

MOUNTAIN HEIGHTS ACADEMY BOARD OF TRUSTEES MEETING



Date: Friday, February 11, 2022

Time: 9:30 AM

Location: 9067 S. 1300 W. #204; West Jordan, UT 84088

Teleconference: <https://us02web.zoom.us/j/86940460966>

Meeting ID: 869 4046 0966; Passcode: MHA

*VISION: We are the leader in digital education.
MISSION: To develop connected and successful learners.*

AGENDA

CALL TO ORDER

STUDENT SPOTLIGHT

CONSENT ITEMS

- December 17, 2021 Board Meeting Minutes

PUBLIC COMMENT (comments will be limited to three minutes)

- 2022-2023 Fee Schedule and Fee Waiver Policy

REPORTS

- Finance Report
- Director Report
 - Grant Awards

VOTING ITEMS

- 2022-2023 Fee Schedule
- Fee Waiver Policy
- School LAND Trust Plan
- Positive Behaviors Plan
- Course Curriculum Development Addendum
- Course Credit Proposal for Concurrent Enrollment
- ETS Chromebook Purchase
- School Supply Purchasing Plan
- Rose Van Moorlehem Tuition Reimbursement Agreement
- Lisa Boucher Study

CALENDARING

- Board Meeting April 15, 2022 at 9:30 AM

ADJOURN

MOUNTAIN HEIGHTS ACADEMY BOARD OF TRUSTEES MEETING



FEBRUARY 11, 2022 EXECUTIVE SUMMARY

STUDENT SPOTLIGHT

Cecilia Acosta, student and Art Sterling Scholar, has one of her art pieces in the [Springville Art Show](#). She has worked so hard the past few months with her teacher, Chelse Shaum, on Sterling Scholar, creating a strong art portfolio, and creating art pieces just for this show. 1100 art pieces were submitted to the show to be juried. The top 300 pieces were selected to be in the show. The art show goes from February 7th until March 25th. If you are in the area and have a chance to go you will not be disappointed.



2022-2023 FEE SCHEDULE & FEE WAIVER POLICY

School Fee Schedules must be approved at least once each year prior to April 1. The public has to be given an opportunity to comment on the proposed fee schedule during a minimum of two board meetings prior to adoption.

The Fee Waiver Policy should be reviewed and reapproved by the board annually. No changes are recommended to the policy at this time.

SCHOOL LAND TRUST PLAN

The School Land Trust Team voted to accept the 2022-2023 School Land Trust Plan that includes goals of increasing math and reading scores on the NWEA MAP tests we administer to all students and beginning and end of year. We reviewed data and determined which interventions were most successful and will continue with those.

POSITIVE BEHAVIORS PLAN

As required under Utah Code 53G-10-407 Positive behaviors plan, the school must approve a Positive Behaviors Plan this school year. The "Positive behaviors plan" is a plan to address the causes of student use of tobacco, alcohol, electronic cigarette products, and other controlled substances through promoting positive behaviors. Funding for the plan includes an annual distribution of (i) \$3,000 as a stipend for the positive behaviors specialists; and (ii) \$1,000 to administer the positive behaviors plan.

The positive behaviors specialist shall annually submit a written report to the LEA governing board detailing how the positive behaviors plan was implemented in the prior year. An LEA governing board shall submit an annual report to the state board confirming that each school under the governing board's jurisdiction has an approved positive behaviors plan.

Recommended motion: *Approve the Positive Behaviors Plan.*

COURSE CURRICULUM DEVELOPMENT ADDENDUM

As we continue to grow our Concurrent Enrollment program, additional teachers have been vetted by UTU for approval. We have a social studies teacher who is approved to teach (and therefore build) Political Science 1100. We also discovered that BIO 1200 is a better fit for us and would like to build that as one of the CE science options.

COURSE CREDIT PROPOSAL FOR CONCURRENT ENROLLMENT

Digital Literacy (0.5 credit) and Computer Tech Ed (1.0) are current graduation requirements for the state of Utah. Mountain Heights currently has courses that fulfill the standards for the graduation requirement. As we are growing and developing our Concurrent Enrollment program, we propose adding Computer Information Systems (CIS) 1200 to be accepted as the fulfillment of the 0.5 Digital Literacy credit requirement and 0.5 of the 1.0 CTE credit requirement. CIS 1200 would be worth 1.0 credit total. This is industry standard at other schools offering this CE course.

ETS CHORMEBOOK PURCHASE

We have 300 Chromebooks expiring this year and would like to put in an early request for 400 Chromebooks (\$90,000) + console management (\$15,200) for a total of \$105,200. We are providing a laptop to every student unless they opt out, rather than having them opt in this year and need some additional Chromebooks to ensure we have enough to distribute.

SCHOOL SUPPLY PURCHASING PLAN

Each spring, we do an inventory of existing supplies and determine how many additional supplies we need for the next school year. Once the board approves the supplies budget, we order in bulk so we get the best prices and have time to assemble everything prior to orientation in August. The estimated cost is \$89,773.00, so we request that the board approves up to \$100,000.00 for supplies. Prices vary depending on when and how many items are ordered and how many students enroll in each grade level.

ROSE VAN MOORLEHEM TUITION REIMBURSEMENT AGREEMENT

Rose Van Moorlehem meets all the qualifications in the tuition reimbursement agreement and has full administrative support to pursue a Master's Degree in Education with an emphasis on Instructional Design from Western Governor's University.

LISA BOUCHER STUDY

Lisa Boucher is working on her Master's degree and for her capstone project intends to do a study on students learning how to spell words correctly through gamification. Her intent is to ask for volunteers from her 9th grade English class to participate in roughly 4.5 additional hours playing a spelling game and documenting the results. The administration is in support of this study.

MOUNTAIN HEIGHTS ACADEMY BOARD OF TRUSTEES MEETING



Date: Friday, December 17, 2021

Location: 9067 S. 1300 W. #204; West Jordan, UT 84088

Board Members in Attendance: Gavin Hutchinson, Royce Kimmons;

Teleconference: Kari Malkovich, Quinn Sutton

Board Members Excused: Wade Glathar

Others in Attendance: Dr. DeLaina Tonks, Gabe Clark, Kara Finley, Cathie Hurst, Ken Jeppesen (teleconference)

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MINUTES

CALL TO ORDER

- Gavin Hutchinson called the board meeting to order at 9:39 AM.

CONSENT ITEMS

- **October 6, 2021 Board Meeting Minutes**

Kari Malkovich made a motion to approve the October 6, 2021 Board Meeting Minutes; Quinn Sutton seconded. Motion passed; the votes were as follows:

- Gavin Hutchinson – AYE
- Kari Malkovich – AYE
- Royce Kimmons – AYE
- Quinn Sutton – AYE

PUBLIC COMMENT

- **2022-2023 Fee Schedule and Fee Waiver Policy**

This was the first public comment period for the fee schedule. Dr. Tonks highlighted there are zero required school fees on the schedule next year.

AUDIT PRESENTATION

- Ken Jeppesen, an independent auditor from Eide Bailly, presented the results of the audit and converted from GASB to FASB. A clean audit has been issued. The assets, liabilities, and net position were analyzed. All three reports were issued with a clean opinion.
Ken Jeppesen left the board meeting at 9:57 AM.

REPORTS

- **Finance Report**

Cathie Hurst discussed the current financial statements and carryover. A transfer has been made into the PTIF account. The school is in a great position and financially sound.

- **Director Report**

Dr. Tonks provided an update on the current state of the school, including student performance passing rates, enrollment and retention, and strategic planning goals. A Credit Analysis and CCR Form will be implemented, and each student will be reviewed to determine engagement level and target interventions. The Hope Squad is new this year and the school is hoping it will be a great asset to support students and data will be available at the end of the school year. There has been an increase in the need for data monitoring this school year.

- **Math Competency Report**

The annual report shows the number of seniors and the math courses passed.

