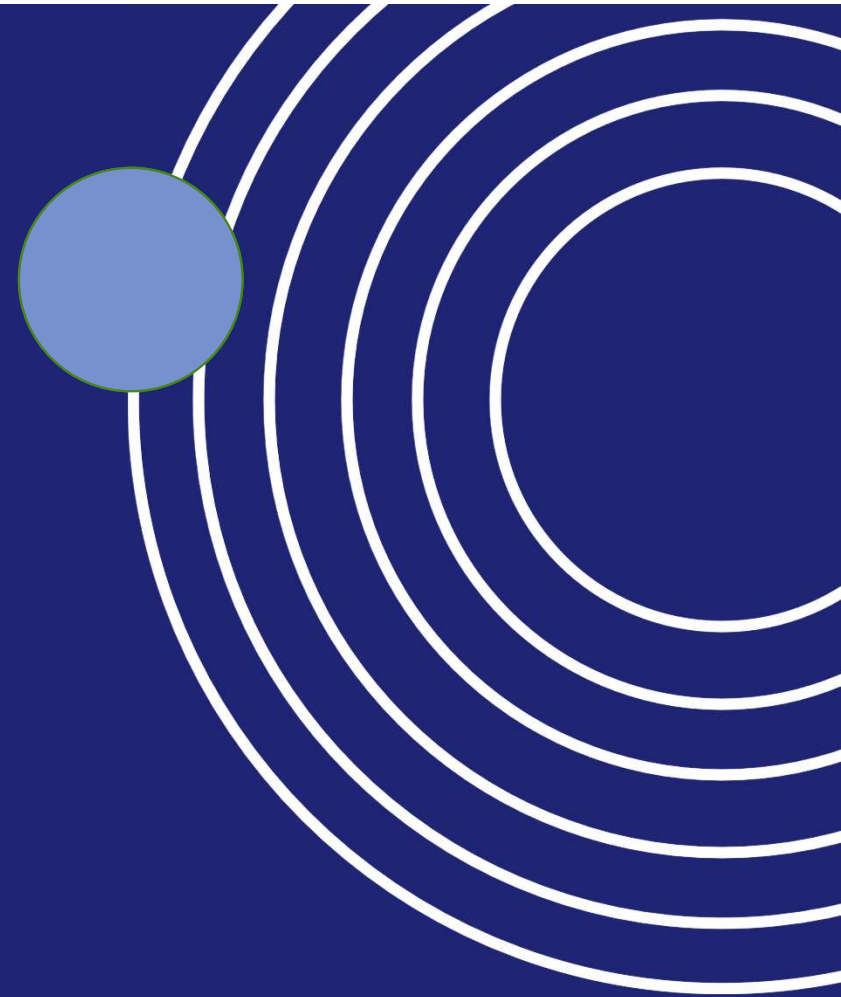
- Jr. High capacity, waitlist
- No pathway completion program
 - No funding for CTE, CCA
- Specific gaps in curriculum & learning
- Curriculum vetting & selection
- Unity
- Specific budget items
 - Child Nutrition Program
 - SpEd
- ELL in TSI (Antelope Elementary)
- Gossip, miscommunication & misperception

- **Strengths**

- Sports Jr. High
- CCA in Jr. High
- FBLA, other non-sport programs
- Board influence, connections, vision, preparation
- Board support for SAA mission (including curriculum)
- Charter: arts integration/creativity of learning
- Learning proficient, MPG
 - Report out LEA level
 - 20% SpEd

