



Board Meeting Materials

Wasatch Peak Academy will provide a meaningful educational experience focused on student growth to inspire students with an appreciation for community, and enthusiasm for learning, and a drive for academic excellence.

September 10, 2025

**Wasatch Peak Academy
Board of Directors Meeting
Wednesday, September 10, 2025**

Location: 414 North Cutler Dr, North Salt Lake, UT 84054



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

Wasatch Peak Academy will provide a meaningful educational experience focused on student growth to inspire students with an appreciation for community, and enthusiasm for learning, and a drive for academic excellence

AGENDA

8:15 AM – INTRODUCTORY ITEMS

- Welcome & Roll Call

PUBLIC COMMENT (Comments will be limited to 3 minutes each)

REPORTS

- Administration
 - State of the School
 - ✓ Early Learning Plan Reporting
 - ★ [2024-2025 Plan Progress](#)
 - ★ [Present 2025-2026 Plan](#)
 - ✓ [Meal Charge & Alternate Meal ADMIN Procedures](#)
- Board of Directors
 - [Financial Report](#)

CONSENT ITEMS

- [June 4, 2025, Electronic Board Meeting Minutes](#)

VOTING ITEMS

- [LEA-Specific Educator License\(s\)](#)
- [Amend Child Abuse & Neglect Reporting Policy & Procedures](#)
- [Amend Electronic Resources Policy](#)
- [Amend Kindergarten Toilet Training Policy](#)
- [Amend Dress Code Policy](#)

DISCUSSION ITEMS

- Calendaring Items
 - [Review 2025-2026 Board Meeting Schedule](#)

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.

- Next PreBoard Meeting October 29th
- Next Board Meeting November 12th
- NCSC26 New Orleans, LA June 24-26 (Wed-Fri)

CLOSED SESSION to discuss the character, professional competence, or physical or mental health of an individual and/or to discuss deployment of security personnel, devices, or systems pursuant to Utah Code 52-4-205(1)(a) & (f) respectively [IF NEEDED]

ADJOURN

WPA UPCOMING CALENDAR ITEMS

October

SLT Committee Membership (Due Oct 20)

November

Maturation Curriculum [if changing]

RFP IT Service Provider (Exp. 11-30-25)

Building Evaluation

Winter Bonus

2026-2027 School Fee Schedule (1st Public Viewing)

January

Audit Review

2026-2027 School Fee Schedule (2nd Public Viewing)

2026-2027 School Calendar

Curriculum Purchases (2 Public Comment Periods)

March

Present 2024-2025 SLT Final Report (can be an email)

2026-2027 School LAND Trust Plan (Comm. Signature Pages)

SLT Training Assurances

Annual Open Meetings Act Training

Board Vacancies

May

Audit Engagement Letter

EOY Bonus

2026-2027 TSSA Plan

Capital Improvements

Review Positive Behavior Plan *[Can email to board or approve if changes]*

June

2025-2026 Final Amended Budget

2026-2027 Annual Budget

Ratify Board Members & Terms

Ratify Board Officers

2026-2027 Sex Ed Committee Membership

Set 2026-2027 Board Meeting Schedule

Fraud Risk Assessment/Ethical Behavior

Mental Health Screening Determination *[if changed]*

Board Member Agreement *[if applicable]*

Annual PPP Training & Review

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.



EARLY LEARNING PLAN 2024-2025

LEA Name: Wasatch Peak Academy

Date of Expected Local Board Approval: (07/25/24) - this helps us to prioritize providing feedback

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-informed tier 1 curriculum, CKLA (2nd Edition), 95% Group Core Program (2017, 2022, 2020))

***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.

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

**Evidence-based tier 2 intervention curriculum: 95% Group Interventions (1st Edition),
Evidence-based tier 3 intervention curriculum: 95% RAP**

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

Core program(s) with year published/edition	Intervention program(s) with year published/edition or evidence-based strategies
CKLA (2 nd Edition 95% (1st Edition) Core Phonics Program	95% Group Interventions (1st Edition) Explicit phonics and fluency instruction in small groups with the classroom teacher daily for 30 minutes and progress monitoring every 2-4 weeks. Explicit phonemic awareness and phonics instruction in small groups with the reading specialist daily for 45 minutes and progress monitor every 1-2 weeks.

SECTION B: EARLY MATHEMATICS

See [Early Mathematics Resources](#).

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
Ready Mathematics, Ready Math Software	Explicit concept-based math instruction in small groups with the reading specialist daily for 45 minutes and progress monitoring every 1-2 weeks.

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

Mathematical Components	Evidence-based Strategies <i>For all components below list evidence-based strategies in each box.</i>
-------------------------	---

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.