- **School Fee Audit Report**

The school was deemed as low risk on the state fee report.

VOTING ITEMS

- **Amended Budgeting Policy**

The policy was amended to meet standards regarding MOE to explain the school cannot use federal funding to take the place of other local funding sources.

Quinn Sutton made a motion to approve the amended Budgeting Policy; Royce Kimmons seconded. Motion passed; the votes were as follows:

- *Gavin Hutchinson – AYE*
 - *Kari Malkovich – AYE*
 - *Royce Kimmons – AYE*
 - *Quinn Sutton – AYE*

- **Amended Travel Policy**

The policy was amended to accommodate part-time employees as well and clear up confusion regarding hotel bookings.

Kari Malkovich made a motion to approve the amended Travel Policy; Quinn Sutton seconded. Motion passed; the votes were as follows:

- *Gavin Hutchinson – AYE*
 - *Kari Malkovich – AYE*
 - *Royce Kimmons – AYE*
 - *Quinn Sutton – AYE*

- **Amended Teacher and Student Success Act (TSSA) Plan**

The changes to the budget were outlined.

Quinn Sutton made a motion to approve the amended Teacher and Student Success Act (TSSA) Plan; Royce Kimmons seconded. Motion passed; the votes were as follows:

- *Gavin Hutchinson – AYE*
 - *Kari Malkovich – AYE*
 - *Royce Kimmons – AYE*
 - *Quinn Sutton – AYE*

- **Genius SIS Invoice**

Genius is the school's student information system and has an associated annual subscription cost.

Quinn Sutton made a motion to approve the Genius SIS Invoice; Royce Kimmons seconded.

Motion passed; the votes were as follows:

- Gavin Hutchinson – AYE
- Kari Malkovich – AYE
- Royce Kimmons – AYE
- Quinn Sutton – AYE

- **Tuition Reimbursement Agreement**

Proposed tuition reimbursement agreement for Lacie Jensen as she completes her special education math endorsement.

Royce Kimmons made a motion to approve the Tuition Reimbursement Agreement with Lacie Jensen; Kari Malkovich seconded. Motion passed; the votes were as follows:

- Gavin Hutchinson – AYE
- Kari Malkovich – AYE
- Royce Kimmons – AYE
- Quinn Sutton – AYE

- **Washington, DC Student Trip and Expenses**

The trip would create an opportunity for approximately twenty-five students to expand their academic and social horizons, learn about democracy, and the nation's history. It was proposed for the school to fund up to twenty-five full-time students, including three advisors, over spring break. The school has been doing due diligence with risk management and insurance to plan for the trip.

Royce Kimmons made a motion to approve the Washington, DC Student Trip and expenses up to \$70,000; Kari Malkovich seconded. Motion passed; the votes were as follows:

- Gavin Hutchinson – AYE
- Kari Malkovich – AYE
- Royce Kimmons – AYE
- Quinn Sutton – AYE

- **2022-2023 Calendar**

The calendar meets required standards for next school year and has been vetted by staff.

Kari Malkovich made a motion to approve the 2022-2023 Calendar; Quinn Sutton seconded.

Motion passed; the votes were as follows:

- Gavin Hutchinson – AYE
- Kari Malkovich – AYE
- Royce Kimmons – AYE
- Quinn Sutton – AYE

- **Course Curriculum Plan**

The total cost of the plan would be \$49,000 for eleven courses, nine of which are new, with one rewrite and one separate honors course. The process for determining which courses to create and rewrite was considered.

Royce Kimmons made a motion to approve the Course Curriculum Plan; Quinn Sutton seconded. Motion passed; the votes were as follows:

- *Gavin Hutchinson – AYE*
- *Kari Malkovich – AYE*
- *Royce Kimmons – AYE*
- *Quinn Sutton – AYE*

CALENDARING

- The next board meeting is scheduled for February 11, 2022 at 9:30 AM.

ADJOURN

- *Kari Malkovich made a motion to adjourn the board meeting. Motion passed; the votes were as follows:*

- *Gavin Hutchinson – AYE*
- *Kari Malkovich – AYE*
- *Royce Kimmons – AYE*
- *Quinn Sutton – AYE*

Board meeting adjourned at 10:38 AM.



A DECADE of SUCCESS Mountain Heights Academy

Fee Schedule 2022-2023

Optional Course-Specific Fee	\$85.00 - \$100.00	Concurrent Enrollment (CE) College Course Testing fee: Fee for students enrolled in CE courses with required course testing
Optional Course-Specific Fee	\$85.00 - \$100.00	Concurrent Enrollment (CE) College Course Textbook or Testing fee: Fee for students enrolled in CE courses with required textbooks or course testing

Per Student Annual Maximum Fee Amount for School Year:

Required: \$0.00

Optional Course-specific: +/- \$100.00

Total: +/- \$100.00

Notice to Parents: Your student may be eligible to have one or more of their fees waived. For information on fees and fee waivers, please contact an administrator at Mountain Heights Academy and/or review the school fees and fee waiver materials on the School's website: www.mountainheightsacademy.org. If your student files a fee waiver request with the School and the request is denied, you may appeal the School's decision.

Please note that charges related to any loss of or damage to School property are not subject to fee waiver requirements. The current laptop replacement/damage cost is \$300.00. The cost to recover a laptop that is not returned to the office is \$25.00. Fees that are left unpaid will be assessed a \$10.00 per month late fee.

Mountain Heights Academy
Fee Waiver Policy
Adopted: October 14, 2009
Amended: October 5, 2018
Amended: February 14, 2020
Amended: August 28, 2020
Reapproved: December 18, 2020

Purpose

Mountain Heights Academy (the “School”) must abide by the Utah State Board of Education rules which direct the School’s Board of Directors (the “Board”) to implement a policy regarding student fees. The purpose of this policy is to provide educational opportunities for all students. This allows the School to establish a reasonable system of fees, while prohibiting practices that would exclude those unable to pay from participation in school-sponsored activities.

Policy

Under the direction of the Board, the School’s Director (the “Director”) is authorized to administer this policy and is directed to do so fairly, objectively, and without delay, and in a manner that avoids stigma and unreasonable burdens on students or parents/guardians.

Definitions

"Co-curricular activity" means an activity, course, or program that:

- (a) is an extension of a curricular activity;
- (b) is included in an instructional plan and supervised or conducted by a teacher or educational professional;
- (c) is conducted outside of regular School hours;
- (d) is provided, sponsored, or supported by the School;
- (e) includes a required regular School day activity, course, or program.

“Curricular activity” means an activity, course, or program that is:

- (a) intended to deliver instruction;
- (b) provided, sponsored, or supported by the School; and
- (c) conducted only during School hours.

"Extracurricular activity"

- (a) means an activity, a course, or a program that is:

- (i) not directly related to delivering instruction;
 - (ii) not a curricular activity or co-curricular activity; and
 - (iii) provided, sponsored, or supported by the School.
- (b) does not include a noncurricular club as defined in Section 53G-7-701.

"Fee" means something of monetary value requested or required by the School as a condition to a student's participation in an activity, class, or program provided, sponsored, or supported by the School. This includes money or something of monetary value raised by a student or the student's family through fundraising.

"Instructional equipment"

- (a) means an activity-related, course-related, or program-related tool or instrument that:
 - (i) is required for a student to use as part of an activity, course, or program in a secondary school;
 - (ii) typically becomes the property of the student upon exiting the activity, course, or program, and
 - (iii) is subject to a fee waiver;
- (b) includes:
 - (i) shears or styling tools;
 - (ii) a band instrument;
 - (iii) a camera;
 - (iv) a stethoscope; or
 - (v) sports equipment, including a bat, mitt, or tennis racket.
- (c) does not include school equipment.

"Instructional supply" means a consumable or non-reusable supply that is necessary for a student to use as part of an activity, course, or program in a secondary school and includes:

- (a) prescriptive footwear;
- (b) brushes or other art supplies, including clay, paint, or art canvas;
- (c) wood for wood shop;
- (d) Legos for Lego robotics;
- (e) film; or
- (f) filament used for 3D printing.