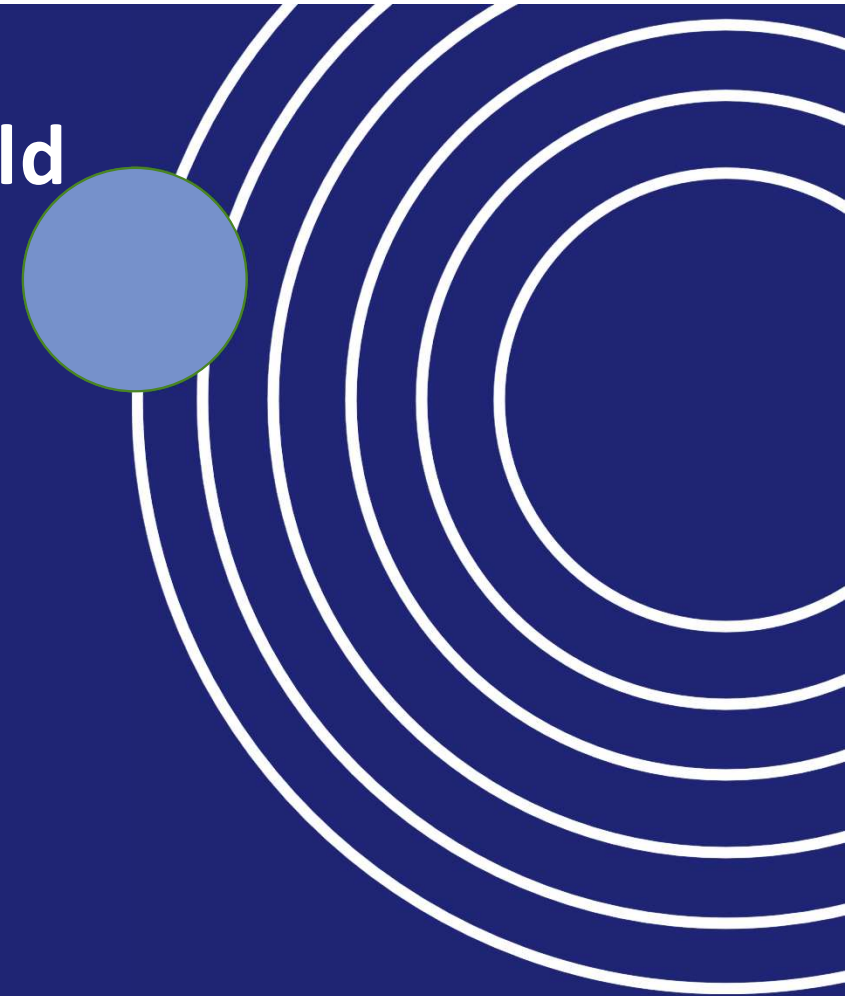
NOTE: Times on this agenda are estimated as a courtesy only. Actual times may vary.

Syracuse Arts Academy 1-Year and 5-Year Board Vision Plan



Using the TOWS model to build SAA's balanced scorecard

TOWS		
	Strengths (Internal)	Weaknesses (Internal)
Opportunities (External)	Capitalize	Mitigation
Threats (External)	Defend	Exploited



Results of SAA TOWS analysis



• Threats

- o New Jr. High in West Point
- o New DSD elementary near South Campus
- o Syracuse is growing (state is slowing)
- o DSD relationship regarding charters
- o Funding threats: SpEd (2-yr behind)

• Opportunities

- o CTE growth, funding
- o CCA pathway: Need policy to help funding
 - Chris Bleak, Molly Hart & Rod Hall
- o Appetite for expansion of successful schools
- o Syracuse is growing
- o Davis Education Network
- o Parents
- o SAA Reputation
- o Charter schools continue to grow while districts decline
- o Grant and funding access