<p>Conceptual Understanding: the comprehension and connection of concepts, operations, and relations.</p>	<p>Within each Ready Classroom Mathematics lesson, the conceptual understanding is built into the lesson progression. At the start of each lesson in the student's book is the Learning Target which establishes a clear goal for the students (Principles to Action: Establish mathematics goals to focus learning). Additionally, the following Principles to Action are incorporated into each lesson: implement tasks that promote reasoning and problem solving, use and connect mathematical representations, facilitate meaningful mathematical discourse, and pose purposeful questions. For example, Session 1 of a lesson follows the process of Try It > Discuss It (support partner discussion, select and sequence student solutions, support whole class discussion) > Connect It (look back at Try It, look ahead, and reflect). In Session 2 of a lesson, it follows the process of Try It > Discuss It > Model It & Picture It > Connect It > Apply It..</p>
<p>Procedural Fluency: the meaningful, flexible, accurate, and efficient use of procedures to solve problems.</p>	<p>Within Ready Classroom Mathematics, Number Talks are built into each lesson under the Discuss It section. Number Talks involve abstract math problems that students are asked to solve mentally with the teacher collecting different methods and then discussing the different strategies (Boaler, 2015). Within each lesson under the Discuss It section, the teacher collects student responses from the Try It and then selects and sequences student solutions and then together as a class they compare and connect the different explanations. This process opens students up to Number Sense beyond memorization. Furthermore, if additional Fluency practice is needed, the teachers have a Fluence and Skills Practice worksheet from the Ready Classroom Mathematics that teachers can give students. In connection with Ready Classroom Mathematics, we also utilize the iReady software (45 minutes/week) to support classroom instruction with built mathematical games</p>
<p>Strategic and Adaptive Mathematical Thinking: the ability to formulate, represent, and solve mathematical problems with the capacity to</p>	<p>Within Ready Classroom Mathematics Strategic and Adaptive Mathematical Thinking is built into the Connect It and Apply It section of the lessons. For example, within a 3rd grade measurement lesson, the student is asked to do the following after they did the Try It problem and discussed as a class: to fill in the blank on where to start a problem, compare the quantity to another, demonstrate number sense by showing what the number is closest too, complete additional</p>

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

justify the logic used to arrive at the solution.	calculations, explain how the length was found, and write out what strategy they used. Moreover, throughout subsequent parts in the lessons, students are frequently asked, “Tell how you know” to justify how they arrived at their solution.
Productive Disposition: the attitude of a student who sees mathematics as useful and worthwhile while exercising a steady effort to learn mathematics.	Productive Disposition most often occurs during the Try It section right at the beginning of a lesson in the Ready Classroom Mathematics curriculum when students are given a problem with only their prior knowledge to attempt to solve it. They are then supported through the process when they discuss it as a class and the concept being taught is given purpose and applied it to new situations. In addition, the i-Ready software utilized 45 minutes weekly is set on a different pathway than the textbooks and is adaptive to each student. The iReady software sets students up with lessons that they do not show an understanding for and allows them to work through at their own pace. At our school, no grade is given based on how well they completed the lesson, but simply on if they worked on it. This enables students to maintain a positive relationship with mathematics and encourages the students to take their time in learning new concepts.

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 23, 2025, teachers will maintain first-grade student scores from BOY to EOY on Acadience Math by utilizing I Ready, Ready Classroom, and math fluency resources to foster accurate and fluent math skills in order to support high-quality computation skills for all students.

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.

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

☒ Literacy Goal

☐ Mathematics Goal (*Check the content area for this goal*)

By May 23, 2025, teachers will maintain first-grade student ORF Reading Accuracy from MOY to EOY on Acadience Reading ORF-Accuracy by utilizing CKLA, 95% Group, LETRS Activities, phonics programs, fluency, Lexia Software to foster accurate and fluent reading in order to support high quality reading comprehension for all students.

General Assurances: *Check the boxes below.*

☒ The LEA assures that it is in compliance with State Code [53F-2-503](#), [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.

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.

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

Wasatch Peak Academy

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

Amy Pilkington, Loreen Holdaway

Q4. LEA Literacy Leader Email Address(es)

apilkington@wasatchpeak.org, loreneholdaway@wasatchpeak.org

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

Alden Thorpe

Q6. LEA Mathematics Leader Email Address(es)

Athorpe@wasatchpeak.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).

Amy Pilkington, Principal, apilkington@wasatchpeak.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.
- 95% Group Core Phonics Program

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.

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.

iReady

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.**

Explicit concept-based math instruction in small groups with the reading specialist daily for 45 minutes and progress monitoring every 1-2 weeks.

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

Within each Ready Classroom Mathematics lesson, the conceptual understanding is built into the lesson progression. At the start of each lesson in the student's book is the Learning Target which establishes a clear goal for the students (Principles to Action: Establish mathematics goals to focus learning). Additionally, the following Principles to Action are incorporated into each lesson: implement tasks that promote reasoning and problem solving, use and connect mathematical representations, facilitate meaningful mathematical discourse, and pose purposeful questions. For example, Session 1 of a lesson follows the process of Try It > Discuss It (support partner discussion, select and sequence student solutions, support whole class discussion) > Connect It (look back at Try It, look ahead, and reflect). In Session 2 of a lesson, it follows the process of Try It > Discuss It > Model It & Picture It > Connect It > Apply It..

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.

Within Ready Classroom Mathematics, Number Talks are built into each lesson under the Discuss It section. Number Talks involve abstract math problems that students are asked to solve mentally with the teacher collecting different methods and then discussing the different strategies (Boaler, 2015). Within each lesson under the Discuss It section, the teacher collects student responses from the Try It and then selects and sequences student solutions and then together as a class they compare and connect the different explanations. This process opens students up to Number Sense beyond memorization. Furthermore, if additional Fluency practice is needed, the teachers have a Fluence and Skills Practice worksheet from the Ready Classroom Mathematics that teachers can give students. In connection with Ready Classroom Mathematics, we also utilize the iReady software (45 minutes/week) to support classroom instruction with built mathematical games

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.