"Non-waivable charge" means a cost, payment, or expenditure that:

- (a) is a personal discretionary charge or purchase, including:
 - (i) a charge for insurance, unless the insurance is required for a student to participate in an activity, class, or program;
 - (ii) a charge for college credit related to the successful completion of:
 - (A) a concurrent enrollment class; or
 - (B) an advanced placement examination; or

- (iii) except when requested or required by the School, a charge for a personal consumable item such as a yearbook, class ring, letterman jacket or sweater, or other similar item;
- (b) is subject to sales tax as described in Utah State Tax Commission Publication 35, Sales Tax Information for Public and Private Elementary and Secondary Schools; or
- (c) by Utah Code, federal law, or State Board of Education rule is designated not to be a fee, including:
 - (i) a school uniform as provided in Utah Code § 53G-7-801;
 - (ii) a school lunch; or
 - (iii) a charge for a replacement for damaged or lost School equipment or supplies.

"Provided, sponsored, or supported by the School"

- (a) means an activity, class, program, fundraiser, club, camp, clinic, or other event that:
 - (i) is authorized by the School; or
 - (ii) satisfies at least one of the following conditions:
 - (A) the activity, class, program, fundraiser, club, camp, clinic, or other event is managed or supervised by the School, or a School employee in the employees School employment capacity;
 - (B) the activity, class, program, fundraiser, club, camp, clinic, or other event uses, more than inconsequentially, the School's facilities, equipment, or other School resources; or
 - (C) the activity, class, program, fundraising event, club, camp, clinic, or other event is supported or subsidized, more than inconsequentially, by public funds, including the School's activity funds or minimum school program dollars.
- (b) does not include an activity, class, or program that meets the criteria of a noncurricular club as described in Title 53G, Chapter 7, Part 7, Student Clubs.

"Provision in lieu of fee waiver"

- (a) means an alternative to fee payment or waiver of fee payment; and
- (b) does not include a plan under which fees are paid in installments or under some other delayed payment arrangement.

"Requested or required by the School as a condition to a student's participation" means something of monetary value that is impliedly or explicitly mandated or necessary for a student, parent, or family to provide so that a student may:

- (a) fully participate in school or in a School activity, class, or program;
- (b) successfully complete a School class for the highest grade; or
- (c) avoid a direct or indirect limitation on full participation in a School activity, class, or program, including limitations created by:

- (i) peer pressure, shaming, stigmatizing, bullying, or the like; or
- (ii) withholding or curtailing any privilege that is otherwise provided to any other student.

“School equipment” means a durable school-owned machine, equipment, or tool used by a student as part of an activity, course, or program in a secondary school and includes a saw or 3D printer. “School equipment” includes a saw or 3D printer.

"Something of monetary value"

(a) means a charge, expense, deposit, rental, fine, or payment, regardless of how the payment is termed, described, requested or required directly or indirectly, in the form of money, goods or services; and

(b) includes:

- (i) charges or expenditures for a School field trip or activity trip, including related transportation, food, lodging, and admission charges;
- (ii) payments made to a third party that provide a part of a School activity, class, or program;
- (iii) classroom textbooks, supplies or materials;
- (iv) charges or expenditures for school activity clothing; and
- (v) a fine, except for a student fine specifically approved the School for:
 - (A) failing to return School property;
 - (B) losing, wasting, or damaging private or School property through intentional, careless, or irresponsible behavior; or
 - (C) improper use of School property, including a parking violation.

“Textbook”

(a) means instructional material necessary for participation in an activity, course, or program, regardless of the format of the material;

(b) includes:

- (i) a hardcopy book or printed pages of instructional material, including a consumable workbook; or
- (ii) computer hardware, software, or digital content.

(c) does not include instructional equipment or instructional supplies.

“Waiver” means a full release from the requirement of payment of a fee and from any provision in lieu of fee payment.

General School Fees Provisions

The School may only collect a fee for an activity, class, or program provided, sponsored, or supported by the School consistent with School policies and state law.

Beginning with the 2021-2022 school year:

- (a) if the School imposes a fee, the fee shall be equal to or less than the expense incurred by the School in providing for a student the activity, course, or program for which the School imposes a fee; and
- (b) the School may not impose an additional fee or increase a fee to supplant or subsidize another fee.

Beginning with the 2022-23 school year, the School may not sell textbooks or otherwise charge a fee for textbooks or the maintenance costs of School equipment as provided in Section 53G-7-602, except for a textbook used for a concurrent enrollment or advanced placement course.

All fees are subject to the fee waiver provisions of this policy.

Fees for Classes & Activities During the Regular School Day

Fees may be charged in grades 7-12 in connection with an activity, class, or program provided, sponsored, or supported by the School that takes place during the regular school day if the fee is approved as provided in this policy and state law. All such fees are subject to waiver. In addition, if an established or approved class requires payment of fees or purchase of items (i.e., tickets to events, etc.) in order for students to fully participate and to have the opportunity to acquire all skills and knowledge required for full credit and highest grades, the fees or costs for the class are subject to waiver.

In project related courses, projects required for course completion will be included in the course fee.

Secondary students may be required to provide their own student supplies, subject to the fee waiver provisions of this policy.

Fees for Optional Projects

The School may require students at any grade level to provide materials or pay for an additional discretionary project if the student chooses a project in lieu of, or in addition to a required classroom project. A student may not be required to select an additional project as a condition to enrolling, completing, or receiving the highest possible grade for a course. The School will

avoid allowing high cost additional projects, particularly when authorizing an additional discretionary project results in pressure on a student by teachers or peers to also complete a similar high cost project.

Fees for Activities Outside of the Regular School Day

Fees may be charged in all grades for any School-sponsored activity that does not take place during the regular school day if participation in the activity is voluntary and does not affect the student's grade or ability to participate fully in any course taught during the regular school day. Fee waivers are available for such fees.

A fee related to a co-curricular or extracurricular activity may not exceed the maximum fee amounts for the co-curricular or extracurricular activity adopted by the Board, as provided below.

Activities that use the School facilities outside the regular school day but are not provided, sponsored, or supported by the School (i.e., programs sponsored by the parent organization and/or an outside organization) may charge for participation, and fee waivers are not available for these charges.

An activity, class, or program that is provided, sponsored, or supported by the School outside of the regular School day or School year calendar is subject to this policy and state law regardless of the time or season of the activity, class, or program.

Fee Schedule

The Board will approve a Fee Schedule at least once each year on or before April 1. The Fee Schedule will establish the maximum fee amount per student for each activity and the maximum total aggregate fee amount per student per school year. No fee may be charged or assessed in connection with an activity, class, or program provided, sponsored, or supported by the School, including for a curricular, co-curricular or extracurricular activity, unless the fee has been set and approved by the Board, is equal to or less than the established maximum fee amount for the activity, and is included in the approved Fee Schedule.

The School will encourage public participation in the development of the Fee Schedule and related policies.

Before approving the School's Fee Schedule, the School will provide an opportunity for the public to comment on the proposed Fee Schedule during a minimum of two public Board meetings. In addition to the standard notice of Board meetings under the Open and Public

Meetings Act, the School will provide notice of these Board meetings using the same form of communication regularly used by the administration to communicate with parents.

After the Fee Schedule is adopted, the Board may amend the Fee Schedule using the same process.

Maximum Fee Amounts

In connection with establishing the Fee Schedule, the Board will establish a per student annual maximum fee amount that the School may charge a student for the student's participation in all courses, programs, and activities provided, sponsored, or supported by the School for the year. This is a maximum total aggregate fee amount per student per School year.

The Board may establish a reasonable number of activities, courses, or programs that will be covered by the annual maximum fee amount.

