

Advantage Arts Academy Board of Directors Meeting

Date: 09.22.2025

Time: 4:30 PM

Anchor Location: 6171 W. 11800 S.; Herriman, UT 84096

Teleconference: <https://us02web.zoom.us/j/88384714581>



ADVANTAGE ARTS
ACADEMY

AGENDA

CALL TO ORDER

CONSENT ITEMS

- July 25, 2025 Board Meeting Minutes

PUBLIC COMMENT

REPORTS

- Director Report
 - Early Learning Plan Report
- Finance Report

VOTING & DISCUSSION ITEMS

- Approve Financing Resolution & Tax Compliance Procedures
- Approve LEA Specific License for Tinker LaMarcus
- Policies for Approval:
 - Amended Child Abuse and Neglect Reporting Policy
 - Amended Electronic Resources Policy
 - Amended Kindergarten Toilet Training Policy
 - Amended Weapons on School Property Policy
- Policies & Procedures for Review:
 - Review Donations and Fundraising Policy
 - Review Wellness Policy
 - Review Parent and Family Engagement Policy
 - Amended Meal Charge Procedure

CALENDARING

- Next Board Meeting is November 17, 2025 at 4:30 PM.

CLOSED SESSION – to discuss the purchase, exchange, or lease of real property pursuant to Utah Code 52-4-205(l)(d).

ADJOURN

In compliance with the Americans with Disabilities Act, persons needing accommodations for this meeting should call 801-444-9378 to make appropriate arrangements. One or more board members may participate electronically or telephonically pursuant to UCA 52-4-207.

Advantage Arts Academy Board of Directors Meeting

Date: July 25, 2025

Time: 11:00 AM

In Attendance: Jodi-Hart Wilson, Crystal Thomas, Darren Marshall

Excused: Suzy Mortenson

Others in Attendance: Kelly Simonsen, Heidi Bauerle, Hannah Jones

Teleconference: <https://us02web.zoom.us/j/83965084175>



ADVANTAGE ARTS
ACADEMY

MINUTES

CALL TO ORDER Jodi Hart-Wilson called the meeting to order at 11:04 AM.

CONSENT ITEMS

- June 23, 2025, Board Meeting & Closed Session Minutes

The board had no questions or concerns about the meeting minutes.

Darren Marshall made a motion to approve the June 23, 2025, Board Meeting and Closed Session Minutes. Crystal Thomas seconded. The motion passed unanimously. The votes were as follows: Jodi Hart-Wilson, AYE; Crystal Thomas, AYE; Darren Marshall, AYE.

VOTING & DISCUSSION ITEMS

- Approve Mountain States Depository Purchase
- Approve ETS Purchases

Kelly Simonsen discussed the Mountain States Schoolbook Depository and ETS purchase. There were no questions or concerns from the board.

Crystal Thomas made a motion to approve the Mountain State Schoolbook Depository Purchase and the ETS Purchase. Darren Marshall seconded. The motion passed unanimously. The votes were as follows: Jodi Hart-Wilson, AYE; Crystal Thomas, AYE; Darren Marshall, AYE.

CALENDARING

The next board meeting is September 22, 2025, at 4:30 PM.

ADJOURN

At 11:10 AM Darren Marshall made a motion to adjourn the meeting. Crystal Thomas seconded. The motion passed unanimously. The votes were as follows: Jodi Hart-Wilson, AYE; Crystal Thomas, AYE; Darren Marshall, AYE.

Advantage Arts Academy Statement of Activities

Created on September 10, 2025

For Prior Month

Reporting Book:

As of Date:

Location:

ACCRUAL

09/10/2025

Advantage Arts Academy

	Annual June 30, 2026	Year-to-Date August 31, 2025	
	Budget	Actual	% of Budget
Net Income			
Income			
Revenue From Local Sources	104,290	18,959	18.2 %
Revenue From State Sources	4,336,665	770,911	17.8 %
Revenue From Federal Sources	223,584	0	0.0 %
Total Income	4,664,539	789,870	16.9 %
Expenses			
Instruction/Salaries	1,938,558	104,484	5.4 %
Employee Benefits	451,945	20,550	4.5 %
Purchased Prof & Tech Serv	454,910	49,167	10.8 %
Purchased Property Services	143,762	19,541	13.6 %
Other Purchased Services	200,750	27,201	13.6 %
Supplies & Materials	230,668	24,411	10.6 %
Property	95,000	0	0.0 %
Debt Services & Miscellaneous	986,471	192,451	19.5 %
Total Expenses	4,502,064	437,805	9.7 %
Total Net Income	162,475	352,065	216.7 %

Advantage Arts Academy
Statement of Financial Position
Created on September 10, 2025
For Prior Month

Reporting Book:
As of Date:
Location:

ACCRUAL
09/10/2025
Advantage Arts Academy

	Period Ending 08/31/2025	Period Ending 08/31/2024
	Actual	Actual
Assets & Other Debits		
Current Assets		
Operating Cash	919,224	429,377
Accounts Receivables	32	25,993
Total Current Assets	919,256	455,370
Net Assets		
Fixed Assets	12,678,173	12,645,838
Depreciation	(1,070,699)	(757,351)
Total Net Assets	11,607,474	11,888,487
Total Assets & Other Debits	12,526,730	12,343,857
Liabilities & Fund Equity		
Current Liabilities	3,393	22,968
Long-Term Liabilities	12,553,625	12,729,695
Fund Balance	(423,850)	(616,376)
Net Income	393,562	207,570
Total Liabilities & Fund Equity	12,526,730	12,343,857

**RESOLUTION OF THE BOARD OF TRUSTEES OF
ADVANTAGE ARTS ACADEMY**

FINANCING RESOLUTION

SEPTEMBER 22, 2025

WHEREAS, the Board of Trustees (the “*Board*”) of Advantage Arts Academy (the “*School*”) has determined it is in the best interest of the School to enter into a Loan Agreement (the “*Loan Agreement*”) between the School and the Utah Charter School Finance Authority (the “*Issuer*”) whereby the School will borrow the proceeds of the Issuer’s Charter School Revenue Bonds (Advantage Arts Academy Project) (the “*Bonds*”) to (a) refund certain prior obligations that were used for the purpose of financing the acquisition by the School of charter school facilities and the related site located at 6171 West 11800 South, Herriman, Utah, (b) fund a debt service reserve fund, if any, for the Bonds, and (b) pay certain costs of issuance (collectively, the “*Financing*”).

WHEREAS, the Board desires to authorize and approve the Financing;

WHEREAS, the Board desires to adopt procedures to assist the School in complying with the federal income tax requirements relating to tax-exempt bonds, including the Bonds;

NOW THEREFORE Be It and It Is Hereby Resolved by the Board of Trustees of Advantage Arts Academy, as follows:

Section 1. In connection with the issuance of the Bonds and the Financing, the Board hereby approves the Loan Agreement in substantially the form presented to the Board. The Board authorizes the Financial Controller of the Board or, in his or her absence, any member of the Board to act in his or her absence, to execute and deliver the Loan Agreement, the Mortgage, the Series 2025 Note, and the issuance of the Bonds. Any capitalized terms used and not defined herein shall have the meaning attributed to such terms in the Loan Agreement.

Section 2. The members of the Board, officers, and employees of the School are hereby authorized and directed to execute and deliver for and on behalf of the School any or all additional certificates, documents and other papers and to perform all other acts they may deem necessary or appropriate in order to implement and carry out the matters authorized in this Resolution, including the Financing and the issuance of the Bonds.

Section 3. The Board hereby approves the tax compliance procedures attached hereto to as *Exhibit A* (the “*Tax Compliance Procedures*”) in order to assist the School in complying with (a) its continuing disclosure obligations with respect to the Bonds and any other bonds or other securities issued by the School or for the benefit of the school and (b) the federal income tax requirements with respect to the Bonds and any other tax-exempt bonds issued by the School or for the benefit of the school. Members of the Board, officers, and employees of the School are

Financing Resolution

hereby authorized and directed to perform all acts they may deem necessary or appropriate in order to implement and carry out the Tax Compliance Procedures.

Section 4. All actions of the members of the Board, officers, and employees of the School that are in conformity with the purposes and intent of this Resolution, whether taken before or after the adoption hereof, are hereby ratified, confirmed and approved.

Section 5. If any provisions of this Resolution should be held invalid, the invalidity of such provision shall not affect the validity of any of the other provisions of this Resolution.

Section 6. All resolutions of the School or parts thereof, inconsistent herewith, are hereby repealed to the extent only of such inconsistency.

Section 7. This Resolution shall be effective immediately upon its adoption.

ADOPTED AND APPROVED September 22, 2025.

BOARD OF TRUSTEES OF ADVANTAGE ARTS
ACADEMY

By _____
President

ATTEST AND COUNTERSIGN:

By _____
Board Member

EXHIBIT A

TAX COMPLIANCE PROCEDURES

ADVANTAGE ARTS ACADEMY

TAX COMPLIANCE PROCEDURES

Dated as of September 1, 2025

**TAX COMPLIANCE PROCEDURE
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Exhibit A – List of Bonds Covered by this Compliance Procedure

TAX COMPLIANCE PROCEDURE

ARTICLE I

DEFINITIONS

Section 1.1. Definitions. Capitalized words and terms used in this Compliance Procedure have the following meanings:

“Annual Compliance Checklist” means a questionnaire and/or checklist described in **Section 6.1** hereof that is completed each year for the Tax-Exempt Bonds.

“Bonds” means Tax-Exempt Bonds.

“Bond Compliance Officer” means the Institution’s Financial Coordinator or, if the position of Financial Coordinator is vacant, the person filling the responsibilities of the Financial Coordinator for the Institution.

“Bond Counsel” means a law firm selected by the Institution to provide a legal opinion regarding the tax status of interest on the Tax-Exempt Bonds as of the issue date or the law firm selected to advise the Institution on matters referenced in this Compliance Procedure.

“Bond Restricted Funds” means the funds, accounts, and investments that are subject to arbitrage rebate and/or yield restriction rules that have been identified in the Tax Compliance Agreement for the Tax-Exempt Bonds.

“Bond Transcript” means the “transcript of proceedings” or other similarly titled set of transaction documents assembled by Bond Counsel following the issuance of the Tax-Exempt Bonds.

“Code” means the Internal Revenue Code of 1986, as amended.

“Compliance Procedure” means this Tax Compliance Procedure.

“Cost” or **“Costs”** means all costs and expenses paid for the acquisition, design, construction, equipping or improvement of a Project Facility or costs of issuing Tax-Exempt Bonds for a Project Facility.

“Final Written Allocation” means the Final Written Allocation of Tax-Exempt Bond proceeds prepared pursuant to **Section 5.4** of this Compliance Procedure.

“Financed Assets” means that part of a Project Facility treated as financed with Tax-Exempt Bond proceeds as reflected in a Final Written Allocation or, if no Final Written Allocation was prepared, the accounting records of the Trustee and the Institution and the Tax Compliance Agreement for the Tax-Exempt Bonds.

“Financial Obligation” means a (i) debt obligation; (ii) derivative instrument entered into in connection with, or pledged as security or a source of payment for, an existing or planned debt obligation; or (iii) guarantee of (i) or (ii). The term Financial Obligation shall not include municipal securities as to which a final official statement has been provided to the MSRB consistent with the Rule.

“Governing Body” means the Governing Body of the Institution.

“Institution” means Advantage Arts Academy

“Intent Resolution” means a resolution of the Governing Body stating (1) the intent of the Institution to finance all or a portion of the Project Facility, (2) the expected maximum size of the financing and (3) the intent of the Institution to reimburse Costs of the Project Facility paid by the Institution from proceeds of the Tax-Exempt Bonds.

“IRS” means the Internal Revenue Service.

“Issuer” means a state or local governmental unit or an entity that issues on behalf of a state or local governmental unit.

“MSRB” means the Municipal Securities Rulemaking Board, or any successor repository designated as such by the Securities and Exchange Commission in accordance with the Rule.

“Placed In Service” means that date (as determined by the Bond Compliance Officer) when the Project Facility is substantially complete and in operation at substantially its design level.

“Project Facility” means one or more facilities or capital projects, including land, building, equipment, or other property, financed in whole or in part with proceeds of an issue of Tax-Exempt Bonds and other sources of funds, if any, pursuant to the same plan of finance.