Within Ready Classroom Mathematics Strategic and Adaptive Mathematical Thinking is built into the Connect It and Apply It section of the lessons. For example, within a 3rd grade measurement lesson, the student is asked to do the following after they did the Try It problem and discussed as a class: to fill in the blank on where to start a problem, compare the quantity to another, demonstrate number sense by showing what the number is closest too, complete additional calculations, explain how the length was found, and write out what strategy they used. Moreover, throughout subsequent parts in the lessons, students are frequently asked, "Tell how you know" to justify how they arrived at their solution.

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.

Productive Disposition most often occurs during the Try It section right at the beginning of a lesson in the Ready Classroom Mathematics curriculum when students are given a problem with only their prior knowledge to attempt to solve it. They are then supported through the process when they discuss it as a class and the concept being taught is given purpose and applied it to new situations. In addition, the i-Ready software utilized 45 minutes weekly is set on a different pathway than the textbooks and is adaptive to each student. The iReady software sets students up with lessons that they do not show an understanding for and allows them to work through at their own pace. At our school, no grade is given based on how well they completed the lesson, but simply on if they worked on it. This enables students to maintain a positive relationship with mathematics and encourages the students to take their time in learning new concepts.

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 LEAs last day of school?

May 22, 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?

- 7%-10%

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

Data-driven instruction and targeted interventions with ongoing progress monitoring and revision of practices.

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 22, 2026

Q3. What grade level will this goal focus on?

- Kindergarten

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

Next Number Fluency

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?

- 7%-10%

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

Data-driven instruction and targeted interventions with ongoing progress monitoring and revision of practices.

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

Embedded Data:

N/A

[Back to Agenda](#)

Updated Meal Charge Administrative Procedures Summary

HB 100 from the 2025 legislative session requires schools that participate in the National School Lunch Program to provide free lunch to students who qualify for reduced-price meals. Under this new law, the USBE will, subject to legislative appropriations, reimburse schools for each free lunch served to reduced-priced students. The reimbursements will be in a dollar amount equal to the difference between the federal reimbursement rates for a lunch and a reduced-price lunch, as determined annually by the USDA. The school's meal charge policy/procedure has been amended to reflect this new law.

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.

Meal Charge and Alternate Meal Procedures

I. Purpose

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

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

II. Information about Free or Reduced-price Meals

- A. Prior to or at the beginning of each school year, the School will provide to the parent or guardian of each student:
 - i. Information about school meals, including prices for the meals and acceptable methods of paying for the meals;
 - ii. Information about the NSBP and NSLP, including how students qualify for free or reduced-priced meals under the programs; and
 - iii. An application for free or reduced-priced meals under the NSBP and NSLP.
- B. The School will provide the information and application as follows:
 - i. Digital copies available on the school website
Hard copies available in the front office upon request
Hard copies available at school events like back to school night, parent teacher conferences, etc.
 - ii. The School will not provide the information and application at the end of the school year for the next school year but will provide the information and application on or after July 1 of each year.
- C. Completed applications should be returned to the School as soon as possible; but completed applications will be accepted by the School throughout the year. Parents or guardians should contact the front office or Kitchen Manager at (801) 936-3066 for questions about or assistance with applying for free or reduced-priced school meals.

III. Students Unable to Pay for Meals

- A. Students who are unable to pay for a meal at the time of meal service, either because they don’t have sufficient money in their meal account or on their person, will be allowed to charge the meal to their meal account unless their meal account balance is negative in the amount of -\$15 or more.

- B. Students allowed to charge a meal to their meal account under the terms described above will receive a regular reimbursable meal as opposed to an alternate meal.
- C. This Section does not apply to students who have qualified for free meals under the NSBP and NSLP, as such students are not required to pay for reimbursable meals at the School.
- ~~C.~~D. This Section also does not apply to the lunches of students who have qualified for reduced-price meals under the NSLP. Per Utah Code § 53F-2-423, students who have qualified for reduced-price meals under the NSLP are not required to pay for reimbursable lunches at the School.

IV. Alternate Meals

- A. Students whose meal accounts have a negative balance of -\$15 or more will not be allowed to charge a regular reimbursable meal to their account. Under those circumstances the School will offer such students an alternate meal. The School will not charge such students for an alternate meal. This paragraph does not apply to students who have qualified for free meals under the NSBP and NSLP, as such students are not required to pay for reimbursable meals at the School and will never be denied a regular reimbursable meal by the School. Per Utah Code § 53F-2-423, this paragraph also does not apply to the lunches of students who have qualified for reduced-price meals under the NSLP, as such students are not required to pay for reimbursable lunches at the School and will never be denied a regular reimbursable lunch by the School.
- B. Alternate meals may consist of a cup of fruit and carton of milk for breakfast and a cup of fruit, a roll, and a carton of milk for lunch.
- C. Alternate meals will be presented on a lunch tray.

V. Notifications Regarding Balances; Collection Efforts

- A. A student's meal account reaches a balance of \$5.00 or lower, the School will notify the student's parent or guardian of the low balance by a weekly phone call and request that payment on the account be made prior to the account reaching a negative balance.
- B. The School will notify parents or guardians of negative meal account balances. When a student's meal account has a negative balance, the School will notify the student's parent or guardian of the negative account balance by a weekly phone call when the balance is -\$10.00 or more and request payment on the account be made as soon as possible.

