



VOYAGE ACADEMY BOARD OF DIRECTORS MEETING AGENDA

Date: May 14, 2026

Time: Public Session 6:00pm

Location: 1891 N. 1500 W., Clinton, UT 84015

MISSION STATEMENT

Voyage Academy is dedicated to cultivating student growth through Expeditionary Learning. Our mission is to promote responsibility, integrity, and the development of essential life skills, guiding students toward becoming respectful, compassionate, and motivated lifelong learners.

ATTENDEES

Courtne Moore, Danielle Pedersen, Janae Howell, Valerie Hulse, Dennis Henry, Blaire Barker, Kami Coleman, Nicole Jones, Roger Simpson

AGENDA

OPENING BUSINESS

The meeting will formally commence with the call to order and roll call.

PUBLIC COMMENT

Please limit comments to 3 minutes

CONSENT AGENDA ITEMS

Approval of April 9, 2026, Board Meeting Minutes

REPORTS

Director Report

- Teacher Changes
- Positive Behavior Plan Report
- Salary Schedule
- Meal Prices
- Parent Survey Data
- Enrollment
- Early Literacy Updates

Committee Reports

Finance- Roger Simpson, Kami Coleman, Courtne Moore, Janae Howell

- Fraud Risk Assessment, Legislative Updates

Audit Committee- Courtne Moore, Janae Howell

School Safety Committee- Dennis Henry, Kami Coleman

Marketing and Curriculum Committee- Kami Coleman, Danielle Pedersen, Valerie Hulse, Blaire Barker

Recognition Committee- Blaire Barker, Valerie Hulse, Danielle Pedersen

Development Committee- Roger Simpson, Kami Coleman, Courtne Moore, Valerie Hulse, Janae Howell,

Board Chair Comments- Courtne Moore

*In compliance with the Americans with Disabilities Act, individuals needing special accommodations (including auxiliary communicative aids and services) during this meeting should notify Voyage Academy at 801-776-4900 at least 3 working days prior to the meeting.

CLOSED SESSION

Purpose: Discussion of the character, professional competence, or physical or mental health of an individual, pursuant to Utah Code §52-4-205.

DISCUSSION AND ACTION ITEMS

- REVIEW: Mental Health Grant Report
- REVIEW & SIGN: Voyage Academy Board Member Statement of Ethical Behavior
- POLICIES
 - REVIEW: Salary Supplement for Highly Needed Educators Program Policy
 - ACTION: Parent and Family Engagement Policy
 - ACTION: Approval of Paid Parental and Postpartum Recovery Leave Policy
 - ACTION: Approval of Wellness Policy
 - ACTION: Approval of Emergency Preparedness & Recovery Plan
 - ACTION: Administration of Medication Policy
- ACTION: Approval of Positive Behavior Plan
- ACTION: Board Member Terms, Roles, and Elected Officers
- ACTION: Approval of Sexual Education Committee
- ACTION: Approval of Teacher and Student Success (TSSA) Plan
- ACTION: Approval of Director Employment Agreement and Compensation
- ACTION: Audit Engagement Letter
- ACTION: Final Amended Budget 2025/2026
- ACTION: Proposed Budget 2026/2027
- BOARD TRAINING:
 - Open and Public Meetings Act Training
 - Sex Ed. Assurances Local Health Dept. Data

CALENDARING

2026/2027 Board Meeting Schedule

ADJOURNMENT

The meeting will adjourn upon completion of all agenda items.



VOYAGE ACADEMY BOARD OF DIRECTORS MEETING MINUTES

Date: April 9, 2026

Time: Public Session from 6:00pm

Location: 1891 N. 1500 W., Clinton, UT 84015

MISSION STATEMENT

Voyage Academy is dedicated to cultivating student growth through Expeditionary Learning. Our mission is to promote responsibility, integrity, and the development of essential life skills, guiding students toward becoming respectful, compassionate, and motivated lifelong learners.

ATTENDEES

In Attendance: Courtnie Moore, Janae Howell, Valerie Hulsey, Dennis Henry, Blaire Barker

Excused: Danielle Pedersen

Others in Attendance: Kami Coleman, Nicole Jones, Roger Simpson

AGENDA

OPENING BUSINESS

The meeting will formally commence with the call to order and roll call.

Courtnie Moore called the meeting to order at 6:03PM. Board Members roll called in.

PUBLIC COMMENT

Please limit comments to 3 minutes

No Public present.

CONSENT AGENDA ITEMS

Approval of March 12, 2026, Board Meeting Minutes and Closed Session Statement

Valerie Hulsey made a motion to approve the above meeting minutes and closed session statement. Dennis Henry seconded. Motion passed unanimously. Votes were as follows: Courtnie Moore, Aye; Dennis Henry, Aye; Blaire Barker, Aye; Valerie Hulsey, Aye; Janae Howell, Aye.

DISCUSSION AND ACTION ITEMS

ACTION: Award Request for Proposals for Speech Therapy Services.

*In compliance with the Americans with Disabilities Act, individuals needing special accommodations (including auxiliary communicative aids and services) during this meeting should notify Voyage Academy at 801-776-4900 at least 3 working days prior to the meeting.

DRAFT: 04.09.2026

APPROVED:

Courtne discussed the Evaluation Committee results based on the review of the submitted Proposals. Courtne briefly discussed the evaluation scoring process and the outcome based on the evaluation criteria. Something to Talk About was the vendor with the highest Total Combined Score and was therefore deemed eligible for an award. For these reasons and those stated in the evaluation summary report, the Evaluation Committee determined that the proposal submitted by Something to Talk About as the best value to Voyage Academy.

Dennis Henry made a motion to approve the Speech Therapy Services RFP to Something to Talk About. Valerie Hulse seconded the motion. The motion passed unanimously. The votes were as follows: Courtne Moore, Aye; Dennis Henry, Aye; Blaire Barker, Aye; Valerie Hulse, Aye; Janae Howell, Aye.

INFORMATION: Review Erate Resolution and Report

Courtne turned the time over to Nicole to discuss the Erate Resolution and Report. Nicole mentioned that because the Erate RFP was approved by the Board, it is important to share the reports and actions that are a result of the Erate. This resolution shares information about the Form 471 that was filed and the receipt of USAC services with the Erate Discount.

CALENDARING

The next Board Meeting is scheduled for May 14, 2026.

ADJOURNMENT

The meeting will adjourn upon completion of all agenda items.

Courtne Moore entertained a motion to adjourn the meeting at 6:10 PM.

Janae Howell made a motion to adjourn the meeting. Blaire Barker seconded the motion. The motion passed unanimously. The votes were as follows: Courtne Moore, Aye; Dennis Henry, Aye; Blaire Barker, Aye; Valerie Hulse, Aye; Janae Howell, Aye.

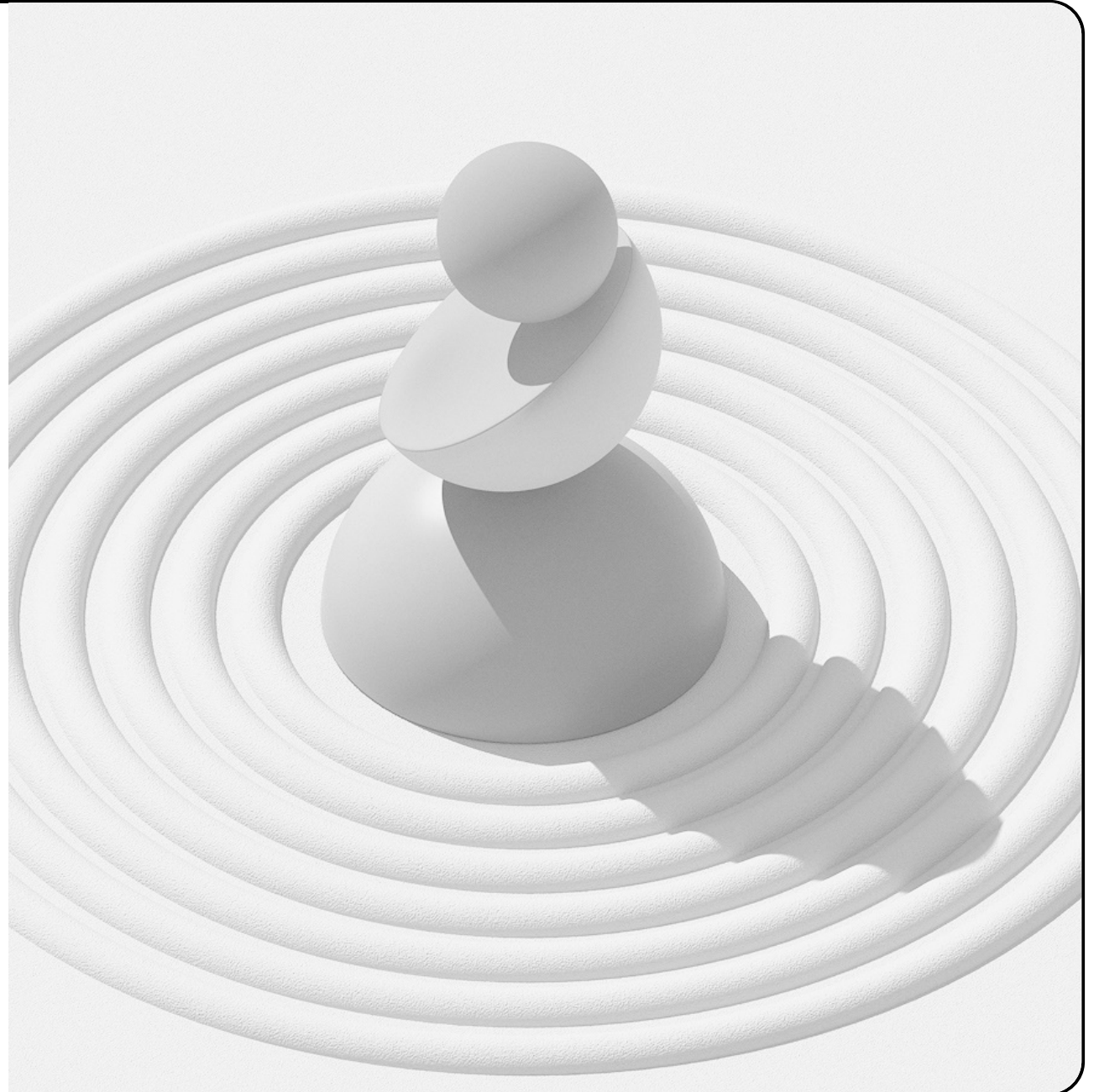
Voyage Academy

HEALTH AND SEX EDUCATION DATA REVIEW

UTAH LEGISLATIVE CODE 53G-10- 402

An LEA governing board shall review
every two years:

1. LEA governing board policies on instruction described in this section;
2. For a local school board, data for each county the school is located in... on the following:
 - a) teen pregnancy;
 - b) child sexual abuse;
 - c) sexually transmitted diseases and sexually transmitted infections; and
 - d) the number of pornography complaints or other instances reported within the jurisdiction of the local school board.



POLICIES ON HEALTH AND SEX EDUCATION

Code and Policy

**UTAH CODE 53G-10-402: HEALTH CURRICULUM REQUIREMENTS,
WHICH INCLUDES:**

HEALTH INSTRUCTION, INCLUDING HUMAN SEXUALITY INSTRUCTION
PARENT OPT-IN REQUIREMENT
SEA STANDARDS SETTING, LEA CURRICULUM SETTING WITH
SECMRC
ROLES OF PARENTS, EDUCATORS, AND BOARDS

SELECTION AND PURCHASE OF INSTRUCTIONAL MATERIALS POLICY:

ROLE IN CURRICULAR MATERIAL ADOPTIONS
USE OF CURRICULAR MATERIALS
SELECTION COMMITTEE PROCESS

COUNTY DATA

TEEN PREGNANCY RATES

| Local health district | Rate per 1,000 adolescent females | Numerator | Denominator | Other |
|-----------------------|-----------------------------------|--------------|----------------|------------|
| Bear River | 5.9 | 63 | 10,618 | |
| Central | 13.6 | 59 | 4,330 | |
| Davis County | 5.2 | 84 | 16,163 | |
| Salt Lake County | 10.7 | 475 | 44,561 | |
| San Juan | ** | n/a | n/a | ** |
| Southeast | 15.5 | 27 | 1,740 | |
| Southwest | 9.4 | 111 | 11,869 | |
| Summit | 6.9 | 11 | 1,587 | * |
| Tooele | 7.0 | 25 | 3,563 | |
| TriCounty | 14.7 | 39 | 2,651 | |
| Utah County | 4.7 | 178 | 38,008 | |
| Wasatch | ** | n/a | n/a | ** |
| Weber-Morgan | 9.1 | 102 | 11,243 | |
| State of Utah | 8.0 | 1,187 | 148,672 | |
| U.S. | 13.1 | n/a | n/a | *** |

Source: Data are collected from Utah Department of Health. IBIS-PH. Downloaded on March 6, 2026. US Data is from 2023.



CHILD SEXUAL ABUSE DATA

| Local health district | Percentage | Numerator | Other |
|-----------------------|-------------|--------------|---|
| Bear River | 12.6 | 180 | |
| Central | 12.3 | 163 | |
| Davis County | 13.5 | 307 | |
| Salt Lake County | 14.4 | 952 | |
| San Juan | 12.4 | 45 | |
| Southeast | 15.2 | 126 | |
| Southwest | 15.8 | 225 | |
| Summit | 9.9 | 61 | significantly lower than the state prevalence |
| Tooele | 15.2 | 163 | |
| TriCounty | 11.3 | 167 | significantly lower than the state prevalence |
| Utah County | 13.1 | 462 | |
| Wasatch | 11.4 | 84 | |
| Weber-Morgan | 15.6 | 322 | |
| State of Utah | 13.9 | 3,284 | |

Notes: Analysis by geography only utilizes age-adjusted adult data collected in the 2013, 2016, 2018, and 2020 BRFSS and not youth/YRBS data.

| | | | |
|--------------|------|-----|--|
| Davis County | 13.5 | 307 | |
|--------------|------|-----|--|

STD IN COUNTY

| <u>Local Health Department</u> | <u>Chlamydia</u> | <u>Gonorrhea</u> | <u>P & S Syphilis</u> | <u>HIV</u> |
|--------------------------------|------------------|------------------|---------------------------|-------------|
| Bear River | 200.8 | 34.6 | 3.5 | 40.2 |
| Central | 173.3 | 27.0 | 1.2 | 43.5 |
| Davis County | 261.4 | 63.4 | 4.8 | 54.2 |
| Salt Lake County | 479.7 | 166.4 | 13.7 | 158.8 |
| San Juan | 320.4 | 61.3 | 6.8 | ** |
| Southeast | 239.5 | 24.7 | 4.9 | 70.1 |
| Southwest | 261.3 | 37.7 | 4.0 | 65.1 |
| Summit | 323.1 | 50.4 | 4.6 | 61.3 |
| Tooele | 219.1 | 65.7 | 0.0 | 65.6 |
| TriCounty | 157.7 | 31.2 | 1.7 | 39.1 |
| Utah County | 228.8 | 46.8 | 2.6 | 33.9 |
| Wasatch | 188.3 | 38.2 | 5.5 | 40.1 |
| Weber-Morgan | 317.7 | 70.9 | 3.2 | 64.7 |
| State of Utah | 328.7 | 91.2 | 7.0 | 88.6 |
| U.S. | 495.0 | 194.4 | 17.7 | |

Cases per
100,000
Persons

Data Sources

•Population Estimates: National Center for Health Statistics (NCHS) through a collaborative agreement with the U.S. Census Bureau, IBIS Version 2020

NUMBER OF PORNOGRAPHY REPORTS/ INCIDENTS ON SCHOOL DEVICES

What does Utah consider pornography?

Utah Code 76-10-1203:

Any material or performance is pornographic if:

- (a) The average person, applying contemporary community standards, finds that, taken as a whole, it appeals to prurient interest in sex;
- (b) It is patently offensive in the description or depiction of nudity, sexual conduct, sexual excitement, sadomasochistic abuse, or excretion; and
- (c) Taken as a whole it does not have serious literary, artistic, political or scientific value.



2025-2026 School Year

- Incidents: 0
- Includes both successful and unsuccessful attempts

Voyage Academy May 14th, 2026 - Board Meeting

Calendaring:

| | |
|-----------------------|--|
| May 18 th | VikingK and Viking Sprint – Clinton City Park |
| May 19 th | 6 th grade Rock Paper Scissors Tournament Team Pin Guard |
| May 20 th | 6 th grade Rock Paper Scissors Tournament Yearbook Day Team Pin Guard Locker Clean Out |
| May 20 th | “Getting to Know You” Board Member Evening, light refreshments served |
| May 21 st | Field Day – Location to be determined. |
| May 21 st | 6 th Grade Celebration 5:30 - 6:30 |
| May 22 nd | End of Year Assembly 9:00 |
| May 22 nd | Fire Truck |
| June 12 th | Clinton Days Booth |
| June 13 th | Clinton Days Parade |
| July 11 th | Happy Birthday Blaire Barker |

Recent Events and Updates

| | |
|-------------------------------|--|
| Staff Changes for 2026 -2027 | Teacher Changes 2026 - 2027.docx |
| Positive Behavior Plan Review | Positive Behavior Plan Review 2025 - 2026.docx |
| Salary Schedule | 2026 - 2027 Salary Schedule.xlsx |
| Lunch Price Increase | Meal Price Increase (002).docx |
| Parent Survey | Parent Survey Results 2025-2026 |
| Enrollment 2026-2027: | 568 students |

SB 127 changes to SB 241

[SB 127 - SB 241.docx](#)

Legislative Updates

Training:

Open and Public Meeting Act Training

Sex Education Assurances Local Health Department Data

Policy Review and Vote:

Salary Supplement for Highly Needed Educators Program

Family Engagement Policy

Paid Parental and Postpartum Recovery Leave Policy

Amended Wellness Policy

Emergency Recovery Plan

Administration of Medication Policy

2026 -- 2027 Positive Behavior Plan

 [Positive Behavior Plan 2026-2027 .docx](#)

Mental Health Grant

Sex Education Committee

TSSA Plan

Board Terms and Roles

Final Amended 2026 -2027 Budget

Fraud Risk Assessment

INSTRUCTIONS:

- Reference the *Fraud Risk Assessment Implementation Guide* to determine which of the following recommended measures have been implemented.
- Indicate successful implementation by marking “Yes” on each of the questions in the table. Partial points may not be earned on any individual question.
- Total the points of the questions marked “Yes” and enter the total on the “Total Points Earned” line.
- Based on the points earned, circle/highlight the risk level on the “Risk Level” line.
- Enter on the lines indicated the entity name, fiscal year for which the Fraud Risk Assessment was completed, and date the Fraud Risk Assessment was completed.
- Print CAO and CFO names on the lines indicated, then have the CAO and CFO provide required signatures on the lines indicated.