The amount of revenue raised by a student through an individual fundraiser for an activity, as well as the total per student amount expected to be received through required group fundraising for an activity, will be included as part of the maximum fee amount per student for the activity and maximum total aggregate fee amount per student.

Notice to Parents

The Director will annually provide written notice of the School's Fee Schedule and Fee Waiver Policy to the parent or guardian of each student in the School by ensuring that a written copy of the School's Fee Schedule and Fee Waiver Policy is included with all registration materials provided to potential or continuing students each year. The procedures for obtaining fee waivers and for appealing a denial of a waiver will also be included with the School's registration materials.

The School will post the applicable Fee Schedule and Fee Waiver Policy, including maximum fee amounts, on the School's website each school year.

Donations

The School may not request or accept a donation in lieu of a fee from a student or parent unless the activity, class, or program for which the donation is solicited will otherwise be fully funded by the School and receipt of the donation will not affect participation by an individual student.

A donation is a fee if a student or parent is required to make the donation as a condition to the student's participation in an activity, class, or program.

The School may solicit and accept a donation or contribution in accordance with the School's policies, including the Donation and Fundraising Policy, but all such requests must clearly state that donations and contributions by a student or parent are voluntary.

If the School solicits donations, the School: (a) shall solicit and handle donations in accordance with policies and procedures established by the School; and (b) may not place any undue burden on a student or family in relation to a donation.

Fee Collection

The School may pursue reasonable methods for obtaining payment for fees and for charges assessed in connection with a student losing or willfully damaging school property.

The School may not exclude students from school, an activity, a class, or a program that is provided, sponsored, or supported by the School during the regular school day; refuse to issue a course grade; or withhold official student records, including written or electronic grade reports, diplomas, or transcripts, as a result of unpaid fees.

The School may withhold the official student records of a student responsible for lost or damaged School property consistent with Utah Code § 53G-8-212 until the student or the student's parent has paid for the damages, but may not withhold a student's records required for student enrollment or placement in a subsequent school.

A reasonable charge may be imposed by the School to cover the cost of duplicating, mailing, or transmitting transcripts and other school records. No charge may be imposed for duplicating, mailing, or transmitting copies of school records to an elementary or secondary school in which the student is enrolled or intends to enroll.

Consistent with Utah Code § 53G-6-604, the School will forward a certified copy of a transferring student's record to a new school within 30 days of the request, regardless of whether the student owes fees or fines to the School.

Students shall be given notice and an opportunity to pay fines prior to withholding issuance of official written grade reports, diplomas and transcripts. If the student and the student's parent or guardian are unable to pay for damages or if it is determined by the School in consultation with the student's parents that the student's interests would not be served if the parents were to pay for the damages, then the School may provide for a program of voluntary work for the student in lieu of the payment. A general breakage fee levied against all students in a class or school is not permitted.

Fee Refunds

Student fees are non-refundable.

Budgeting and Spending Revenue Collected Through Fees

The School will follow the general accounting standards described in Rule R277-113 for treatment of fee revenue.

Beginning with the 2020-2021 school year, the School will establish a spend plan for the revenue collected from each fee charged. The spend plan will (a) provide students, parents, and employees transparency by identifying a fee's funding uses; (b) identify the needs of the activity, course, or program for the fee being charged and include a list or description of the anticipated types of expenditures, for the current fiscal year or as carryover for use in a future fiscal year, funded by the fee charged.

School Fee Collections & Accounting Procedures

It is the responsibility of the Director to ensure that all student fees collected are in compliance with the Fee Schedule and applicable financial policies and procedures.

Fees must be received and deposited in a timely manner.

Money may only be collected by staff authorized by the Director. Students may not collect fees.

Beginning in the 2020-21 school year, the School may not use revenue collected through fees to offset the cost of fee waivers by requiring students and families who do not qualify for fee waivers to pay an increased fee amount to cover the costs of students and families who qualify for fee waivers. However, the School may notify students and families that the students and families may voluntarily pay an increased fee amount or provide a donation to cover the costs of other students and families.

Fee Waiver Provisions

To ensure that no student is denied the opportunity to participate in a class or activity that is provided, sponsored, or supported by the School because of an inability to pay a fee, the School provides fee waivers or other provisions in lieu of fee waivers. Fee waivers or other provisions in lieu of fee waivers will be available to any student whose parent is unable to pay a fee.

All fees are subject to waiver.

Non-waivable charges are not subject to waiver.

Fee Waiver Administration

The Director will administer this policy and will review and grant fee waiver requests. The process for obtaining waivers or pursuing alternatives will be administered in accordance with this policy, fairly, objectively, and without delay, and in a manner that avoids stigma, embarrassment, undue attention, and unreasonable burdens on students and parents.

The School will not treat a student receiving a fee waiver or provision in lieu of a fee waiver differently from other students. The process for obtaining waivers or pursuing alternatives will create no visible indicators that could lead to identification of fee waiver applicants.

The process for obtaining waivers or pursuing alternatives will comply with the privacy requirements of The Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 123g (FERPA). The School may not identify a student on fee waiver to students, staff members, or other persons who do not need to know. As a general rule, teachers and coaches do not need to know which students receive fee waivers. Students may not assist in the fee waiver approval process.

Fee Waiver Eligibility

A student is eligible for a fee waiver if the School receives verification that:

- (a) In accordance with Utah Code § 53G-7-504(4), family income falls within levels established annually by the State Superintendent and published on the Utah State Board of Education website;
- (b) The student to whom the fee applies receives Supplemental Security Income (SSI). If a student receives SSI, the School may require a benefit verification letter from the Social Security Administration;

- (c) The family receives TANF funding. If a student's family receives TANF, the School may require a letter of decision covering the period for which the fee waiver is sought from the Utah Department of Workforce Services; or
- (d) The student is in foster care through the Division of Child and Family Services or is in state custody. If a student is in state custody or foster care, the School may rely on the youth in care required intake form or school enrollment letter provided by a caseworker from the Utah Division of Child and Family Services or the Utah Juvenile Justice Department.

The School will not maintain copies of any documentation provided to verify eligibility for a fee waiver.

The School will not subject a family to unreasonable demands for re-qualification.

The School may grant a fee waiver to a student, on a case by case basis, who does not qualify for a fee waiver under the foregoing provisions but who, because of extenuating circumstances, is not reasonably capable of paying the fee.

The School may charge a proportional share of a fee or a reduced fee if circumstances change for a student or family so that fee waiver eligibility no longer exists.

Fee Waiver Approval Process

The Director will inform patrons of the process for obtaining waivers and will provide a copy of the standard fee waiver application on the School's website and in registration materials each year.

The Director will review fee waiver applications within five (5) school days of receipt. If the School denies a request for a fee waiver, the School will provide the decision to deny a waiver in writing and will provide notice of the procedure for appeal in the form approved by the Utah State Board of Education.

Any requirement that a student pay a fee will be suspended during any period in which the student's eligibility for a waiver is being determined or during the time a denial of waiver is being appealed.

The School will maintain documentation of fee waiver applications and decisions that is adequate to report the required information to the Utah State Board of Education.

Appeal Process

Denial of eligibility for a waiver may be appealed in writing to the Director within ten (10) school days of receiving notice of denial. The School shall contact the parent within two (2) weeks after receiving the appeal and schedule a meeting with the Director to discuss the parent's concerns. If, after meeting with the Director, the waiver is still denied, the parent may appeal, in writing, within ten (10) school days of receiving notice of denial to the Board.

In order to protect privacy and confidentiality, the School will not retain information or documentation provided to verify eligibility for fee waivers.

Alternatives to Fees and Fee Waivers

The School may allow a student to perform service or another approved task (as described in Utah Code § 53G-7-504(2)) in lieu of paying a fee or, in the case of an eligible student, in lieu receiving a fee waiver, but such alternatives may not be required. If the School allows an alternative to satisfy a fee requirement, the Director will explore with the interested student and his or her parent/guardian the alternatives available for satisfying the fee requirement, and parents will be given the opportunity to review proposed alternatives to fees and fee waivers. However, if a student is eligible for a waiver, textbook fees must be waived, and no alternative in lieu of a fee waiver is permissible for such fees.