- C. When a student's meal account reaches a negative balance of at least -\$20.00, the School will continue to notify parents or guardians as described above with a daily phone call and may also turn the account over to collections.
- D. The School may contact parents or guardians of students with delinquent meal accounts to inquire if the household might be eligible for free or reduced-price meal benefits under NSBP and NSLP.
- E. The Kitchen Manager, Kym Bushey, at the School is generally responsible for managing meal account balances and balance notifications and can be reached at 801-936-3066 and/or KBushey@wasatchpeak.org for questions or concerns related to such matters.
- F. The front office at the School is generally responsible for managing the School's collection efforts and can be reached at 801-936-3066 for questions or concerns related to such matters.
- G. The School will maintain documentation of the balance notifications and collection efforts described above, as this may be requested as part of federal or state audits.

VI. Communication of Procedures

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

|

VII. Review of Procedures

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



WPA Board of Director's Meeting Wednesday, September 10, 2025

Financial Package Updates

Items of Note:

- August 2025 Financials are included. We are 16.6% of the way through the year. Overall revenues are at 17.8%, with both local and state funding ahead of schedule. This is largely due to the revenue budget being conservative for interest and enrollment. Expenses are at 9.2%, with salaries and benefits lagging due to the timing of employee contracts. The only area trending higher than 16.6% is Supplies and Materials, primarily due to the Curriculum Associates / Mountain State Depository purchase. For property, the variance is attributed to the final installation of the playground completed in late summer.
- Cash is up \$2 million compared to this time last year. Last year's balance was lower as the school was wrapping up the expansion project. Receivables are up as we await the final FY25 safety grant reimbursement. Fixed assets and depreciation are both increased, following the closeout of fiscal year 2025. Currently liabilities are increased due to timing on invoices, and the yearend accruals (ETS, J5, and Primary Park and Play). Long-term liabilities increased as a result of the issuance of the new bonds.

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.

Wasatch Peak Academy Statement of Activities

Created on September 09, 2025
For Prior Month

	Annual June 30, 2026 Budget	Year-to-Date August 31, 2025 Actual	% of Budget
Net Income			
Income			
Revenue From Local Sources	171,859	45,829	26.7 %
Revenue From State Sources	5,964,565	1,079,548	18.1 %
Revenue From Federal Sources	175,734	0	0.0 %
Total Income	6,312,158	1,125,377	17.8 %
Expenses			
Instruction/Salaries	3,176,712	240,017	7.6 %
Employee Benefits	861,982	55,010	6.4 %
Purchased Prof & Tech Serv	423,965	65,941	15.6 %
Purchased Property Services	340,500	5,719	1.7 %
Other Purchased Services	139,228	3,224	2.3 %
Supplies & Materials	624,944	142,100	22.7 %
Property	0	25,104	0.0 %
Debt Services & Miscellaneous	455,907	17,433	3.8 %
Total Expenses	6,023,238	554,548	9.2 %
Total Net Income	288,920	570,829	197.6 %

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.

Wasatch Peak Academy
Statement of Financial Position
Created on September 09, 2025
For Prior Month

	Period Ending 08/31/2025 <u>Actual</u>	Period Ending 08/31/2024 <u>Actual</u>
Assets & Other Debits		
Current Assets		
Operating Cash	3,398,098	1,355,555
Accounts Receivables	142,415	2,421
Total Current Assets	<u>3,540,513</u>	<u>1,357,976</u>
Restricted Cash	<u>1,489,925</u>	<u>1,163,795</u>
Net Assets		
Fixed Assets	8,298,771	7,079,772
Depreciation	(1,807,639)	(1,583,498)
Total Net Assets	<u>6,491,132</u>	<u>5,496,274</u>
Total Assets & Other Debits	<u>11,521,570</u>	<u>8,018,045</u>
Liabilities & Fund Equity		
Current Liabilities	<u>115,421</u>	<u>57,626</u>
Long-Term Liabilities	<u>6,540,644</u>	<u>4,245,098</u>
Fund Balance	<u>4,294,676</u>	<u>3,698,191</u>
Net Income	<u>570,829</u>	<u>17,130</u>
Total Liabilities & Fund Equity	<u>11,521,570</u>	<u>8,018,045</u>

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.

[Back to Agenda](#)

Wasatch Peak Academy

Board of Directors Meeting

Date: June 4, 2025

Location: <https://us02web.zoom.us/j/89833342030?pwd=vXWljg7UZXA2l8eN2ZS9KZiZxZ0g7o.1>

In Attendance: Marlowe Wolferstan, Jennifer Royall, Tristan Carlisle, Emily Willey, Brad Wyatt

Others In Attendance: Amy Pilkington, Chantel Wixon, Krystal Taylor

Excused: Katie Jones



MINUTES

CALL TO ORDER

Marlowe Wolferstan called the meeting to order at 8:17AM.

CONSENT ITEMS

- May 14, 2025, Board Meeting and Closed Session Minutes
Tristan Carlisle motioned to approve the May 14, 2025 Board Meeting and Closed Session Minutes. Jennifer Royall seconded. Motion passed unanimously. Votes were as follows: Marlowe Wolferstan, Aye; Jennifer Royall, Aye; Tristan Carlisle, Aye; Emily Willey, Aye; Brad Wyatt, Aye.