Fraud Risk Assessment

Continued

*Total Points Earned: 335 /395

*Risk Level:

| | | | | |
|----------|---------|----------|---------|-----------|
| Very Low | Low | Moderate | High | Very High |
| > 355 | 316-355 | 276-315 | 200-275 | < 200 |

| | Yes | Pts |
|--|-----|-----|
| 1. Does the entity have adequate basic separation of duties or mitigating controls as outlined in the attached Basic Separation of Duties Questionnaire? | ✓ | 200 |
| 2. Does the entity have governing body adopted written policies in the following areas: | | |
| a. Conflict of interest? | ✓ | 5 |
| b. Procurement? | ✓ | 5 |
| c. Ethical behavior? | ✓ | 5 |
| d. Reporting fraud and abuse? | ✓ | 5 |
| e. Travel? | ✓ | 5 |
| f. Credit/Purchasing cards (where applicable)? | ✓ | 5 |
| g. Personal use of entity assets? | ✓ | 5 |
| h. IT and computer security? | ✓ | 5 |
| i. Cash receipting and deposits? | ✓ | 5 |
| 3. Does the entity have a licensed or certified (CPA, CGFM, CMA, CIA, CFE, CGAP, CPFO) expert as part of its management team? | | 20 |
| a. Do any members of the management team have at least a bachelor's degree in accounting? | ✓ | 10 |
| 4. Are employees and elected officials required to annually commit in writing to abide by a statement of ethical behavior? | ✓ | 20 |
| 5. Have all governing body members completed entity specific (District Board Member Training for local/special service districts & interlocal entities, Introductory Training for Municipal Officials for cities & towns, etc.) online training (training.auditor.utah.gov) within four years of term appointment/election date? | ✓ | 20 |
| 6. Regardless of license or formal education, does at least one member of the management team receive at least 40 hours of formal training related to accounting, budgeting, or other financial areas each year? | ✓ | 20 |
| 7. Does the entity have or promote a fraud hotline? | ✓ | 20 |
| 8. Does the entity have a formal internal audit function? | | 20 |
| 9. Does the entity have a formal audit committee? | | 20 |

*Entity Name: Voyage Academy_____

*Completed for Fiscal Year Ending: 06/30/2026 *Completion Date: 05/07/2026

*CAO Name: Kami Coleman *CFO Name: Roger Simpson

*CAO Signature: _____ *CFO Signature: _____

*Required

Basic Separation of Duties

See the following page for instructions and definitions.

| | Yes | No | MC* | N/A |
|---|-----|----|-----|-----|
| 1. Does the entity have a board chair, clerk, and treasurer who are three separate people? | ✓ | | | |
| 2. Are all the people who are able to receive cash or check payments different from all of the people who are able to make general ledger entries? | ✓ | | | |
| 3. Are all the people who are able to collect cash or check payments different from all the people who are able to adjust customer accounts? If no customer accounts, check "N/A". | ✓ | | | |
| 4. Are all the people who have access to blank checks different from those who are authorized signers? | ✓ | | | |
| 5. Does someone other than the clerk and treasurer reconcile all bank accounts OR are original bank statements reviewed by a person other than the clerk to detect unauthorized disbursements? | ✓ | | | |
| 6. Does someone other than the clerk review periodic reports of all general ledger accounts to identify unauthorized payments recorded in those accounts? | ✓ | | | |
| 7. Are original credit/purchase card statements received directly from the card company by someone other than the card holder? If no credit/purchase cards, check "N/A". | ✓ | | | |
| 8. Does someone other than the credit/purchase card holder ensure that all card purchases are supported with receipts or other supporting documentation? If no credit/purchase cards, check "N/A". | ✓ | | | |
| 9. Does someone who is not a subordinate of the credit/purchase card holder review all card purchases for appropriateness (including the chief administrative officer and board members if they have a card)? If no credit/purchase cards, check "N/A". | ✓ | | | |
| 10. Does the person who authorizes payment for goods or services, who is not the clerk, verify the receipt of goods or services? | ✓ | | | |
| 11. Does someone authorize payroll payments who is separate from the person who prepares payroll payments? If no W-2 employees, check "N/A". | | | ✓ | |
| 12. Does someone review all payroll payments who is separate from the person who prepares payroll payments? If no W-2 employees, check "N/A". | | | ✓ | |

* MC = Mitigating Control

Basic Separation of Duties

Continued

Instructions: Answer questions 1-12 on the Basic Separation of Duties Questionnaire using the definitions provided below.

- If all of the questions were answered “Yes” or “No” with mitigating controls (“MC”) in place, or “N/A,” the entity has achieved adequate basic separation of duties. Question 1 of the Fraud Risk Assessment Questionnaire will be answered “Yes.” 200 points will be awarded for question 1 of the Fraud Risk Assessment Questionnaire.
- If any of the questions were answered “No,” and mitigating controls are not in place, the entity has not achieved adequate basic separation of duties. Question 1 of the Fraud Risk Assessment Questionnaire will remain blank. 0 points will be awarded for question 1 of the Fraud Risk Assessment Questionnaire.

Definitions:

Board Chair is the elected or appointed chairperson of an entity's governing body, e.g. Mayor, Commissioner, Councilmember or Trustee. The official title will vary depending on the entity type and form of government.

Clerk is the bookkeeper for the entity, e.g. Controller, Accountant, Auditor or Finance Director. Though the title for this position may vary, they validate payment requests, ensure compliance with policy and budgetary restrictions, prepare checks, and record all financial transactions.

Chief Administrative Officer (CAO) is the person who directs the day-to-day operations of the entity. The CAO of most cities and towns is the mayor, except where the city has a city manager. The CAO of most local and special districts is the board chair, except where the district has an appointed director. In school districts, the CAO is the superintendent. In counties, the CAO is the commission or council chair, except where there is an elected or appointed manager or executive.

General Ledger is a general term for accounting books. A general ledger contains all financial transactions of an organization and may include sub-ledgers that are more detailed. A general ledger may be electronic or paper based. Financial records such as invoices, purchase orders, or depreciation schedules are not part of the general ledger, but rather support the transaction in the general ledger.

Mitigating Controls are systems or procedures that effectively mitigate a risk in lieu of separation of duties.

Original Bank Statement means a document that has been received directly from the bank. Direct receipt of the document could mean having the statement 1) mailed to an address or PO Box separate from the entity's place of business, 2) remain in an unopened envelope at the entity offices, or 3) electronically downloaded from the bank website by the intended recipient. The key risk is that a treasurer or clerk who is intending to conceal an unauthorized transaction may be able to physically or electronically alter the statement before the independent reviewer sees it.

Treasurer is the custodian of all cash accounts and is responsible for overseeing the receipt of all payments made to the entity. A treasurer is always an authorized signer of all entity checks and is responsible for ensuring cash balances are adequate to cover all payments issued by the entity.

Budget Portal : Accounts | Amended Budget Report

Amended Budget Report

| Account | YTD Amount | FY26 Approved Budget | FY26 Amended Budget | FY27 Preliminary Budget |
|---|---------------------|------------------------|------------------------|-------------------------|
| Revenue - 1000 Local Sources (12 School Account records) | | | | |
| 1510 Interest on Investments | \$322,393 | \$90,000.00 | \$350,000.00 | \$100,000.00 |
| 1610 Sales to Students | \$111,190 | \$130,000.00 | \$130,000.00 | \$130,000.00 |
| 1620 Sales to Adults | \$3,879 | \$2500.00 | \$4000.00 | \$3500.00 |
| 1690 Other Local Revenue | \$308 | \$0.00 | \$340.00 | \$0.00 |
| 1720 Bookstore Sales | | \$2000.00 | \$2000.00 | \$2000.00 |
| 1747 Extra-Curricular Activity Fees | \$115 | \$0.00 | \$200.00 | \$0.00 |
| 1750 School Vending & Stores (Gross Sales) | \$4,901 | \$10,000.00 | \$10,000.00 | \$10,000.00 |
| 1760 Fines | \$131 | \$100.00 | \$200.00 | \$100.00 |
| 1770 Fundraising | \$36,756 | \$25,000.00 | \$37,000.00 | \$15,000.00 |
| 1790 Other Student Activity | \$50 | \$3000.00 | \$3000.00 | \$3000.00 |
| 1920 Contributions and Donations From Private Sources | \$11,008 | \$18,000.00 | \$18,740.00 | \$18,740.00 |
| 1990 Miscellaneous | \$61,197 | \$22,000.00 | \$65,078.13 | \$5000.00 |
| TOT | \$551,928 | \$302,600.00 | \$620,558.13 | \$287,340.00 |
| Revenue - 3000 State Sources (8 School Account records) | | | | |
| 3005 Regular School Programs K | \$217,759 | \$259,470.00 | \$261,311.00 | \$434,104.00 |
| 3010 Regular School Programs 1-12 | \$1,584,955 | \$1,895,673.00 | \$1,901,946.00 | \$1,964,235.00 |
| 3100 Restricted Basic School Programs | \$576,407 | \$688,574.88 | \$694,577.72 | \$796,171.55 |
| 3200 Related to the Basic Programs | \$1,814,701 | \$2,183,631.08 | \$2,177,665.00 | \$2,441,541.05 |
| 3400 Other Programs | \$387,316 | \$405,435.11 | \$445,985.52 | \$424,836.81 |
| 3500 One-time Funding | \$212,519 | \$278,033.62 | \$278,033.62 | \$296,205.88 |
| 3800 Non-MSP State Revenues (via USBE) | \$46,924 | \$165,000.00 | \$176,268.72 | \$60,000.00 |
| 3810 School Meal Program Reimb | \$980 | \$0.00 | \$1500.00 | \$0.00 |
| TOT | \$4,841,562 | \$5,875,817.69 | \$5,937,287.58 | \$6,417,094.29 |
| Revenue - 4000 Federal Sources (4 School Account records) | | | | |
| 4522 IDEA - B -- Pre-School Disabled (Sec 619) | \$0 | \$3089.16 | \$3058.66 | \$3058.66 |
| 4524 IDEA - B -- Disabled (PL 101-476) | | \$98,365.32 | \$95,186.44 | \$95,186.44 |
| 4560 Federal Child Nutrition Programs | \$90,500 | \$100,000.00 | \$100,000.00 | \$100,000.00 |
| 4800 Federal No Child Left Behind | | \$69,410.18 | \$80,014.82 | \$80,014.82 |
| TOT | \$90,500 | \$270,864.66 | \$278,259.92 | \$278,259.92 |
| Revenue - 5000 Other Financing (5 School Account records) | | | | |
| 5110 Face Amount of Bonds Sold | \$17,070,000 | \$0.00 | \$17,070,000.00 | \$0.00 |
| 5120 Premium or Discount on the Issuance of Bonds | \$456,517 | \$0.00 | \$456,516.60 | \$0.00 |
| 5130 Issuance of Refunding Bonds | -\$300,283 | \$0.00 | -\$300,282.61 | \$0.00 |
| 5140 Payment to Refunded Bonds Escrow | -\$7,300,778 | \$0.00 | -\$7,300,777.78 | \$0.00 |
| 5400 LOAN PROCEEDS | | \$9,000,000.00 | \$0.00 | \$0.00 |
| TOT | \$9,925,456 | \$9,000,000.00 | \$9,925,456.21 | \$0.00 |
| Revenue - 6000 Infrequent Items (1 School Account) | | | | |
| 6050 Budget from Surplus | | \$0.00 | \$0.00 | \$4,265,735.02 |
| TOT | | \$0.00 | \$0.00 | \$4,265,735.02 |
| Expense - 100 Salaries (9 School Account records) | | | | |
| 0121 Salaries - Principals and Assistants | -\$223,818 | -\$375,000.00 | -\$353,000.00 | -\$600,000.00 |
| 0131 Salaries - Teachers | -\$1,418,895 | -\$1,800,000.00 | -\$1,639,994.32 | -\$1,750,000.00 |
| 0132 Salaries - Substitute Teachers | -\$38,783 | -\$30,000.00 | -\$70,000.00 | -\$40,000.00 |
| 0143 Salaries - Health Services Personnel | | -\$2000.00 | \$0.00 | -\$2000.00 |
| 0144 Salaries - Psychological Personnel | -\$50,310 | -\$70,000.00 | -\$70,000.00 | -\$70,000.00 |
| 0152 Salaries - Secretarial and Clerical Personnel | -\$61,660 | -\$80,000.00 | -\$80,000.00 | -\$80,000.00 |
| 0161 Salaries - Teacher Aides and Para-Professionals | -\$455,479 | -\$500,000.41 | -\$571,930.41 | -\$550,000.00 |
| 0182 Salaries - Custodial & Maintenance Personnel | -\$7,402 | -\$63,000.00 | -\$15,000.00 | -\$15,000.00 |
| 0191 Salaries - Food Services Personnel | -\$122,740 | -\$180,000.00 | -\$155,000.00 | -\$165,000.00 |
| TOT | -\$2,379,087 | -\$3,100,000.41 | -\$2,954,924.73 | -\$3,272,000.00 |
| Expense - 200 Employee Benefits (6 School Account records) | | | | |
| 0220 Social Security | -\$175,549 | -\$249,999.67 | -\$249,129.77 | -\$250,000.00 |

| Account | YTD Amount | FY26 Approved Budget | FY26 Amended Budget | FY27 Preliminary Budget |
|---|---------------------|------------------------|------------------------|-------------------------|
| 0230 Local Retirement | -\$192,788 | -\$250,000.17 | -\$251,105.00 | -\$250,000.00 |
| 0240 Group Insurance | -\$344,907 | -\$490,000.00 | -\$474,768.74 | -\$500,000.00 |
| 0270 Industrial Insurance | -\$7,680 | -\$10,000.00 | -\$10,000.00 | -\$10,000.00 |
| 0280 Unemployment Insurance | -\$3,905 | -\$16,534.74 | -\$17,034.74 | -\$17,000.00 |
| 0290 Other Employee Benefits | | -\$20,000.00 | \$0.00 | -\$5000.00 |
| TOT | -\$724,830 | -\$1,036,534.58 | -\$1,002,038.25 | -\$1,032,000.00 |
| Expense - 300 Professional Services (5 School Account records) | | | | |
| 0320 Professional - Educational Services | -\$184,155 | -\$216,019.18 | -\$210,245.10 | -\$206,494.23 |
| 0330 Professional Employee Training and Development | -\$8,071 | -\$49,911.00 | -\$10,035.00 | -\$15,035.00 |
| 0340 Other Professional Services | -\$13,173 | -\$19,900.00 | -\$19,900.00 | -\$19,900.00 |
| 0345 Business Services | -\$155,898 | -\$175,000.00 | -\$175,000.00 | -\$150,000.00 |
| 0350 Technical Services | -\$64,212 | -\$65,000.00 | -\$85,000.00 | -\$95,000.00 |
| TOT | -\$425,509 | -\$525,830.18 | -\$500,180.10 | -\$486,429.23 |
| Expense - 400 Property Services (12 School Account records) | | | | |
| 0411 Water/Sewage | -\$5,973 | -\$10,000.00 | -\$10,000.00 | -\$20,000.00 |
| 0412 Disposal Service | -\$13,567 | -\$15,000.00 | -\$15,000.00 | -\$25,000.00 |
| 0422 Snow Removal Services | -\$3,069 | -\$8000.00 | -\$8000.00 | -\$15,000.00 |
| 0423 Custodial Services | -\$43,693 | -\$10,100.00 | -\$50,000.00 | -\$64,000.00 |
| 0424 Lawn Care Services | -\$24,514 | -\$15,000.00 | -\$30,000.00 | -\$30,000.00 |
| 0430 Repairs & Maintenance Services | -\$5,310 | -\$44,530.28 | -\$14,530.28 | -\$10,000.00 |
| 0432 Technology Related Repairs & Maint. | | -\$10,000.00 | \$0.00 | -\$10,000.00 |
| 0440 Rentals | -\$938 | \$0.00 | -\$1000.00 | \$0.00 |
| 0441 Rental of Land & Buildings | -\$8,109 | -\$4000.00 | -\$10,000.00 | -\$7500.00 |
| 0442 Rental of Equipment & Vehicles | -\$9,437 | -\$10,000.00 | -\$12,000.00 | -\$15,000.00 |
| 0450 Construction Services | -\$4,043,241 | \$0.00 | -\$7,000,000.00 | -\$4,500,000.00 |
| 0490 Other Purchased Property Services | -\$4,955 | -\$5000.00 | -\$7500.00 | -\$5000.00 |
| TOT | -\$4,162,806 | -\$131,630.28 | -\$7,158,030.28 | -\$4,701,500.00 |
| Expense - 500 Other Services (8 School Account records) | | | | |
| 0510 Student Transportation Services | -\$14,070 | -\$7500.00 | -\$10,000.00 | -\$15,000.00 |
| 0513 Student Transportation Services - Commercial | -\$1,174 | \$0.00 | -\$2500.00 | \$0.00 |
| 0518 Student Day Trips/Field Trips (includes Admission Charges) | -\$537 | -\$6000.00 | -\$6000.00 | -\$6000.00 |
| 0521 Property Insurance | -\$26,074 | \$0.00 | -\$15,000.00 | -\$30,000.00 |
| 0522 Liability Insurance | -\$20,552 | -\$30,000.00 | -\$30,000.00 | -\$35,000.00 |
| 0530 Communication (Telephone & Other) | -\$6,751 | -\$10,000.00 | -\$10,000.00 | -\$10,000.00 |
| 0540 Advertising | -\$7,733 | -\$15,000.00 | -\$15,000.00 | -\$15,000.00 |
| 0580 Travel/Per Diem | -\$2,211 | -\$20,000.00 | -\$20,500.00 | -\$10,500.00 |
| TOT | -\$79,104 | -\$88,500.00 | -\$109,000.00 | -\$121,500.00 |
| Expense - 600 Supplies & Materials (11 School Account records) | | | | |
| 0610 General Supplies | -\$104,679 | -\$88,663.50 | -\$99,878.74 | -\$115,000.00 |
| 0610-001 Furniture and Fixtures (not capitalized) | -\$4,230 | -\$14,500.00 | -\$14,500.00 | -\$14,500.00 |
| 0621 Natural Gas | -\$7,536 | -\$12,000.00 | -\$12,000.00 | -\$24,000.00 |
| 0622 Electricity | -\$59,842 | -\$45,000.00 | -\$45,000.00 | -\$90,000.00 |
| 0630 Food | -\$155,485 | -\$140,000.00 | -\$139,987.43 | -\$175,000.00 |
| 0641 Textbooks | -\$661 | -\$47,000.00 | -\$27,000.00 | -\$22,000.00 |
| 0642 E-Textbooks / Online Curriculum | -\$25,080 | \$0.00 | -\$110,000.00 | -\$80,000.00 |
| 0644 Library Books | | -\$5000.00 | -\$5000.00 | -\$5000.00 |
| 0650 Supplies - Technology Related | -\$35,485 | -\$60,100.00 | -\$60,100.00 | -\$15,000.00 |
| 0670 Software | -\$15,551 | -\$15,590.00 | -\$15,590.00 | -\$50,000.00 |
| 0680 Maintenance Supplies and Materials | -\$21,588 | -\$18,100.00 | -\$18,100.00 | -\$15,000.00 |
| TOT | -\$430,137 | -\$445,953.50 | -\$547,156.17 | -\$605,500.00 |
| Expense - 700 Property (3 School Account records) | | | | |
| 0720 Building | | -\$9,000,000.00 | \$0.00 | \$0.00 |
| 0733 Capitalized Furniture and Fixtures | | -\$5000.00 | -\$175,000.00 | \$0.00 |
| 0734 Technology Related Hardware | -\$69,200 | -\$109,360.00 | -\$159,360.00 | -\$55,000.00 |
| TOT | -\$69,200 | -\$9,114,360.00 | -\$334,360.00 | -\$55,000.00 |
| Expense - 800 Debt Service & Misc (6 School Account records) | | | | |
| 0810 Dues and Fees | -\$17,685 | -\$20,500.00 | -\$17,000.00 | -\$15,000.00 |
| 0830 Interest | -\$580,133 | -\$419,660.00 | -\$580,133.33 | -\$849,500.00 |