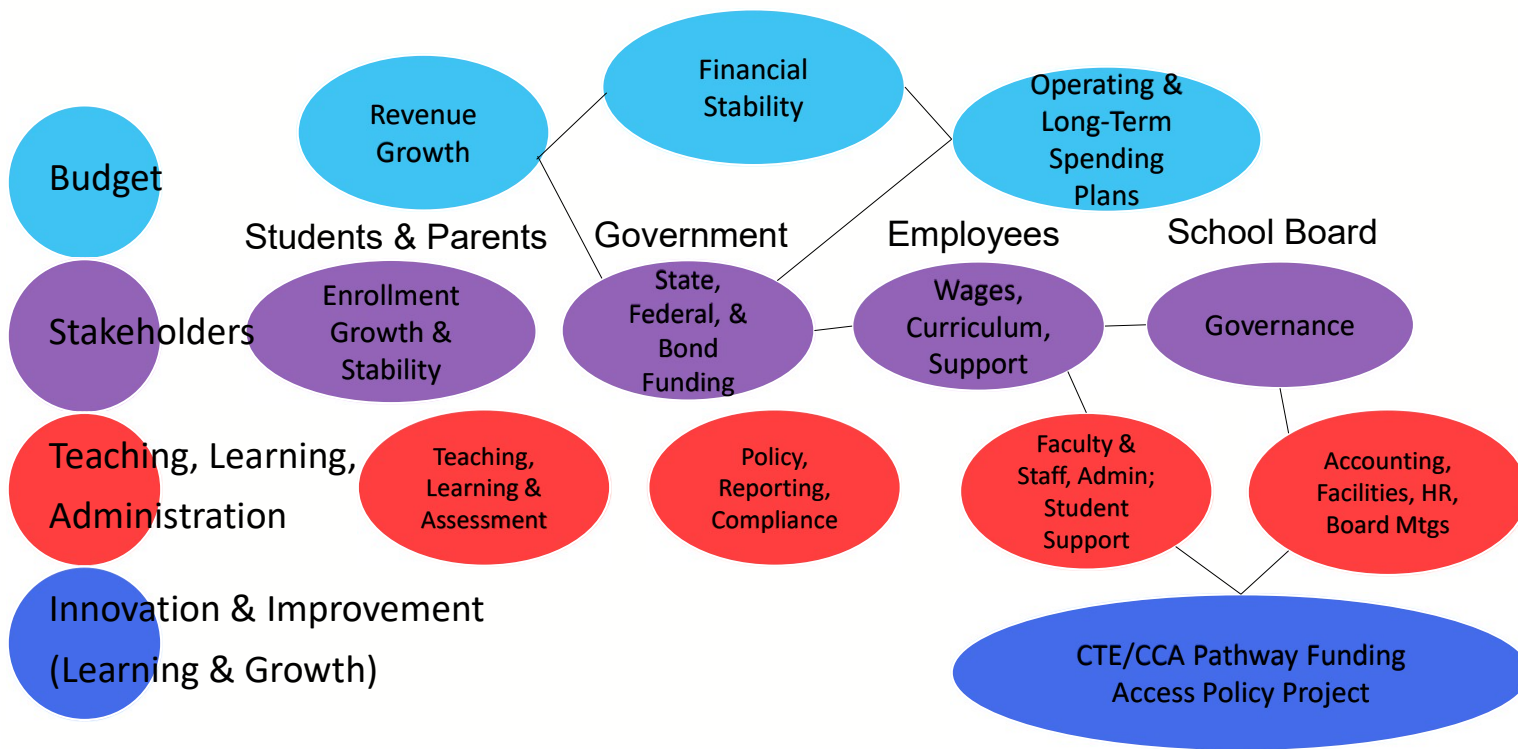
• Weaknesses

- o Jr. High capacity, waitlist
- o No pathway completion program
 - No funding for CTE, CCA
- o Specific gaps in curriculum & learning
- o Curriculum vetting & selection
- o Unity
- o Specific budget items: ▪ Child Nutrition Program; ▪ SpEd
- o ELL in TSI (Antelope Elementary)
- o Gossip, miscommunication & misperception

• Strengths

- o Sports Jr. High
- o CCA in Jr. High
- o FBLA, other non-sport programs
- o Board influence, connections, vision, preparation
- o Board support for SAA mission (including curriculum)
- o Charter: arts integration/creativity of learning
- o Learning proficient, MPG: ▪ Report out LEA level ▪ 20% SpEd