VOTING AND DISCUSSION ITEMS

- Amended 2024/2025 Budget
- Proposed 2025/2026 Budget
Marlowe Wolferstan made a motion to approve the amended 2024/2025 budget and the proposed 2025/2026 budget. Tristan Carlisle seconded. Motion passed unanimously. Votes were as follows: Marlowe Wolferstan, Aye; Jennifer Royall, Aye; Tristan Carlisle, Aye; Emily Willey, Aye; Brad Wyatt, Aye.

CALENDARING

- Next Board Meeting September 17th, 2025

ADJOURN

Marlowe Wolferstan adjourned the meeting at 8:21AM.

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.



WPA Board of Director's Meeting Wednesday, September 10, 2025

Action Item: *LEA-Specific Educator License(s)*

Issue:

The School's administration is requesting the following be a candidate for an LEA-specific license:

- Cathrine Greenwood – Elementary License
- Leslie Thompson – Elementary License
- Brooklyn White (Rojas) – Elementary License
- Brianne Ammons – Elementary License
- Star Lamping – Elementary License

Background:

Under the School's LEA-Specific Educator License Policy, the School's administration proposes to the Board of Directors individuals the administration feels are good candidates for an LEA-specific educator license. An LEA-specific educator license is a temporary license that teachers may teach under while they are in the process of completing the requirements for an associate or professional license. An LEA-specific educator license can be valid for one, two, or three years.

The School's administration has followed the processes and considered the criteria outlined in the Policy with respect to proposing the candidate named above to the Board candidates, including vetting and interviewing the candidate. The School's administration has also provided the Board with an explanation and rationale for requesting an LEA-specific educator license for the candidate. The administration's explanation and rationale for requesting an LEA-specific educator license for the candidate includes: the individual has been trained in LLA's teaching model, has experience in classrooms, and will continue to receive training and mentoring while enrolling in a program to receive their professional and/or associate license.

The Board believes that it is appropriate under the policy to approve the administration's request for an LEA-specific educator license for the candidate named above.

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

Recommendation:

It is recommended that the Board approve the request for LEA-specific educator licenses for Cathrine Greenwood, Leslie Thompson, Brooklyn White Rojas, Brianne Ammons, and Star Lamping for elementary licenses all for a period of three years.

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.

LEA (District or Charter) Name	Date LEA's Board Met	CACTUS ID	Last Name	First Name	Is this a RENEWAL Request from SY23- 24? (Y/N)	License Area 1	Rational/Motions	Is Educator's Assignment in CACTUS? (Y/N)	Has LEA Specific tab in CACTUS been completed? (Y/N)	Does Educator Have a current BACKGROUND check? (Y/N)	Does Educator Have a current ETHICS check? (Y/N)	Pedagogical Modules Completed and certificate received? (Y/N)	LEA Application Received? (Y/N)
<i>Granite SD</i>	<i>1/5/21</i>	<i>999999</i>	<i>Example</i>	<i>Educator</i>	<i>N</i>	<i>Secondary</i>	<i>Educator is enrolling in EPP Fall 2021</i>	<i>Y</i>	<i>Y</i>	<i>Y</i>	<i>Y</i>	<i>Y</i>	<i>Y</i>
Wasatch Peak Academy	9/10/25	820674	Ammons	Brianne		Elementary	Enrolling in the APPEL program	Y					
Wasatch Peak Academy	9/10/25	821775	Greenwood	Catherine		Elementary	Enrolling in the APPEL program	Y					
Wasatch Peak Academy	9/10/25	575598	Lamping	Star		Elementary	in the process of renewing Associate license	Y		Y	Y	N/A	
Wasatch Peak Academy	9/10/25	821773	Rojas (White)	Brooklyn		Elementary	Enrolling in the APPEL program	Y		Y	Y		
Wasatch Peak Academy	9/10/25	95584	Thompson	Leslie		Elementary	Working towards PEL	Y		Y		N/A	

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.



WPA Board of Director's Meeting Wednesday, September 10, 2025

Action Item: *Amending Child Abuse and Neglect Reporting Policy*

Issue:

Amending the School's Child Abuse and Neglect Reporting Policy.

Background:

Proposed revisions to the school's Child Abuse and Neglect Reporting Policy have been made to bring the policy into better compliance with Utah law and USBE rule. New language has been added and existing language amended to better explain the circumstances under which school employees must report suspected abuse or neglect to the authorities. Language has also been added to clarify that when there is reasonable cause to believe a student has been abused by a school employee or volunteer, such abuse should not only be reported to the authorities but also to the school's administration, who then must report the suspected abuse to the Utah State Board of Education. Updated language has also been added to the school's Child Abuse and Neglect Reporting Procedures, including language with respect to new training requirements in this area required by HB 40 from the 2025 legislative session (this bill added school personnel training requirements with respect to sexual extortion).

Recommendation:

It is recommended that the Board approve the Amended Child Abuse and Neglect Reporting 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.

Wasatch Peak Academy
Policy: Child Abuse and Neglect Reporting Policy
Amended: 7.31.2020



Purpose

Wasatch Peak Academy (the "School") takes seriously the legal responsibility of its personnel to protect the physical and psychological well-being of its students. We believe that the School's personnel have an important role to play in the elimination of child abuse because they are in a unique position to observe children over extended periods of time on a daily basis.

Policy

School personnel shall report suspected child abuse and neglect in accordance with Utah Code § 80-2-602, § 53E-6-701, and Utah Administrative Code Rule R277-401. The law provides serious penalties for failure to fulfill one's duty to report.