| Account | YTD Amount | FY26 Approved Budget | FY26 Amended Budget | FY27 Preliminary Budget |
|--|---------------------|----------------------|------------------------|-------------------------|
| 0833 Amortization of Bond Issuance & Other Related Costs | -\$700 | \$0.00 | -\$700.00 | \$0.00 |
| 0840 Redemption of Principal | -\$80,000 | -\$170,000.00 | -\$80,000.00 | -\$110,000.00 |
| 0845 Debt Issuance Costs on Refunding | -\$573,748 | \$0.00 | -\$573,474.00 | \$0.00 |
| 0890 Miscellaneous Expenditures | | -\$2000.00 | -\$2000.00 | \$0.00 |
| TOT | -\$1,252,266 | -\$612,160.00 | -\$1,253,307.33 | -\$974,500.00 |
| TOT | \$5,886,507 | \$394,313.40 | \$2,902,564.98 | \$0.00 |

2026 LEGISLATIVE UPDATE

Utah General Session — Education Legislation

Prepared for the School Director and Board of Directors

Prepared by Alliant Charter Services | May 2026

Executive Summary

The 2026 Utah General Session was one of the most consequential sessions for charter schools in recent memory. Lawmakers passed more than 100 education-related bills, appropriated approximately \$9.0 billion in K-12 funding for FY2027, and created roughly 66 new or amended requirements split between LEAs and the Utah State Board of Education. The majority of new LEA requirements (23 of 34) are unfunded mandates.

Three themes dominate: (1) school safety, including new guardian, cybersecurity, threat-reporting, and seclusion-room standards; (2) classroom technology and AI, with statewide device restrictions and required AI-use policies; and (3) early literacy, with a 2030 grade-level reading goal that will trigger mandatory 3rd-grade retention beginning in 2029-30.

For charter schools specifically, three provisions warrant immediate Board attention: (a) SB 186 requires every governing board member to take an oath of office and the school to maintain a record; (b) SB 164 transfers construction oversight to DFCM and imposes administrative penalties up to \$25,000 for non-compliance; and (c) HB 273 requires Board-adopted technology and AI policies on a defined timeline. Most other provisions affect operations, but several require Board policy adoption in a public meeting.

This update summarizes (1) the headline numbers, (2) FY2027 budget and funding, (3) a consolidated compliance calendar, (4) charter-specific provisions, (5) required Board policy actions, and (6) bills with the highest operational impact. Detailed source materials are referenced at the end.

By the Numbers

The session at a glance:

| | |
|--|--|
| \$500 Million in new education funding statewide | +4.2% WPU value increase (\$4,674 → \$4,870) |
| \$9.0 Billion estimated total FY2027 K-12 budget | 34 new/amended LEA requirements (23 unfunded) |
| 32 new/amended USBE requirements (22 unfunded) | 51 new State Board administrative rules expected |
| 12 / 8 new reports for USBE / for LEAs | 5 new RFPs |

Budget & Funding Highlights

HB 1 (Public Education Base Budget) and SB 2 (Public Education Budget Amendments) together set FY2027 appropriations. The WPU increase is entirely inflation-driven, and Digital Teaching and Learning (DTL) and Educator-Initiated Salary Pool (EISP) funding have been removed and reallocated.

| Program / Appropriation | Amount | Type |
|---|------------------------|----------|
| WPU Value (FY2027) | \$4,870 (+4.2%) | Ongoing |
| Total Minimum School Program (MSP) | \$7.65 billion (+4.0%) | Ongoing |
| Catalyst Center + Supplemental | \$100,537,800 | One-Time |
| Educator Professional Time | \$78,300,000 | One-Time |
| APEX Center (formerly Catalyst) | \$35,000,000 | One-Time |
| Students At-Risk Add-On | \$24,833,200 | Ongoing |
| Early Literacy | \$16,000,000 | Ongoing |
| Gold Medal Schools Pilot (5-yr) | \$15,000,000 | One-Time |
| Stipends for Future Educators | \$12,400,000 | One-Time |
| Teacher Supplies & Materials | \$8,800,000 | One-Time |
| Adobe Creative Cloud (statewide) | \$6,750,000 | One-Time |
| Grow Your Own Teacher Pipeline | \$5,000,000 | One-Time |
| Rural Schools Athletic Facilities Grant | \$5,000,000 | One-Time |
| STEM Endorsement Incentives | \$3,600,000 | One-Time |
| Reduced-Price School Lunch | \$2,516,900 | One-Time |
| MASTER Teacher Program | \$2,400,000 | One-Time |
| Comprehensive School Improvement Pilot | \$4,500,000 | One-Time |

Additional notes for the Board:

- DTL application is no longer required (SB 2).
- Catalyst Center has been renamed APEX (Applied Professional Education Experience) under SB 34.
- The flexible allocation fund is renamed "Teacher and Classroom Salary Support" (SB 62) and is restricted to compensation for classroom teachers, aides, and paraprofessionals.
- School Meals Debt Relief Fund created (HB 148); LEAs must report meal debt annually by June 30 beginning 2027.

Charter-Specific Provisions Requiring Board Attention

SB 186 — Charter School Modifications

Effective May 6, 2026.

- Every member of the governing Board must take an oath of office, and the school must maintain a record of each oath.
- Proof of oath compliance must be provided to the authorizer upon request.
- The Charter School Revolving Account is replaced by the Charter School Revolving Fund.
- USBE will conduct a study of charter school administrative costs and funding by December 1, 2026 — a potential basis for future funding-equity legislation.
- **Recommended Board action:** Add an oath-of-office administration to the next Board meeting agenda; designate a custodian of records; update Board onboarding to include the oath.

SB 131 — Charter School Eligibility

Effective July 1, 2026.

- Adds a new enrollment preference for students residing in the political subdivision containing the charter school whose school of residence is at capacity.
- **Recommended Board action:** Direct staff to update enrollment policy and lottery procedures before the next open enrollment cycle.

SB 164 — School Construction Amendments

Effective July 1, 2026.

- Construction oversight transfers from USBE to the Division of Facilities and Construction Management (DFCM).
- Pre-construction applications must be submitted to DFCM and tracked in DFCM's online document management system.
- Projects over \$500,000 must use contractors from a state-managed registry.
- Projects under \$3 million must use design-bid-build unless DFCM approves an alternative delivery method.
- Administrative penalties of \$1,000 to \$25,000 may be imposed for non-compliance.
- **Recommended Board action:** Any planned facilities work — improvements, additions, refinancing-funded projects — should be reviewed against the new DFCM process before authorization.

SB 34 — Public Education Revisions (APEX/Catalyst)

Effective May 6, 2026.

- Catalyst Center renamed to APEX.
- Charter schools are explicitly required to develop reintegration plans within 5 days of notification of a student arrest for a serious offense.

HB 467 — Utah Fits All Scholarship Program Modifications

Effective May 6, 2026.

- LEAs may not deny scholarship students access to athletics or extracurricular activities based on scholarship status.
- Requirements for scholarship students may not be more restrictive than those applied to homeschool or private-school students.

Compliance Calendar

The most important deadlines for budget and policy planning purposes:

| Effective / Due Date | Bill(s) | What's Required |
|----------------------------|--|--|
| May 6, 2026 | HB 44, SB 34, SB 51, SB 52, SB 81, SB 123, SB 152, SB 167, SB 186, SB 295, SB 312, HB 75, HB 146, HB 148, HB 163, HB 188, HB 218, HB 299, HB 426, HB 467, HB 502 | Most policy and operational changes take effect, including school safety personnel standards (HB 44), charter board oath of office (SB 186), threat-flag reporting (SB 51), reintegration plans (SB 167), juvenile justice referrals (HB 188), and citizenship grading authority (HB 502). |
| July 1, 2026 | HB 1, HB 55, HB 65, HB 142, HB 143, HB 145, HB 273, HB 312, HB 329, HB 351, HB 358, HB 393, HB 448, SB 58, SB 62, SB 69, SB 88, SB 131, SB 164, SB 181, SB 241, SB 244, SB 267, SB 296 | FY2027 budget begins; majority of operational mandates take effect — personal device prohibition (SB 69), seclusion-room standards (SB 181), early literacy plan requirements (SB 241), DFCM construction oversight (SB 164), AED/cardiac response (SB 244), classroom technology policy framework (HB 273). |
| July 4, 2026 | SB 268 | Religious curriculum protections take effect. |
| August 1, 2026 | HB 293 | Student athlete protections / athletic association standards take effect. |
| December 1, 2026 | SB 186 | USBE charter school administrative cost & funding study due. |
| December 31, 2026 | SB 181 | Seclusion room compliance reports due to USBE (location, status, remediation timeline). |
| School Year 2026–27 | SB 244 | Adopted cardiac emergency response plan must be in place. |
| January 1, 2027 | HB 276, SB 236 | AI / digital voyeurism provisions and property tax exemption changes take effect. |
| June 30, 2027 | HB 148 | First annual school meal debt data report due to USBE. |
| July 1, 2027 | HB 147, HB 273, HB 448, SB 267, SB 296 | Electronic form submission required; LEA technology and AI policies must be adopted; USDB partnership funding rules begin; secure digital consent mechanism required. |
| August 1, 2027 | SB 152 | Required student data sharing with Utah Board of Higher Education implemented. |
| 2027–28 SY | HB 502, SB 268 | Statewide test-out option begins; religious curriculum standards implemented. |

| Effective / Due Date | Bill(s) | What's Required |
|----------------------|----------------|---|
| 2029–30 SY | SB 241 | Mandatory 3rd-grade retention begins for students not meeting reading benchmarks. |
| July 1, 2030 | HB 312, SB 241 | Full social studies curriculum implementation; 80% literacy goal target year. |

Bill Summaries by Topic

Selected bills with the highest operational impact. A complete summary including action items is maintained in the Compliance shared drive.

School Safety & Security

HB 44 — School Security Personnel Standards (Effective May 6, 2026)

Requires school guardians to conceal-carry on-person at all times during duty; mandates visitor management systems; requires wearable panic alert devices for lead teachers and safety personnel; requires LEA compliance with minimum cybersecurity standards aligned with industry frameworks; requires updating device policies to include AI glasses; requires reporting cybersecurity incidents to USBE within 24 hours.

SB 51 — School Safety Modifications (Effective July 1, 2026)

Establishes a statewide student threat flag in the SIS. LEAs must report when a student presents a credible threat and authorized personnel from other LEAs may access the flag.

SB 181 — School Discipline Amendments / Seclusion Rooms (Effective July 1, 2026)

Establishes minimum physical and safety standards for seclusion rooms (size, lighting, ventilation, climate, fire/privacy code alignment) and mandates continuous audio/video recording. Restricts use to emergencies with 30-minute time limits. Requires periodic safety inspections and a one-time compliance report to USBE by December 31, 2026.

SB 167 — Reintegration for Disciplined Students (Effective May 6, 2026)

Permits boards to deny enrollment for safety concerns or past violations. Requires record review before enrollment and a 5-day transfer turnaround. Reintegration plans within 7 days of school resuming for summer arrests; plans must remain in effect for 180 days or a full school year.

SB 244 — Cardiac Emergency Response Plans (Effective July 1, 2026)

Every school must have a cardiac emergency response plan in place for the 2026-2027 school year. AEDs must be placed, tested, and maintained; appropriate staff must be trained in first aid, CPR, and AED use. USBE grant funding is available.

Technology, AI & Cybersecurity

HB 273 — Classroom Technology Amendments (Effective July 1, 2026; policies due July 1, 2027)

Requires LEAs to adopt model policies on balanced technology use and AI in classrooms. Instructional technology must have demonstrated educational value and be free of distracting design features. LEAs must minimize non-essential screen time, create resource plans for students with technology-related learning difficulties, and adopt an AI use policy by July 1, 2027. Compliance certification is required to receive digital literacy funding.

SB 69 — School Device Revisions (Effective July 1, 2026)

Prohibits personal device use during the entire school day, including lunch, breaks, and transitions. Codifies the school day as the entire duration from first bell to last. LEAs must establish a process for parents to request brief, non-instructional accommodations.

HB 218 — Digital Skills Amendments (Effective May 6, 2026; courses begin 2027-28)

Requires USBE to establish digital literacy course standards for 7th and 8th grade. The course replaces the traditional typing class and incorporates AI literacy, reputation management, and digital footprint education.

HB 55 — Privacy Compliance for Education Technology Vendors (Effective July 1, 2026)

Ed-tech vendor contracts must include provisions for termination within 30 days upon a privacy violation. Vendors must delete all student data absent parental consent. Termination fees are prohibited.

Curriculum, Standards & Instruction**HB 312 — Curriculum and Standards Modifications (Effective July 1, 2026)**

Requires social studies instruction in all elementary grades, separate semester courses for U.S. history and constitutional government in high school (3.5 units total), integration of social studies into literacy instruction beginning 2028-29, and use of primary source documents. Full implementation by July 1, 2030.

SB 241 — Early Literacy (Effective July 1, 2026)

Sets a 2030 statewide goal of 80% reading proficiency by end of 3rd grade. Requires individualized reading plans for K-3 students below benchmark within 45 days of notification. Prohibits the three-cueing model except where required by IEP/504. Schools below the statewide goal must allocate at least 50% of TSSA funds to evidence-based literacy strategies. Beginning 2029-30, 3rd graders not meeting benchmarks may be retained, with an LEA appeals process required.

SB 268 — Religious Curriculum (Effective July 4, 2026)

Requires instruction on the role of religion and religious liberty in American constitutional government beginning no later than 2027-28. Students may express religious beliefs in assignments without penalty.

Attendance, Grading & Student Policies**SB 58 — Public School Attendance Amendments (Effective July 1, 2026)**

Requires regular attendance data review, tiered intervention systems for chronic absenteeism, annual internal data accuracy review, and a toilet-training requirement for enrollment with disability exemptions. The governing Board must review attendance data and interventions annually. LEAs failing data standards face corrective action and potential funding withholding.

HB 502 — School Attendance Modifications (Effective May 6, 2026)

Allows LEAs to adopt citizenship grading policies (up to 10% for attendance in grades 7-12; up to 20% with LEA policy). Creates a test-out option for core classes in grades 9-12 beginning 2027-28. Establishes a citizenship-linked scholarship program.

Personnel, Licensing & Leave**HB 329 — State Employee Maternity and Leave Amendments (Effective July 1, 2026)**

Increases postpartum leave to six weeks; adoption leave to three weeks (child under 18) or six weeks (child under 6); foster leave to four weeks for LEA employees. Written information about leave opportunities must be provided to all employees.

SB 312 — Educator License Amendments (Effective May 6, 2026)

Creates a tiered framework for employment restrictions following licensure denial. Mandates dismissal for qualifying serious misconduct. Prohibits employment of restricted individuals in paid or volunteer capacity.

SB 52 — Substitute Teaching Requirements (Effective May 6, 2026)

Removes the teaching license requirement for long-term substitute teachers.

Student Data Privacy & Consent**SB 296 — Student Consent Amendments (Effective July 1, 2026; mechanism due July 1, 2027)**

Schools must offer a secure digital mechanism for obtaining informed consent for data disclosure. Bundling unrelated terms with consent is prohibited. Students must be able to review information before authorizing and revoke consent at any time. Parental consent is required for students under 18.

SB 152 — Public and Higher Education Collaboration (Effective May 6, 2026; data sharing by August 1, 2027)

Requires sharing student data for grades 7-12 with the Utah Board of Higher Education. Parents must be notified of data collection and right to opt out.

Student Welfare & Special Populations**HB 143 — Special Education Amendments (Effective July 1, 2026)**

Requires 30-day advance written notice to families of special education students before boundary changes, including reason, new school details, IEP scheduling information, and transportation arrangements. LEAs must provide opportunity for comment and document all feedback before making final decisions.

HB 351 — Vision Screening Amendments (Effective July 1, 2026)

Requires follow-up with parents within 30 days when a student fails an initial vision screening.