“Rebate Analyst” means the rebate analyst for the Tax-Exempt Bonds selected pursuant to the Tax Compliance Agreement.

“Regulations” means all regulations issued by the U.S. Treasury Department to implement the provisions of Code §§ 103 and 141 through 150 and applicable to tax-exempt obligations.

“Rule” means Rule 15c2-12 adopted by the Securities and Exchange Commission under the Securities Exchange Act of 1934, as amended.

“Tax Compliance Agreement” means the Federal Tax Certificate, Tax Compliance Agreement, Arbitrage Agreement, or other written certification or agreement of the Issuer and the Institution setting out representations and covenants for satisfying the post-issuance tax compliance requirements for the Tax-Exempt Bonds.

“Tax-Exempt Bonds” means any bond, note, installment sale agreement, lease or certificate issued by an Issuer, the proceeds of which are to be loaned or otherwise made available

to the Institution, and the interest on which is excludable from gross income for federal income tax purposes. A list of all Tax-Exempt Bonds outstanding and subject to this Compliance Procedure as of September 1, 2025, is included on *Exhibit A*.

“Tax-Exempt Bond File” means documents and records which may consist of paper and electronic medium, maintained for the Tax-Exempt Bonds. Each Tax-Exempt Bond File will include the following information if applicable:

- (a) Intent Resolution.
- (b) Bond Transcript.
- (c) Final Written Allocation and/or all available accounting records related to the Project Facility showing expenditures allocated to the proceeds of the Tax-Exempt Bonds and expenditures (if any) allocated to other sources of funds.
- (d) All rebate and yield reduction payment calculations performed by the Rebate Analyst and all investment records provided to the Rebate Analyst for purposes of preparing the calculations.
- (e) Forms 8038-T together with proof of filing and payment of rebate.
- (f) Investment agreement bid documents (unless included in the Bond Transcript) including:
 - (1) bid solicitation, bid responses, certificate of broker;
 - (2) written summary of reasons for deviations from the terms of the solicitation that are incorporated into the investment agreement; and
 - (3) copies of the investment agreement and any amendments.
- (g) Any item required to be maintained by the terms of the Tax Compliance Agreement involving the use of the Project Facility or expenditures related to tax compliance for the Tax-Exempt Bonds.
- (h) Any opinion of Bond Counsel regarding the Tax-Exempt Bonds not included in the Bond Transcript.
- (i) Amendments, modifications or substitute agreements to any agreement contained in the Bond Transcript.
- (j) Any correspondence with the IRS relating to the Tax-Exempt Bonds including all correspondence relating to an audit by the IRS of the Tax-

Exempt Bonds or any proceedings under the Tax-Exempt Bonds Voluntary Closing Agreement Program (VCAP).

- (k) Any available questionnaires or correspondence substantiating the use of the Project Facility in accordance with the terms of the Tax Compliance Agreement for the Tax-Exempt Bonds.
- (l) For refunding bond issues, the Tax-Exempt Bond File for the refunded Tax-Exempt Bonds.
- (m) Form 990, Schedule K and all work papers related to the Tax-Exempt Bonds.

“Trustee” means the corporate trustee named in a trust indenture or other similar document included in the Bond Transcript for the Tax-Exempt Bonds.

ARTICLE II

PURPOSE AND SCOPE

Section 2.1. Purpose of Compliance Procedure.

(a) *Institution’s Use of Tax-Exempt Bonds.* An issuer issues Tax-Exempt Bonds and loans or otherwise makes the proceeds available to the Institution to fund Costs of a Project Facility. The Institution understands that in exchange for the right to borrow at favorable interest rates and terms, the Code and Regulations impose ongoing requirements related to the proceeds of the Tax-Exempt Bonds and the Project Facility financed by the Tax-Exempt Bonds. These requirements focus on the investment, use and expenditure of proceeds of the Tax-Exempt Bonds and related funds as well as restrictions on the use of the Project Facility.

(b) *IRS Recommends Separate Written Procedures.* The Institution recognizes that the IRS has stated that all issuers of Tax-Exempt Bonds and conduit borrowers like the Institution should have separate written procedures regarding ongoing compliance with the federal tax requirements for Tax-Exempt Bonds.

(c) *Institution Commitment.* The Institution is committed to full compliance with the federal tax and securities law requirements applicable to its outstanding and future financings. This Compliance Procedure is adopted by the Governing Body to improve and promote tax and securities law compliance and documentation. As the Institution is primarily responsible for the expenditure and investment of proceeds of the Tax-Exempt Bonds, the use of the Financed Assets and the Project Facility, this Compliance Procedure provides that the Institution will assume substantially all obligations related to post-issuance compliance for the Bonds issued for its benefit.

Section 2.2. Scope of Compliance Procedure; Conflicts. This Compliance Procedure applies to all Bonds currently outstanding and all Bonds issued in the future. If the provisions of

this Compliance Procedure conflict with a Tax Compliance Agreement or any other specific written instructions of Bond Counsel, the terms of the Tax Compliance Agreement or specific written instructions of Bond Counsel will supersede and govern in lieu of this Compliance Procedure. Any exception to this Compliance Procedure required by Bond Counsel as part of a future issue of Tax-Exempt Bonds will be incorporated in the Tax Compliance Agreement for the future issue. Any requirements imposed on the Institution in the Tax Compliance Agreement, will be noted by the Bond Compliance Officer and incorporated into the Annual Compliance Checklist.

Section 2.3. Amendments and Publication of Compliance Procedure. This Compliance Procedure may be amended from time-to-time by the Governing Body. Copies of this Compliance Procedure and any amendments will be included in the permanent records of the Institution.

ARTICLE III

BOND COMPLIANCE OFFICER; TRAINING

Section 3.1. Bond Compliance Officer Duties. The Bond Compliance Officer is responsible for implementing this Compliance Procedure. The Bond Compliance Officer will work with other employees that use the Project Facility and the Trustee to assist in implementing this Compliance Procedure. The Bond Compliance Officer will consult with Bond Counsel, legal counsel to the Institution, accountants, tax return preparers and other outside consultants to the extent necessary to carry out the purposes of this Compliance Procedure.

Section 3.2. Training.

(a) *Training Programs.* When appropriate, the Bond Compliance Officer and/or other employees of the Institution under the direction of the Bond Compliance Officer will attend training programs offered by the IRS or other industry professionals regarding Tax-Exempt Bonds that are relevant to the Institution.

(b) *Change in Bond Compliance Officer.* Any time an individual acting as the Bond Compliance Officer passes the responsibilities for carrying out the provisions of this Compliance Procedure to another individual, the Institution will ensure the incoming individual acting as Bond Compliance Officer is trained on how to implement the policies and procedures included in this Compliance Procedure to ensure the Institution's continued compliance with the provisions of this Compliance Procedure and all Tax Compliance Agreements for any outstanding Tax-Exempt Bonds.

ARTICLE IV

TAX-EXEMPT BONDS CURRENTLY OUTSTANDING

Section 4.1. Tax-Exempt Bonds Covered by Article IV Procedures. This Article IV applies to all Tax-Exempt Bonds issued prior to the date of this Compliance Procedure that are currently outstanding. These Tax-Exempt Bonds are listed on *Exhibit A*.

Section 4.2. Tax-Exempt Bond File. As soon as practical, the Bond Compliance Officer will attempt to assemble as much of the Tax-Exempt Bond File as is available for the Tax-Exempt Bonds listed on *Exhibit A*.

Section 4.3. Annual Compliance Checklists. As soon as practical following the adoption of this Compliance Procedure, the Bond Compliance Officer will work with Bond Counsel and/or legal counsel to the Institution and cause Annual Compliance Checklists to be completed for all outstanding Tax-Exempt Bonds and will follow the procedures specified in Article VI to complete the Annual Compliance Checklists and thereafter include each completed Annual Compliance Checklist in the Tax-Exempt Bond File.

Section 4.4. Correcting Prior Deficiencies in Compliance. In the event the Bond Compliance Officer determines any deficiency in compliance with a Tax Compliance Agreement for an outstanding Tax-Exempt Bond listed on *Exhibit A*, the Bond Compliance Officer will consult with Bond Counsel and, as necessary, direct the Institution to follow the procedures described in the Regulations or the Tax-Exempt Bonds Voluntary Closing Agreement Program (VCAP) to remediate the noncompliance. If remediation of the noncompliance requires the Institution to submit a request under VCAP, the Bond Compliance Officer will undertake this step only after reporting the violation to the Governing Body and obtaining its approval.

ARTICLE V

COMPLIANCE PROCEDURE FOR NEW TAX-EXEMPT BOND ISSUES

Section 5.1. Application. This Article V applies to Tax-Exempt Bonds issued on or after the date of this Compliance Procedure.

Section 5.2. Prior to Issuance of Tax-Exempt Bonds.

(a) *Intent Resolution.* The Governing Body will authorize and approve the issuance of Tax-Exempt Bonds. Prior to or as a part of the authorizing resolution or ordinance, the Governing Body may adopt an Intent Resolution. The Bond Compliance Officer will provide the Issuer with a copy of the Intent Resolution upon request.

(b) *Directions to Bond Counsel.* The Bond Compliance Officer will provide a copy of this Compliance Procedure to Bond Counsel with directions for Bond Counsel to structure the documentation and procedural steps taken prior to issuing the Tax-Exempt Bonds so that they conform to the requirements of this Compliance Procedure, except to the extent Bond Counsel determines that different procedures are required. The Bond Compliance Officer will consult with Bond Counsel so that appropriate provisions are made to fund or reimburse the Institution's costs and expenses incurred to implement this Compliance Procedure. To the extent the Issuer relies on or acts at the direction of the Institution, the Tax Compliance Agreement will contain appropriate provision for Issuer indemnification by the Institution.

(c) *Tax Compliance Agreement.* For each issuance of Tax-Exempt Bonds, a Tax Compliance Agreement will be signed by the Bond Compliance Officer or other duly authorized

officer of the Institution. The Tax Compliance Agreement will (1) describe the Project Facility and the anticipated Financed Assets, (2) identify all Bond Restricted Funds and provide for arbitrage and rebate compliance by the Institution, (3) for new money financings, require the Institution to complete a Final Written Allocation, and (4) contain a form of the Annual Compliance Checklist for the Tax-Exempt Bonds. The Bond Compliance Officer will confer with Bond Counsel and the Institution's counsel regarding the meaning and scope of each representation and covenant contained in the Tax Compliance Agreement.

(d) *Preliminary Cost Allocations.* For each issuance of Tax-Exempt Bonds, the Bond Compliance Officer in consultation with Bond Counsel and other Institution employees will prepare a preliminary cost allocation plan for the Project Facility. The preliminary cost allocation plan will identify the assets and expected costs for the Project Facility, and when necessary, will break-out the portions of Costs that are expected to be financed with proceeds of the Tax-Exempt Bonds (the "Financed Assets") and the portions, if any, expected to be financed from other sources.

(e) *Tax Review with Bond Counsel.* Prior to the sale of Tax-Exempt Bonds, the Bond Compliance Officer and Bond Counsel will review this Compliance Procedure together with the draft Tax Compliance Agreement to ensure that any tax compliance issues in the new financing are adequately addressed by this Compliance Procedure and/or the Tax Compliance Agreement. If Bond Counsel determines that this Compliance Procedure conflicts with the Tax Compliance Agreement, or must be supplemented to account for special issues or requirements for the Tax-Exempt Bonds, the Bond Compliance Officer will ask Bond Counsel to include the written modifications or additions in the final Tax Compliance Agreement. The Bond Compliance Officer will request Bond Counsel to prepare a form of Annual Compliance Checklist for use in monitoring the ongoing compliance requirements for the Tax-Exempt Bonds.

Section 5.3. Accounting and Recordkeeping.

(a) *Accounting for New Money Projects.* The Bond Compliance Officer will be responsible for accounting for the investment and allocation of proceeds of the Tax-Exempt Bonds. The Bond Compliance Officer will establish separate accounts or subaccounts to record expenditures for Costs of the Project Facility. The Bond Compliance Officer may use accounts established pursuant to a trust indenture for the Tax-Exempt bonds to assist it in accounting for the investment and expenditure of Tax-Exempt Bonds. In recording Costs for the Project Facility, the Bond Compliance Officer will ensure that the accounting system will include the following information: (1) identity of person or business paid, along with any other available narrative description of the purpose for the payment, (2) date of payment, (3) amount paid, and (4) invoice number or other identifying reference.