~~Utah law requires that w~~Whenever ~~any person, including any s~~School employee, contracted or temporary employee, or volunteer ~~who~~ has reason to believe that a child is, or has been, ~~the~~ subjected ~~of to incest, molestation, sexual exploitation, sexual abuse, physical~~ abuse, or neglect, or observes a child being subjected to conditions or circumstances which would reasonably result in ~~sexual abuse, physical~~ abuse, or neglect, he/she shall immediately ~~notify~~ report the suspected abuse or neglect to the nearest peace officer, law enforcement agency, or the Division of Child and Family Services ("DCFS"). ~~The law provides serious penalties for failure to fulfill one's duty to report.~~

In addition, whenever any School employee, contracted or temporary employee, or volunteer has reasonable cause to believe that a student may have been physically or sexually abused by a School employee or volunteer, he/she shall immediately report that belief and all other relevant information to the Principal. The Principal, after having received such a report or otherwise having his/her own reasonable cause to believe that a student may have been physically or sexually abused by a School employee or volunteer, shall immediately report that information to the Utah State Board of Education.

All reports made regarding child abuse or neglect shall be documented in writing.

The Principal shall establish administrative procedures that comply with the provisions of Utah Code § 53E-6-701, Utah Code § 80-2-602 et seq., and Utah Administrative Code Rule R277-401 and will ~~This policy should~~ help the School's personnel to understand and fulfill their legal responsibilities concerning child abuse and neglect.

~~Policy~~

Administrative Procedures
Child Abuse and Neglect Reporting Procedures

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

1. If a School employee or volunteer **has reason to believe** that a child is, or may have has been, ~~the subject of incest, molestation, sexual exploitation, sexual abuse, physical~~ abuse, or neglect, or observes a child being subjected to conditions or circumstances which would reasonably result in such, the ~~employee-person~~ shall immediately make an oral report to the nearest peace officer, law enforcement agency or Division of Child and Family Services ("DCFS"). The ~~employee-person~~ shall also make a report to the School's Principal, but the requirement to notify the Principal does not satisfy the ~~employee-person~~'s personal duty to report to law enforcement or DCFS.

a. The oral report to law enforcement or DCFS may be made with the Principal present, but must be made by the person making the report.

b. The reporting ~~employee-person~~ must record the name of the individual and the agency contacted to make the required report.

c. The reporting ~~employee-person~~ must complete and provide ~~a copy of~~ the Child Abuse and Neglect Reporting Form to the Principal within twenty four (24) hours. The Principal will keep the form in a separate file, and it shall not be placed in the student's permanent file. The form should also be sent to the agency to which the oral report was given.

d. The ~~Principal-School~~ will preserve the anonymity of the person making the report and any others involved in any investigation.

2. To determine whether or not there is **reason to believe** that abuse or neglect has occurred, school employees may (but are not required to) gather information only to the extent necessary to determine whether a reportable circumstance exists.

a. Investigations by staff prior to submitting a report shall not go beyond what is minimally necessary to support a reasonable belief that a reportable problem exists.

b. It is not the responsibility of the Principal or any other school employees to prove who the abuser is or that the child has been abused or neglected, or to determine whether the child is in need of protection.

c. School employees shall not contact the parents, relatives, friends, neighbors, etc. for the purpose of determining the cause of the injury and/or apparent neglect.

d. School employees shall not conduct interviews with the child or contact the suspected abuser.

e. Notes of voluntary or spontaneous statements by the child shall be given to the investigational agency.

3. Investigations of reports of abuse for children seventeen (17) years of age and younger are the responsibility of DCFS.

a. School employees shall not contact the child's parents, relatives, friends, neighbors, etc. for the purpose of determining the cause of the injury and/or apparent neglect.

b. School personnel shall cooperate with DCFS and share all information with ~~the division~~ DCFS that is relevant to ~~the division~~ DCFS's investigation of an allegation of abuse or neglect. Additionally, School employees shall cooperate with DCFS and law enforcement employees authorized to investigate reports of alleged child abuse and neglect, including:

- i. allowing appropriate access to students;
- ii. allowing authorized agency employees to interview children consistent with DCFS and local law enforcement protocols;
- iii. making no contact with the parents or legal guardians of children being questioned by DCFS or law enforcement authorities; and
- iv. maintaining appropriate confidentiality.

c. If school officials are contacted by parents about child abuse reports, school personnel shall not confirm or deny that a contact or investigation is taking place. A school employee should refer the caller to law enforcement or DCFS.

4. If the suspected perpetrator of child abuse or neglect is a School employee or volunteer, that report shall be made immediately to the Principal. ~~‡~~The Principal shall then immediately report the allegation to the Utah State Board of Education. Steps shall be taken to ~~assure~~ ensure that further abuse or neglect is prevented by the suspected perpetrator.

5. Persons making reports or participating in good faith in an investigation of alleged child abuse or neglect are immune from any civil or criminal liability that otherwise might arise from those actions, as provided by law.

6. The Principal shall annually (a) provide each School employee with the ~~written~~ School's Child Abuse and Neglect Reporting Policy and Procedures, including a copy of the Child Abuse and Neglect Reporting Form and (b) notify each School employee of the mandatory reporting requirements of this Policy and Procedure and Utah Code ~~Sections~~ § 53E-6-701 and ~~62A-4a-403~~ § 80-2-602.