HB 448 — Utah Schools for the Deaf and Blind Amendments (Effective July 1, 2026)

Makes USDB a single agency under USBE. LEAs entering educational partnerships with USDB must count students in ADM and remit 95% of funding beginning July 1, 2027.

Juvenile Justice & Discipline**HB 188 — Juvenile Justice Amendments (Effective May 6, 2026)**

Requires direct court referral after a third on-campus drug possession offense, with parent notification. The reporting employee's identity remains confidential. Authorizes principal searches based on reasonable belief; seized evidence is admissible. Requires e-cigarette disposal if not referred to law enforcement.

Recommended Board Discussion Items

Items to consider for the next regular Board meeting and the FY2027 calendar:

- Schedule oath of office for all Board members (SB 186) and confirm record-keeping designation.
- Authorize the Director to draft updated personal device, internet filtering, technology, AI, and citizenship grading policies for Board adoption.
- Review whether the school operates any seclusion space that would trigger SB 181 — and direct any necessary remediation in time for the December 31, 2026 USBE report.
- Confirm that the school's cardiac emergency response plan will be in place for the start of the 2026-27 school year and authorize a USBE grant application.

- Review FY2027 budget assumptions in light of the WPU increase, the loss of DTL/EISP funding, and the renaming of the flexible allocation fund.
- Direct the Director to evaluate any planned facilities work against the new SB 164 / DFCM process before final authorization.
- Discuss the Board's posture on optional provisions: citizenship grading (HB 502), AI sandbox courses in CTE (HB 273), and dyslexia screening pilot participation (HB 393).
- Review enrollment policy updates for the new capacity-based preference (SB 131) before the next enrollment cycle.

Voyage Academy Positive Behavior Plan Report

2025-2026

Crew Mate Program: For the 2025-2026 school year, we will start the program earlier than the usual January date. We are hoping the change in date will have an even greater positive impact on both our K-2 students as well as the 6th grade mentors.

With starting the program earlier, we saw a greater impact on positive behavior choice. It also gave the 6th grade leaders a longer time to mentor the younger kids.

CREWS Family participation: 2024-2025 was our first attempt at having families participate in a CREWS highlight. We had families submit pictures doing service in their community. This year the highlight will be Collaboration. Again, we will ask families to submit pictures of ways in which they collaborate in their community. We are hoping to have even greater participation in the 2025-2026 school year.

The idea behind this was to increase family participation in our school. Next year we are going to plan two “Voyage Serves” days. We will work with Clinton City to coordinate two service opportunities in the community and ask our Voyage families to join.

Viking Crew: Monthly program. We try our hardest to keep students with the same Viking Crew teacher throughout their entire time at Voyage Academy.

Continue as planned

Every Student Recognized Program: We have realized a trend of students struggling to bond with others through a positive common cause. We are shifting Every Student Recognized, to Classroom Recognition, our goal is to recognize classroom successes with the hopes of promoting students working together for a positive result. Also to help students see the value in taking care of their school. We will have recognition for things such as, cleanest classroom, behavior at lunch and recess, participation in Excursion, and many more. We will make sure individual students continue to be celebrated.

This was a huge success in the younger grades. We are pondering how to get our older kids on board.

Red Ribbon Week: will again be held the week of Halloween “Say BOO to drugs”.

Continue as planned

NOVA program: We are hoping to have an officer available for the NOVA program for the 2025-2026 school year.

For the second year in a row, Clinton City was not able to support the NOVA program.

School Social Worker: We have experienced a trend of students reporting increased anxiety. Our Mental Health Grant goal has an emphasis on helping students learn coping skills that empower them to recognize the control they have over their own minds, as well as learn which of their habits are increasing

their anxiety and which habits help lessen anxiety. Our Social Worker also teaches the **Botvin Lifeskills** substance prevention program to our 4th grade students.

Our Mental Health Grant goals will continue to support anxiety in students.

Jen Davis also trains the staff in **Trauma Informed School** practice. We are seeing more and more students experiencing trauma in their homes and life outside of school.

Restorative Practice: We will continue to use Restorative Practice as a way educate positive behaviors.

Continue as planned

Bullying and Cyber Bully: Students are taught the dangers of Bullying and Cyber-Bullying. PD is also given to teachers to help them identify bullying that could be happening in their classroom. We have very few cases of true “Bullying” at school.

Continue as planned. Not a huge problem at Voyage Academy. We keep a very close eye on those individuals who show signs of “targeting” students.

SafeUT App: We will continue to promote the use of this app with our 4th-6th students.

Continue as planned

10 Design Principles: These design principles will continue to be a part of our school culture and character. They are reviewed in class, community circle, and Viking Crew.

Continue as planned

We are dropping the “S” from CREWS. We will not get rid of Service; we are simply changing what service looks like in our school. “We are CREW not Passengers”

Hope Squad Program: Participation in the Hope Squad Program is student nominated and student focused. Each year, 5th grade students nominate 5 students from their grade whom they feel they can relate to and approach with a problem, or unsafe behavior, they may be experiencing.

Each year Hope Squad participants attend a leadership training. This year our Hope Squad focused on promoting kindness within our school. They participated in the parade float, the school carnival, Clinton City Days, the Pumpkin Walk, as well as presented during many assemblies throughout the school year.

Continue as planned

In 2026 – 2027 We are hoping to add

Attendance Incentive – Individual and class attendance recognition through certificates, prizes, and awards at assemblies.

Schoolwide reading recognition program – We will record the number of books read by students as well as faculty and staff. This number will be updated weekly and posted on our website and marquee.

Voyage Serves – Schoolwide service projects, with an opportunity for families to participate.

After-school reading and math support programs – We will identify and invite students who are not making typical growth in reading and math to join after-school support groups.

Voyage Academy Positive Behavior Plan

2026-2027

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Red Ribbon Week: will again be held the week of Halloween “Say BOO to drugs”.

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Jen Davis also trains the staff in **Trauma Informed School** practice. We are seeing more and more students experiencing trauma in their homes and life outside of school.

Restorative Practice: We will continue to use Restorative Practice as a way to educate positive behaviors.

Bullying and Cyber Bully: Students are taught the dangers of Bullying and Cyber-Bullying. PD is also given to teachers to help them identify bullying that could be happening in their classroom. We have very few cases of true “Bullying” at school.

SafeUT App: We will continue to promote the use of this app with our 4th-6th students.

10 Design Principles: These design principles will continue to be a part of our school culture and character. They are reviewed in class, community circle, and Viking Crew. “We are CREW not Passengers”

Hope Squad Program: Participation in the Hope Squad Program is student nominated and student focused. Each year, 5th grade students nominate 5 students from their grade whom they feel they can relate to and approach a problem, or unsafe behavior; they may be experiencing.

Each year Hope Squad participants attend leadership training. This year our Hope Squad focused on promoting kindness within our school. They participated in the parade float, the school carnival, Clinton City Days, the Pumpkin Walk, as well as presented during many assemblies throughout the school year.

Attendance Incentive: Individual and class attendance recognition through certificates, prizes, and awards at assemblies.

Schoolwide reading recognition program – We will record the number of books read by students as well as faculty and staff. This number will be updated weekly and posted on our website and marquee.

After-school reading and math support programs – We will identify and invite students who are not making typical growth in reading and math to join after-school support groups.

Voyage Academy Salary Schedule

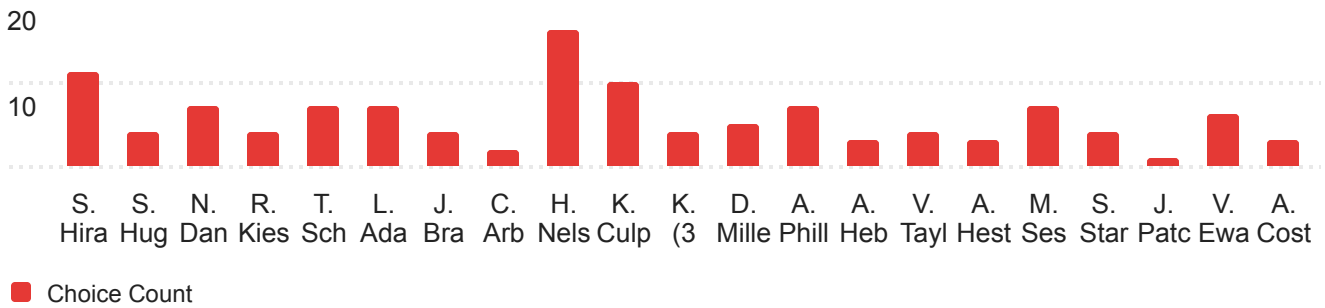
Proposed 2026–27 (Licensed Teacher)

| Step | Current Base | Proposed Base | % Change |
|------|--------------|---------------|----------|
| 0 | \$62,000 | \$65,000 | 4.84% |
| 1 | \$62,825 | \$65,825 | 4.78% |
| 2 | • \$63,650 | \$66,650 | 4.71% |
| 3 | \$64,475 | \$67,475 | 4.65% |
| 4 | \$65,300 | \$68,300 | 4.59% |
| 5 | \$66,125 | \$69,125 | 4.54% |
| 6 | \$66,950 | \$69,950 | 4.48% |
| 7 | \$67,775 | \$70,775 | 4.43% |
| 8 | \$68,600 | \$71,600 | 4.37% |
| 9 | \$69,425 | \$72,425 | 4.32% |
| 10 | \$70,250 | \$73,250 | 4.27% |
| 11 | \$71,075 | \$74,075 | 4.22% |
| 12 | \$71,900 | \$74,900 | 4.17% |
| 13 | \$72,725 | \$75,725 | 4.13% |
| 14 | \$73,550 | \$76,550 | 4.08% |
| 15 | \$74,375 | \$77,375 | 4.03% |
| 16 | \$75,200 | \$78,200 | 3.99% |
| 17 | \$76,025 | \$79,025 | 3.95% |
| 18 | \$76,850 | \$79,850 | 3.90% |
| 19 | \$77,675 | \$80,675 | 3.86% |
| 20 | \$78,500 | \$81,500 | 3.82% |
| 21 | \$79,325 | \$82,325 | 3.78% |
| 22 | \$80,150 | \$83,150 | 3.74% |
| 23 | \$80,975 | \$83,975 | 3.70% |
| 24 | \$81,800 | \$84,800 | 3.67% |
| 25 | \$82,625 | \$85,625 | 3.63% |
| 26 | \$83,450 | \$86,450 | 3.59% |
| 27 | \$84,275 | \$87,275 | 3.56% |
| 28 | \$85,100 | \$88,100 | 3.53% |
| 29 | \$85,925 | \$88,925 | 3.49% |
| 30 | \$86,750 | \$89,750 | 3.46% |

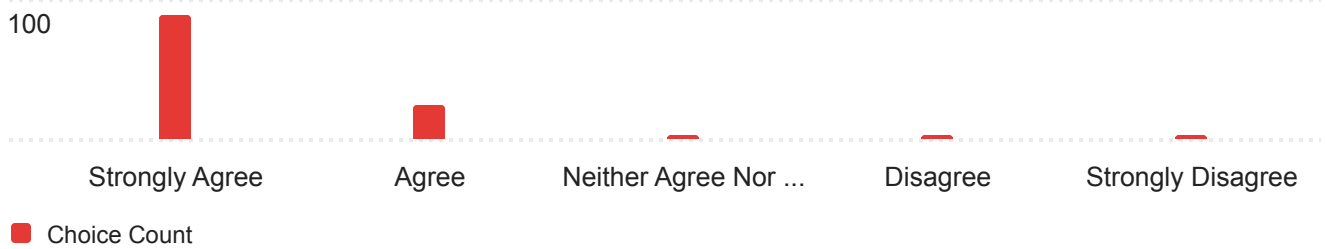
2025-2026 Voyage Academy Parent Survey

135 Responses

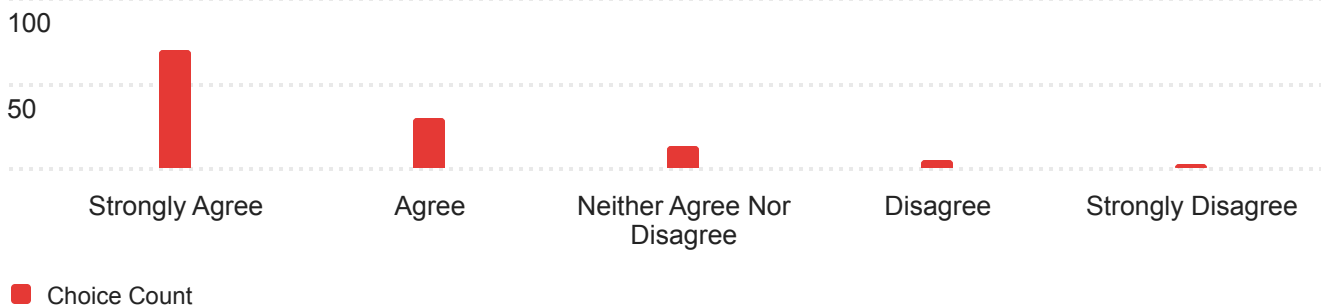
Q1 - My child's teacher is:



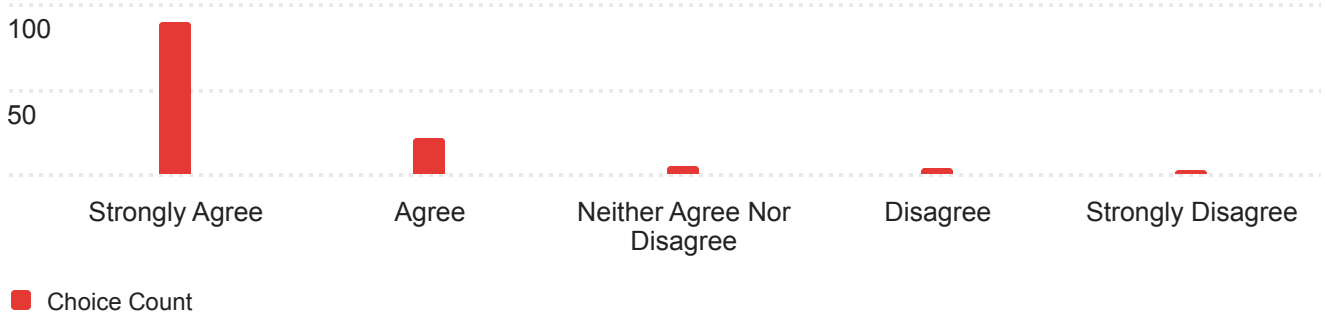
Q2 - Voyage Academy provides an environment where my child feels safe and able to grow academically and socially.



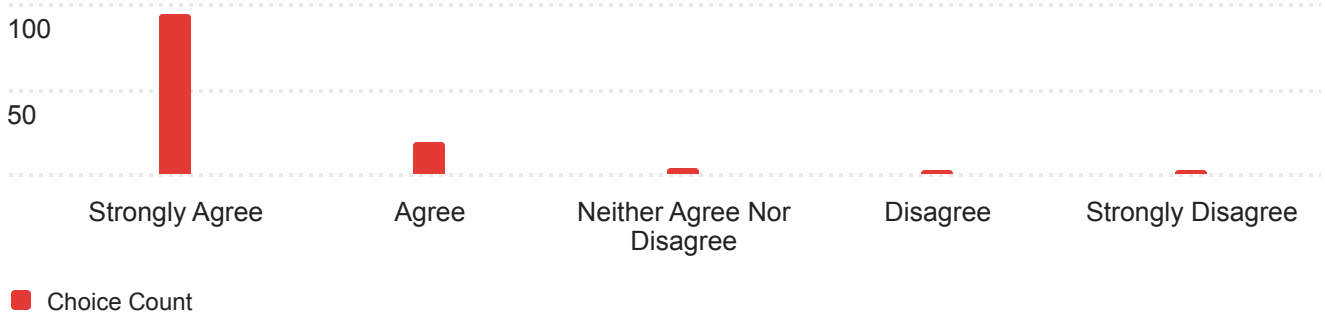
Q3 - My child's teacher regularly communicates his/her progress.



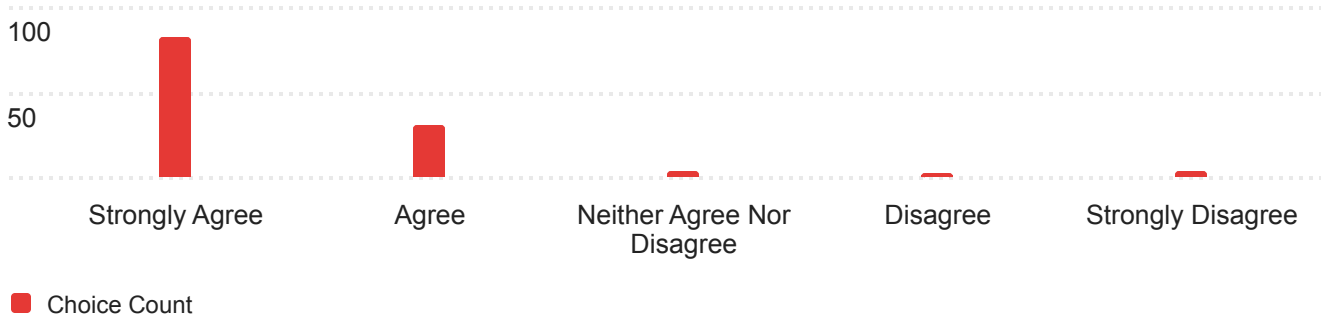
Q4 - My child's teacher fosters academic engagement and growth.



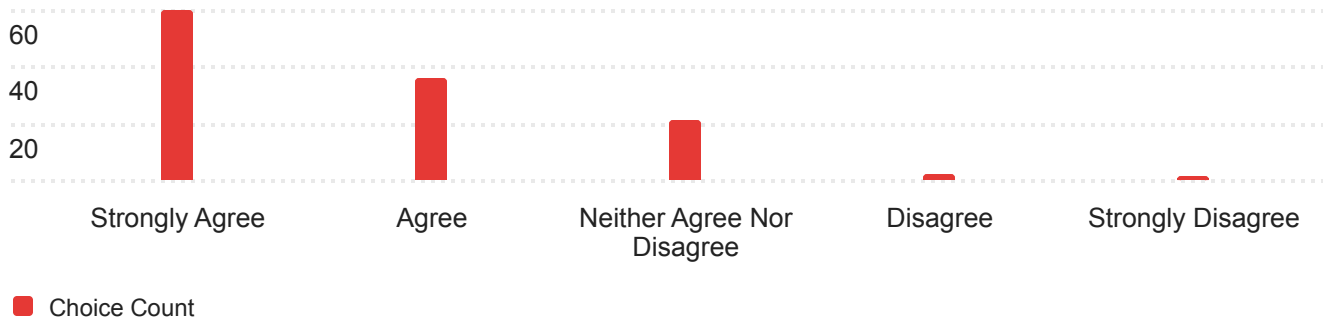
Q5 - My child's teacher is approachable to discuss concerns.