SAA's Balanced Scorecard

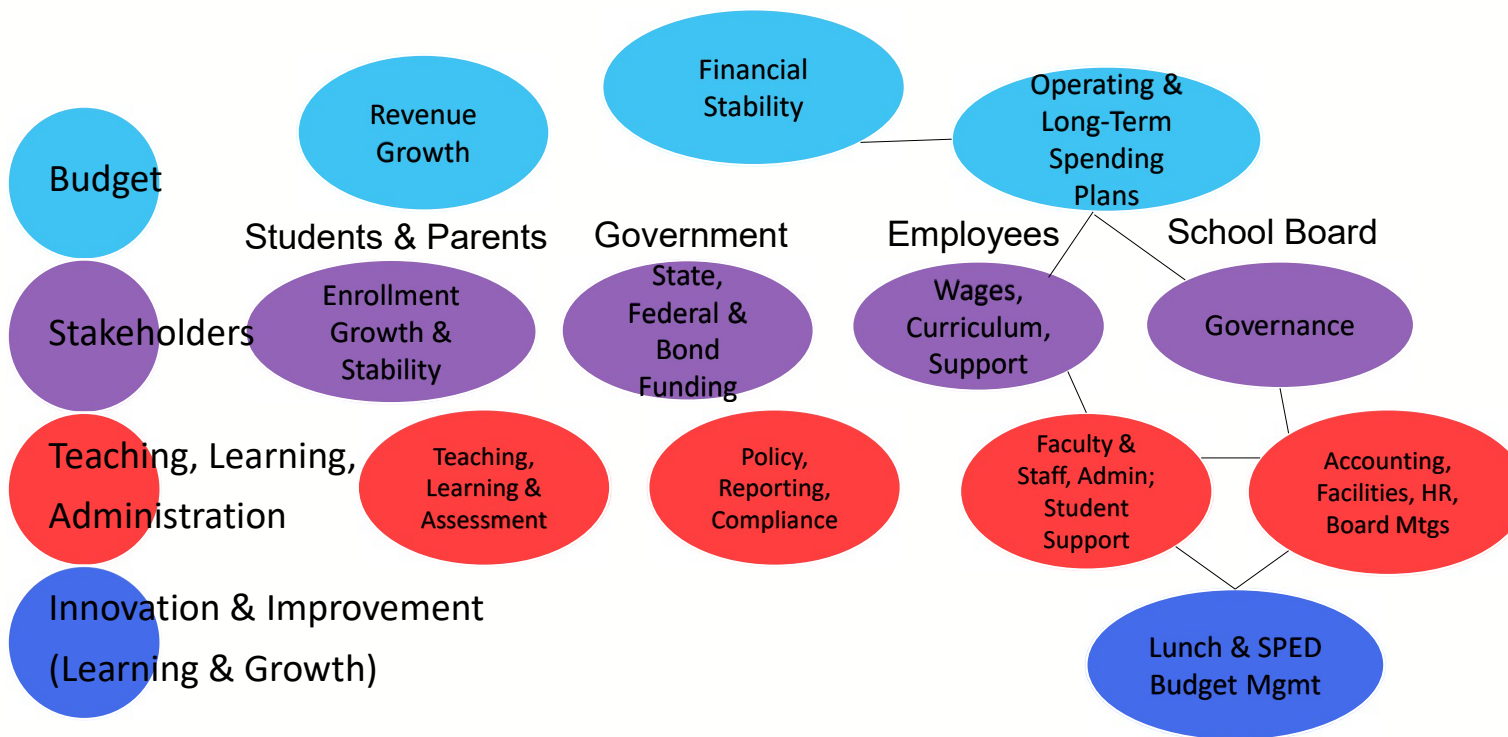


2025-26 Plan 5-Year Plan

Revenue Growth:
2. Grant access & Federal / State funding applied for schools

Revenue Growth:
2. CTE Growth with CCA Pathway established