(b) *Accounting for Refunded Bonds and Related Refunded Bond Accounts.* For Tax-Exempt Bonds that are issued to refund prior Tax-Exempt Bonds, the Tax Compliance Agreement will set out special accounting and allocation procedures for the proceeds of the financing, and if necessary proceeds of the refinanced Tax-Exempt Bonds.

(c) *Tax-Exempt Bond File.* The Bond Compliance Officer will be responsible for assembling and maintaining the Tax-Exempt Bond File. The Bond Compliance Officer will provide copies to the Issuer of items contained in the Tax-Exempt Bond File upon request.

Section 5.4. Final Allocation of Tax-Exempt Bond Proceeds.

(a) *Preparation of Final Written Allocation; Timing.* The Bond Compliance Officer is responsible for making a written allocation of proceeds of Tax-Exempt Bonds to expenditures and identifying the Financed Assets. This process will be memorialized in the Final Written Allocation. For a new money financing, the Bond Compliance Officer will commence this process as of the earliest of (1) the requisition of all Tax-Exempt Bond proceeds from any segregated Tax-Exempt Bond funded account, (2) the date the Project Facility has been substantially completed or (3) four and one-half years following the issue date of the Tax-Exempt Bonds. For Tax-Exempt Bonds issued only to refund a prior issue of Tax-Exempt Bonds, the Bond Compliance Officer will work with Bond Counsel to prepare and/or document the Final Written Allocation for the Project Facility financed by the refunded Tax-Exempt Bonds and include it in the Tax Compliance Agreement.

(b) *Contents and Procedure.* The Bond Compliance Officer will consult the Tax Compliance Agreement and, if necessary, contact Bond Counsel to seek advice regarding any special allocation of Tax-Exempt Bond proceeds and other money of the Institution to the Costs of the Project Facility. If no special allocation is required or recommended, the Bond Compliance Officer will allocate Costs of the Project Facility to the proceeds of the Tax-Exempt Bonds in accordance with the Institution's accounting records. Each Final Written Allocation will contain the following: (1) a reconciliation of the actual sources and uses to Costs of the Project Facility, (2) the percentage of the cost of the Project Facility financed with proceeds of the Tax-Exempt Bonds (sale proceeds plus any investment earnings on those sale proceeds), (3) the Project Facility's Placed in Service date, (4) the estimated economic useful life of the Project Facility, and (5) any special procedures to be followed in completing the Annual Compliance Checklist (e.g., limiting the Annual Compliance Checklist to specific areas of the Project Facility that the Final Written Allocation or the Tax Compliance Agreement treats as having been financed by Tax-Exempt Bonds).

(c) *Finalize Annual Compliance Checklist.* As part of the preparation of the Final Written Allocation, the Bond Compliance Officer will update the draft Annual Compliance Checklist contained in the relevant Tax Compliance Agreement. The Bond Compliance Officer will include reminders for all subsequent arbitrage rebate computations required for the Tax-Exempt Bonds in the Annual Compliance Checklist.

(d) *Review of Final Written Allocation and Annual Compliance Checklist.* Each Final Written Allocation and Annual Compliance Checklist will be reviewed by legal counsel to the Institution or Bond Counsel for sufficiency and compliance with the Tax Compliance Agreement and this Compliance Procedure. Following the completion of the review, the Bond Compliance Officer will execute the Final Written Allocation.

(e) *Certification of Compliance.* The Bond Compliance Officer will certify in writing to the Issuer and the Trustee completion of its responsibilities under this **Section 5.4**.

ARTICLE VI

ONGOING MONITORING PROCEDURES

Section 6.1. Annual Compliance Checklist. An Annual Compliance Checklist will be completed by the Bond Compliance Officer each year following completion of the Final Written Allocation. Each Annual Compliance Checklist will be designed and completed for the purpose of identifying potential noncompliance with the terms of the Tax Compliance Agreement or this Compliance Procedure and obtaining documents (such as investment records, arbitrage calculations, or other documentation for the Project Facility) that are required to be incorporated in the Tax-Exempt Bond File. The Bond Compliance Officer will refer any responses indicating a violation of the terms of the Tax Compliance Agreement to legal counsel to the Institution or Bond Counsel and, if recommended by counsel, will follow the procedure set out in **Section 4.4** hereof to remediate the non-compliance.

Section 6.2. Arbitrage and Rebate Compliance. The Bond Compliance Officer will monitor the investment of Bond Restricted Funds and provide investment records to the Rebate Analyst on a timely basis. The Bond Compliance Officer will follow the directions of the Rebate Analyst with respect to the preparation of and the timing of rebate or yield reduction computations.

Section 6.3. Form 990; Schedule K. The Bond Compliance Officer is responsible for ensuring the completion of Form 990; Schedule K on an annual basis. The Bond Compliance Officer will review Form 990; Schedule K each year to ensure the veracity of the information provided.

ADOPTED BY THE GOVERNING BODY ON SEPTEMBER 22, 2025

EXHIBIT A

LIST OF TAX-EXEMPT BONDS COVERED BY THIS COMPLIANCE PROCEDURE

Tax-Exempt Bonds

August 8, 2025

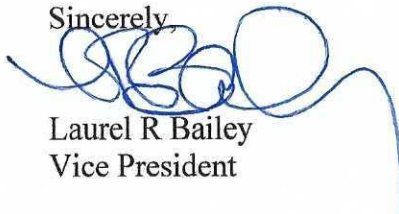
Re: Utah Charter School Finance Authority Charter School Revenue Bonds (Advantage Arts Academy Project) Senior Bonds 2025A and Subordinate Bonds 2025B

To All:

The following are U.S. Trust Company, National Association's account information for incoming funds to the respective Trust Accounts set up for the above indicated Charter School bond issue:

U.S. Bank National Association
City: St. Paul
State: Minnesota
Zip Code: 55107
Routing Transit Number: 091000022
Account number: 1801-2119-6976
Type of Account: Checking
Reference: UCSFA_Advantage Arts Academy 2025AB

Sincerely,



Laurel R Bailey
Vice President



Direct Deposit Authorization Form for Electronic Funds Transfers (EFT) for Vendors

Payee Information

Advantage Arts Academy	82-0987141		
Name of Business or Individual	Vendor Code	SSN or EIN	
6171 W 11800 S	Herriman	UT	84096
Street Address	City	State	Zip Code

Option 1

Attach a voided check and sign the *Authorization for Setup* below. (A photocopy of a voided check will not be accepted). Do not attach a deposit slip since deposit slips do not contain sufficient information for processing.

Option 2

Provide financial institution and account information on this form and sign the *Authorization for Setup* below.

Financial Institution

U.S. Bank National Association	St. Paul	Mn	55107
Financial Institution Name	City	State	Zip Code
091000022	1801-2119-6976	Type of Account	
Routing Transit Number (9 DIGITS)	Account Number	x Checking Savings	

Authorization for Setup

I hereby authorize the State of Utah ("the State") to initiate credit entries to the account number listed above ("this account"). I further authorize the State to correct credit entries made in error to this account. I agree that this AUTHORIZATION FOR SETUP is to remain in full force and effect until the State has received written notification from me of its termination, in such time and manner as to afford the State and the Financial Institution a reasonable opportunity to act upon my notification. I recognize that if I fail to provide complete or accurate information on the above DIRECT DEPOSIT AUTHORIZATION FORM FOR ELECTRONIC FUNDS TRANSFERS (EFT) FOR VENDORS ("this form"), the processing of this form may be delayed and/or my payments may be erroneously transferred. In the event that funds are erroneously transferred due to my failure to provide complete or accurate information on this form, I hereby hold the State harmless for the recovery of such erroneous transfers, not withstanding any reasonable attempts made by the State to correct such errors.

I, the undersigned certify that I am authorized to provide the above information and the information is true and correct.

Darren Marshall	Financial Coordinator		
Authorized Signature	Printed Name	Title	
09/22/2025	dmarshall@advantagearts.org	(801) 878-8622	
Date (mm/dd/yyyy)	Email Address	Telephone Number (xxxxxxxxxx)	Fax Number (xxxxxxxxxx)



ADVANTAGE ARTS ACADEMY

September 22, 2025

Dear Superintendent,

The Advantage Arts Academy Board of Directors approved LEA-Specific educator license(s) to **one** (1) individual in a public meeting held on **September 22, 2025**. The license areas, and endorsements shall be valid for three (3) academic years as indicated on the attached spreadsheet which contains the associated educator information and rationale for the request. All LEA-Specific licenses will expire on June 30th of the final academic year approved.

Advantage Arts Academy Board of Directors' following assurances:

- The LEA has adopted a policy, in accordance with [R277-301-7](#), to prepare and support educators with an LEA-Specific license. This policy is posted online at <https://advantagearts.org/policies-guidelines>.
- The educator has completed a criminal background check in accordance with Rule R277-214 and continued monitoring in accordance with Subsection 53G-11-403(1).
- The LEA will provide requisite training (educator ethics, classroom management/instruction, special education law/instruction, & Utah Effective Teaching Standards) within the 1st year of employment.
- The educators will complete the USBE Ethics Review within one (1) calendar year prior to being issued the license.
- The LEA will post all educator data, including assignments, in CACTUS no later than sixty (60) days following the date of the public governing board meeting approving the license area(s) and/or endorsement(s).
- Each LEA school employing an individual with an LEA-Specific license will prominently post the following on the school's website:
 - Disclosure that the school employs individuals holding an LEA-Specific educator license, license areas, and/or endorsements.
 - An explanation of the types of educator licenses issued by USBE (Professional, Associate, LEA-Specific): "The following **designations or levels** apply to educator licenses, license areas (i.e.- elementary, secondary, special education), and content endorsements (i.e.- mathematics, music, Spanish, social studies):
 - **Professional:** The educator has completed an educator preparation program that includes content and pedagogical knowledge. This program may have been completed at a university or in an alternate pathway that was supported by school districts/charters and the Utah State Board of Education.

- **Associate:** The educator is currently completing an educator preparation program but has not yet completed all requirements for a Professional Educator License, license area, or endorsement. The educator is enrolled in a university-based or Local Education Agency (LEA)-based program. When the educator completes the program, they will have a professional level.
- **LEA-Specific:** The educator has not completed an educator preparation and is not currently enrolled in one.”
 - Percentage (based on FTE) of types of licenses, license areas, and endorsements held by educators employed in the school.
 - A link to the [Utah Educator Look-up Tool](#).

The **Advantage Arts Academy Board of Directors** additionally acknowledges that LEA-Specific educator licenses, license areas, or endorsements may be renewed by the Utah State Board of Education (USBE). These renewals will be approved or denied on a case-by-case basis.

Sincerely,

Jodi Hart Wilson

LEA Governing Body Chairperson

SY25-26 LEA-S(pecific) Requests

Effective 8/2021, the following are NOT allowed for LEA-S: Audiologist, Deaf Education, Preschool Special Ed., School Psychologist, School Social Worker, Special Ed (K-12), Speech Language Pathologist, Speech Language Therapist

LEA (District or Charter) Name	Date LEA's Board Met	CACTUS ID	Last Name	First Name	Is this a RENEWAL Request from SY25- 26? (Y/N)	License Area 1	Endorsement 1	Endorsement 2	Endorsement 3	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)	CPR Cert #
<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>Math Level 3</i>	<i>Chemistry</i>		<i>Educator is enrolling in EPP Fall 2021</i>	Y	Y	Y	Y	Y	Y	N/A
Advantage Arts Academy	9/22/25	819065	Tinker	LaMarcus	N	Elementary				Looking into options to obtain the license.	Y	N	N	Y	Y	Y	N/A

AAA 09.22.2025 Policy Summary Sheet:

Amending Electronic Resources Policy

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 and Procedures have been revised to address the exceptions noted above. Some other changes have also been made as well.

Amending Kindergarten Toilet Training Policy

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. Updated administrative procedures have been drafted and will be finalized by administration when the state has completed changes to its toilet training rule (R277-631).

Amending Child Abuse and Neglect Reporting Policy

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 and volunteers 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).

Amending Weapons on School Property Policy

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

Amending Meal Charge Procedure

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 procedure has been amended to reflect this new law.

Child Abuse and Neglect Reporting Policy

Adopted: October 2, 2017

Revised: ▼

Deleted: February 4, 2019

Purpose

Advantage Arts 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.

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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.