The School may allow a student to perform service in lieu of paying a fee or receiving a fee waiver if: (a) the School establishes a service policy or procedure that ensure that a service assignment is appropriate to the age, physical condition, and maturity of the student; (b) the School's service policy or procedure is consistent with state and federal laws, including Section 53G-7-504 regarding the waiver of fees and the federal Fair Labor Standards Act, 29 U.S.C. 201; (c) the service can be performed within a reasonable period of time; and (d) the service is at least equal to the minimum wage for each hour of service.

A student who performs service may not be treated differently than other students who pay a fee.

The service may not create an unreasonable burden for a student or parent and may not be of such a nature as to demean or stigmatize the student.

The School will transfer the student's service credit to another LEA upon request of the student.

The School may make an installment payment plan available for the payment of a fee. Such a payment plan may not be required in lieu of a fee waiver.

Annual Review, Approval, and Training

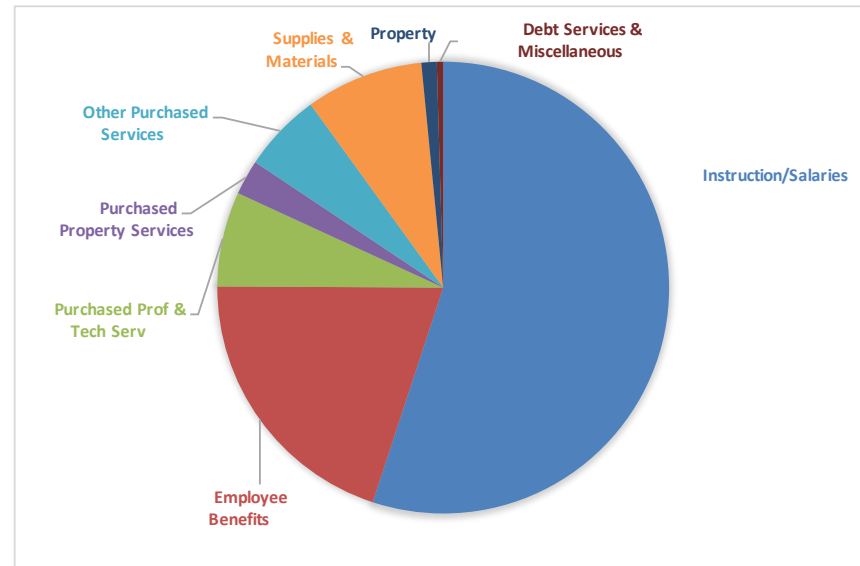
The Board will review and approve this policy annually.

The School will develop a plan for at least annual training of School employees on fee-related policies specific to each employee's job functions.

Mountain Heights Academy
Profit and Loss
7/1/2021 - 12/31/2021

Net Income

	Annual June 30, 2022	Year-to-Date December 31, 2021	
	Budget	Actual	% of Budget
Income			
Revenue From Local Sources	90,000	42,219	46.9 %
Revenue From State Sources	10,558,392	5,814,333	55.1 %
Revenue From Federal Sources	215,837	44,922	20.8 %
Total Income	10,864,229	5,901,474	54.3 %
Expenses			
Instruction/Salaries	5,812,086	2,414,240	41.5 %
Employee Benefits	2,235,513	878,100	39.3 %
Purchased Prof & Tech Serv	612,000	297,372	48.6 %
Purchased Property Services	317,500	109,745	34.6 %
Other Purchased Services	344,700	247,958	71.9 %
Supplies & Materials	602,670	369,677	61.3 %
Property	0	47,956	0.0 %
Debt Services & Miscellaneous	26,000	19,987	76.9 %
Total Expenses	9,950,469	4,385,035	44.1 %
Total Net Income	913,760	1,516,439	166.0 %



Mountain Heights Academy
Balance Sheet
As of 12/31/2021

	Period Ending 12/31/2021	Period Ending 12/31/2020
	Actual	Actual
Assets & Other Debits		
Current Assets		
Operating Cash		
Cash	1,620,025	3,430,701
Investments	8,177,276	4,157,312
Operating Cash	9,797,301	7,588,013
Accounts Receivables	3,654	2,076
Total Current Assets	9,800,955	7,590,089
Net Assets		
Fixed Assets	288,630	422,202
Depreciation	(247,004)	(387,316)
Total Net Assets	41,626	34,886
Total Assets & Other Debits	9,842,581	7,624,975
Liabilities & Fund Equity		
Current Liabilities	13,375	55,626
Fund Balance	8,312,767	5,869,825
Net Income	1,516,439	1,699,524
Total Liabilities & Fund Equity	9,842,581	7,624,975



Mountain Heights Academy
LEADERS IN DIGITAL EDUCATION

Principal's Report February 2022

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VISION

Mountain Heights Academy is the leader in digital education.

MISSION

To develop connected and successful learners.

STUDENT ACHIEVEMENT

STUDENT ACCEPTED INTO SPRINGVILLE ART SHOW:

Mountain Heights Academy student Cecilia Acosta's Collage "Mordecai" was accepted into the 50th Annual Utah All-State High School Art Show at the Springville Museum of Art. She has worked the past few months on her Sterling Scholar portfolio and creating art pieces just for this show.

1100 art pieces were submitted to be juried last week and the top 300 pieces were selected. The show runs from February 7th through March 25th.



EARLY GRADUATES: These are the students who completed the requirements for graduation at the end of Q2:

Jenna Bertuzzi
Taylah Johnson
Michelle Gonzalez

Bailey Cannon
Alexis Marsillo
Sam Thygerson

Madeleine Bennett
Rylee Shehan

STERLING SCHOLAR SEMI-FINALISTS: Two of our students made it to the semi-final round for Sterling Scholars.

Kate Watson–Science
Zachary Watson–Business

SCHOOL/COMMUNITY INTERACTION:

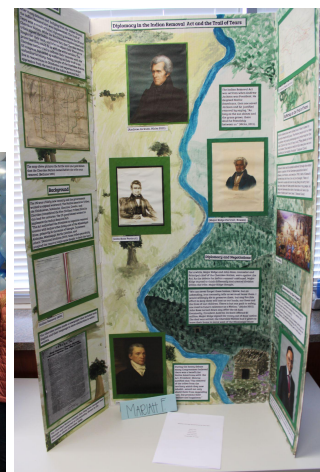
We held our annual National History Day at the school Jan 12. We had some amazing projects as well as a great turnout! We would love to congratulate the following students for their amazing projects and their success at the fair.

Senior Division:

First Place: Coleman Ashton (Paper, [The Bill of Rights: A Diplomatic Success](#))
Second Place: Mariah Frisby (Exhibit, Indian Removal Act/Trail of Tears)(Picture below)
Third Place: Jennifer Parke (Exhibit, [Cleopatra](#))
Fourth Place: Rachel Parke (Exhibit, [Mountain Meadows Massacre](#))

Junior Division:

First Place: Kimari Perng (Documentary, [The Civil Liberties Act: An Attempt to Make Amends](#))
Second Place: Theresa Carroll (Paper, [Uniting for Change: The Native American Occupation on Alcatraz](#))
Third Place Malia Chaya (Documentary, [Foreign Policy and the Road to War](#))



SAMSUNG SOLVE FOR TOMORROW CONTEST WINNERS IN THE NEWS:

Article: [Cycle of winning: three years of contest winnings propel STEM program forward | West Jordan Journal](#)

Digital issue p.20: [Cycle of winning: three years of contest winnings propel STEM program forward | West Jordan Journal](#)

STUDENT PERFORMANCE

1. [Student Performance Spreadsheet](#) (2021-2022 Q2, updated 2/2022)
2. [Statewide Online Education Program Report](#) (2020-2021, updated 11/2021)
3. [2022 Graduation Status Report](#) (updated 1/2022)
4. [Longitudinal Grad Data](#) (updated 11/2021)
5. [Comparative Graduation Rate Data for Like Schools in Utah 2017-2021](#) (12/2021)

LOTTERY

1. [Lottery Numbers Tracking 2021-2022](#) (see 2021-2022 tab) (02/05/2022)
 - a. October 1 count: 971/1496 (65% Conversion rate)
 - b. Q1 count: 992
 - c. Q2 count: 1046
 - d. Q3 count: 1118
 - e. Q4 count:
2. [Lottery tracking by month](#) (02/05/2022)

FACULTY/STAFF

TEACHER RECEIVES FUNDING FOR STEM PROJECT: DONORSCHOOSE has awarded Tiffany Swenson (Chemistry, Physics) funding for her classroom project "[STEM Learning With Lego Spike Prime](#)". Students will be able to collaborate in small groups to design, build, and program a Lego robot. In addition to coding and programming, the students will use creativity and teamwork to come up with a design to complete the challenges. This project will give students the opportunity to actively engage in STEM learning in-person with their peers.