SAA's Balanced Scorecard



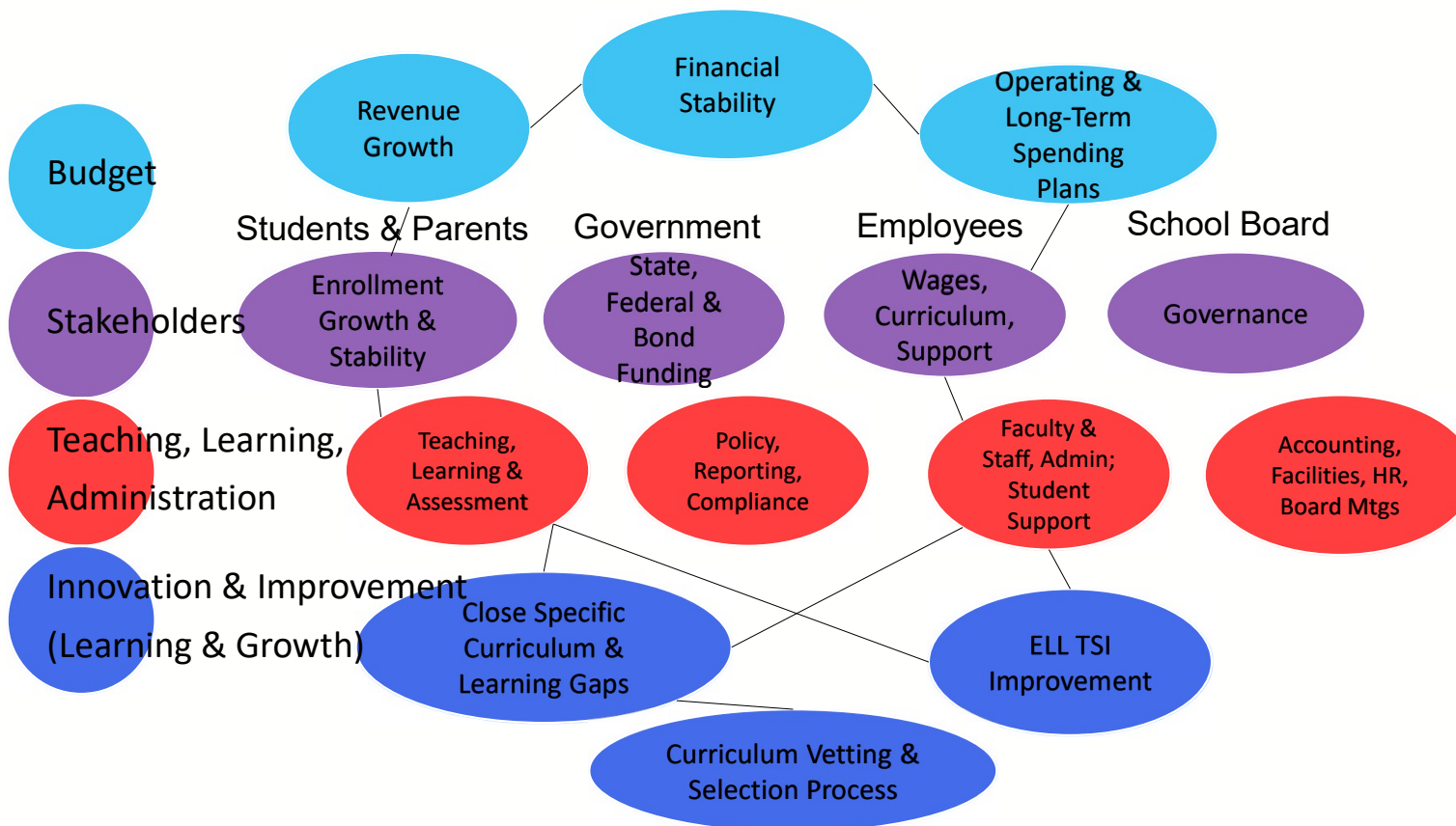
2025-26 Plan

Financial Stability:
3. Balanced budgets in all departments (SPED, Lunch).
4. Healthy PTIF.

5-Year Plan

Financial Stability:
3. Continued balanced budget.
4. Healthy PTIF.