Whenever any School employee, contracted or temporary employee, or volunteer has reason to believe that a child is, or has been, the subject of abuse, or neglect, or observes a child being subjected to conditions or circumstances which would reasonably result in abuse, or neglect, he/she shall immediately report the suspected abuse or neglect to the nearest peace officer, law enforcement agency, or the Division of Child and Family Services. ▼

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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 Director. The Director, 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 Rule R277-401 and will help the School's personnel to understand and fulfill their legal responsibilities concerning child abuse and neglect.

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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 has been, the subject of abuse or neglect, or observes a child being subjected to conditions or circumstances which would reasonably result in such, the person shall immediately make an oral report to the nearest peace officer, law enforcement agency or Division of Child and Family Services ("DCFS"). The person shall also make a report to the School's Director, but the requirement to notify the Director does not satisfy the 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 Director present, but must be made by the person making the report.

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

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

d. The 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 Director or any other school employee 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.

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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 DCFS that is relevant to 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 Director. The Director shall then immediately report the allegation to the Utah State Board of Education. Steps shall be taken to 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 Director shall annually (a) provide each School employee with the 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 § 53E-6-701 and § 80-2-602.

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7. The School, under the direction of the Director, will provide School personnel once every 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; (c) the mandatory reporting requirements of this Policy, Utah Code § 53E-6-701 and § 80-2-602; and (d) appropriate responses to incidents of sexual extortion, including connecting victims with support services. Newly hired staff will be provided with the same training and the written policy at the beginning of their employment.

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8. The School, under the direction of the Director, will provide the parents or guardians of elementary school students with training and instruction once every three years on child sexual abuse and human trafficking prevention and awareness, including (a) recognizing warning signs of a child who is being sexually abused or who is a victim or may be at risk of becoming a victim of human trafficking or commercial sexual exploitation; (b) effective, age-appropriate methods for discussing the topic of child sexual abuse with a child; and (c) resources available for victims of sexual extortion.

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9. The training and distribution of materials will be documented.

10. Educational neglect means that, after receiving a notice of compulsory education violation under Utah Code Section 53G-6-202, the parent or guardian fails to make a good faith effort to ensure that the child receives an appropriate education.

a. When School personnel have reason to believe that a child may be subject to educational neglect, school personnel shall submit the report described in Utah Code Subsection 53G-6-202(8) to DCFS.

b. When School personnel have a reason to believe that a child is subject to both educational neglect and another form of neglect or abuse, School personnel may not wait to report the other form of neglect or abuse pending preparation of a report regarding educational neglect.

CONFIDENTIAL

Child Abuse and Neglect Reporting Form

Oral report made to Director: Date: _____ Time: _____

Child's Information:

Name: _____ Age: _____ Birth Date: _____ Sex: _____
Address: _____

Parent/Guardian Information:

Father Name: _____
Father Address: _____
Father Telephone: _____
Mother Name: _____
Mother Address: _____
Mother Telephone: _____
Guardian/Caretaker Name: _____
Guardian/Caretaker Address: _____
Guardian/Caretaker Telephone: _____

Circumstances leading to the suspicion that the child is a victim of abuse or neglect: _____

Time and date of observations: _____
Additional information: _____

Oral report made to:

Agency: _____
Individual's Name: _____
Date: _____ Time: _____

Written report sent to:

Agency: _____
Individual's Name: _____
Date: _____ Time: _____

Reporting Individual:

Name: _____
Signature: _____
Date: _____

Director:

Name: _____
Signature: _____
Date: _____

Do not place this form in the student's file.

Electronic Resources Administrative Procedures

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

Electronic Devices

Definitions

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

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"**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 cellphone).

"**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

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

- Electronic devices may not be used to view, access, download, store, or transmit pornography or other obscene or inappropriate material.
- Electronic devices may not be used to bully, threaten, humiliate, embarrass, harass, or intimidate other students, teachers, volunteers, School guests, or School employees.
- Electronic devices may not be used in ways that violate local, state, or federal laws.

- Electronic devices may not be used during quizzes, tests, and standardized assessments except as otherwise provided herein.
- Electronic toys are not allowed in the School.
- Students may have privately-owned electronic devices at School during the School day. However, privately-owned electronic devices 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.

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Exceptions

The Principal may give permission for a student to possess and use a privately-owned electronic device during the School day and during School-sponsored activities for good cause, if the device does not distract from the instructional or educational process and is not otherwise used inappropriately.

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

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

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Privately-owned electronic devices may be possessed and used in the event of an emergency during the limited period of the emergency in order to protect the safety of a student or School employee, visitor or volunteer. This includes using a privately-owned electronic device to respond to an imminent threat to health or safety of an individual or to respond to a School-wide emergency. During a school-wide emergency, students' use of privately-owned electronic devices should not be excessive to avoid overloading cell towers/the cellular network (so that they remain open and effective for first responders).

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

Parents may make other individualized requests for exceptions to these procedures to the Principal.

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Consequences for Violation

A student will receive one warning prior to discipline for violating [these procedures](#) unless the violation involves cheating or constitutes a violation of the School's Student Conduct and Discipline Policy or Bullying and Hazing Policy or at the discretion of the Principal. On the second violation of [these procedures](#), [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 [these procedures](#).

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Despite the foregoing, a privately-owned electronic device may be confiscated after an initial or other violation of these procedures 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 for the purpose of determining the device's owner. Students may not search privately-owned electronic devices that do not belong to them. Privately-owned electronic devices that are 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.

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The School is not responsible for loss, damage or theft of any privately-owned electronic devices. The School will make reasonable efforts to notify parents/guardians if the School has [confiscated](#) a student's [privately-owned](#) electronic device. 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 time the devices will be disposed of in a manner that ensures that no data stored on the device may be retrieved.

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The Principal may, [subject to applicable law](#), impose additional disciplinary consequences for a student's violation of [these procedures](#), considering the nature of the violation and other disciplinary actions in which the student has been involved. Such disciplinary actions may include:

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- Loss of the privilege to possess or use electronic devices

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

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

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Notice of the Policy and Procedures

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

[Complaints about the policy and these procedures or their enforcement, or complaints about observed behavior regarding the policy and these procedures, 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 privately-owned electronic devices and may be subject to discipline if their device is misused by another.

Parents, guests and visitors to the School may use privately-owned electronic devices at School and at School-sponsored activities only in accordance with rules established by the 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

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

Definitions

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

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

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

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

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

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

Access to Inappropriate Material

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

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

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

Inappropriate Network Usage

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

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

Education, Supervision and Monitoring

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

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Student Acceptable Use of School Electronic Resources

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

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

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

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

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

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

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

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

Staff Acceptable Use of School Electronic Resources

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

At-Will Employment

Nothing in the [Electronic Resources Policy](#) or [these procedures](#) is intended to create additional rights for any employee or to otherwise alter or amend the at-will nature of the employment relationship between the School and any employee.

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The School's Rights

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

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

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Employees' Responsibilities Regarding Students' Use of Electronic Resources

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

familiar with the Internet and the use of the School's electronic resources to help ensure effective monitoring, instruction, and assistance.

User Responsibilities

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

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

Violation of the [policy or these procedures](#) is grounds for discipline, up to and including termination. The School may also notify law enforcement as appropriate, and such actions may subject an employee to criminal penalties.

Acceptable Use

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

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

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7. Users must exhibit professionally appropriate behavior when using the School's electronic resources in order to professionally represent and preserve the image the School.
8. Users must take reasonable precautions to protect the School's electronic resources in order to reduce repair costs, maintain the integrity of the network, and protect the School's assets. Employees who damage School electronic resources may be financially responsible for the cost of repair or replacement.
9. From time to time, the School will make determinations on whether specific uses of the School's electronic resources are consistent with the intent of the [policy and these procedures](#).

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Unacceptable Use

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

1. Excessive use of the School's electronic resources for personal matters. "Excessive use" includes but is not limited to use of electronic resources in a manner that interferes with an employee's performance of work-related responsibilities or with the functioning of the School's electronic resources.
2. Use of the School's electronic resources in connection with social networking sites for non-academic purposes is prohibited.
3. Use of the School's electronic resources for commercial or for-profit purposes.
4. Use of the School's electronic resources for product advertisement or political lobbying.
5. Personal electronic devices may only be connected to the School's network with appropriate authorization.
6. Intentionally seeking information on, obtaining copies of, or modifying files, other data, or passwords belonging to other users, or impersonating or misrepresenting other users of the School's network.
7. Unauthorized use or disclosure of personal student information in violation of R277-487 and the Family Educational Rights and Privacy Act, 34 CFR, Part 99.
8. Use of the School's electronic resources in a manner that disrupts the use of the network by others.
9. Destroying, modifying, or abusing the School's electronic resources in any way.
10. Use of the School's electronic resources in a manner that threatens or impairs the integrity or security of the network.
11. Use of the School's electronic resources for hate mail, chain letters, harassment, discriminatory remarks, and other antisocial behaviors.
12. Downloading or installation of any software, including shareware and freeware, for use on the School's electronic resources without the approval of the Principal or designee.
13. Use of any software on the School's electronic resources in violation of the applicable license or use agreement.
14. Use of the School's electronic resources to access, process, store, send or receive pornographic, sexually explicit or otherwise inappropriate material (as determined by the 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. Pursuant to the Electronic Communications Privacy Act of 1986 (18 U.S.C. § 2510, et seq.), notice is hereby given that there are no facilities provided by the School's system for sending or receiving private or confidential electronic communications. System administrators have access to all mail and will monitor messages. Messages relating to or in support of illegal activities will be reported to the appropriate authorities.
3. The School is not responsible for any damage users may suffer, including loss of data resulting from delays, non-deliveries, or service interruptions caused by the School's negligence or your errors or omissions.

4. Use of any information obtained is at the user's own risk.
5. The School makes no warranties (expressed or implied) with respect to:
 - o The content of any advice or information received by a user, or any costs or charges incurred as a result of seeing or accepting any information;
 - o Any costs, liability, or damages caused by the way the user chooses to use his or her access to the network.
6. The School reserves the right to change its policies and rules at any time.

Privacy

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

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Training

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

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- The contents of [the Electronic Resources Policy and](#) these procedures;
- The importance of digital citizenship;
- The School's conduct and discipline related consequences as related to a violation of [the Electronic Resources Policy and these procedures](#);
- 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.

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

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

Deleted: 76-10-1231

Electronic Resources Policy

Adopted: October 2, 2017

Revised: November 4, 2019

Renewed: June 1, 2020

Renewed: June 20, 2022

Renewed: June 26, 2023

Purpose

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

Electronic Devices

The School recognizes that various forms of electronic devices are widely used by both students and employees and are important tools in today’s society. The School seeks to ensure that the use of electronic devices, both privately-owned devices and devices owned by the School, does not cause harm or otherwise interfere with the learning, safety, or security of students or employees. The Principal shall therefore establish reasonable rules and procedures regarding the use of electronic devices at School and School-sponsored activities in compliance with applicable laws.

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). The Principal shall establish procedures to accomplish these objectives and ensure compliance with applicable laws.

Student Acceptable Use of School Electronic Resources

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

Electronic resources can provide access to a multitude of information and allow communication with people all over the world. Along with this access comes the availability of materials that may be considered inappropriate, unacceptable, of no educational value, or even illegal.

The Principal shall ensure that rules and procedures regarding students' use of the School's electronic resources are established and clearly communicated to students and their parents/guardians. The Principal will ensure that safeguards are in place to restrict access to inappropriate materials and that the use of the Internet and other electronic resources is monitored. 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 is intended to govern employees' and volunteers' use of the School's electronic resources, and employees must agree to these terms as a condition of employment. The Principal shall establish rules and procedures regarding employees' use of the School's electronic resources.

Review and Approval

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

Toilet Training Policy

Deleted: Kindergarten

Adopted: 06.24.2024

Revised:

Purpose

The purpose of this policy is to establish the toilet training requirements for students at Advantage Arts Academy (the "School").

Deleted: kindergarten

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 the School.

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Policy

General Rule

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

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Exceptions

The School may enroll a student who is not able to be toilet trained because of a suspected disability that:

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

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Assurance

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

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Administrative Procedures

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

Deleted: 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.

Weapons on School Property Policy

Adopted: August 31, 2020

Approved: 01.13.2025

Purpose

The purpose of this policy is to address the possession of dangerous weapons and firearms on Advantage Arts Academy's (the "School") premises by any individual, including but not limited to employees, students, parents/guardians, volunteers, and visitors.