7. The School, under the direction of ~~‡~~the Principal, will provide School personnel once every ~~other three~~ years with training and instruction on child sexual abuse and human trafficking prevention and awareness, including (a) responding to a disclosure of child sexual abuse in a supportive, appropriate, manner; (b) identifying children who are victims or may be at risk of becoming victims of human trafficking or commercial sexual exploitation; ~~and~~ (c) the mandatory reporting requirements of this Policy, Utah Code § 53E-6-701 and ~~62A-4a-403~~ § 80-2-602. Newly hired staff will be provided with the same training and the written policy at the beginning of their employment.

8. The School, under the direction of ~~‡~~the Principal, will provide the parents or guardians of elementary school students with training and instruction once every ~~other three~~ years on child



WPA Board of Director's Meeting Wednesday, September 10, 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 Amended Electronic Resources 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.

Wasatch Peak Academy
Policy: Electronic Resources Policy
Approved: 06.01.2023



Purpose

Wasatch Peak 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 should 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 using 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

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

- Electronic devices may not be used to view, access, download, store, or transmit pornography or other obscene or inappropriate material.
- Electronic devices may not be used to bully, threaten, humiliate, embarrass, harass, or intimidate other students, teachers, volunteers, School guests, or School employees. This behavior includes but is not limited to photographing other people in crude, vulgar, embarrassing, compromising, etc. ways with or without their knowledge and then sharing those photographs in any form.
- Electronic devices may not be used in ways that violate local, state, or federal laws.
- Electronic devices may not be used during quizzes, tests, and standardized assessments except as otherwise provided herein.
- Electronic toys are not allowed in the School.
- Privately-owned Electronic devices, if brought to School, must remain out of sight in a bag or backpack and be turned off or set to a mode where notifications can't be received during the School day, unless an exception provided herein applies.
- Students may not use or respond to privately-owned electronic devices during the School day, unless an exception provided herein applies.

Exceptions

The 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 Principal allow a student to possess and use a privately-owned electronic device on active mode during the School day and during School-sponsored activities, except for 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 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 for other legitimate circumstances determined by the Principal.

Privately-owned Electronic devices may be possessed and used if an emergency occurs during the limited period of the emergency 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 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 Principal.

Consequences for Violation

A student will receive one warning prior to discipline for violating this policy unless the violation involves cheating or constitutes violating the School's ~~Safe—Schools Policy~~ Student Conduct and Discipline Policy or Bullying and Hazing Policy or at the discretion of the 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 Principal, teachers, and other individuals designated by the 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 Principal, teacher, or another individual designated by the 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 to determine the device's owner. Students may not search privately-owned electronic devices that do not belong to them. Privately-owned Electronic devices used inappropriately may be subject to search by the Principal or other individuals designated by the 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 reasonably try 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 to ensure that no data stored on the device may be retrieved.

The Principal may, subject to applicable law, impose additional disciplinary consequences for a student's violation of this policy, considering 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 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 for a violation of criminal law, and criminal penalties may arise from inappropriate use of electronic devices.

Notice of the Policy

The School will give parents and students written notice of this policy annually. Written notice ~~may~~will be satisfied by posting the policy on the School's website in the same location as the School's Data Governance Plan required in R277-487. The School may also provide notice by publishing the policy in a School handbook, sending the policy to the student's home, or any other reasonable means.

Complaints about this policy or its enforcement, or complaints about observed behavior regarding the 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 is prohibited in School unless authorized by a teacher or the Principal. 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. Violations of this 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 ~~own~~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 under rules established by the 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.

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 regarding minors, appeals to a prurient interest in nudity, sex, or excretion;
- 2- Depicts, describes, or represents, in a patently offensive way regarding 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.

As required by the Children’s Internet Protection Act, blocking shall apply 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 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.

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 under 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, and 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 provides various electronic resources to students. These resources include computers and other electronic devices and related software and hardware and 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. With this access comes the availability of materials that may be 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 abide by the rules of acceptable use. Use of the School's electronic resources is a privilege, and students have no expectation of privacy for 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 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 cause 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 for 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 constitutes acceptable use.

The Principal shall ensure that additional rules and procedures regarding students' use of the School's electronic resources are established and communicated to students and their parents/guardians. The 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 shall 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 creates 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 involve 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 with its electronic resources include but are not limited to the following:

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

Employees' Responsibilities Regarding Students' Use of Electronic Resources

Employees who supervise students, control electronic resources, or otherwise have the ability to observe student use of School electronic resources shall educate students on appropriate use of the School's electronic resources. Such employees shall reasonably try 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 using 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. To maintain this privilege, users must agree to comply with this policy. Users aware of any violation of this policy by any employee must report the violation to the Principal. Employees are responsible for any School electronic resources issued to them 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 under rules and procedures established by the Principal. Employees may not use privately-owned electronic devices at School or at School-sponsored activities to access inappropriate material.

Violation of this policy is grounds for discipline, up to and including termination. The School may also notify law enforcement, 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 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 try 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 judgment and common sense when transporting files to and from school, remembering copyright and other legal issues, and

ensuring the non-School files that 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 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 follow 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 to threaten or impair 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 Principal or designee.
13. Use of any software on the School's electronic resources in violation of the 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 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 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 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. Under 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) regarding:
 - The content of any advice or information received by a user, or any costs or charges incurred because of seeing or accepting any information;
 - Any costs, liability, or damages caused by the way the user uses 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 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, and any and all materials, files, information, software, electronic communications, and other content transmitted, received or stored 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, 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 sSchool-wide or in-classroom training to employees and students that covers:

- The contents of this policy;
- The importance of digital citizenship;
- The School's conduct and discipline related consequences as related to a violation of 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.