SAA's Balanced Scorecard



2025-26 Plan

Spending Plans:

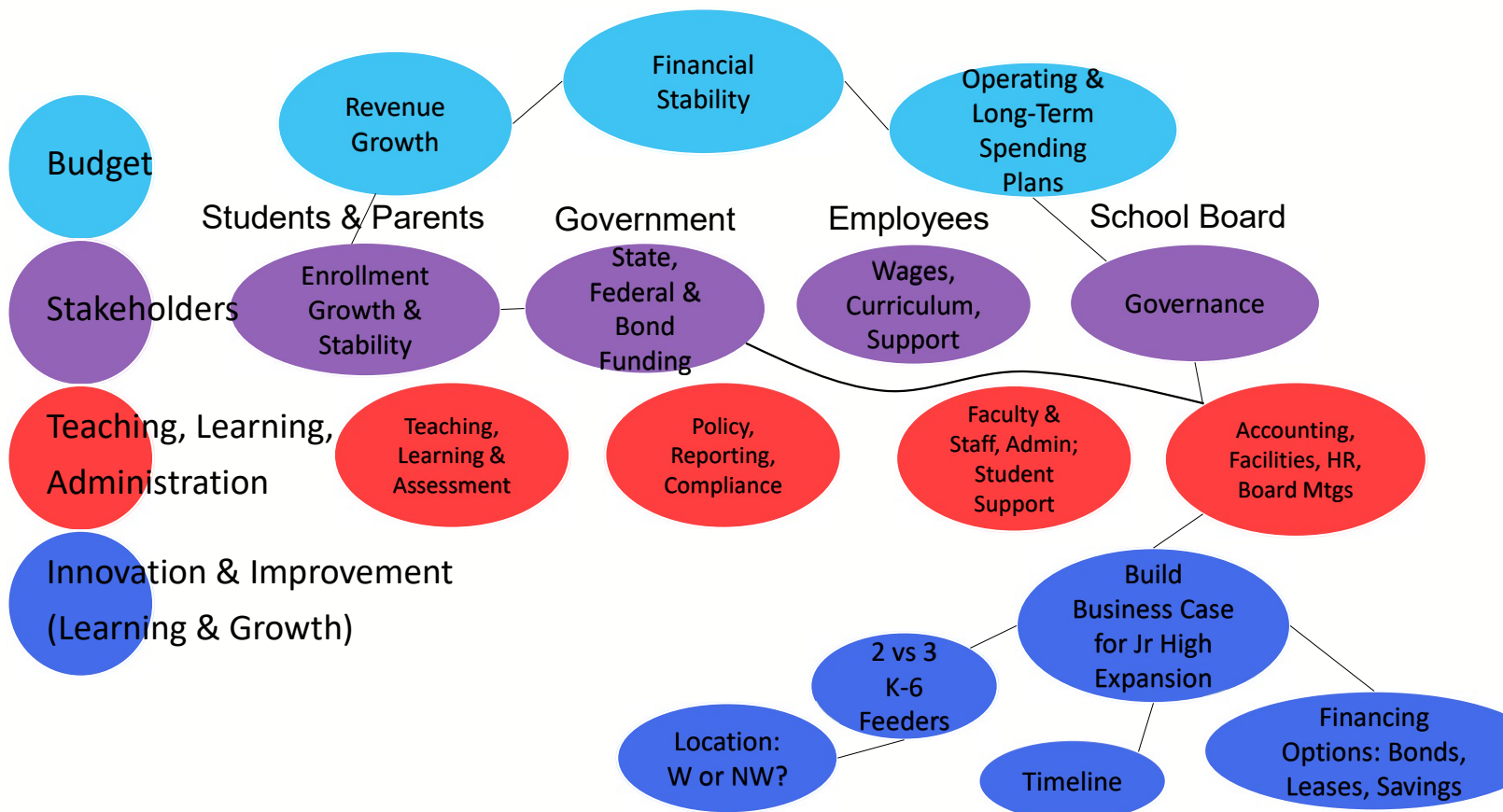
1. Apple teacher training with technology.
 2. Cohesiveness between campuses in curriculum and training.
- ### Leadership:
5. Learning proficiency maintained.