Policy

Definitions

"Dangerous weapon" means (i) a firearm; or (ii) an object that in the manner of its use or intended use is capable of causing death or serious bodily injury. Utah Code § 76-11-101(3).

Deleted: 0-501(6)(a)

"Firearm" means a pistol, revolver, shotgun, short barreled shotgun, rifle or short barreled rifle, or a device that could be used as a dangerous weapon from which a projectile is expelled by an explosive action. Utah Code § 76-11-101(4).

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"Short barreled shotgun" or "short barreled rifle" means a shotgun having a barrel or barrels of fewer than 18 inches in length, or in the case of a rifle, having a barrel or barrels of fewer than 16 inches in length, or a dangerous weapon made from a rifle or shotgun by alteration, modification, or otherwise, if the weapon as modified has an overall length of fewer than 26 inches. Utah Code § 76-11-101(7), (8).

Deleted: 0-501(22)

"On or about School Premises" means, in part, a public or private elementary or secondary school; or on the grounds of any of those schools. Utah Code § 76-11-205(1).

Deleted: 0-505.5(1)(a)

"Concealed firearm" means a firearm that is (i) covered, hidden, or secreted in a manner that the public would not be aware of its presence; and (ii) readily accessible for immediate use. It does not include a firearm that is unloaded and securely encased. Utah Code § 53-5a-101.5(4).

Deleted: 76-10-501(3)(a)

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

Dangerous Weapons on School Property

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

Utah law provides that a qualified person may receive “a concealed carry permit allowing the carrying of a concealed firearm for lawful self defense,” Utah Code § 53-~~5a-303~~(1). Therefore, a holder of a valid concealed carry permit or temporary concealed carry permit that is 21 years old or older is authorized to carry a concealed firearm on School Property. Utah Code § 76-~~11-205~~(4)(b), (c).

In addition, in accordance with Utah Code § 76-~~11-205~~(4) and Utah Code ~~§53-5a-108~~, a person without a concealed carry permit may possess a dangerous weapon ~~on School Property~~ if:

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

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

Concealed Carry Permit Exceptions and Clarification

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

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briefcase, purse, backpack, etc., that item must be on the person at all times while on School Property. However, notwithstanding the foregoing, the following employees may store and/or carry a firearm on School property, or take other actions, in accordance with the laws referenced below:

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

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

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

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

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

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

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Donations and Fundraising Policy

Adopted: October 2, 2017

Revised: June 20, 2022

Reviewed: August 21, 2023

Policy

Although Advantage Arts Academy (the “School”) does not typically engage directly in fundraising, it may do so on certain occasions in order to help advance the School’s mission. The School encourages the contributions of gracious donors who have the resources and the inclination to make donations for the benefit of the School and its students. This policy establishes guidelines and standards for the School’s acceptance of donations and gifts as well as for when the School engages in or sponsors fundraising activities.

Donations and Gifts

The School may not transfer or expend donated property in a manner contrary to donor restrictions imposed as a condition of making the donation. The Principal is also responsible for ensuring that donor restrictions of accepted donations are complied with and that compliance can be verified. The Principal will ensure that charitable donation receipts are provided to donors as necessary.

The Principal must approve voluntary donations from private individual or organization in excess of \$1,000 and any donation involving donor restrictions prior to accepting the donation. The Board of Directors must approve any voluntary donations from private individual or organization in excess of \$10,000. The School may not accept donations with the condition that the donation provide direct benefit to specific School employees, students, vendors, or service providers, or that the School purchase a specific brand of goods with the donated funds.

If advertising or other services are offered to a donor in exchange for a donation or gift, the School will objectively value the donation or gift in order to ensure the School receives at least fair value.

The Principal must ensure that any applicable fiscal policies of the School are complied with in connection with donations. The School will comply with other applicable laws and regulations, including but not limited to procurement requirements, rules related to construction of improvements, IRS regulations, and Title IX requirements.

Fundraising

Fundraising is defined as an organized effort to solicit individuals, businesses or foundations for money or in-kind gifts to be given directly to the School.

For the purposes of this policy, “school sponsored” means activities that are expressly authorized by the School’s Principal or Board of Directors that support the School or authorized curricular clubs, activities, sports, classes, or programs that are themselves school sponsored. School-sponsored activities must be managed or supervised by School employees. Activities sponsored by the School’s parent organization are not school-sponsored activities, but the parent organization may be involved in and provided assistance in connection with school-sponsored activities.

The following guidelines must be followed in connection with School fundraising:

1. The fundraising activity must be undertaken with the intent of obtaining a benefit consistent with the School’s mission.
2. The fundraising activity must not violate the School’s charter, Board policies, or applicable law.
3. Proposals for fundraising activities must be submitted to the School’s Principal for approval.
4. The Principal may restrict the time, place, and manner of any approved fundraising activity.
5. Fundraising activities should be planned and scheduled in a manner that does not create conflict, confusion, or excessive fundraising pressures on students, families or potential donors.
6. Fundraising activities that may expose the School to risk of financial loss or liability if the activity is not successful should not be approved.
7. The participation of School employees, students and parents in any fundraising activity must be voluntary. However, School employees may be assigned to supervise students in connection with School-sponsored fundraising activities in connection with their employment. Such employees may be compensated for such work as appropriate as determined by the Principal.
8. Students may not be required to participate in a fundraising activity as a condition for belonging to a team, club or group, and a student’s fundraising efforts may not affect his or her participation time or standing in any team, club or group.
9. Competitive enticements for student participation in fundraising efforts are generally discouraged, and any such rewards or prizes must be approved by the Principal.
10. The Principal will ensure that the School’s Fee Waiver Policy is complied with in connection with all School-sponsored fundraising activities that involve fees. Any fee waivers must be granted in accordance with the Fee Waiver Policy.

11. All funds raised through school-sponsored fundraising activities are considered public funds and will be handled accordingly. The Principal will ensure that all other applicable fiscal policies are complied with in connection with fundraising activities.
12. Any fundraising activities that are related to the School but not school sponsored, such as fundraising activities of the parent organization, should clearly inform School patrons that the activity is not school sponsored. School employees may participate in such activities as volunteers but must not represent that they are acting as employees or representatives of the School.
13. The Principal will ensure that charitable donation receipts are provided as necessary.
14. The School's employer identification number and sales tax exemption number may only be used by School personnel in connection with school-sponsored activities. No other entity, including the School's parent organization, may use these numbers.
15. Any School employee involved in managing or overseeing non-School-sponsored fundraising must disclose to the Principal any financial or controlling interest in or access to bank accounts of the fundraising organization or company.
16. The School may cooperate with outside entities such as the parent organization in connection with non-school-sponsored fundraising activities. The School may allow these groups to use School facilities at little or no charge. At the Principal's discretion, the School may provide some level of support or pay for portions of these activities. The details of the arrangements for non-school-sponsored fundraising activities shall be understood and agreed to by the Principal and the representatives of the outside entity. This must take into consideration the School's fiduciary responsibility for the management and use of public funds and assets.
17. The School is committed to principles of gender equity and compliance with Title IX guidance. The School commits to use all facilities, unrestricted gifts and other available funds in harmony with these principles. The School reserves the right to decline or restrict donations, gifts, and fundraising proceeds, including those that might result in gender inequity or a violation of Title IX. Fundraising opportunities should be equitable for all students, comply with Title IX, and be in harmony with Article X of the Utah Constitution.

The Principal will ensure that School employees receive appropriate training in connection with these policies. Training shall be provided at least annually to employees whose job duties are affected by the School's fiscal policies.

The Board will review this policy periodically and as necessary to ensure that adequate controls are in place.

Advantage Arts Academy
Policy: Wellness Policy
Adopted: June 1, 2020
Amended: June 20, 2022

Preamble

Advantage Arts Academy (the "School") is committed to the optimal development of every student. The School believes that for students to have the opportunity to achieve personal, academic, developmental and social success, we need to create positive, safe and health-promoting learning environments at every level, in every setting, throughout the school year.

Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities – do better academically. Finally, there is evidence that adequate hydration is associated with better cognitive performance. This policy outlines the School's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

- Students in the School have access to healthy foods throughout the school day through reimbursable school meals in accordance with Federal and state nutrition standards;
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active during and after school;
- The School engages in nutrition and physical activity promotion and other activities that promote student wellness;
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;
- The community is engaged in supporting the work of the School in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and

- The School establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of the policy and its established goals and objectives.

This policy applies to all students and staff of the School. Specific measureable goals and outcomes are identified within each section below.

Policy

I. School Wellness Committee

Committee Role and Membership

The School will convene a School wellness committee (hereafter referred to as the "Wellness Committee") or work within an existing school health committee that meets at least four times per year to establish goals for and oversee school health and safety policies and programs, including development, implementation and periodic review and update of this LEA-level wellness policy (hereafter referred to as the "Wellness Policy").

The Wellness Committee membership will represent all school levels (elementary) and include (to the extent possible), but not be limited to: parents and caregivers; students; representatives of the school nutrition program (e.g., school nutrition director); physical education teachers; health education teachers; school health professionals (e.g., health education teachers, school health services staff (e.g., nurses, physicians, dentists, health educators, and other allied health personnel who provide school health services), and mental health and social services staff (e.g., school counselors, psychologists, social workers, or psychiatrists)); school administrators (e.g., Principals/Directors, Assistant Principals/Directors); school board members; health professionals (e.g., dietitians, doctors, nurses, dentists); and the general public. When possible, membership will also include Supplemental Nutrition Assistance Program Education coordinators (SNAP-EDEDSNAP-Ed). To the extent possible, the Wellness Committee will reflect the diversity of the community.

Leadership

The School Principal or designee(s) will convene the Wellness Committee and facilitate development of and updates to the Wellness Policy, and will ensure compliance with the policy.

Name	Title / Relationship to the School	Email address	Role on Committee
Jonathan Kano	Administrator Wellness Committee Oversight	jkano@advantagearts.org	Provides oversight for policy development, evaluation of, and implementation of the Wellness Policy.

Dave Hirst	Child Nutrition Director		Assists in policy development and evaluation of the Wellness Policy implementation. Assures policy aligns with CNP guidelines.
Kelly Simonson	Employee and Parent		Assists in policy development and evaluation of the Wellness Policy implementation.
Jack Simonson	Student		Assists in policy development and evaluation of the Wellness Policy implementation.
Loni Carver	Employee and Parent		Assists in policy development and evaluation of the Wellness Policy implementation.
Jordyn Carver	Student		Assists in policy development and evaluation of the Wellness Policy implementation.

II. **Wellness Policy Implementation, Monitoring, Accountability and Community Engagement**

Implementation Plan

The School will develop and maintain a plan for implementation to manage and coordinate the execution of this Wellness Policy. The plan delineates roles, responsibilities, actions and timelines specific to each school; and includes information about who will be responsible to make what change, by how much, where and when; as well as specific goals and objectives for nutrition standards for all foods and beverages available on the School campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness. It is recommended that the School use the [Healthy Schools Program online tools](#) to complete a school-level assessment based on the Centers for Disease Control and Prevention's School Health Index, create an action plan that fosters implementation and generate an annual progress report.

This Wellness Policy and the triennial progress reports can be found at: <https://advantagearts.org/>.

Recordkeeping

The School will retain records to document compliance with the requirements of the Wellness Policy on the School's shared Google Drive. Documentation maintained in this location will include but will not be limited to:

- The written Wellness Policy;

- Documentation demonstrating that the Wellness Policy has been made available to the public;
- Documentation of efforts to review and update the Wellness Policy; including an indication of who is involved in the update and methods the School uses to make stakeholders aware of their ability to participate on the Wellness Committee;
- Documentation to demonstrate compliance with the annual public notification requirements;
- The most recent assessment on the implementation of the Wellness Policy;
- Documentation demonstrating the most recent assessment on the implementation of the Wellness Policy has been made available to the public.

Annual Notification of Policy

The School will actively inform families and the public each year of basic information about this policy, including its content, any updates to the policy and implementation status. The School will make this information available via the School website and/or School-wide communications. The School will provide as much information as possible about the school nutrition environment. This will include a summary of the School's events or activities related to Wellness Policy implementation. Annually, the School will also publicize the name and contact information of the School officials leading and coordinating the Wellness Committee, as well as information on how the public can get involved with the Wellness Committee.