TEACHER RECEIVES INNOVATIVE EQUIPMENT : DONORSCHOOSE has awarded Joanna Mantz (Earth Science) supplies for her classroom project "[A Day in the Life of a Virtual Science Student](#)."

- IPEVO V4K PRO Ultra HD USB Document Camera with AI-Enhanced Mic, for Classroom visualization, Online Teaching, Work from Home, Streaming, with Noise Cancellation for Clear Voice x 1
- Wacom PTH660 Intuos Pro Digital Graphic Drawing Tablet for Mac or PC, Medium, New Model, Black x 1

TEACHER RECEIVES LEGO KIT: DONORSCHOOSE has awarded Backy Ball (Computer Programming) supplies for her classroom project "[Spike Prime Robots to the Rescue](#)."

- LEGO Education SPIKE Prime Set x 2

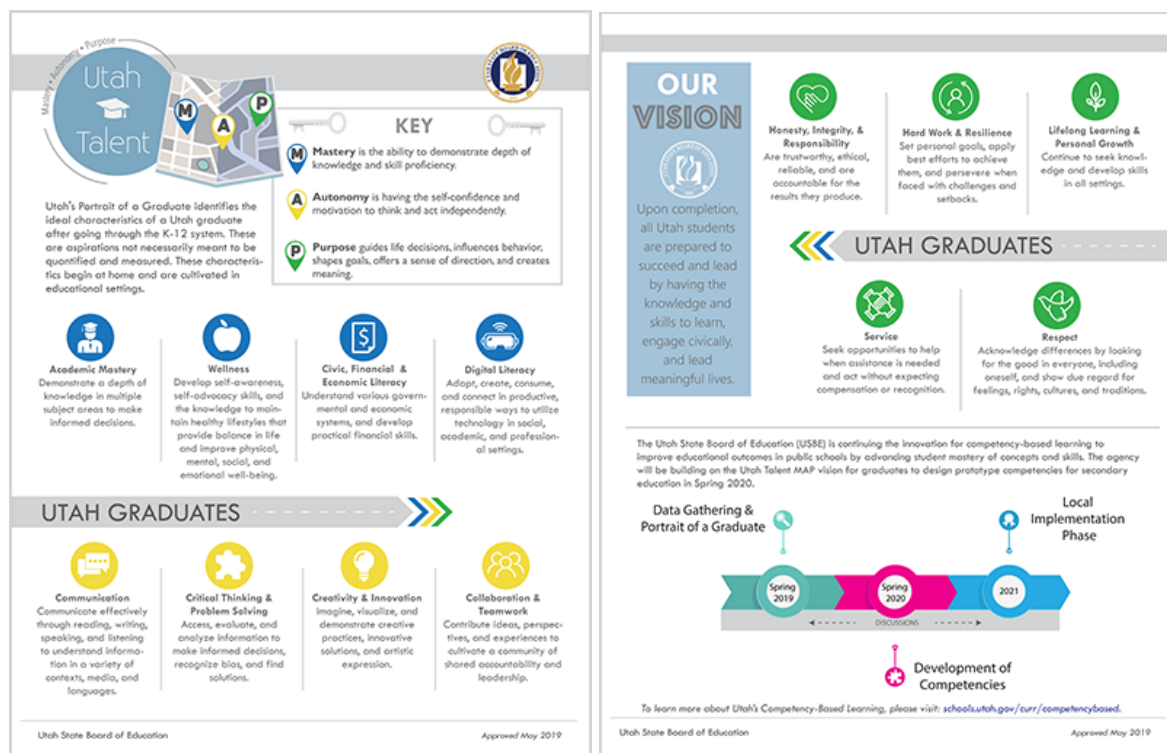
TEACHER RECEIVES TECH SUPPLIES: DONORS CHOOSE has awarded Amy Pace (Bio/Chem) classroom project supplies for her innovative STEM project "[STEM Tech for Online Learning and Student Projects](#)."

- Apple - 10.2-Inch iPad (Latest Model) with Wi-Fi - 64GB - Space Gray x 2
- Apple Pencil - stylus for tablet x 2

SPECIAL EDUCATION CONTRIBUTION FEATURED IN USBE'S PORTRAIT OF A GRADUATE ON FRONT PAGE OF USBE WEBSITE:

Three of our Special Education department team members, Janae Raymond, Kelley Ritter, and Amanda Tonks, worked over the summer on USBE's Portrait of a Graduate, which is now featured on the front page of USBE's website here: <https://www.schools.utah.gov/portraitgraduate>

Each team member contributed to a specific competency and worked on age-appropriate articulation from pre-K to Post-secondary. If you haven't had a chance to review this document, it is an impressive roadmap for Utah students' educational journeys.



TEACHER RECEIVES INNOVATIVE SUPPLIES FOR SCIENCE: DONORS CHOOSE has awarded Rose Van Moorlehem supplies for her classroom project "Elevate Ms. V's Valuable Videos."

- Portable Monitor - KYE 15.6inch 1080P FHD USB-C Laptop Monitor HDMI Computer Display HDR IPS Gaming Monitor w/Premium Smart Cover & Speakers, External Monitor for Laptop PC Mac Phone PS4 Xbox Switch x 1
- Panasonic LUMIX FZ300 Long Zoom Digital Camera Features 12.1 Megapixel, 1/2.3-Inch Sensor, 4K Video, WiFi, Splash & Dustproof Camera Body, LEICA DC 24X F2.8 Zoom Lens - DMC-FZ300K - (Black) USA x 1
- Movo VXR10 Universal Video Microphone with Shock Mount, Deadcat Windscreen, Case for iPhone, Android Smartphones, Canon EOS, Nikon DSLR Cameras and Camcorders - Perfect Camera Microphone, Shotgun Mic x 1
- EMART 8.5 x 10 ft Backdrop Support System, Photography Video Studio Lighting Kit Umbrella Softbox Set Continuous Lighting for Photo Studio Product, Portrait and Video Shooting Photography x 1
- SanDisk 64GB Extreme PRO SDXC UHS-I Card - C10, U3, V30, 4K UHD, SD Card - SDSDXXY-064G-GN4IN x 1

TEACHER RECEIVES CODING SUPPLIES: DONORS CHOOSE has awarded Mr. Hulse supplies for his classroom project "Design and Build a Future SMART Home!" was recently funded.

- KEYESTUDIO Smart Home Starter Kit for Arduino for Uno R3, Electronics Home Automation Coding Toys, Wooden House DIY Sensor Kit STEM Educational Set for Kids Adults Teens x 1

STRATEGIC PLAN PROGRESS

School Vision, Mission, Values, Goals, Objectives, and Metrics

School Goals 2022-2025: [LINK](#)

1. GOAL: Improve student success

DEFINITION: to help students know where they are academically and to help them progress and succeed

Development of Student Academic Portfolios (SAP)

Implementation of SAP (who is responsible for data/updates to which sections, counselors to review in each CCR meeting, link sent to parents/students so they can better track academic Progress.