Q6 - I am satisfied with my child's overall classroom experience.



Q7 - I am happy with the Lunch Program at Voyage Academy.



Q8 - What do you like best about the Lunch Program?

What do you like best about the Lunch Program?

Different menu everyday

Teachers are attentive and don't look over run

Lots of great options. Even if my child doesn't eat them, I appreciate the variety the school offers to the students. There are much more options than we were offered when I was in school.

The variety of food and always serving vegetables

variety that is offered

Variety of choices at the salad bar and the focus on nutrition and the "make your plate a rainbow" focus.

Variety of options

They make the meals fun and then they try more things.

They make it fun and my kid what's the eat there and try new things.

I like the fruits and vegetables. It would be great if nothing was cooked and inflammatory oils like canola oil

My child is half day and doesn't eat lunch at school

I like how I serve lots of fruits and vegetables. That would be great if they could not use inflammatory oils like canola oil or vegetable oil when frying foods

Kids like the food

The variety

I like how they have fruits and vegetables.... Would be great If we could cut out foods cooked and inflammatory oils like canola oil

Variety, they sometimes give the students treats, and it is nutritional.

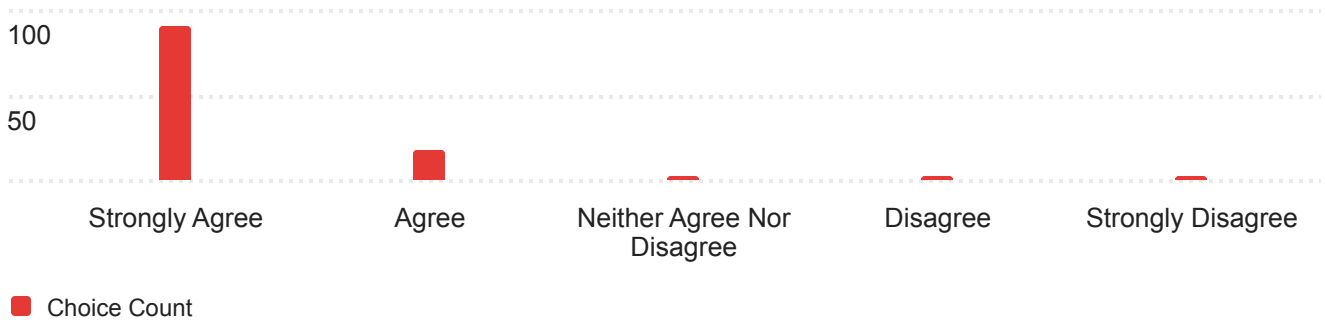
All the options/different types of foods

Nothing

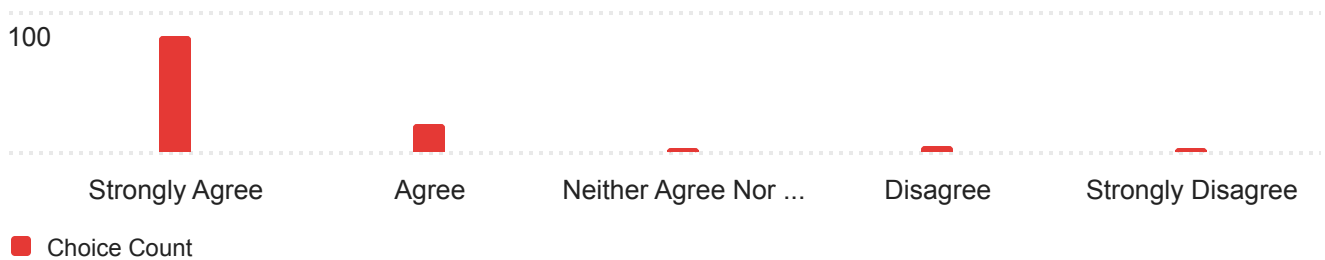
Good

My youngest loves 90% of the school lunch options

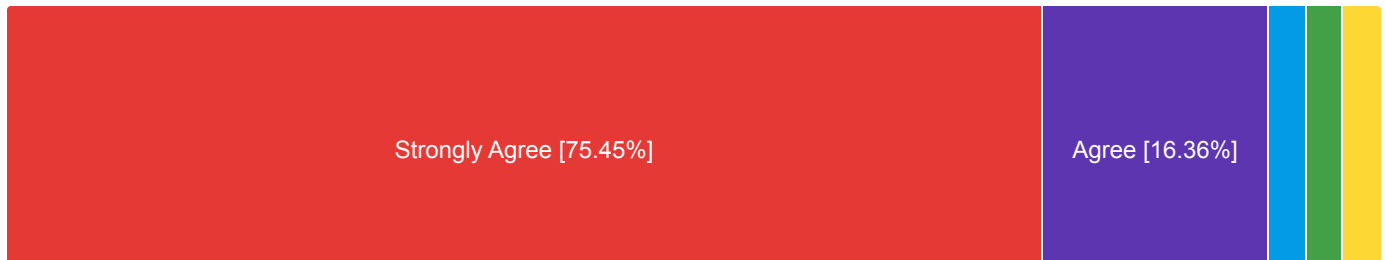
Q9 - The office staff is friendly and helpful.



Q10 - The administration at Voyage promotes a culture of high standards and expectations.



Q11 - I would recommend Voyage Academy to other parents.



Q12 - Please explain your answer.

Please explain your answer.

Everyone in the office is very helpful and kind any time I have to call or go in

It's a fun school that my daughter has loved! The promote incisiveness!

Our family has been a part of the school for over a decade.

Our family has been a part of this school for over a decade.

The staff is so friendly and helpful!

This is our first year and they have helped us with many questions about new activities and things going on.

This is our first year and we have had lots of questions about everything. We have been able to ask many questions and they have been kind in answering them.

Mrs. Pullman is seriously the best director!

Mrs. Coleman is the best director! I love the front office staff, especially Jill and Mindy and Diane

Friendly, good teachers, good kids.

I would recommend voyage Academy to other people if Ms. Stark wasn't there anymore

It's a great school. It's a great environment. Mrs. Coleman is seriously the best director

Students are fully engaged, High quality of learning and teaching. Student is happy when they come home.

Administration is helpful

I wish there was some sort of accelerated learning program available

We love the culture at voyage

We love the commitment to helping grow good people.

We have been happy with the feel of the school and the level of love and support from admin.

My child has thrived and I have been happy with support.

I love how community oriented it is. They make sure every kid knows they are important and they belong. My kids are always amazed how the staff seems to know every kid name and also remembers them still when the kids come back to visit.

Mental Health Grant Report

Goal #1 (spanning three-year grant cycle):

Spanning a three-year cycle, anxiety related office referrals will be decreased by 25%.

- **Baseline data (data collected prior year(s)):**
48 Anxiety related referrals.
- **Projected Target Data for year 1:**
44 students or less will be referred for anxiety related symptoms.
- **Actual Data for year 1:**
58 students referred by students and staff

Goal #2 (spanning three-year grant cycle):

Over the next three years, the school will implement a comprehensive positive behavior plan to support classroom engagement by fostering a safe, supportive, and inclusive environment. Voyage Academy will see a 25% reduction in classroom disruptive behavior reports over a three year period.

- **Baseline data (data collected prior year(s)):**
28 reports.
- **Projected Target Data for year 1:**
26 reports.
- **Actual Data for year 1:**



BOARD MEMBER STATEMENT OF ETHICAL BEHAVIOR

I commit to upholding the highest standards of ethical behavior and professional conduct. I will obey all applicable laws, as well as state and local policies. I will act with honesty, fairness, and integrity in all professional interactions, treating all individuals with respect and dignity. I will use school resources wisely and responsibly, ensuring the efficient and effective use of taxpayers' dollars.

Date _____ Board Member Signature _____

Date _____ Board Member Signature _____

Date _____ Board Member Signature _____

Date _____ Board Member Signature _____

Date _____ Board Member Signature _____

Date _____ Board Member Signature _____

Policy Summary 05.14.2026

Administration of Medication Policy

The policy was revised to update statutory references, incorporate recent legislative requirements, and improve clarity and administrative consistency. A Legal Authority section was added identifying the governing statutes applicable to the policy, including Sections 53G-9-502, 53G-9-503, 53G-9-504, 53G-9-505, 26B-4-401 et seq., 26B-4-509, and 53G-9-203. The policy was also re-adopted with the current revision date, as the prior version dated May 18, 2023, preceded the current state policy review cycle.

To align with recent legislative changes, a new section titled “Coordination with Health and Welfare Policy” was added referencing the SB 244 (2026) Cardiac Emergency Response Plan requirements. Additional language was incorporated through a new “Individualized Health Plans and Action Plans” section addressing procedures and protocols related to allergies, diabetes, asthma, and seizures. Minor editorial corrections were also made, including cleanup of a corrupted revision date entry appearing in the source document. Finally, legal counsel is recommended to re-verify the Title 26B statutory citations, particularly Sections 26B-4-401 and 26B-4-509, due to the recent reorganization of Title 26B.

Emergency Preparedness and Recovery Plan

The updated Emergency Preparedness Plan for Voyage Academy reflects significant enhancements to align with 2026 Utah legislative and administrative requirements, most notably the addition of a comprehensive Emergency Recovery Plan, which was not previously required at this level of specificity. While the core emergency response components (e.g., drills, reunification, communication protocols, and coordination with local agencies) remain consistent, the plan now extends beyond response into a structured, multi-phase recovery framework. This recovery component establishes clear activation procedures and organizes recovery into immediate, short-term, and long-term phases, ensuring continuity of operations after an incident. It also introduces four defined recovery domains—academic, health and behavioral, business services, and physical/structural recovery—each with detailed roles and assigned staff responsibilities, creating greater accountability and operational clarity.

In addition, the revised plan strengthens compliance by explicitly referencing applicable Utah Administrative Code and statutory requirements, formalizing documentation, recordkeeping, and after-action review processes to support continuous improvement and potential reimbursement. The plan also enhances coordination and communication expectations by centralizing messaging authority and requiring ongoing updates during recovery phases. Overall, the most substantive change is the shift from a response-focused plan to a full-cycle emergency management model that includes prevention,

response, and now a clearly defined, state-compliant recovery system designed to restore school operations, support student and staff wellbeing, and guide long-term rebuilding efforts.

Health and Wellness Policy

The 2026 revisions to Voyage Academy’s Health and Wellness Policy primarily strengthen clarity, compliance, and nutritional standards. Updates occur within nutrition guidelines, where the policy shifts from encouraging healthy choices to requiring that all classroom celebrations and birthday treats be non-food items and introduces a prohibition on specific food additives, including certain artificial dyes and preservatives. The policy was revised to include a Legal Authority section citing R277-719, 7 CFR 210.31, 53G-9-205.2, and the Richard B. Russell National School Lunch Act. The header was updated from “DRAFTED” to “Adopted” and now includes the effective date. A new Goal #6.5, “Marketing Standards,” was added to comply with 7 CFR 210.31(c)(3) regarding Smart Snacks marketing restrictions. In addition, a new section titled “Public Participation, Notification, and Triennial Assessment” was incorporated to satisfy the requirements of 7 CFR 210.31(d)(1), including explicit language requiring public posting of triennial assessment results. Minor editorial corrections were also made to remove duplicate phrases carried over from prior redlines, including “dairy dairy products” and “compete or compete.”

Paid Parental and Postpartum Recovery Leave Policy

The policy was revised to align with the requirements of HB 329 and related administrative updates. Postpartum recovery leave was increased from three calendar weeks to six work weeks, inclusive of postpartum and paid parental leave. Foster leave was expanded from three calendar weeks to four work weeks. Adoption leave was restructured into a two-tier benefit, providing six work weeks for the adoption of a child under age six, inclusive of adoption and paid parental leave, and three work weeks for the adoption of a child under age eighteen, inclusive of paid parental leave. The policy now also requires schools to provide written notice, to new hire employees and employees who notify the school of an anticipated qualifying event, regarding available leave opportunities. Terminology throughout the policy was updated to replace “calendar weeks” with “work weeks” to ensure consistency with HB 329 statutory language. Finally, the effective date in the policy preamble was updated from July 1, 2025, to July 1, 2026.

Parent and Family Engagement Policy

The policy was revised to strengthen compliance with the parental involvement requirements of the Every Student Succeeds Act (ESSA). A Legal Authority section was added at the beginning of the policy citing ESSA Section 1116 (20 U.S.C. § 6318). New sections titled “Building Capacity of School Staff” and “Coordination with Other Programs”

were incorporated to satisfy the requirements of ESSA § 1116(e)(3) and § 1116(e)(4), respectively. Additional provisions were added to ensure accessibility for parents with disabilities and to support equitable participation opportunities. The policy was also updated to include an explicit reference to the School-Parent Compact as a jointly developed component of the policy framework. Finally, the revision date and re-adoption stamp were updated to reflect the current board review and adoption cycle.

Salary Supplement for Highly Needed Educators Policy

This policy is up for an annual review. There are no proposed changes made to this policy.

Parent and Family Engagement Policy

~~PARENT AND FAMILY ENGAGEMENT POLICY 03/13/2025~~ Revised and Re-adopted: [Insert Current Adoption Date, 2026]

REDLINE CHANGE SUMMARY

1. Added Legal Authority block at top citing ESSA Section 1116 (20 U.S.C. § 6318).
2. Added new "Building Capacity of School Staff" section to satisfy ESSA § 1116(e)(3).
3. Added new "Coordination with Other Programs" section to satisfy ESSA § 1116(e)(4).
4. Added "Accessibility for Parents with Disabilities" provisions.
5. Added explicit reference to the School-Parent Compact as a jointly-developed component of this policy.
6. Updated revision date and re-adoption stamp.

Legend: ~~deletions~~ / insertions / [NEW] = newly added section

[NEW] Legal Authority

This policy is adopted pursuant to Section 1116 of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA), 20 U.S.C. § 6318, and applicable U.S. Department of Education guidance for Title I, Part A schools.

Voyage Academy believes that parent involvement is vital to a successful school and optimal student achievement. Parents who enroll their children in Voyage Academy should do so with the understanding that their involvement is crucial to the success of their child's education and of the school. Here are some of the opportunities that are open for parents to volunteer:

Parent Crew Organization

Voyage Academy has an established Parent Crew Organization (PCO) consisting of parent volunteers whose goal is to fulfill the mission and vision of Voyage Academy, implement extracurricular activities, and act as a liaison between the parents of students at Voyage Academy and the Board of Directors. Parents are strongly encouraged to volunteer on a regular basis. There are many opportunities to volunteer in classrooms, on fieldwork, during expeditions, fundraisers, staff appreciation, field day, kitchen crew, and after-school clubs.

Town Hall Meetings

Town Hall meetings will be held 1-2 times a year. Students, parents and community members will have the chance to meet and mingle at the school with the Governing Board. Parents and stakeholders will be able to voice their concerns or make suggestions in the open forum. These concerns will be heard and discussed by administration and board members as appropriate.

Governing Board Membership

As vacancies become available, parents of the school will be encouraged to turn in applications for these vacant positions. The Board will include at least 2 members who have children or grandchildren enrolled at the school. All open board positions will be voted on by the board.

Experts

The curriculum, mission, and Expeditionary Learning methodology encourages the presence of experts at Voyage Academy. The school looks for experts among parents to help run after-school clubs, participate in expeditions, and to share expert knowledge in the classroom.

Student-Led Conferences

Student-Led Conferences will be held twice each school year. Parents will participate in a conference led by their own child. The child will showcase what they have learned through the presentation of a student portfolio. Parents are trained and given prompts on how to respond appropriately during the conference to strengthen family engagement.

Celebration of Learning

Parents have the opportunity to participate several times a year in their child's Celebration of Learning. Parents are encouraged to ask questions and gain a better understanding of the concepts being learned in the classroom by their child. Celebrations of Learning also give parents and students the opportunity to engage with and serve the community.

Professional Development

Teachers and staff participate in continual professional development focused on crew and how to strengthen the relationship between home and school. Staff members participate in a monthly, cross grade crew meeting with students in order to strengthen the relationship of adults and students throughout the building.

Annual Title I Meeting and Evaluations

An annual Title I meeting is held in conjunction with Back to School Night. The meeting is held at Voyage Academy. A short presentation is held, and parents have the opportunity to have questions answered regarding Title I.

The Parent and Family Engagement Policy, and programs associated with it, was created by teachers, staff members, parents, board members, and administration. Voyage Academy takes into consideration suggestions or feedback provided to the school in the form of annual survey results given to parents, comments made by parents and family members in meetings at the school and during student-led conferences, or through other means. This policy, and its effectiveness, is evaluated annually by these parties. The annual evaluation of this policy should also include identifying any family engagement barriers (especially barriers to families who are economically disadvantaged, disabled, of limited English or literacy proficiency, or of any racial or ethnic minority) and identifying any needs that parents and family members are experiencing that may prevent them from helping with their children's learning or otherwise engaging with school staff. Stakeholders involved with the parent and family engagement policy will use findings from this annual evaluation to design strategies for more effective family engagement and revise the policy, as deemed necessary.

Building Capacity of Parents

Voyage Academy will enhance parents' ability to engage effectively, fostering strong involvement and collaboration between parents, families, and the Voyage community to boost student academic success by implementing the following initiatives:

- Math and literacy night
- Acadience parent letters
- Core curriculum family resources
- Digital access to math and literacy intervention software

- Monthly school social worker newsletter with parent resources

[NEW] Building Capacity of School Staff

With the assistance of parents, Voyage Academy will provide professional development to teachers, principals, paraprofessionals, and other school staff in:

- The value and utility of contributions from parents and family members in supporting student academic achievement;
- How to reach out to, communicate with, and work with parents and family members as equal partners;
- How to implement and coordinate parent and family programs that build ties between parents and family members and the school; and
- How to recognize and address cultural, linguistic, and accessibility considerations in family engagement.