Triennial Progress Assessments

At least once every three years, the School will evaluate compliance with the Wellness Policy to assess the implementation of the policy and include:

- The extent to which the School is in compliance with the Wellness Policy;
- The extent to which the Wellness Policy compares to the Alliance for a Healthier Generation's model wellness policy; and
- A description of the progress made in attaining the goals of the Wellness Policy.

The position/person responsible for managing the triennial assessment and contact information is Jonathan Kano, jkano@advantagearts.org.

The Wellness Committee will monitor the School's compliance with this Wellness Policy.

The School will actively notify households/families of the availability of the triennial progress report.

Revisions and Updating the Policy

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The Wellness Committee will update or modify the Wellness Policy based on the results of the annual School Health Index and triennial assessments and/or as School priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. **The Wellness Policy will be assessed and updated as indicated at least every three years, following the triennial assessment.**

Community Involvement, Outreach and Communications

The School is committed to being responsive to community input, which begins with awareness of the Wellness Policy. The School will actively communicate ways in which representatives of Wellness Committee and others can participate in the development, implementation and periodic review and update of the Wellness Policy through a variety of means appropriate for the School. The School will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards. The School will use electronic mechanisms, such as email or displaying notices on the School's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to the Wellness Policy, as well as how to get involved and support the policy. The School will ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the School is communicating important school information with parents.

The School will actively notify the public about the content of or any updates to the Wellness Policy annually, at a minimum. The School will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

III. Nutrition

School Meals

The School is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; that are moderate in sodium, low in saturated fat, and have zero grams *trans* fat per serving (nutrition label or manufacturer's specification); and to meeting the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs.

The School participates in USDA child nutrition programs, including the National School Lunch Program (NSLP) and the School Breakfast Program (SBP). The School also operates additional nutrition-related programs and activities which may include school gardens and Grab 'n' Go Breakfast. The School is committed to offering school meals

through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. (The School offers reimbursable school meals that meet [USDA nutrition standards](#).);
- Promote healthy food and beverage choices using at least ten of the following [Smarter Lunchroom techniques](#):
 - Whole fruit options are displayed in attractive bowls or baskets (instead of chaffing dishes or hotel pans).
 - Sliced or cut fruit is available daily.
 - Daily fruit options are displayed in a location in the line of sight and reach of students.
 - Daily vegetable options are bundled into all grab-and-go meals available to students.
 - All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal.
 - White milk is placed in front of other beverages in all coolers.
 - Alternative entrée options (e.g., salad bar, yogurt parfaits, etc.) are highlighted on posters or signs within all service and dining areas.
 - A reimbursable meal can be created in any service area available to students (e.g., salad bars, snack rooms, etc.).
 - Student surveys and taste testing opportunities are used to inform menu development, dining space decor and promotional ideas.
 - Menus will be posted on the School website.
 - School meals are administered by a team of child nutrition professionals.
 - The School child nutrition program will accommodate students with special dietary needs. Students will be allowed at least 10 minutes to

eat breakfast and at least 20 minutes to eat lunch, counting from the time they have received their meal and are seated (meets Healthy Schools Program Gold-level criteria).

- Lunch will follow the recess period to better support learning and healthy eating.
- Participation in Federal child nutrition programs will be promoted among students and families to help ensure that families know what programs are available in their children's school.

Staff Qualifications and Professional Development

All school nutrition program directors, managers and staff will meet or exceed hiring and annual continuing education/training requirements in the [USDA professional standards for child nutrition professionals](#). These school nutrition personnel will refer to [USDA's Professional Standards for School Nutrition Standards website](#) to search for training that meets their learning needs.

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day* and throughout every School campus* ("school campus" and "school day" are defined in the glossary). The School will make drinking water available where school meals are served during mealtimes.

- Water cups/jugs will be available in the cafeteria if a drinking fountain is not present.
- All water sources and containers will be maintained on a regular basis to ensure good hygiene and health safety standards. Such sources and containers may include drinking fountains, water jugs, hydration stations, water jets and other methods for delivering drinking water.
- Students will be allowed to bring and carry (approved) water bottles filled with only water with them throughout the day.

Competitive Foods and Beverages

The School is committed to ensuring that all foods and beverages available to students on the School campus* during the school day* support healthy eating. The school will not engage in selling food items, outside of those provided by the Child Nutrition Program, during the school day.

Celebrations and Rewards

It is suggested that all foods offered on the School campus will meet or exceed the USDA Smart Snacks in School nutrition standards including through:

1. Celebrations, parties, and food in the classroom for instructional purposes.
 - a. The School will provide a list of healthy party and food ideas to parents and teachers, including non-food celebration ideas. Healthy party ideas are available from the [Alliance for a Healthier Generation](#) and from the [USDA](#).
 - b. All teachers must submit a Consumption of Food in the Classroom Authorization form provided by the School to the Principal or his/her designee, and receive signed parental permission in order for students to partake in eating any food or drinking any beverage provided for a class party, celebration or for classroom instructional purposes.
2. USDA Smart Snacks in the Classroom may be provided through the Child Nutrition Program. Submitting a Consumption of Food in the Classroom Authorization form and obtaining signed parental permission is **not** required prior to providing students food or beverages in the classroom that meet or exceed the USDA Smart Snacks in School nutrition standards. However, parents may opt out of having their children receive USDA Smart Snacks in the classroom. Teachers should not permit students whose parents have opted out to partake of USDA Smart Snacks in the classroom.
3. Classroom snacks brought by parents or students. The School will provide to parents a [list of foods and beverages that meet Smart Snacks](#) nutrition standards. Parents are allowed to provide snacks for their own student only.
4. Rewards and incentives. The School will provide teachers and other relevant School staff a [list of alternative ways to reward children](#). Foods and beverages will not be used as a reward in the classroom, or withheld as punishment for any reason, such as for performance or behavior.

Fundraising

The School will use only non-food fundraisers for sales, and instead, encourage those fundraisers promoting physical activity (such as walk-a-thons, Jump Rope for Heart, fun runs, etc.).

Sales of food or beverages during midnight and 3:30 pm on a school day, such as concessions at Literacy Night, will require authorization from the Child Nutrition Director using the [Food and Concession Sales](#) form found in Appendix A. The form must be submitted for approval at least two weeks prior to the event.

Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout the School, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most

effective when implemented consistently through a comprehensive and multi-channel approach by School staff, teachers, parents, students and the community.

The School will promote healthy food and beverage choices for all students throughout the School campus, as well as encourage participation in school meal programs. This promotion will occur through at least:

- Implementing at least ten or more evidence-based healthy food promotion techniques through the school meal programs using [Smarter Lunchroom techniques](#); and
- Ensuring 100% of foods and beverages promoted to students meet the USDA Smart Snacks in School nutrition standards. Additional promotion techniques that the School may use are available at <http://www.foodplanner.healthiergeneration.org/>.

Nutrition Education

The School will teach, model, encourage and support healthy eating by all students. The School will provide nutrition education and engage in nutrition promotion that:

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- Is part of not only health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences and elective subjects;
- Includes enjoyable, developmentally-appropriate, culturally-relevant and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits and school gardens;
- Promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products and healthy food preparation methods;
- Emphasizes caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- Links with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods and nutrition-related community services;
- Teaches media literacy with an emphasis on food and beverage marketing; and
- Includes nutrition education training for teachers and other staff.

- Nutrition education will be offered at each grade level as part of a sequential, comprehensive, standards-based health education curriculum that meets state and national standards.
- The health teacher will provide opportunities for students to practice or rehearse the skills taught through the health education curricula.

Essential Healthy Eating Topics in Health Education

The School will include in the health education curriculum a minimum of 12 of the following essential topics on healthy eating:

- Relationship between healthy eating and personal health and disease prevention;
- Food guidance from [MyPlate](#);
- Reading and using FDA's nutrition fact labels;
- Eating a variety of foods every day;
- Balancing food intake and physical activity;
- Eating more fruits, vegetables and whole grain products;
- Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain *trans* fat;
- Choosing foods and beverages with little added sugars;
- Eating more calcium-rich foods;
- Preparing healthy meals and snacks;
- Risks of unhealthy weight control practices;
- Accepting body size differences;
- Food safety;
- Importance of water consumption;
- Importance of eating breakfast;
- Making healthy choices when eating at restaurants;
- Eating disorders;
- [The Dietary Guidelines for Americans](#);

- Reducing sodium intake;
- Social influences on healthy eating, including media, family, peers and culture;
- How to find valid information or services related to nutrition and dietary behavior;
- How to develop a plan and track progress toward achieving a personal goal to eat healthfully;
- Resisting peer pressure related to unhealthy dietary behavior; and
- Influencing, supporting, or advocating for others' healthy dietary behavior.

Food and Beverage Marketing in Schools

The School is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. The School strives to teach students how to make informed choices about nutrition, health and physical activity. These efforts will be weakened if students are subjected to advertising on School property that contains messages inconsistent with the health information the School is imparting through nutrition education and health promotion efforts. It is the intent of the School to protect and promote student's health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the School campus, consistent with the School's Wellness Policy.

Any foods and beverages marketed or promoted to students on the School campus* during the school day* will meet or exceed the USDA Smart Snacks in School nutrition standards.

Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing often includes an oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product.¹ This term includes, but is not limited to the following:

- Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container.
- Displays, such as on vending machine exteriors.
- Corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards (Note: immediate replacement of these items are not required; however, the School will replace or update scoreboards or other durable equipment when existing contracts are up for

renewal or to the extent that is in financially possible over time so that items are in compliance with the marketing policy.)

- Corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, pupil assignment books or school supplies displayed, distributed, offered or sold by the School.
- Advertisements in school publications or school mailings.
- Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

As the School administration and Child Nutrition Program Director review existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by the Wellness Policy.

IV. Physical Activity

Children and adolescents should participate in at least 60 minutes of physical activity every day which includes a combination of recess, physical education class and classroom brain breaks. A substantial percentage of students' physical activity can be provided through a comprehensive school physical activity program (CSPAP). A CSPAP reflects strong coordination and synergy across all of the components: quality physical education as the foundation; physical activity before, during and after school; staff involvement and family and community engagement and the School is committed to providing these opportunities. The School will ensure that these varied physical activity opportunities are in addition to, and not as a substitute for, physical education (addressed in "Physical Education" subsection). The School will be encouraged to participate in *Let's Move! Active Schools* (www.letsmoveschools.org) in order to successfully address all CSPAP areas.

Physical activity during the school day (including but not limited to recess, classroom physical activity breaks or physical education) **will not be withheld** as punishment for any reason. The School will provide teachers and other School staff with a [list of ideas](#) for alternative ways to discipline students.

To the extent practicable, the School will ensure that its grounds and facilities are safe and that equipment is available to students to be active. The School will conduct necessary inspections and repairs.

Physical Education

The School will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong

healthy habits, as well as incorporate essential health education concepts (discussed in the “*Essential Physical Activity Topics in Health Education*” subsection). The curriculum will support the essential components of physical education.

All students will be provided equal opportunity to participate in physical education classes. The School will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.

All School **elementary students** in each grade will receive physical education as a combination of physical education class and organized and structured activities, for at least 60 minutes per week throughout the school year.

The School physical education program will promote student physical fitness through individualized fitness and activity assessments (via the [Presidential Youth Fitness Program](#) or other appropriate assessment tool) and will use criterion-based reporting for each student.

- Students will be moderately to vigorously active for at least 50% of class time during most or all physical education class sessions.
- All physical education teachers will be required to participate in at least a once a year professional development in education.

Essential Physical Activity Topics in Health Education

Health education will be required in all grades. The School will include in the health education curriculum a minimum of 12 the following essential topics on physical activity:

- The physical, psychological, or social benefits of physical activity;
- How physical activity can contribute to a healthy weight;
- How physical activity can contribute to the academic learning process;
- How an inactive lifestyle contributes to chronic disease;
- Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition;
- Differences between physical activity, exercise and fitness;
- Phases of an exercise session, that is, warm up, workout and cool down;
- Overcoming barriers to physical activity;
- Decreasing sedentary activities, such as TV watching;
- Opportunities for physical activity in the community;

- Preventing injury during physical activity;
- Weather-related safety, for example, avoiding heat stroke, hypothermia and sunburn while being physically active;
- How much physical activity is enough, that is, determining frequency, intensity, time and type of physical activity;
- Developing an individualized physical activity and fitness plan;
- Monitoring progress toward reaching goals in an individualized physical activity plan;
- Dangers of using performance-enhancing drugs, such as steroids;
- Social influences on physical activity, including media, family, peers and culture;
- How to find valid information or services related to physical activity and fitness;
- How to influence, support, or advocate for others to engage in physical activity; and
- How to resist peer pressure that discourages physical activity.