Development of Differentiated Student Identification Plan

2. GOAL: Build a robust, connected community

3. GOAL: Increase Open Educational Resource (OER) Impact

Presentation on the Practical Application of OER Implementation was accepted at Open Education Global and presented on December 10th to a worldwide audience.

Presentation on the Evolution of K12 OER was accepted and presented at DLAC this month.

CALENDAR ITEMS

1. February 11, 2022	9:30-11:00	Board Meeting
2. April 15, 2022	9:30-11:30	Board Meeting
3. May 31, 2022	6:30-8:30	End of Year Gala
4. June 1, 2022	11:00-12:00	Graduation
5. June 17, 2022	9:30-1:30	Board Retreat

School Plan 2022-2023 - Mountain Heights Academy

At least one goal is required.

To increase reading proficiency by five-point growth based on the RIT score from the beginning of the year assessment to the end of year assessment for students in 9th-11th grades who attended from August through May.

To increase math proficiency by ten-point growth based on the RIT score from the beginning of the year assessment to the end of year assessment for students in 9th-11th grades who attended from August through May.

MAP Scores 2021-2022

Grade Level	Math (Fall)	Math (Spring)	Reading (Fall)	Reading (Spring)
9th	231.1		224.3	
10th	232.9		226	
11th	235.8		227.1	

Academic Area

- Math
- Reading

Measurement

Diagnostic Reading and Math Assessments

Action Plan Steps

1. Diagnostic and benchmarking tests will be given in Math and Reading a minimum of twice and a maximum of three times annually (at the beginning of the year, at semester, and at the end of

the year) to identify reading and math levels and gaps in progress.

2. Reading specialist(s) and math paraprofessionals will work with identified struggling students (IEP, 504) to fill in gaps in knowledge.
3. Additional math teachers in Secondary Math 1 and 2 will be hired to keep the class sizes under 100 in order to meet student needs and increase understanding and course passing rates.
4. Math paraprofessionals will work under the direction of the course teachers. Teachers will identify when any general education student falters, and ask paraprofessionals to initiate contact with the student and provide instruction to help the student better understand the concepts.
5. Reading specialist(s) and math paraprofessionals will communicate progress and intervention strategies with general education and special education teachers, who will communicate regularly with parents, students, counselors, and administrators.
6. Reading specialist(s) and math paraprofessionals will continue to work with struggling learners and share successful strategies with faculty, counselors, and administrators.
7. Math paraprofessionals will continue to work with all students who struggle, regardless of current grade, so they are providing consistent services to students who need assistance.
8. Struggling readers will be identified with the diagnostic and given one on one support or placed in a supplementary reading course based on need.
9. Teachers will track student progress and growth over time based on the diagnostic test results in math/reading and performance in their courses. Services will be adjusted accordingly.
10. Staff will send assessment results to parents and teachers, and teachers will regularly communicate growth to parents.

Expenditures (Exact amounts will be provided by the state by June)

Category	Description	Estimated Cost
Total:		\$
Salaries and Employee Benefits (100 and 200)	Math and Reading paraprofessional(s), and reading specialist, and teachers	\$170,479
Software (670)	NWEA MAP Reading and Math Assessment Platform Reading Enhancement Platform	\$10,000

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)	
Total:		\$

Salaries and Employee Benefits (100 and 200)	\$170,479
Software (670)	\$10,000

Funding Estimates

Estimates	Totals
Estimated Carry-over from the 2019-2020 Progress Report	\$0
Estimated Distribution in 2019-2020	\$0
Total ESTIMATED Available Funds for 2021-2022	\$180,479
Summary of Estimated Expenditures For 2021-2022	\$180,479
This number may not be a negative number Total ESTIMATED Carry Over to 2022-2023	\$0

Estimated Carry-over

Please explain the ESTIMATED Carry-over to 2022-2023: N/A

Increased Distribution

Please explain how additional funds will be spent to implement the goals described in

Mountain Heights Academy • 9067 S. 1300 W. Suite 204 • West Jordan, UT 84088 • MAIN OFFICE 801.721-6329

the plan if the actual distribution is more than the estimate.

An increase in funding would pay for additional teacher and paraprofessional salary expenses thereby increasing the number of students who receive assistance. The expected distribution exceeds the amount anticipated.

Positive Behavior Plan Report SY2021-2022

Utah State Statute Requirements

As defined in Utah State Statute [53G-10-407](#), a Positive Behaviors Plan is “a plan to address the causes of student use of tobacco, alcohol, electronic cigarette products, and other controlled substances through promoting positive behaviors.

The statute further explains that a Positive Behaviors Plan shall address the following issues:

- Peer pressure
- Mental health
- Creating meaningful relationships

A Positive Behaviors Plan may include:

- Programs
- Clubs
- Service Opportunities
- Pro-social Activities

Mountain Heights Academy Plan

Program	Level of Implementation	What We Did This Year	How Does the program address the use of tobacco, alcohol, e-cigarette products, and/or other controlled substances?
Counseling Groups <ul style="list-style-type: none"> • Inclusion Group—2 groups • Student Success Group • Middle School Boys Success Group • Anxiety Busters Group (2 groups) • Girl Talk (2 groups) 	Fully implemented and looking for ways to expand	Added a grief group this year as counseling saw a need.	All groups support building resiliency skills, prosocial behavior, empathy in the classroom, conflict resolution, support mental health, and provide a positive place for students to build healthy connections. Students who are exposed to SEL (social-emotional learning) instruction longitudinally saw lower levels of conduct problems, emotional distress, and lower rates of drug use (Taylor, et al, 2017)
Red Ribbon Week	Fully implemented in October 2021	Our electives department team lead held daily challenges for students to participate in and posted them on the front page. Students participated in mini-challenges like signing a drug-free pledge, watching a short video about the dangers of vaping, writing an anti-e-cigarette slogan, participating in a flip grid conversation online, having a conversation with their parents about drugs, alcohol, e-cigarettes, and vaping, and more.	Red Ribbon Week is a week out of the year that focuses specifically on community building and action planning for a drug-free life. The week focuses on student attitudes surrounding drugs, alcohol, and other substances, as well as attitudes surrounding one's community and community connectedness.
Hope Squad	Fully Implemented and looking to expand	Implemented the first online hope squad in the state of Utah with members from 9th-12th grades and 3 advisors. We would like to expand and add in	Hope Squad is a peer-to-peer suicide prevention program. Hope Squad members are nominated by their classmates as trustworthy peers and trained by advisors. The program reduces youth suicide through education, training, and peer intervention.