This staff training will be conducted at least annually and will be incorporated into the school's broader professional development calendar. Staff training requirements under this section are in addition to the "Professional Development" activities described above.

[NEW] Coordination with Other Programs

To the extent feasible and appropriate, Voyage Academy will coordinate and integrate parent and family engagement strategies under this policy with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant federal, state, and local laws and programs that prepare parents and family members to participate in their children's education, including but not limited to programs serving English learners, students with disabilities (under IDEA and Section 504), homeless students (McKinney-Vento), and migratory children where applicable.

[NEW] Accessibility for Parents with Disabilities

Voyage Academy will provide full opportunities for participation in family engagement activities for all parents and family members, including parents and family members with limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children. To the extent practicable, the school will:

- Provide information and school reports in a format and, to the extent practicable, in a language that parents understand;
- Provide reasonable accommodations under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act for parents with disabilities to enable participation in school meetings, conferences, and engagement activities (e.g., interpreters, accessible meeting locations, alternative formats); and
- Maintain a designated point of contact in the office to receive and process accommodation requests from parents and family members.

Communication

Voyage Academy will implement the following measures to ensure that parents and family members receive timely information about the Title I programs in which Voyage Academy is involved:

At the start of each school year, a copy of the updated policy and the school-parent compact will be distributed to parents and family members through suitable channels, such as digital registration, online

access, and physical copies. Voyage Academy will consider and implement any suggestions made by parents of participating children, deemed appropriate and beneficial to the school.

Information regarding the Title I programs, meetings, and other related activities will be provided to the parents of participating children in a clear and consistent format, and whenever possible, in a language that the parents comprehend.

Parents and Family Members of Children Learning English

Any time this policy references parent(s) or other 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.

[NEW] School-Parent Compact

As required by ESSA § 1116(d), Voyage Academy maintains a written School-Parent Compact, jointly developed with parents and family members of participating children. The compact:

- Outlines how parents, the entire school staff, and students share responsibility for improved student academic achievement;
- Describes the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment;
- Describes the ways parents will be responsible for supporting their children's learning, volunteering in their child's classroom (where appropriate), and participating in decisions relating to their children's education and positive use of extracurricular time; and
- Addresses the importance of communication between teachers and parents on an ongoing basis through, at a minimum, parent-teacher conferences in which the compact is discussed, frequent reports to parents on their children's progress, reasonable access to staff, and opportunities to volunteer and participate in their child's class.

The compact is reviewed and updated annually in conjunction with the review of this Parent and Family Engagement Policy. The current compact is distributed to parents and family members at the start of each school year and is available on the school's website and in the school office.

[End of redlined policy. Adopt by board action and replace prior version dated 03/13/2025.]



Salary Supplement for Highly Needed Educators Program Policy

Purpose

The purpose of this policy is to describe how Voyage Academy (the “School”) administers the Salary Supplement for Highly Needed Educators (“SHiNE”) Program. This policy is meant to comply with the requirements of Utah Code § 53F-2-504.

Definitions

“Eligible teacher” means a teacher who:

- (a) has a qualifying assignment;
- (b) qualifies for the teacher’s assignment in accordance with an LEA’s policy; and
- (c) is a new employee or has not received an unsatisfactory rating on the teacher’s three most recent evaluations.

“Qualifying assignment” means a teacher who is assigned to a high-needs area.

“High-needs area” means at least two and up to five teaching assignments that an LEA designates in a policy as challenging to fill or retain.

Policy

High-Needs Areas

The following teaching assignments are designated as high-needs areas at the School:

- (a) Special Education (K-6); and
- (b) Elementary (K-6).

Process for Determining if a Teacher is an Eligible Teacher

The School’s Director or his/her designee shall perform due diligence in determining whether a teacher meets the definition of eligible teacher as set forth in this policy. Due diligence includes, at a minimum, verifying that a teacher:

- (a) is assigned to teach in one of the high-needs areas listed above;
- (b) has a professional educator license in one of the high-needs areas listed above; and
- (c) is a new employee of the School or is not a new employee of the School but has not received an unsatisfactory rating on the teacher’s three most recent evaluations from the School.



On an annual basis, the School's Director or his/her designee shall create a list of all teachers who have been determined to meet the definition of eligible teacher under this policy.

Process for Certifying a List of Eligible Teachers to be Awarded a Salary Supplement

On an annual basis, the School's Director or his/her designee shall review the list of all teachers who have been determined to meet the definition of eligible teacher under this policy and shall make any changes to the list he/she feels is necessary. The list is considered certified by the School's Director or his/her designee when he/she sends, or causes to be sent, the list to payroll for processing of the salary supplement payment under the SHiNE Program.

Salary Supplement Amount

All teachers at the School determined to be eligible teachers under this policy (i.e., all teachers on the certified list described above) shall receive a salary supplement under the SHiNE Program in an amount commensurate with the funds allocated to and received by the School under the SHiNE Program. Eligible teachers who are assigned 1.0 FTE in a high needs area shall receive the full salary supplement. Eligible teachers who are assigned less than 1.0 FTE in a high needs area shall receive a prorated salary supplement based on the percentage of their FTE in the high needs area.

The School may increase the amount of funds the School provides to eligible teachers if the School:

- (a) first ensures proper distribution of funds the School receives under the SHiNE Program to the School's eligible teachers; and
- (b) experiences a carry forward or leftover balance.

Appeals

If the School's Director or his/her designee determines that a teacher does not meet the definition of eligible teacher and therefore does not qualify for a salary supplement under the SHiNE Program, the teacher may appeal that decision in writing to the School's Board of Directors (the "Board") if the teacher:

- (a) believes he/she does meet the definition of eligible teacher under this policy; or
- (b) has a teaching assignment at the School that is substantially equivalent to a high-needs area and otherwise meets the definition of eligible teacher under this policy.

When submitting an appeal, a teacher is required, at minimum, to provide transcripts and other documentation to the Board in order for the Board to determine if the teacher is an eligible teacher with a qualifying teaching background.

The Board shall make a decision on the appeal within thirty (30) school days.



Administrative Procedures

Each school year the Director shall establish, through administrative procedures, the salary supplement amount that each eligible teacher will receive for that school year.

Updating Policy

The School shall update this policy annually and provide notice of any changes to the policy to teachers within the School.



Paid Parental and Postpartum Recovery Leave

In accordance with Utah Code § 53G-11-209, the School offers qualified employees paid parental and postpartum recovery leave to enable employees to care for and bond with their new child and to recover from childbirth. This policy is effective July 1, 2026.

Definitions

For purposes of this policy:

"Adoption leave" means paid leave hours an LEA provides to an adoption leave eligible employee.

"Adoption leave eligible employee" means an LEA employee who:

- accrues paid leave benefits in accordance with the LEA's leave policies; and
- is legally adopting a young child, unless the employee is the spouse of the pre-existing parent.

"Child" means an individual younger than 18 years old.

"Foster leave" means paid leave hours an LEA provides to a foster leave eligible employee.

"Foster leave eligible employee" means an LEA employee who:

- accrues paid leave benefits in accordance with the LEA's leave policies; and
- is the foster parent of a child.

"Parental leave" means leave time the School provides to a parental leave eligible employee.

"Parental leave eligible employee" means a School employee who receives regular paid personal time off (PTO) benefits from the School and is:

- a birth parent as defined in Utah Code § 78B-6-103;
- legally adopting a minor child, unless the individual is the spouse of the pre-existing parent;
- the intended parent of a child born under a validated gestational agreement in accordance with Title 81, Chapter 5, Part 8, Gestational Agreement;
- appointed the legal guardian of a child or incapacitated adult; or
- a foster parent of a minor child.

"Postpartum recovery leave" means leave time the School provides to a postpartum recovery leave eligible employee to recover from childbirth that occurs at 20 weeks or greater gestation.

"Postpartum recovery leave eligible employee" means an employee:

- who receives regular paid personal time off (PTO) benefits from the School; and
- who gives birth to a child.

"Qualified employee" means:

- a parental leave eligible employee; or
- a postpartum recovery leave eligible employee.
- an adoption leave eligible employee; or
- a foster leave eligible employee.

"Retaliatory action" means to do any of the following regarding an employee:

- dismiss the employee;
- reduce the employee's compensation;
- fail to increase the employee's compensation by an amount to which the employee is otherwise entitled to or was promised;
- fail to promote the employee if the employee would have otherwise been promoted; or
- threaten to take an action described immediately above.

"Young child" means an individual younger than six years old.

Paid Parental Leave

The School allows a parental leave eligible employee to use up to three work weeks of paid parental leave for:

- the birth of the parental leave eligible employee's child;
- the adoption of a minor;
- the appointment of legal guardianship of a child; or
- the placement of a foster child in the parental leave eligible employee's care.

Parental leave as described above:

- may not be used before the day on which the qualifying event occurs (birth, guardianship appointment, or foster placement);
- may not be used more than six months after the date described immediately above;
- shall be used in a single continuous period, unless:
 - by mutual written agreement between the School and the parental leave eligible employee; or
 - a health care provider certifies that intermittent leave is medically necessary due to a serious health condition of the child;
- runs concurrently with FMLA leave, if applicable to the parental leave eligible employee; and
- runs consecutively to postpartum recovery leave, if applicable to the parental leave eligible employee.

A parental leave eligible employee's paid parental leave does not increase if the parental leave eligible employee:

- has more than one child born from the same pregnancy;
- has more than one foster child placed in the parental leave eligible employee's care; or
- is appointed legal guardian of more than one child.

A parental leave eligible employee may not use more than three work weeks of paid parental leave within a single 12-month period, regardless of whether during that 12-month period the parental leave eligible employee:

- becomes the parent of more than one child;
- has more than one foster child placed in the parental leave eligible employee's care; or
- is appointed legal guardian of more than one child.

Paid Adoption Leave

The School allows a parental leave eligible employee to use paid adoption leave as follows, based on the age of the adopted child at the time of placement:

- Up to three work weeks of paid adoption leave for the adoption of a child who is under six years of age;
-

Adoption leave as described above:

- may not be used before the date of adoption placement;
- may not be used more than six months after the date of adoption placement;
- shall be used in a single continuous period, unless:
 - by mutual written agreement between the School and the parental leave eligible employee; or
 - a health care provider certifies that intermittent leave is medically necessary due to a serious health condition of the child;
- runs concurrently with FMLA leave, if applicable to the parental leave eligible employee; and
- runs consecutively to postpartum recovery leave, if applicable to the parental leave eligible employee.

A parental leave eligible employee's paid adoption leave does not increase if the parental leave eligible employee adopts more than one child at the same time.

A parental leave eligible employee may not use more than the applicable adoption leave amount within a single 12-month period, regardless of the number of children adopted during that period.

Paid Foster Leave

The School allows a parental leave eligible employee who is a foster parent to use up to four work weeks of paid foster leave upon the placement of a foster child in the employee's care.

Foster leave as described above:

- may not be used before the date of foster placement;
- may not be used more than six months after the date of placement;
- shall be used in a single continuous period, unless:
 - by mutual written agreement between the School and the parental leave eligible employee; or
 - a health care provider certifies that intermittent leave is medically necessary due to a serious health condition of the child;
- runs concurrently with FMLA leave, if applicable to the parental leave eligible employee.

A parental leave eligible employee may not use more than four work weeks of paid foster leave within a single 12-month period, regardless of the number of foster children placed during that period.

Paid Postpartum Recovery Leave

The School allows a postpartum recovery leave eligible employee to use up to three work weeks of paid postpartum recovery leave for recovery from childbirth that occurs at 20 weeks or greater gestation.

Postpartum recovery leave as described above:

- shall be used starting on the day on which the postpartum recovery leave eligible employee gives birth, unless a health care provider certifies that an earlier start date is medically necessary;
- shall be used in a single continuous period, unless otherwise authorized in writing by the Director;
- runs concurrently with FMLA leave, if applicable to the postpartum recovery leave eligible employee; and
- runs consecutively to parental leave.

A postpartum recovery leave eligible employee's paid postpartum recovery leave does not increase if the postpartum recovery leave eligible employee has more than one child born from the same pregnancy.

Leave Period

The maximum amounts of paid leave available to qualified employees under this policy are as follows:

- **Postpartum recovery leave:** three work weeks
- **Parental leave (birth or guardianship):** three work weeks
- **Adoption leave:** three work weeks (child under age 6)
- **Foster leave:** four work weeks

Any non-contracted workdays (such as holidays or days during summer break, etc.) that occur during a qualified employee's paid leave period count toward the applicable work week leave entitlement.

Notice of Plan to Take Leave

Qualified employees shall give the School's Director notice at least 30 days before the day on which the qualified employee plans to:

- begin using parental leave, adoption leave, foster leave, or postpartum recovery leave; and
- stop using postpartum recovery leave.

If circumstances beyond the qualified employee's control prevent the qualified employee from giving notice as described above, the qualified employee shall give the School each notice described above as soon as reasonably practicable.

All such notices shall be reviewed by the Director. If the employee providing notice does not meet the definition of a qualified employee under this policy (and is therefore not entitled to paid leave), the Director shall inform the employee. Employees may be required to provide documentation supporting the need for leave.

Written Notice to Employees

The School shall provide written information regarding the leave opportunities available under this policy to all employees. Such written information shall be provided:

- upon hire; and
- when an employee notifies the School of an anticipated qualifying event.

Written information shall include a description of each type of leave available, applicable leave lengths, eligibility requirements, and the process for requesting leave.

Other Leave

Except with respect to FMLA leave, the School may not charge parental leave, adoption leave, foster leave, or postpartum recovery leave against a qualified employee's regular paid personal time off (PTO) or any other leave a qualified employee is entitled to under the School's leave policies.

Employee Benefits During Leave

During the time a qualified employee uses any leave under this policy, the qualified employee shall continue to receive all employment-related benefits and payments at the same level that the qualified employee received immediately before beginning leave, provided that the qualified employee pays any required employee contributions.

Employee Position after Leave

Following the expiration of a qualified employee's leave under this policy, the School shall ensure that the qualified employee may return to:

- the position that the qualified employee held before using leave; or
- a position within the School that is equivalent in seniority, status, benefits, and pay to the position that the qualified employee held before using leave.

Despite the foregoing, if during the time a qualified employee uses leave the School experiences a reduction in force and, as part of the reduction in force, the qualified employee's employment would have been terminated had the qualified employee not been on leave, the School may terminate the qualified employee's employment in accordance with any applicable process or procedure as if the qualified employee were not on leave. In addition, upon termination of a qualified employee's employment (for any reason), the employee is not entitled to be paid for any unused leave.

Retaliatory Action

The School may not interfere with or otherwise restrain a qualified employee from using leave in accordance with this policy. In addition, the School may not take retaliatory action against a qualified employee for using leave in accordance with Utah Code § 53G-11-209.

Part-Time Qualified Employees

In the event a qualified employee of the School is also a part-time employee, the employee shall be allowed to use the amount of parental leave, adoption leave, foster leave, or postpartum recovery leave available to the qualified employee under this policy on a pro rata basis.

Health and Wellness Policy

~~DRAFTED March 2026 Board Reviewed: 05-14-2026~~ Adopted by Board: 05/14/2026 — Effective Date: 07/01/2026

Selections for meeting the Requirements for the Child Nutrition and WIC Reauthorization Act, the Healthy, Hunger-Free Kids Act of 2010, and applicable Utah law.

REDLINE CHANGE SUMMARY

1. Added Legal Authority block citing R277-719, 7 CFR 210.31, 53G-9-205.2, and the Richard B. Russell National School Lunch Act.
2. Updated header from "DRAFTED" to "Adopted" with effective date.
3. Added new Goal #6.5 "Marketing Standards" required by 7 CFR 210.31(c)(3) (Smart Snacks marketing limits).
4. Added new "Public Participation, Notification, and Triennial Assessment" section satisfying 7 CFR 210.31(d)(1).
5. Added explicit public posting of triennial assessment results.
6. Minor cleanup of duplicate phrases ("dairy dairy products", "compete or compete") preserved from prior redline.

Legend: ~~deletions~~ / insertions / [NEW] = newly added section

[NEW] Legal Authority

This policy is adopted pursuant to:

- Utah Administrative Rule R277-719 (Local School Wellness Policy)
- 7 CFR 210.31 (Local School Wellness Policy implementation under the Healthy, Hunger-Free Kids Act of 2010)
- Utah Code § 53G-9-205.2 (Food Additives Restriction)
- The Richard B. Russell National School Lunch Act (42 U.S.C. § 1751 et seq.) and the Child Nutrition Act of 1966 (42 U.S.C. § 1771 et seq.)
- USDA Smart Snacks in School nutrition standards (7 CFR 210.11)

Rationale

At Voyage Academy we strive for excellence in everything we do. We recognize the important link between student health and learning, and we support the student's wellness policy as an essential tool that enables our school to support our students, staff, and families. Healthy eating and activity patterns are essential for students to achieve their full academic potential, full physical and mental growth and lifelong health, and well-being. Good health fosters student attendance and education. Healthy eating and physical activity are essential to reduce the risk of many chronic diseases and obesity. Schools have a responsibility to help students learn, as well as establish and maintain lifelong healthy eating and activity patterns. Well, planned and effectively implemented school nutrition and fitness programs have been shown to enhance students' overall health, as well as their behavior and academic achievement in

school. Staff wellness is also an integral part of a healthy school environment, as school staff can be daily role models for healthy behaviors.

Goals

All students at Voyage Academy shall be provided with the knowledge, comprehension, and skills necessary to make nutritious food choices and enjoyable physical activity choices for a lifetime. All staff at Voyage Academy are encouraged to model healthy eating and physical activity as a valuable part of daily life.

To meet this goal, Voyage Academy adopts this school wellness policy with the following commitments to nutrition education, physical activity, nutrition guidelines, other school-based activities, and implementations. This policy is designed to effectively utilize school and community resources to equitably serve the needs and interests of all students and staff, taking into consideration differences in culture.

Nutrition Education (Goal #1)

- The school cafeteria, or eating area, serves as a learning laboratory to support nutrition education through optimal menu offerings and signage.
- The school will provide education for students to help them learn skills needed to practice lifelong healthy eating.