Recess (Elementary)

The School will offer at least **30 minutes of recess** on all days during the school year. This requirement may be waived on early dismissal or late arrival days. Because recess is offered before lunch, the School will have appropriate hand-washing facilities and/or hand-sanitizing mechanisms located just inside/outside the cafeteria to ensure proper hygiene prior to eating and students are required to use these mechanisms before eating. Hand-washing time, as well as time to put away coats/hats/gloves, will be built in to the recess transition period/timeframe before students enter the cafeteria.

Outdoor recess will be offered when weather is feasible for outdoor play. Students will be allowed outside for recess except when the outdoor “feels-like” temperature is below 20°F, during “code orange” or “code red” days, during storms with lightening or thunder, or at the discretion of the Principal based on his/her best judgment of safety conditions.

In the event that the School must conduct **indoor recess**, teachers and staff will follow the indoor recess guidelines that promote physical activity for students, to the extent practicable.

Indoor Recess Guidelines

- Indoor recess will provide opportunities for students to have at least 10 minutes of physical activity.
- Indoor recess will be monitored by School staff.

Recess will complement, not substitute, physical education class. Recess monitors or teachers will encourage students to be active, and will serve as role models by being physically active alongside the students whenever feasible.

Classroom Physical Activity Breaks

The School recognizes that students are more attentive and ready to learn if provided with periodic breaks when they can be physically active or stretch. Thus, students will be offered **periodic opportunities** to be active or to stretch throughout the day on all or most days during a typical school week. The School recommends teachers provide short (3-5-minute) physical activity breaks to students during and between classroom times at least three days per week. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods.

The School will provide resources and links to resources, tools, and technology with ideas for classroom physical activity breaks. Resources and ideas are available through [USDA](#) and the [Alliance for a Healthier Generation](#).

Active Academics

Teachers will incorporate movement and kinesthetic learning approaches into “core” subject instruction when possible (e.g., science, math, language arts, social studies and others) and do their part to limit sedentary behavior during the school day.

The School will support classroom teachers incorporating physical activity and employing kinesthetic learning approaches into core subjects by providing annual professional development opportunities and resources, including information on leading activities, activity options, as well as making available background material on the connections between learning and movement.

Teachers will serve as role models by being physically active alongside the students whenever feasible.

Before and After School Activities

The School offers opportunities for students to participate in physical activity after the school day through a variety of methods. The School will encourage students to be physically active after school by:

- Providing students with access to physical activity clubs after school.
- Providing parents and students with information for sports and activities offered in the neighboring community.

Active Transport

The School will support active transport to and from school, such as walking or biking. The School will encourage this behavior by engaging in *six or more* of the activities below; including but not limited to:

- Designate safe or preferred routes to school through the State's SNAP Planning tool;
- Promote activities such as participation in International Walk to School Week, National Walk and Bike to School Week;
- Instruction on walking/bicycling safety provided to students;
- Promote safe routes program to students, staff, and parents via newsletters, websites, local newspaper;
- Use crosswalks on streets leading to the School; and
- Create and distribute maps of school environment (e.g., sidewalks, crosswalks, roads, pathways, bike racks, etc.).

V. Other Activities that Promote Student Wellness

The School will integrate wellness activities across the entire school setting, not just in the cafeteria, other food and beverage venues and physical activity facilities. The School will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes.

The School is encouraged to coordinate content across curricular areas that promote student health, such as teaching nutrition concepts in mathematics, with consultation provided by the School's curriculum experts.

All efforts related to obtaining federal, state or association recognition for efforts, or grants/funding opportunities for healthy school environments will be coordinated with and complementary of the Wellness Policy, including but not limited to ensuring the involvement of the Wellness Committee.

All School-sponsored events will adhere to the Wellness Policy guidelines. All School-sponsored wellness events will include physical activity and healthy eating opportunities when appropriate.

Community Partnerships

The School will develop relationships with community partners (e.g., Herriman City, local businesses, SNAP-Ed providers and coordinators, etc.) in support of this Wellness Policy's implementation. Existing and new community partnerships and sponsorships

will be evaluated to ensure that they are consistent with the Wellness Policy and its goals.

Community Health Promotion and Family Engagement

The School will promote to parents/caregivers, families, and the general community the benefits of and approaches for healthy eating and physical activity throughout the school year. Families will be informed and invited to participate in School-sponsored activities and will receive information about health promotion efforts.

As described in the “Community Involvement, Outreach, and Communications” subsection, the School will use electronic mechanisms (e.g., email or displaying notices on the School’s website), as well as non-electronic mechanisms, (e.g., newsletters, presentations to parents or sending information home to parents), to ensure that all families are actively notified of opportunities to participate in School-sponsored activities and receive information about health promotion efforts.

Staff Wellness and Health Promotion

The Wellness Committee will have a staff wellness subcommittee that focuses on staff wellness issues, identifies and disseminates wellness resources and performs other functions that support staff wellness in coordination with human resources staff. The subcommittee leader’s name is Jonathan Kano.

The School will implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors. The School promotes staff member participation in health promotion programs and will support programs for staff members on healthy eating/weight management that are accessible and free or low-cost.

1. Staff will be encouraged to consume the recommended amount of water daily. If necessary, water bottles will be provided.
2. The School will implement a staff health challenge once each school year. The health challenge is an optional activity for staff.
3. The School will arrange additional staff activities to encourage wellness. Staff participation in these activities is optional, not mandated. These activities could include participation in a healthy eating challenge, walking outside around the campus during lunch or after school, after-school group yoga or exercise activities, and encouragement to abstain from excessive work hours.

Professional Learning

When feasible, the School will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help School staff understand the connections between academics and health and the

ways in which health and wellness are integrated into ongoing School reform or academic improvement plans/efforts.

Glossary:

Extended School Day – the time during, before and after school that includes activities such as clubs, intramural sports, band and choir practice, drama rehearsals and more.

School Campus - areas that are owned or leased by the School and used at any time for School-related activities, including on the outside of the School building, School buses or other vehicles used to transport students, athletic fields and stadiums (e.g., on scoreboards, coolers, cups, and water bottles), or parking lots.

School Day – the time between midnight the night before to 30 minutes after the end of the instructional day.

Triennial – recurring every three years.

Appendix A

Food and Concession Sales

This form MUST be present to the Child Nutrition Program Director at least two weeks prior to the event for approval.

Event Title _____

Event Date _____ Event Time _____

Event Coordinator _____

Description of food and beverage items to be sold including name of vendor if applicable:

Signature of Event Coordinator _____

Date Submitted for Approval _____

Approval YES NO
Comments:

Signature of CNP Director _____

Date Returned to Event Coordinator _____

Parent and Family Engagement Policy

Approved: November 5, 2018

Reapproved: June 28, 2021

Revised: October 24, 2022

Purpose

In support of strengthening student academic achievement, Advantage Arts Academy (the “School”) receives Title I, Part A funds and must jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy that contains information required by Section 1116 of the Every Student Succeeds Act (the “ESSA”). This policy establishes the School’s expectations and objectives for meaningful parent and family involvement, describes how the School will implement a number of specific parent and family engagement activities, and is incorporated into the School’s plan submitted to the state pursuant to Section 1112 of the ESSA. The purpose of an effective parent and family engagement policy is to improve all students’ academic achievement.

Policy

The School agrees to implement the following requirements as outlined by Section 1116 of the ESSA:

- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of this policy and the joint development of the targeted assistance or schoolwide program plan.
- Update this policy periodically to meet the changing needs of parents and the School, distribute it to the parents and family members of participating children, and make this policy available to the local community.
- Provide full opportunities, to the extent practicable, for the participation of parents and family members with limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children, including providing information and school reports required under Section 1111 of the ESSA in an understandable and uniform format and, to the extent practicable, in a language parents understand.
- If the targeted assistance or schoolwide program plan under Section 1114(b) of ESSA is not satisfactory to the parents of participating children, submit any parent comments with such plan when the School submits the plan to the state.
- Be governed by the following statutory definition of parent and family engagement and will carry out programs, activities, and procedures in accordance with this definition:

Parent and family engagement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- *That parents play an integral role in assisting their child's learning;*
- *That parents are encouraged to be actively involved in their child's education at school;*
- *That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees (if any) to assist in the education of their child; and*
- *The carrying out of other activities, such as those described in Section 1116 of the ESSA.*

Required Policy Components

Below is a description of how the School will implement or accomplish each of the following components required by Section 1116 of the ESSA:

- Joint Development of Policies, Plans, Compact, and Programs. The School will take the following actions to involve parents and family members in an organized, ongoing, and timely manner in the planning, review, and improvement of Title I policies, plans, compact, and programs:
 - Distribute a copy of this policy and the school-parent compact to parents and family members at the beginning of each school year through appropriate channels, such as the registration packet. The policy and school-parent compact will also be posted on the School's website.
 - Notify parents and family members of an annual meeting where parents and family members will be informed about the School's participation in and the requirements of Title I programs.
 - Hold other parent and family meetings at flexible times during the school year to provide parents and family members with ongoing information, training, and materials to help them work with their children in the areas such as literacy, numeracy, and technology.
 - Hold parent-teacher conferences at least annually, where student achievement, behavior, and/or the school-parent compact will be reviewed and discussed.
 - The School and state websites will provide parents with information related to expected student proficiency levels.
 - The School website will provide parents with a description and explanation of the School's curriculum, mission, calendar information, policies, and opportunities for school and parent interaction.
 - Conduct an annual review and evaluation of this policy, the school-parent compact, and targeted assistance or schoolwide program plan. As part of the annual review and evaluation, the School will consider, and implement if appropriate, any suggestions or feedback provided by parents and family members on how the School can improve this policy and the associated compact and plan. Suggestions or feedback may be provided to the School in the form of results from the School's needs assessment

and evaluation given to parents, comments made by parents and family members in meetings at the School and during parent-teacher conferences, or through other means. The annual review and evaluation of this policy will also include identifying such things as barriers to parent engagement (especially engagement of parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background); needs of parents and family members to enable them to assist with the learning of their children; and strategies to support successful school and family interactions.

- Communications. The School will take the following actions to provide parents and family members timely information about the Title I programs in which the School participates:
 - Distribute a copy of the updated version of this policy and the school-parent compact to parents and family members at the beginning of each school year through appropriate channels, such as the registration packet.
 - Provide information related to the Title I programs, meetings, and other activities to the parents of participating children in an understandable and uniform format and, to the extent practicable, in a language that the parents can understand.
- School-Parent Compact. The School's school-parent compact outlines how parents, the entire School staff, and students will share the responsibility for improved student academic achievement and the means by which the School and parents will build and develop a partnership to help children achieve the state's high standards. The School will review the school-parent compact with parents of participating children by doing the following:
 - Distributing a copy of the updated version of the school-parent compact to parents and family members at the beginning of each school year through appropriate channels, such as the registration packet.
 - Obtaining all parties' signatures (electronic or written) on each school-parent compact on an annual basis.
 - Encouraging parents to review the school-parent compact with their children on a regular basis.
 - Considering, and implementing, if appropriate, any suggestions or feedback provided by parents and family members on how the School can improve its school-parent compact.
- Reservation of Funds. The School currently does not receive Title I allocations of \$500,000 or more. In the event the School's Title I allocations reach or exceed \$500,000 in the future, the School will follow the requirements in Section 1116(a)(3) of the ESSA.
- Coordination of Services. The School will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities

with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

- **Building Capacity of Parents.** The School will build the parents' capacity for strong parent and family engagement to ensure effective involvement of parents and to support a partnership among the School and the community to improve student academic achievement through the following:
 - Providing opportunities for discussion with parents about the School's curriculum, forms of academic assessment used to measure student progress, and achievement levels of the challenging state academic standards.
 - Engaging parents with materials and training to help parents to work with their child to improve their child's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parent and family engagement.
 - Giving parents information at parent-teacher conferences about their student's state core testing and other appropriate curriculum based assessments.
 - Providing progress reports to parents to communicate their student's academic performance throughout the school year.
 - Facilitating communication between parents and School personnel through the School's LAND Trust Committee.
 - Scheduling School meetings, as well as parent-teacher conferences, in a way that will maximize parent and family member involvement and participation.
 - Gathering, on an annual basis, input from parents through a variety of methods. For example, parent surveys, needs assessments, conversation, parent-teacher conferences, and School activities.
 - Providing assistance to parents, as appropriate, in understanding topics such as the following:
 - The challenging state's academic standards;
 - The state and local academic assessments, including alternate assessments;
 - The requirements of Title I, Part A;
 - How to monitor their child's progress; and
 - How to work with educators to improve the achievement of their child.
- **Building Capacity of School Staff.** The School will, with the assistance of parents, provide training to educate teachers, specialized instructional support personnel, principals/directors and other School leaders, and other staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; how to implement and coordinate parent programs; and how to build ties between parents and the School. The

School may accomplish this training through in-person trainings and/or through the utilization of online print and video resources. The School may also provide other reasonable support for parent and family engagement activities under Section 1116 as parents may reasonably request.