Miscellaneous

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 § 76-5c-402.

Review and Approval

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



WPA Board of Director's Meeting Wednesday, September 10, 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.



Wasatch Peak Academy

Policy: ~~Kindergarten~~ Toilet Training Policy

Adopted: ~~August 28, 2024~~

Purpose

The purpose of this policy is to establish the toilet training requirements for ~~kindergarten~~ students at Wasatch Peak 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: t~~ The School may enroll a student who is not able to be toilet trained ~~if the student's developmental delay is a result of a condition addressed by 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 Principal 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 School's Principal 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 Principal'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](#)



WPA Board of Director's Meeting Wednesday, September 10, 2025

Action Item: *Amending Dress Code Policy*

Issue:

Amending the Dress Code Policy.

Background:

The administration is proposing minor revisions to the Dress Code Policy, which include the prohibition of bandanas, guidelines for non-distracting jewelry, updated standards for skirt length, and a change allowing character-themed designs on footwear by removal from the policy as a restriction.

Recommendation:

It is recommended that the Board approve the Amended Dress Code 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.

Wasatch Peak Academy Dress Code Policy



TOPS

- Shirts must be long- or short-sleeved with collars. Full turtlenecks are considered collars.
- Shirts must be a solid color red, white or navy blue. Undershirts, if worn, must be red, white or navy blue.
- Except for Wasatch Peak Academy's school logo, no logos, emblems, embroidery, embellishments, trim or lettering of any kind are allowed. Stitching must be the same color as the fabric.
- Plain sweaters, sweater vests, or sweatshirts may be worn over acceptable collared shirts and must be red, white or navy blue.

BOTTOMS

- Jumpers, skirts, skorts, shorts, capris or pants are allowed.
- Jeans, stretch pants or ~~sweat pants~~sweatpants are not permitted.
- Color choices are limited to navy blue, khaki or school plaid.
- Skirts, shorts and skorts ~~must be an appropriate length~~cannot be shorter than three (3) inches above the knee.
- All items must fit properly. Items should be stitched in the same color as the fabric.
- Emblems, decorations, embellishments and characters are not allowed.
- Tights or fitted leggings, if worn, should be red, white or navy and are allowed to be worn under approved skirts, skorts or dresses. Collared dresses of appropriate length may be worn in navy and khaki.

SOCKS / BELTS / SHOES / TIES

- Socks should be in good repair and not distracting.
- Belts are optional. If worn, belts must be brown, navy blue or black.
- Ties are optional. If worn, ties must be navy blue, red or school plaid.
- Ties must not have logos, emblems, decorations, embellishments, or characters.
- Shoes with open toes, open heels, or lights,~~or characters~~ are not allowed. Shoes should complement the uniform and not be distracting.

ADDITIONAL RULES

- Clothing must be neat and clean. Rips or tears are not acceptable.
- Clothes must be the appropriate size and worn properly. No underwear should be showing.
- Jewelry should be minimal and not distracting. ~~Students may have one pair of small earrings. Exposure of other body piercings is not allowed.~~
- Hair must be combed, neat, and should not be distracting. Hair accessories should not be distracting.
- Bandanas are not allowed.
- Khaki is tan.
- Occasionally, the Principal may designate a special day with specific dress requirements.

PATRIOT DAYS AND FREE DRESS DAYS

Every Friday is Patriot Day. On Patriot Day students may wear Wasatch Peak Academy t-shirts or Wasatch Peak Academy logo shirts and dress code bottoms. On free dress days, students are expected to dress in a manner that positively impacts the learning environment. Clothing must not compromise safety standards for our students. The following are not permitted: hats, costumes (unless specifically identified), baggy or saggy pants, tank tops, shorts or skirts higher than mid-thigh, bare feet, open toe or high-heeled (over 1/2 inch) shoes, and clothing that displays obscene, drug related, vulgar, or sexually explicit words, messages, or pictures, or clothing reasonably assumed as gang-related. Clothing must not expose midriffs, buttocks, or undergarments.

As styles change, or if questions arise, the Principal, as the Governing Boards' designee, has the authority to determine whether or not a student's dress is in keeping with this policy. Students may not opt-out of this policy, but the Principal may at any time during the school year grant an exemption from this policy to a student because of extenuating circumstances. Parents who have a complaint or concern with respect to this policy, including regarding a denial of a requested exemption from this policy, should follow the school's Grievance Policy for Parents.

[Back to Agenda](#)



WASATCH PEAK ACADEMY

Board of Directors

PROPOSED

2025-2026 Board Meeting Dates

Board Meeting Date	PreBoard	Time
September 10, 2025	Fri, Aug 29 th @ 10 a.m.	8:15 a.m.
November 12, 2025	Oct 29 th @ 10 a.m.	8:15 a.m.
January 14, 2026	Mon, Jan 5 th @ 10 a.m.	8:15 a.m.
March 11, 2026	Feb 25 th @ 10 a.m.	8:15 a.m.
May 13, 2026 <i>@ Academica West</i>	Apr 29 th @ 10 a.m.	8:15 a.m.
June 10, 2026 <i>Annual Board Meeting</i>	May 27 th @ 10 a.m.	8:15 a.m.

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.