Promotion of Healthy Eating and Nutrition Guidelines (Goal #2)

- Encourage the increased consumption of a variety of healthy foods including fruits, vegetables, whole grain, ~~low-fat dairy~~ dairy, and low sodium products.
- Offer food and beverages outside of the lunch and breakfast meal service which are a good source of nutrients, moderate in sodium, moderate or low in fat, moderate in sugar (that is not naturally occurring in the food) and moderate in calories.
- Strive to improve student nutrition behaviors on the school campus; include an increase of healthier meal choices by students to include fruits, vegetables, whole grains, and ~~low-fat dairy products~~ dairy products.
- Serve school meals which meet the USDA nutrition standards for all meals as well as provide sufficient choices, to diversify menu choices.
- Designated lunch periods for all students to offer sufficient time to enjoy eating healthy foods. Lunch periods will be scheduled near the middle of the school day.
- Throughout the year students shall be encouraged to try new healthy food items with which they are not familiar to promote behavior change and healthy school meal consumption.
- Support healthy eating by utilizing the food service area as a learning laboratory to support classroom instruction through menu offerings and signs promoting healthy eating.
- All current federal and state nutrition regulations will be followed for food sold on campus, including Smart Snacks and the National School Lunch Program (NSLP).
- ~~Classroom celebrations shall encourage healthy choices and non-food options.~~ Classroom celebrations and birthday treats must be non-food items. All celebrations and events held during the school day must comply with the school wellness policy and all applicable state and federal guidelines.

- Food and beverages served during the school day must not contain the following additives: Blue No. 1, Blue No. 2, Green No. 3, Red No. 3, Red No. 40, Yellow No. 5, Yellow No. 6, potassium bromate, or propylparaben ([Utah Code § 53G-9-205.2](#)).
- ~~Offer skim or 1% milk fat beverage selections and encourage the consumption of lower fat options.~~ In accordance with current federal school nutrition guidelines, Voyage offers a variety of milk options including whole milk, 2%, 1%, or fat-free milk. Students will be encouraged to choose milk options as part of developing healthy, everyday nutrition habits and have two options daily.
- Provide students with opportunities to practice healthy habits – they can choose from an array of healthy food options– eat in relaxed and comfortable surroundings and enjoy their meals.

Physical Activity (Goal #3)

- Ensure that every student from kindergarten through sixth grade receives regular, age-appropriate quality physical education.
- Provide initial skill building, physical activity for all, and ensure all students at all levels of ability find success.
- Provide within the school environment a safe, enjoyable activity for all students, including those who are not athletically gifted.
- Provide, through physical education, safe and satisfying physical activity for all students, including those with special needs.
- Provide fitness education and assessment to help students understand and improve or maintain their physical well-being.
- Promote the benefits of doing regular amounts of physical activity and life skills that will encourage habits now and throughout life.
- ~~Provide structured play during one recess, three times a week, to ensure organized and enjoyable physical activity.~~ *[duplicate of bullet below; deleted to remove redundancy]*
- Ensure that physical activity facilities on school grounds are kept safe and well-maintained.
- Provide structured play during one recess, three times a week, to ensure organized and enjoyable physical activity.

Other School Based Activities (Goal #4)

- Provide services to ensure that students with nutrition-related health problems are referred to appropriate services for counseling or medical treatment.
- Dining room supervisory staff (teachers, Aids, janitorial staff, etc.) shall receive appropriate training in how to maintain a safe, orderly, and pleasant eating environment.
- Classroom parties or activities will not interfere ~~or compete~~ with or compete with the National School Breakfast or Lunch Program.

Staff as Role Models (Goal #5)

- Train staff who supervise student dining areas encourage healthy eating patterns through a positive daily experience.
- Offer opportunities and encouragement for staff to model healthy eating habits.
- Develop strategies for teachers, school administrators, students, food service professionals, and community members to serve as role models in practicing healthy eating and being physically active.

Food Safety/Food Security (Goal #6)

- All foods made available will comply with state and local food safety and sanitation regulations.
- Implement Hazard Analysis and Critical Control Point (HACCP) plans and guidelines to prevent foodborne illness in school.
- All food service equipment and facilities must meet applicable local and state standards concerning health, safe food preparation, handling and storage, drinking water, sanitation, and workplace safety.

[NEW] Marketing Standards (Goal #6.5)

In accordance with 7 CFR 210.31(c)(3), Voyage Academy ensures that any food and beverage marketed or promoted to students on the school campus during the school day meets or exceeds the USDA Smart Snacks in School nutrition standards. The following provisions apply:

- “Marketing” includes 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. This includes but is not limited to advertising on the exterior of vending machines; posters; menu boards; coolers, trash cans, and other food service equipment; cups used for beverage dispensing; and food service uniforms.
- “School campus” means all areas of the property under the jurisdiction of the school that are accessible to students during the school day.
- “School day” means the period from the midnight before to 30 minutes after the end of the official school day.
- Existing contracts, equipment, and signage installed prior to the effective date of this policy may continue until expiration or replacement, at which time replacement materials must comply with this standard.
- Curriculum materials and educational activities that incidentally reference branded products are not considered marketing for purposes of this section.

Measuring Implementation (Goal #7)

- Conduct a review of the progress toward school wellness policy goals each year and identify areas for improvement.
- Periodically assess how well the policy is being managed and enforced.
- The wellness committee stakeholders will meet semi-annually to review and update all goals, ensure they are reached, or discuss how we can improve to reach our policy goals.

[NEW] Public Participation, Notification, and Triennial Assessment (Goal #7.5)

In accordance with 7 CFR 210.31(d), Voyage Academy:

- Permits parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and members of the public to participate in the development, implementation, and periodic review and update of the wellness policy.
- Informs the public about the content and implementation of the wellness policy by posting the current policy and any updates on the school website (voyageacademyutah.org) annually.
- Conducts a triennial assessment of compliance with the policy at least once every three years, addressing (a) compliance with the policy, (b) the extent to which the policy compares to model wellness policies, and (c) the progress made in attaining the goals of the policy.

- Makes the triennial assessment results available to the public on the school website and notifies parents and the school community when the assessment is posted.
- Retains records documenting compliance with these requirements, including a copy of the current wellness policy, documentation demonstrating compliance with the public participation requirements, and the most recent triennial assessment.

Emergency Preparedness (Goal #8)

- The school will ensure that there is a three-meal supply of food for students and staff. The food will be ready-made and will not need any amenities to prepare.
- The school will provide training to all staff on emergency shutoff procedures including water, gas, electricity and kitchen equipment.
- Coinciding with our safety plan the staff will also be trained in ~~earthquake~~ earthquakes, fire, and evacuation procedures.
- All staff will be trained in CPR and first aid.

Health and Mental Wellness (Goal #9)

- The school will help promote mental wellness among staff and students.
- The school counselor will meet with each class monthly, teaching skills that will promote mental wellness.
- The school counselor will be available to meet individually with staff and students for any individual mental wellness needs.
- The school counselor will send out monthly wellness ~~email~~ emails to families with the ~~Friday weekly emails~~ Friday weekly communications to families sharing tips and ideas to help take care of our mental health.

The Wellness Policy was written, reviewed, and updated by the School Board, School Administration, Kitchen Manager/PE teacher, parents and students. A copy of this policy is located on the school webpage (voyageacademyutah.org) or in the school office. To get involved please contact the school at 801-776-4900 or email one of the compliance officials listed below.

The compliance officials of the Wellness Policy are Kami Coleman (kcoleman@voyageacademyutah.org) and Anna Stanton (astanton@voyageacademyutah.org).

Non-discrimination Statement

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[End of redlined policy. Adopt by board action.]

Emergency Preparedness Plan and Operations Book

Voyage Academy — 1891 N 1500 W, Clinton, Utah — 801-776-4900

REDLINE AMENDMENT — 2026 Update

This document contains only the sections of the Emergency Preparedness Plan that require revision in the 2026 update cycle. Each change is shown below with its parent section heading and enough surrounding context to allow the operator to merge the change back into the master Operations Book. Sections of the master Plan not listed here are unchanged.

REDLINE CHANGE SUMMARY

1. PURPOSE section (page 2): Fix citation typo "~~S3G-4-402(18)~~" → "53G-4-402(18)".
2. Add new Threat Assessment Team section satisfying SB 51 (2026) SIS threat-assessment flag and the multidisciplinary team requirement under 53G-8-802 / 53-22-101 et seq.
3. Add new Cardiac Emergency Response Plan section satisfying SB 244 (2026), effective 7/1/2026 (AED placement, staff CPR/AED training).
4. Add new School Security Act 2026 Updates section addressing HB 44 (2026): wearable panic devices, updated visitor management, and on-person guardian carry provisions.
5. Suicide Prevention Policy section: Add explicit citations to Utah Code § 53G-9-702 and R277-620, add SafeUT reference, and add the parent notification materials required by Utah Code § 53G-9-604(2)(b).
6. Recommend extracting Bullying/Cyber-bullying/Hazing/Abusive Conduct/Retaliation Policy, Suicide Prevention Policy, and Field Trip and Off-Campus Activities Policy as standalone tracked policies in Quickbase, with this Plan cross-referencing them. (Structural recommendation; no text change in this amendment.)

Legend: ~~deletions~~ / insertions / [NEW] = newly added section

Amendment 1 — PURPOSE block (page 2 of master)

Existing context (unchanged):

An emergency preparedness response plan is being implemented at Voyage Academy to meet unusual demands while maintaining day-to-day operations. This will help us prepare and adapt to unexpected and unpredictable circumstances. This is to provide guidelines and appropriate actions in the event of a natural, technological, or security emergency disaster. To prepare school personnel and students in their roles in coordinating with local emergency management agencies to integrate the school with the community's overall emergency preparedness program. See Utah Admin Code ~~S3G-4-402(18)~~53G-4-402(18), R277-400, and 53G-8-803.

Note: The original document contains a typographical error ("S3G" instead of "53G"). The Utah Code title is 53 ("53G"), not "S3G." Correction is non-substantive but should be made before the next authorizer review.

Amendment 2 — NEW Section: Threat Assessment Team

Insert this section after the existing "Crisis Response" section and before "Suicide Prevention Policy."

[NEW] Threat Assessment Team and SIS Threat-Assessment Flag (SB 51, 2026)

Pursuant to Utah Code § 53G-8-802, the Utah School Security Act (Title 53, Chapter 22), and SB 51 (2026), Voyage Academy maintains a multidisciplinary Threat Assessment Team and uses the Student Information System (SIS) threat-assessment flag in accordance with USBE requirements.

[NEW] Composition of the Threat Assessment Team

The Threat Assessment Team includes, at minimum:

- The Director (or designee) as Team Lead
- The Director of Operations
- The School Counselor or School Social Worker
- The Special Education Director (or designee)
- A representative of Clinton City Law Enforcement (consulting member)
- Other staff as appropriate to the specific case (teacher of the student of concern, building safety representative)

[NEW] Intake and Assessment Procedure

When a behavioral threat is reported (verbally, in writing, anonymously, or via SafeUT), the team will:

- 1. Convene within one school day to triage the report and determine whether the threat is transient (no sustained intent to harm) or substantive (sustained intent or capability).
- 2. Conduct a structured threat assessment using a validated framework (e.g., the USBE-recommended threat assessment protocol).
- 3. Document findings, recommended interventions, monitoring plan, and any law enforcement coordination.
- 4. Apply or remove the SIS threat-assessment flag in the school's student information system in accordance with USBE rules and per SB 51 (2026) requirements.
- 5. Notify parents/guardians of involved students consistent with applicable law and the Suicide Prevention and Bullying policies.

[NEW] Recordkeeping and Confidentiality

Threat assessment records are maintained as protected records under FERPA and GRAMA. The SIS flag and supporting documentation transfer with the student's educational record in accordance with USBE rules. Records are retained per the school's Records Retention Schedule and may be disclosed only as authorized by law or as necessary to coordinate the safety response.

[NEW] Training

Threat Assessment Team members receive initial training upon appointment and refresher training at least annually. Training will incorporate USBE-issued guidance and any law enforcement training offered through Clinton City Police Department or Utah Department of Public Safety / POST.

Amendment 3 — NEW Section: Cardiac Emergency Response Plan

Insert this section after "CO Response Plan" and before "Emergency Resource Contact Information." Coordinate with the Medication Policy and Health and Welfare Policy.

[NEW] Cardiac Emergency Response Plan (SB 244, 2026)

Pursuant to SB 244 (2026, effective 7/1/2026), Voyage Academy maintains a Cardiac Emergency Response Plan beginning the 2026–2027 school year. This Plan addresses sudden cardiac arrest events involving students, staff, or visitors on school property or at school-sponsored events.

[NEW] AED Placement and Maintenance

- Voyage Academy maintains Automated External Defibrillators (AEDs) at locations identified on the AED Location Map (filed in the Director’s office and posted in the staff workroom).
- AED locations are clearly signed and accessible during all hours when the building is occupied.
- The Facility/Nutrition Director (Amy Mills) is responsible for monthly visual inspection of each AED, replacement of batteries and pads per manufacturer schedule, and maintaining the AED maintenance log.

[NEW] Staff Training Requirements

- Designated staff (at minimum: Director, Director of Operations, Office Staff, Building Representative, and at least one teacher per grade band) will be CPR- and AED-certified through a recognized provider (e.g., American Heart Association or American Red Cross).
- Training is renewed at least every two years per certification standards.
- New trained-staff certifications are tracked in the personnel record system.

[NEW] Cardiac Emergency Response Procedure

- 1. Upon recognition of a possible cardiac emergency, the first responder will call 911 and direct another adult to retrieve the nearest AED.
- 2. CPR is initiated immediately if the person is unresponsive and not breathing normally.
- 3. The AED is applied as soon as available; defibrillation follows device prompts.
- 4. The Office Staff notifies the Director and clears a path for emergency medical services to enter the building.
- 5. Following the event, the Director conducts a debrief with all responders, completes an incident report, and coordinates trauma-informed support for staff and students who witnessed the event.

[NEW] Annual Review

This Cardiac Emergency Response Plan is reviewed annually as part of the overall Emergency Preparedness Plan review and updated as needed in coordination with USBE guidance and local emergency medical services.

Amendment 4 — NEW Section: School Security Act 2026 Updates (HB 44)

Insert this section after “Hold/Secure/Lockdown/Evacuate/Shelter” and before “Containment / Room Clear / Earthquake / Tornado.”

[NEW] School Security Act 2026 Updates (HB 44)

Pursuant to HB 44 (2026) and the Utah School Security Act (Utah Code §§ 53-22-101 to 103 and 53G-8-802), Voyage Academy implements the following additional security provisions, which supplement the Standard Response Protocol provisions above.

[NEW] Wearable Panic Devices

- Designated staff (Director, Director of Operations, Office Staff, and Building Representative) carry or have immediate access to a wearable panic device that, when activated, alerts internal building staff and 911/Clinton City Police Department dispatch simultaneously.
- Panic devices are tested at least quarterly, and the test schedule is logged by the Director of Operations.
- Procedures for activation, false-alarm response, and post-incident debrief are documented in the Director’s office and reviewed in the annual safety meeting.

[NEW] Visitor Management

- All visitors must enter through the secured front entrance and present photo identification.
- All visitors must sign in at the front office and receive a visitor badge that must be worn visibly throughout their time on campus.
- Visitors are screened against the Utah Sex Offender Registry and any school-specific exclusion list before being permitted beyond the front office.
- Volunteers and contractors are subject to the Volunteer Management Policy and Criminal Background Check Policy in addition to the visitor management procedures.

[NEW] Designated Guardian / On-Person Carry

To the extent the Board has authorized participation in any guardian program under HB 44 (2026) or related statutes, the school maintains separate written procedures governing eligibility, training, secure carry/storage, response protocols, and confidentiality. Those procedures are not published in this Plan; they are maintained as a controlled document under the Director’s direct supervision and disclosed only to authorized personnel and law enforcement coordinators. The existence of any such program shall be reviewed annually by the Board in executive session.

[Operator note: If the Board has not authorized a guardian program, replace this paragraph with a single sentence stating: “Voyage Academy does not currently participate in any guardian or on-person carry program under HB 44 (2026).”]

[NEW] Cybersecurity Coordination

HB 44 (2026) also imposes minimum cybersecurity standards. Operational cybersecurity provisions — including the designated cybersecurity point person, breach reporting to USBE within 24 hours, vendor risk management, and staff training — are addressed in the school’s standalone Cybersecurity Policy (R277-487; 53G-8-802) and are referenced here only for cross-coordination during integrated emergency response.

Amendment 5 — Suicide Prevention Policy section (page 17 of master)

The existing Suicide Prevention Policy section is retained, with citations and additional procedural provisions added. Full redlined section follows:

Suicide Prevention Policy

Authority: This policy is adopted pursuant to Utah Code § 53G-9-702, Utah Administrative Rule R277-620, and Utah Code § 53G-9-604 (parent notification of student suicide threats and bullying-related incidents).

1. Suicide Prevention

Any school employee who may have knowledge of a suicide threat must take proper steps to report this information, in a timely manner, to school administration who should in turn notify any or all of the following as appropriate:

- Parents of the student
- Law enforcement agencies
- School Counselor
- Social Services
- [SafeUT crisis line \(Voyage Academy advertises and trains staff and students on the SafeUT app and crisis line as a primary student-accessible reporting and intervention resource.\)](#)

2. Contingencies

A. School personnel shall cooperate fully with authorized public officials in suicide response and prevention efforts.

B. With the exception of directory information, student information and files may only be disclosed to those officials having both a right and need to know, unless the parent or guardian of the student has given prior written consent.

C. School personnel will contact emergency personnel only if needed, in order to save a student's life or prevent further serious injury. Social Services does not act on a suicide threat unless it is accompanied by suspected child abuse or neglect.

3. Procedures

A. Risk Assessment

A risk assessment is defined as an evaluation of a student who may be at risk for suicide, and is conducted by a School Counselor, School Psychologist, or School Social Worker. This interview is designed to elicit information regarding the student's intent to kill him/herself, previous history of suicide attempts, the presence of a suicide plan and its level of lethality and availability, the presence of support systems, level of hopelessness and helplessness, mental status, and other relevant risk factors. If the School Counselor is unavailable, the risk assessment will be conducted by the administration team.

B. Informing Parents

The parent or guardian must be informed if a student threatens suicide. It is advisable to inform the student of this requirement. Two school employees should be present when notifying the parent or guardian. Notification will be documented in the schools communication log. As a best practice, parent's reaction to this notification should be noted in the documentation of the incident and passed on to law enforcement if administration deems necessary.