5-Year Plan

Spending Plans:

1. Continual supplies / training for integrating arts.
- ### Leadership:
4. Calendar includes collaboration w/ FA integration.
 5. Data driven instruction with unified curriculum.

SAA's Balanced Scorecard

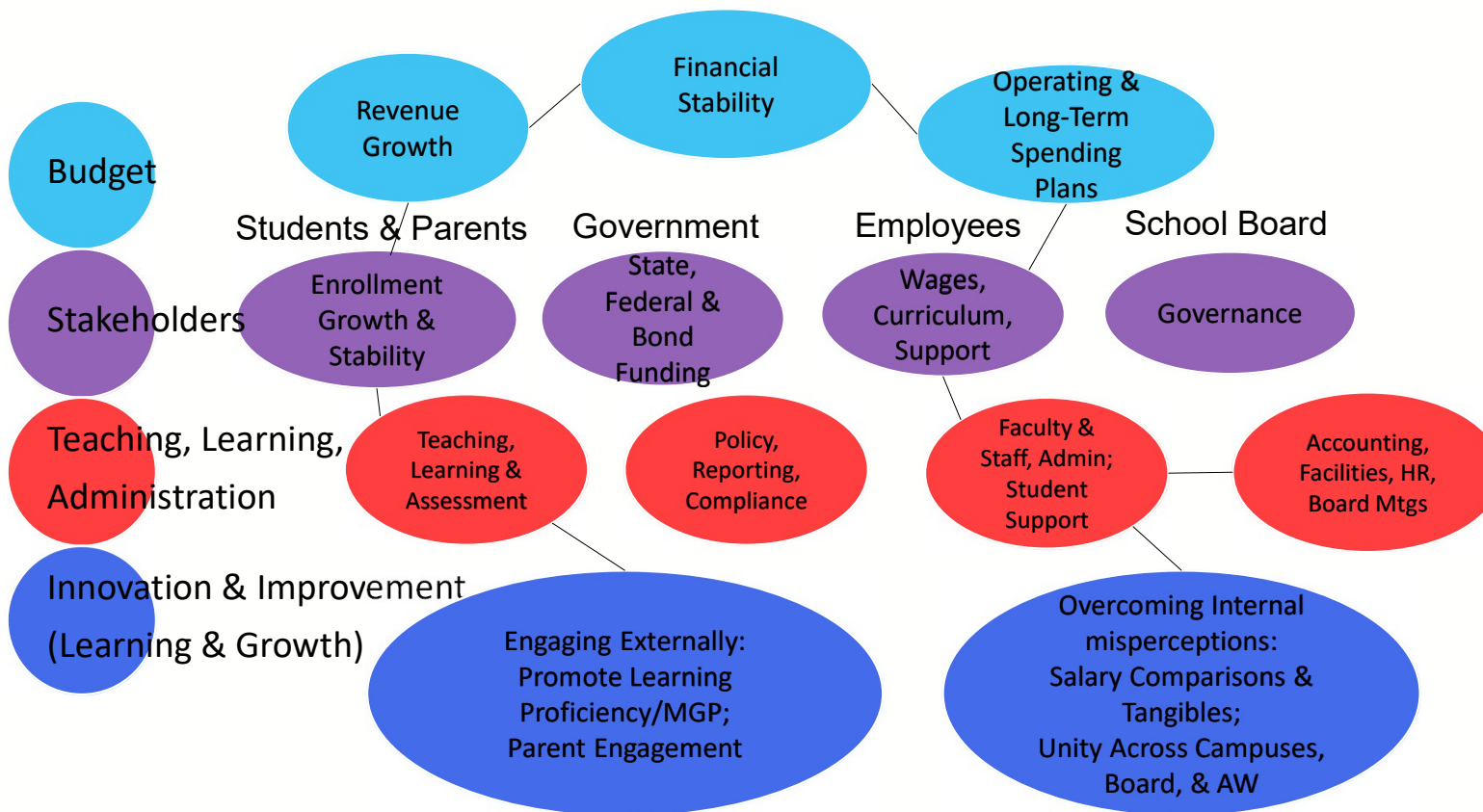


2025-26 Plan 5-Year Plan

Financial Stability:
 1. South Campus at full capacity.
Spending Plans:
 3. Flexibility in classroom growth.
 4. New school and remodel of Jr. High.
Leadership:
 2. Gather ideas for needs of Jr. High remodel.
 3. Collaborate w/ AW & new school building committee.