Parents and Family Members of Children Learning English

Any time this policy references “parents,” “family,” or “family members,” it includes parents and family members of students who are English language learners, regardless of the prevalence of children English language learners in the geographic area in which the School is located.

The School may seek assistance from community organizations to assist the School in communicating with parents and family members of students who are English language learners. If the School provides such assistance, it will try to determine the method of communication preferred by the parents and family members of students who are English language learners.

Review

The School will annually review and evaluate this policy, the school-parent compact, and the targeted assistance or schoolwide program plan to determine their effectiveness in improving the academic quality of the School and academic achievement of its students. Results of the annual review and evaluation will be used to design strategies for more effective parent and family engagement.

Meal Charge Procedures

I. Purpose

Advantage Arts Academy (“the School”) participates in the National School Breakfast Program (“SBP”) 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, 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 SBP 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 SBP and NSLP.
- B. The School will provide the information and application as follows:
 - (i) Through posting the information and applications on the School’s website and through emailing parents a link to the information and applications on the School’s website. The School will also provide hard copies of the information and applications to all parents who request hard copies.
 - (ii) The School will not provide the information and application at the end of the school year for the next school year, but will provide the information and application on or after July 1 of each year.
- C. Completed applications should be returned to the School as soon as possible, but completed applications will be accepted by the School throughout the year. Parents or guardians should contact the School’s front office at 801-878-8622 for questions about or assistance with applying for free or reduced-priced school meals.

III. Students Unable to Pay for Meals

- A. Students who are unable to pay for a meal at the time of meal service, either because they don’t have sufficient money in their meal account or on their person, will still be allowed to charge the meal to their meal account.

- B. Students who have qualified for free meals under the SBP and NSLP are not required to pay for reimbursable meals at the School.

C. 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. The School serves only regular reimbursable meals and does not provide alternate meals.

V. Notifications Regarding Balances; Collection Efforts

- A. The School will notify parents or guardians of low meal account balances by email, telephone, and/or written letters and request that additional 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 email, telephone, and/or written letters. Specifically, the School may send parents or guardians weekly emails when meal account balances are from $-\$.01$ to $-\$15.00$ and make regular phone calls when meal account balances are from $-\$15.00$ to $-\$35.00$. In such communications the School will request parents or guardians to make payment on the accounts as soon as possible.
- C. When a student's meal account reaches a negative balance of at least $-\$35.00$, the School will continue to notify parents or guardians as described above 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 SBP and NSLP.
- E. The front office at the School is generally responsible for managing meal account balances and balance notifications and can be reached at 801-878-8622 for questions or concerns related to such matters.
- F. The front office at the School is generally responsible for managing the School's collection efforts and can be reached at 801-878-8622 for questions or concerns related to such matters.
- G. The School will maintain documentation of the balance notifications and collection efforts described above, as this may be requested as part of federal or state audits.

VI. Communication of Procedures

- A. Prior to or at the beginning of each school year, and upon a student transferring to the School during the school year, the School will provide to the parent or guardian of each student a written copy of these procedures by including them in the registration materials and by providing them at back-to-school night. The School will also provide a written copy of these procedures to all parents who request a copy.
- 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.



ADVANTAGE ARTS ACADEMY

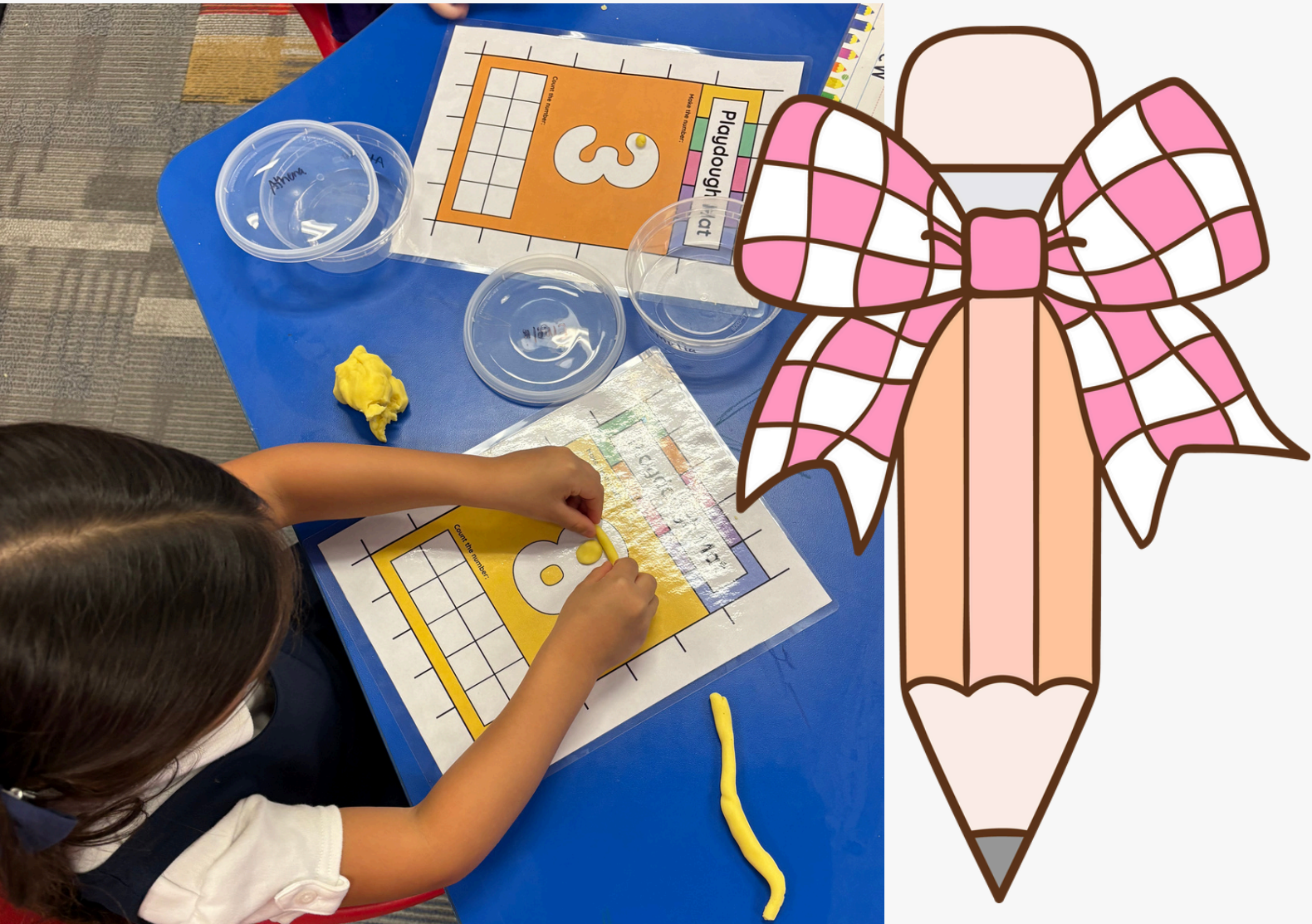
DIRECTOR'S REPORT

SEPTEMBER 22, 2025

PREPARED BY KELLY SIMONSEN

2025-2026 ENROLLMENT DATA

	Current
Kindergarten	61
1st Grade	56
2nd Grade	52
3rd Grade	52
4th Grade	55
5th Grade	53
6th Grade	41
TOTAL	370



Special Populations	#	%
IEP	71	19%
MLL	89	24%
Total	160	43%

PROFESSIONAL DEVELOPMENT



**Utah State
Board of
Education**

Continuing our focus on:

- *Teacher clarity*
- *PLC protocols*
- *Using student data to inform instruction*



ACTION FOR
HEALTHY
KIDS

In partnership with



ADVANTAGE ARTS
ACADEMY




**HEALTHY
MEALS
INCENTIVES**

AWARDEE





EARLY LEARNING PLAN REPORT

2024-2025 GOALS

*By May 23, 2025, Advantage Arts Academy paraprofessionals, teachers, and administration will **maintain the percentage of 2nd grade students who are scoring at or above benchmark on Acadience Math Composite from BOY to EOY** by training teachers and paraprofessionals to implement and use the curriculum with fidelity. Teachers will also be trained on how to identify students at-risk by looking at the data, both assessment and progress monitoring data, and will then be taught how to effectively group them into small groups based on need and deficiency.*

*By May 23, 2025, Advantage Arts Academy paraprofessionals, teachers, and administration will **increase the percentage of 2nd grade students who are scoring at or above benchmark on Acadience Reading Composite from BOY to EOY by 4%** by training teachers and paraprofessionals to implement and use the curriculum with fidelity. Teachers will also be trained on how to identify students at-risk by looking at the data, both assessment and progress monitoring data, and will then be taught how to effectively group them into small groups and guided reading groups based on need and deficiency.*

EARLY LEARNING PLAN REPORT RESULTS

2nd Grade 2024-2025 Reading BOY Students on or Above	2nd Grade 2024-2025 Reading EOY Students on or Above	Goal Achieved
35%	32%	No
2nd Grade 2024-2025 Math BOY Students on or Above	2nd Grade 2024-2025 Math EOY Students on or Above	Goal Achieved
54%	54%	No

EARLY LEARNING PLAN 2025-2026

*By May 22, 2026, Advantage Arts Academy paraprofessionals, teachers, and administration will **maintain the percentage of 2nd grade students who are scoring at or above benchmark on Acadience Math Composite AND Acadience Math Computation from BOY to EOY** by training teachers and paraprofessionals to implement and use the curriculum with fidelity. Teachers will also be trained on how to identify students at-risk by looking at the data, both assessment and progress monitoring data, and will then be taught how to effectively group them into small groups based on need and deficiency.*

- **Fidelity of Curriculum Use**

- Teachers and paraprofessionals trained on implementing the iReady math curriculum with fidelity.
- Regular classroom observations and coaching to ensure consistency across instruction.

- **Instructional Coach Support**

- Dedicated planning day provided with the instructional coach and administrator to shift focus from “teaching the program” to teaching the standard.
- Ongoing coaching cycles to model lessons, co-teach, and provide feedback on instructional moves.

- **Teacher Clarity Practices**

- Teachers trained to post and use learning intentions, success criteria, and rationale in daily lessons.
- Focus on helping students understand what they are learning, why it matters, and how they will know they are successful.

- **Data Analysis and Grouping**

- Teachers use Acadience assessment and progress monitoring data to identify students at risk.
- Students will be monitoring their own growth and setting goals.
- Training on how to group students effectively for small-group instruction based on specific deficiencies.
- Paraprofessionals equipped to support targeted interventions within these small groups.

- **Ongoing Monitoring**

- Regular data team meetings to review benchmark and progress monitoring results.
- Adjustments to instructional groups and strategies made in real time.



ADVANTAGE ARTS ACADEMY

NOW HIRING

MULTI-LANGUAGE TEACHING ASSISTANT

(Fluent English & Spanish required)



29 hours per week – school-day schedule



Support multilingual learners



Small group and in-class student support



Work in a joyful, arts-integrated school



Make a daily difference in children's lives

SEND YOUR RESUME:

ksimonsen@advantagearts.org



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★ OCTOBER 17 4:00-6:00 PM ★

Wristbands for children ages 5-12

Includes unlimited games, a pizza slice, drink, chips

 **\$20** 

Food will be available for purchase by cash or card.