[NEW] B.1 Parent Notification Materials (Utah Code § 53G-9-604)

When notifying a parent or guardian under Subsection B above, school personnel will provide the parent with the following materials, as required by Utah Code § 53G-9-604(2)(b):

- [Suicide prevention materials and information as recommended by the Utah State Board of Education;](#)
- [Information on ways to limit a student's access to fatal means, including firearms or medication;](#)
[and](#)
- [Information and resources on the healthy use of social media and online practices.](#)

The school will produce and maintain a record verifying that the parent was notified, will maintain the confidentiality of the record consistent with Utah Code § 53G-9-604, will provide the student a copy of the record relating to the student upon request, and will expunge the record consistent with statute.

C. Documentation

All steps in the above described process shall be documented in the students file.

D. Non-School Hours

If a student contacts a teacher during non-school hours with a suicide threat, the teacher should obtain as much information as possible from the student. The teacher should immediately notify a member of school administration and depending on the severity of the situation contact law enforcement. In cases of the later it may be appropriate to keep the student on the phone talking until help can arrive.

[NEW] E. Postvention

In the event of a student suicide death or serious suicide attempt, the school will activate its Crisis Response procedures. Postvention activities will be conducted in coordination with the school's Student Memorials and Tributes Policy to honor the student's life while minimizing risk of contagion in the broader student population, consistent with research-based best practices and R277-620.

[NEW] F. Annual Training

All licensed educators will complete two hours of professional development in youth suicide prevention training once every three years, consistent with Utah Code § 53E-9-702 and R277-620. The school maintains records of completion in personnel files.

Operator Notes (not part of the policy text)

- Quickbase tracking: After this redline is adopted by the Board, the operator should update the State Policies / School Required Policies tables in Quickbase to flag the following items as "Modify" for Voyage Academy: Emergency Preparedness and Response Plan (R277-400); Suicide Prevention Policy (53G-9-702; R277-620); Threat Assessment Policy (53G-8-802); School Security (53-22-101 to 103); School Safety Policy (53G-8-802); Health and Welfare Policy (53G-9-203 — cardiac response cross-reference).
- Recommend extracting Bullying/Cyber-bullying/Hazing/Abusive Conduct/Retaliation, Suicide Prevention, and Field Trip and Off-Campus Activities as standalone tracked policies. The current composite document complicates per-policy review cycles in the Compliance Portal.
- Cybersecurity Policy (R277-487; HB 44 2026) is referenced in this Plan but should be a standalone tracked document if not already.

[End of Redline Amendment.]

Medication Policy

Rev: ~~05/18/2023~~ Rev: [Insert Current 2026 Adoption Date] — Re-adopted with 2026 legislative updates.

REDLINE CHANGE SUMMARY

1. Added Legal Authority block listing all governing statutes (53G-9-502, 53G-9-503, 53G-9-504, 53G-9-505, 26B-4-401 et seq., 26B-4-509, 53G-9-203).
2. Re-adopted with current revision date (prior version 05/18/2023 predates current state policy review cycle).
3. Added new "Coordination with Health and Welfare Policy" section referencing SB 244 (2026) Cardiac Emergency Response Plan.
4. Added new "Individualized Health Plans and Action Plans" section addressing allergy, diabetes, asthma, and seizure protocols.
5. Source document had typography corruption in revision date ("Rev: &'/*/+&+"); cleaned up in this version.
6. Recommend counsel re-verify Title 26B citations (26B-4-401, 26B-4-509) due to recent reorganization of Title 26B.

Legend: ~~deletions~~ / insertions / [NEW] = newly added section

[NEW] Legal Authority

This policy is adopted pursuant to:

- Utah Code § 53G-9-502 (administration of medication by school personnel)
- Utah Code § 53G-9-503 (self-administration of medication by students)
- Utah Code § 53G-9-504 (emergency administration of glucagon)
- Utah Code § 53G-9-505 (emergency administration of seizure rescue medication)
- Utah Code §§ 26B-4-401 et seq. (qualified adult provisions for emergency epinephrine and stock albuterol) — verify current section numbers with counsel
- Utah Code § 26B-4-509 (opiate antagonist administration) — verify current section number with counsel
- Utah Code § 53G-9-203 (medical recommendations and observations by school employees)
- Section 504 of the Rehabilitation Act of 1973 and the Individuals with Disabilities Education Act (IDEA)

Purpose

The purpose of this policy is to authorize personnel of Voyage Academy to administer medication to students consistent with applicable law, as well as detail the school's policy on students administering medication while at school.

Voyage Academy's Board of Directors acknowledges that medication should typically be administered by a student or the student's parent or guardian. However, the Board recognizes that situations could arise where the health of a student may require administration of medication during the course of a school day by school personnel.

As long as authorized personnel act in a prudent and responsible manner, Utah law provides that school personnel who provide assistance in substantial compliance with a student's licensed health care provider's written statement are not liable civilly or criminally for any adverse reaction suffered by the student as a result of taking the medication or discontinuing the administration of medication. The Board hopes that this policy will help ensure that Voyage Academy personnel act in a prudent and responsible manner in order to protect the health of students and the interests of school personnel.

Policy

Administration of Medication by School Personnel

Voyage Academy will comply with applicable state and federal laws, including, but not limited to Utah Code Ann. § 53G-9-502, regarding the administration of medication to students by school personnel. Accordingly, pursuant to this policy, authorized Voyage Academy personnel may provide assistance in the administration of medication to students of the school during periods of time when the student is under the school's control.

Except in cases of emergency as set forth below, Voyage Academy personnel will only administer prescription and over the counter medications to students who have obtained a signed and completed Student Medication Form, including the health care provider section detailing instructions for administering by school personnel.

Voyage Academy personnel may also administer medication to students in emergency situations in accordance with the following:

- 1. Glucagon.** Glucagon is an emergency diabetic medication used to raise blood sugar. Voyage Academy will comply with the requirements of Utah Code Ann. § 53G-9-504 regarding the emergency administration of glucagon to a student in accordance with the statute if (1) the school receives a glucagon authorization from the parent or guardian of a student; and (2) any school personnel who have been trained (as described in the statute) in the administration of glucagon are available to administer the glucagon. The school may not compel school personnel to become trained in the administration of glucagon nor may it obstruct school personnel from becoming trained in the administration of glucagon.
- 2. Emergency Auto-Injector.** Voyage Academy will comply with the requirements of Utah Code Ann. §§ 26B-4-401, et seq., regarding emergency injection for anaphylactic reactions, in the event any school personnel seeks to become a "qualified adult" under that provision. The school will make an emergency epinephrine auto-injector available to a school employee who becomes a qualified adult. The school may not prohibit or dissuade school employees from receiving training to become a qualified adult, nor may it prohibit or dissuade school employees who become qualified adults from possessing or storing an epinephrine auto-injector on school property or administering an epinephrine auto-injector to any person in accordance with the statute.
- 3. Seizure Rescue Medication.** The school will comply with the requirements of Utah Code Ann. § 53G-9-505 regarding the emergency administration of seizure rescue medication to a student. Accordingly, the school may administer seizure rescue medication to a student in accordance with the statute if (1) the school receives a seizure rescue authorization from the parent or guardian of the student; and (2) a school employee who has become a "trained school employee volunteer" as defined in the statute is available to administer the seizure rescue medication. The school may not compel a school employee to become a trained school employee volunteer nor may it obstruct a School employee from becoming a trained school employee volunteer.

4. **Opiate Antagonist.** In accordance with Utah Code Ann. § 26B-4-509, school personnel may administer an opiate antagonist when acting in good faith to an individual whom the person believes to be experiencing an opiate-related drug overdose.

5. **Stock Albuterol.** The school will comply with the requirements of Utah Code Ann. §§ 26B-4-401, et seq., regarding emergency administration of stock albuterol in response to an asthma emergency, in the event any school personnel seeks to become a “qualified adult” under that provision. The school may make stock albuterol available to a school employee who becomes a qualified adult. The school may not prohibit or dissuade school employees from receiving training to become a qualified adult, nor may it prohibit or dissuade school employees who become qualified adults from possessing or storing stock albuterol on school property or administering stock albuterol to any person in accordance with the statute.

The Director will establish administrative procedures that comply with applicable laws in order to set guidelines for when and how administration of medication under this policy will take place.

The Director will develop procedures and training necessary for effective implementation of this policy. Voyage Academy’s Director will ensure that school personnel and parents or guardians are provided with information about this policy as needed.

Self-Administration of Medication by Students

Due to the liabilities associated with allowing students to administer their own medication and be in possession of said medication while at the school, Voyage Academy has established the policy that self-administration by students will not be allowed, except with respect to the exceptions provided below.

If students must receive medications while at school, the school administration will ensure that authorized personnel are available to assist with administering of medication, pending statements from the health care provider and parent or guardian allowing them to administer those medicines.

As an exception, self-administration is allowed only in the circumstances of inhalers, diabetic medication, and epinephrine auto-injectors. Self-administration of these medications will be allowed only in accordance with applicable law. Appropriate health care provider and parent or guardian signed statements will need to be filled out, returned, and kept in student’s file.

Observations and Medical Recommendations by School Personnel

The Director will ensure that appropriate school personnel receive training on the provisions of Utah Code Ann. § 53G-9-203, including but not limited to training regarding medical recommendations by Voyage Academy employees and rules related to school employees communicating information and observations about a student’s health and/or welfare.

Voyage Academy employees who intentionally violate Utah Code Ann. § 53G-9-203 will be subject to discipline up to and including termination.

[NEW] Coordination with Health and Welfare Policy and Cardiac Emergency Response Plan

This Medication Policy operates in coordination with the school’s separate Health and Welfare Policy (Utah Code § 53G-9-203) and the school’s Emergency Preparedness Plan.

Pursuant to SB 244 (2026, effective 7/1/2026), Voyage Academy maintains a Cardiac Emergency Response Plan beginning the 2026–2027 school year, including:

- Placement of Automated External Defibrillators (AEDs) in accessible, identified locations on school property;
- CPR and AED training for designated staff; and

- Integration of cardiac emergency procedures into the school's overall emergency response protocols.

Specific operational details of the Cardiac Emergency Response Plan are set forth in the Emergency Preparedness Plan and the Health and Welfare Policy. This Medication Policy authorizes designated trained personnel to assist in the use of an AED and the administration of any medications associated with cardiac emergency response, in accordance with applicable law and the directions of emergency medical personnel.

[NEW] Vision Screening Follow-up Coordination

Pursuant to HB 351 (2026), where the school participates in or facilitates vision screenings, the school will follow up with parents within 30 days of a failed vision screening via phone, email, or other approved communication method. Specific procedures are set forth in the Health and Welfare Policy and are referenced here for cross-coordination only.

[NEW] Individualized Health Plans (IHPs) and Condition-Specific Action Plans

For students with chronic health conditions requiring routine or emergency medical management at school, including but not limited to severe allergies/anaphylaxis, diabetes, asthma, and seizure disorders, Voyage Academy will develop and implement an Individualized Health Plan (IHP) and/or condition-specific Action Plan in coordination with the student's parent/guardian and licensed health care provider. Such plans may include:

- Allergy/Anaphylaxis Action Plan (for students with severe allergies)
- Diabetes Medical Management Plan (DMMP)
- Asthma Action Plan
- Seizure Action Plan
- Cardiac Action Plan (where indicated by the student's health care provider)

These plans will be incorporated into the student's Section 504 plan or Individualized Education Program (IEP) where the student qualifies, and will be reviewed at least annually or upon any change in the student's condition. Authorized personnel responsible for medication administration will receive copies of relevant action plans for students under their supervision.

Administrative Procedures

Administration of Medication Procedures

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

Administration of Medication by School Personnel

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

- 1. The Director will designate a reasonable number of Voyage Academy employees who will be responsible for administering medication to students in the school.
- 2. The student's parent or guardian must complete the parent/guardian section of the Student Medication Form requesting that medication be administered to the student during regular school hours. Parents/guardians are responsible for updating the Student Medication Form, as necessary.

- 3. The student's health care provider must complete the Health Care Provider section of the Student Medication Form indicating the child's name, the name of the medication, the purpose of the medication, the means of administration, the dosage, the time schedule for administration, the anticipated number of days the medication needs to be given at school, and possible side effects. The practitioner must also affirm that giving the medication during school hours is medically necessary.
- 4. A Student Medication Log must be maintained for any student who has medication administered at school, and all employees authorized to administer medication will be notified regarding each student to whom they are authorized to administer medication.
- 5. Each time medication is given, the person who gave it must document the administration in ink on the Student Medication Log. If the medication is not administered as scheduled, a notation must be made on the Student Medication Log as to why the medication was not given, and the student's parent or guardian must be notified.
- 6. The Student Medication Form and Student Medication Log will be retained in the student's records.
- 7. Teachers of the student receiving medication during school hours will be notified.
- 8. Medication must be delivered to the school by the student's parent, guardian, or designated adult.
- 9. Medication should be delivered to the school in a container properly labeled by a pharmacy, manufacturer or health care provider. Labeling must include the student's name, the name of the prescribing practitioner, date the prescription was filled, name and phone number of the dispensing pharmacy, name of the medication, dose, frequency of administration, and the expiration date.
- 10. Medication must be stored in an appropriate secure location.
- 11. Authorization for administration of medication by Voyage Academy personnel may be withdrawn by the school at any time following written or verbal notice to the student's parent or guardian, as long as this action does not conflict with federal laws such as IDEA and/or section 504 of the Rehabilitation Act. The Director may withdraw authorization for administration of medication in cases of noncompliance or lack of cooperation by parents/guardians or students unless the student's right to receive medication at school is protected by laws such as IDEA or section 504.

[End of redlined policy. Adopt by board action and replace prior version dated 05/18/2023.]

VOYAGE ACADEMY BOARD MEMBER TERMS



Board terms

1. **Courtne Moore (Board Chair)**
 - 1st Term: 6/21 to 6/24
 - 2nd Term: 6/24 to 6/27
2. **Danielle Pedersen (Vice Chair)**
 - 1st Term: 8/20 to 6/23
 - 2nd Term: 6/23 to 6/26
3. **Janae Howell (Finance Coordinator/Treasurer)**
 - 1st Term: 6/21 to 6/24
 - 2nd Term: 6/24 to 6/27
4. **Valerie Hulse (Secretary)**
 - 1st Term: 08/23 to 08/26
 - 2nd Term:
5. **Dennis Henry**
 - 1st Term: 08/23 to 08/26
 - 2nd Term:
6. **Blaire Barker**
 - 1st Term: 08/24-06/27
 - 2nd Term:
7. **Angie Laredo**
 - 1st Term: 06/26-06/29
 - 2nd Term:
8. **Robert Handy**
 - 1st Term: 06/26-06/29
 - 2nd Term:
9. **Amy Lefevre**
 - 1st Term: 06/26-06/29
 - 2nd Term:
10. **Alisa Phillips**
 - 1st Term: 06/27-06/30
 - 2nd Term:

Sex Ed Committee

| Required Roles | Assigned Member |
|--|------------------------|
| Administrator | Kami Coleman |
| School Health Educator- required for middle or high school | N/A |
| Health Professional | School Nurse |
| Parents- must have = or greater # of parents than school staff | 2 Parents |
| Optional Roles | Assigned Member |
| Teacher, Counselor, Board Members | |

**Teacher and Student Success Act
Plan 2026 -2027 School Year**

Voyage Academy

Board Approved TSSA Framework: July 11, 2019

Board Approved TSSA Plan: May 14, 2026

Goal based on School Needs

1. The school's goal is to increase students reading at or above grade level in grades k-6 from the beginning to the end of the school year by 3%.

Measurement

1. Reading Benchmark Assessment data will measure progress toward and the goal being met.

Action Steps

- 1) Administering Reading Benchmark Assessments.
- 2) Perform intervention with students using a targeted, research validated intervention program.
- 3) Monitor and track progress to make adjustments as needed upon data review.
- 4) Communicate student progress to teachers, teaming with them to provide needed instruction for individual students.
- 5) Collect year end data to verify that the goal was met.

Budget

40% Teacher salary and benefit increases

60% Support for enhanced educational opportunities through Multi-tiered Systems of Support

Voyage Academy



2026–2027 Board of Directors Meeting Calendar

The following dates represent the tentative schedule for Voyage Academy Board of Directors meetings for the 2026–2027 school year. Please note that dates are subject to change, and additional meetings may be scheduled as needed. All meetings will be publicly noticed on the Utah Public Meeting Notice website at least 24 hours in advance.

Scheduled Meeting Dates

- **August 18 at 6:00 PM – VOA Board Room**
- **October 22 at 6:00 PM – VOA Board Room**
- **January 21 at 6:00 PM – VOA Board Room**
- **March 18 at 6:00 PM – VOA Board Room**
- **May 20 at 6:00 PM – VOA Board Room**

Meeting Location

Meetings are generally held at:
1891 N 1500 W
Clinton, UT 84015

Meetings may also be conducted electronically (with the above address serving as the anchor location) or at an alternate location, as designated by the Board of Directors.

2026–2027 Board of Directors Meeting Calendar

The following dates represent the tentative schedule for Voyage Academy Board of Directors meetings for the 2026–2027 school year. Please note that dates are subject to change, and additional meetings may be scheduled as needed. All meetings will be publicly noticed on the Utah Public Meeting Notice website at least 24 hours in advance.

Scheduled Meeting Dates

- **September 17 at 6:00PM VOA Board Room**
- **November 19 at 6:00PM VOA Board Room**
- **February 18 at 6:00PM VOA Board Room**
- **May 13 at 6:00PM VOA Board Room**

Meeting Location

Meetings are generally held at:
1891 N 1500 W
Clinton, UT 84015

Meetings may also be conducted electronically (with the above address serving as the anchor location) or at an alternate location, as designated by the Board of Directors.



Voyage Academy
Board of Directors Closed Session Statement

Meeting Date: May 14, 2026
Location: 1891 N. 1500 W.,
Clinton, UT 84015

Closed Session Sworn Statement:

At a duly noticed public meeting held on the date listed above, the board of directors for Voyage Academy entered into a closed session for the sole purpose of discussing the character, professional competence, or physical or mental health of an individual in accordance with Utah Code Ann. 52-4-1(1)(a).

I declare under criminal penalty under the law of Utah that the foregoing is true and correct.

Signed electronically on the 14th DAY OF May 2026.

Courtnie Moore

Board Chair