Financial Stability:
 1. Student retention at 80%.
 2. Schools at full capacity.
Spending Plans:
 2. Remodel Jr. High.
 3. Antelope elementary into new building.
Revenue Growth:
 1. Student retention at 80%.
 3. Grant & Funding access.

SAA's Balanced Scorecard



2025-26 Plan

Financial Stability:
2. Marketing essentials setup for all schools.

Revenue Growth:
1. AW collaborate w/ Board.

Leadership:
1. Cohesiveness with Board and Lead Director.
4. Lead Director performance expectations & goals.
6. Bonus pay based on performance, expectations, & goals.

5-Year Plan

Leadership:
1. Maintain strong SAA reputation.
2. Plan for retention of teachers & staff.
3. Bonus pay based on individual performance and expectations with yearly goals.

[Back to Agenda](#)

SAA Board 2025-26 Vision Plan	
Financial Stability	
1	South campus at full capacity
2	Marketing essentials set up for all schools
3	Balanced budgets in all departments (SPED and lunch)
4	Healthy PTIF
5	
6	
Revenue Growth	
1	AW collaborate with Board
2	Grant access and federal/state funding applied for schools
3	
Operating and Spending plans	
1	Apple teacher training with technology
2	Cohesiveness between campus' in curriculum and training
3	Flexibility in classroom growth
4	New school and remodel of Jr High
Leadership	
1	Cohesiveness with Board and with Lead Director
2	Gather ideas for needs of jr high school remodel
3	Colloborate with AW & new school -building committee,etc
4	Lead director performance expectations and goals
5	Learning proficiency maintained
6	Bonus pay based on performance/ expectations/goals

SAA Board 5 Year Vision Plan	
Leadership	
1	Maintain strong SAA reputation
2	Plan for retention of teachers and staff
3	Bonus pay based on individual performance and expectations with yearly goals
4	Calendar includes collaboration w/ FA integration
5	Data driven instruction with unified curriculum
6	
Operating and Long term Spending Plans	
1	Continual supplies/training for integrating arts
2	Remodel Jr High
3	Antelope elementary into new building
4	
Revenue Growth	
1	Student retention at 80%
2	CTE growth with CCA pathway established
3	Grant and funding access
Financial Stability	
1	Student retention at 80%
2	Schools at full capacity
3	Continual balanced budget
4	Healthy PTIF

NOTE: Times on this agenda are estimated as a courtesy only. Actual times may vary.

In compliance with the Americans with Disabilities Act, persons needing accommodations for this meeting should call (801) 444-9378 to make appropriate arrangements.



Syracuse Arts Academy
Board of Directors
PROPOSED
2025-2026 Board Meeting Dates

Board Meeting Date	PreBoard	Time
August 7, 2025	Mon, Jul 28 th @ 12:30 p.m.	5:30 pm
October 2, 2025	Sept 18 th @ 12:30 p.m.	5:30 pm
November 6, 2025 <i>Holiday Social – NO MEETING</i>	N/A	6:00 pm
December 4, 2025	Nov 20 th @ 12:30 p.m.	5:30 pm
February 5, 2026	Jan 22 nd @ 12:30 p.m.	5:30 pm
March 26, 2026	Mar 12 th @ 12:30 p.m.	5:30 pm
May 7, 2026 <i>Board Retreat/Strategic Planning</i>	April 23 rd @12:30 p.m.	9:00 am
June 18, 2026 <i>Annual Board Meeting</i>	June 4 th @ 12:30 p.m.	5:30 pm

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