		a second hope squad next year in the middle school.	
PBIS Rewards	Fully Implemented	PBIS is a positive behavior rewards system based on our school values.	Students are able to earn rewards of their choice or be entered into a schoolwide raffle by earning Trailblazer Points. They earn Trailblazer Points by exhibiting school values. Points are awarded by teachers who also can leave comments when giving points and comments are sent to parents and students on a monthly basis. PBIS Rewards are meant to incentivize the behaviors that make Mountain Heights a prosocial, innovative, student wellbeing and growth mindset focused school. Research suggests that the skills taught in programs like this even when substance abuse is not specifically addressed are considered elementary level support prevention in preventing student use of substances (Moon & Rao, 2011)
Individual Mental Health Counseling Online	Fully Implemented	<p>Up to 6 sessions with the option of more upon counselor approval. Students must not miss appointments or services will be suspended.</p> <p>Students are vetted through school counselors to see if the program is a good fit.</p>	Individual and group counseling services support students in a multitude of ways. Not only do students receive treatment and support for general life stressors, students also have the opportunity to process trauma, suicidal ideations, and receive referrals for outside support when needed. These provisions allow for students to feel connected and cared about in the school environment and thus can lead to a decrease in the likelihood that students will use substances (Moon & Rao, 2011). Similarly, students who are provided appropriate treatment for trauma, mental health challenges, and chronic stress are more likely to build resilience within themselves and the family system, and therefore are less likely to experience a higher number of ACEs and have less likelihood of mental health disorders and substance use and abuse later in life (American Academy of Pediatrics, 2014).
School Social Worker	Fully Implemented	This year we hired a school social worker. She has been helping to support the counseling groups and is exceptional with our truancy and home visits. Her skill set has added to our ability to support students and families at Mountain Heights.	See above.
Live in Real Life/Anti Vaping Night	Not Yet Implemented	This is planned for the spring and will be a stakeholder event. We have held versions of it in the past, depending on stakeholder needs for the last two years. Live in Real Life is a Positive Suicide Prevention message and Anti-Vaping is a student and Parents awareness night from professionals.	Both evenings are community and stakeholder events that support the specific goals of this statute to address "student use of tobacco, alcohol, electronic cigarette products, and other controlled substances through promoting positive behaviors."
Service Learning Events	In Progress	<p>Holiday Veterans</p> <p>100 Humanitarians</p> <p>Pet Shelter Blankets</p> <p>Utah Food Bank Provo Food Bank</p> <p>Read Across Utah Book Drive</p>	Service-learning is a Mountain Heights Academy value and one that we love to participate in! Service allows students to develop an awareness of others, engender empathy, and build a worldview. In fact, many drug prevention programs used service learning at their core as a way to mentor, teach and engage youth in something that feels good and has a lasting impact.

References

- American Academy of Pediatrics. (2014). Adverse Childhood Experiences and the Lifelong Consequences of Trauma. Retrieved 2020, from https://www.aap.org/en-us/documents/ttb_aces_consequences.pdf
- Moon, S. S. & Rao, U. (2011). Social Activity, School-Related Activity, and Anti-Substance Use Media Messages on Adolescent Tobacco and Alcohol Use. *Journal of Human Behavior in the Social Environment*, 21(5), 475-489.doi:10.1080/10911359.2011.566456
- Taylor, R.D., Oberle, E., Durlak, J.A., & Weissberg, R.P. (2017). Promoting positive youth development through school-based social and emotional learning interventions: a meta-analysis of follow-up effects. *Child Development*, 88(4):1156–1171.



Course Curriculum Development Plan 2021-2022

PROCESS

- All curriculum writers are trained, supported, and mentored administratively for content and instructional design.
 - Writers submit scope and sequence for approval prior to beginning the writing project.
 - Instructional design coaches and administrative content area specialists review progress regularly for needed edits and mentoring.
 - Total cost: \$49,000.00 for 11 courses; 9 new, 1 rewrite, 1 separate honors course
 - **02/11/22 Addendum: \$10,000 for two concurrent enrollment courses for BIO 1200 and Political Science 1100**
-

Political Science 1100 CE

This is a CE course which meets the US Government graduation requirement. This course surveys the founding of the U.S. Government; the U.S. Constitution; and the Legislative, Executive, and Judicial branches of government and covers politics and elections, international relations, and national security. Helps students acquire a greater understanding of the federal system and of federalism.

Code: US National Government CE (10-12) 09060013020 CE

Cost of Development: \$5000

BIO 1200 CE Human Biology

Meets 1.0 high school Biology Science credit toward the 3.0 needed for graduation. Fulfills the General Education (GE) requirement for Life Science at DSU. Covers basic anatomy and physiology of humans for pre-health science majors. Focuses on the general structure and function of the human body including tissues, organs, and systems.

Code: Human Biology CE 08020013050

Cost of Development: \$5000

Course Proposal for Concurrent Enrollment

Computer Literacy CIS 1200

We would like to propose to the Board that the course titled CIS 1200 be accepted as the fulfillment of the .5 Digital Literacy credit requirement and .5 of the 1.0 CTE credit requirement. Below are the details of CIS 1200.

CIS 1200. Computer Literacy (9th - 12th)

3.0 College Credit Hours

- Meets 1.0 high school CTE credit requirement towards the 1.0 needed for graduation, or it can meet the .5 Digital Literacy credit requirement and .5 of the 1.0 CTE requirement.

Open to all students. Hands-on instruction develops computer skills to access, create, analyze, process and deliver information, including study of computer concepts, operating systems, e-mail, word processing, spreadsheet, and presentation software.

Course Learning Outcomes:

At the successful completion of this course, students will be able to:

1. Use windows to save, organize, manage and navigate the Windows system.
2. Use a spreadsheet file by adding worksheets, inputting data, applying themes, creating charts, and other formatting features.
3. Use spreadsheets to create proper formulas and basic functions such as Average, Max, Min, PMT, and If.
4. Create Word documents using formatting features, themes, interesting picture or clipart, headers and footers, and printing options.
5. Use word processing to assemble a research paper that includes research styles, references, and table of contents.
6. Create a presentation using themes, different slide layouts, inserting pictures, WordArt, SmartArt, transitions, and animations.



1103 N 1600 W
Layton, UT 84041
(801) 758-7300
etscorp.com

PROJECT QUOTE

EM-1399

ISSUED TO

Mountain Heights Academy
9067 S 1300 W
Ste 204
West Jordan UT 84088

DATE

2/1/2022

PROJECT DESCRIPTION

HP Chromebooks (UAE2028) II

EXPIRATION DATE

3/3/2022

PROJECT MANAGER

Johnson, Jason E
jason.johnson@etscorp.com

DESCRIPTION	QTY	UNIT PRICE	EXT PRICE
1	400	225.00	90,000.00
HP Chromebook (Non-Touch) - Intel Celeron N3350 Processor - 4GB 2400MHz LPDDR4 - 32GB eMMC Storage - 11.6" HD (1366 x 768) Anti-Glare Display - Camera & Microphone - 2-Cell Battery - 2 USB Type-C, 2 USB Type-A 3.0 Ports - 65W AC Adapter - 1 Year RTD Hardware Warranty			
3	400	38.00	15,200.00
Chromebook Management Console Fee			
4	1	0.00	0.00
Labor to unbox and deliver the devices will be billed hourly in a separate ticket			

TERMS AND CONDITIONS

Project invoices will be Due Upon Receipt. Standard manufacturer's warranty applies to equipment unless otherwise stated. Sign and date below to accept this quote.

SUBTOTAL 105,200.00

SALES TAX 0.00

QUOTE TOTAL 105,200.00

Signature: _____

Date: _____

SCHOOL SUPPLIES: Each spring, we do an inventory of existing supplies and determine how many additional supplies we need for the next school year. Once the board approves the supplies budget, we order in bulk so we get the best prices and have time to assemble everything prior to orientation in August. The estimated cost is \$89,773.00, so we request that the board approves up to \$100,000.00 for supplies. Prices vary depending on when and how many items are ordered and how many students enroll in each grade level.

9TH GRADE ACADEMY	
	1800
CTE	
	1000
COUNSELING	
	0
ELA	
	18570
MATH	
	27795
NEW HIRE SUPPLIES	
	5400
SCIENCE	
	9470
SOCIAL STUDIES	
	238
SPECIAL EDUCATION	
	0
SPIRIT GEAR ITEMS	
	25500
STUDENT SERVICES	
	0
TOTAL BUDGET FOR SUPPLIES	+/- \$89,773.00
PROPOSAL	Up to \$100,000.00

**Mountain Heights Academy
Tuition Reimbursement Policy
Adopted: October 11, 2019**

PURPOSE

Mountain Heights Academy (the “School”) believes that the School and its students benefit when employees develop and improve their knowledge and skills. Obtaining additional education can increase teaching abilities and professional competence. The School therefore desires to identify the conditions upon which the School is willing to reimburse School employees for tuition paid in order to obtain education that will improve their ability to serve the School and its students.

POLICY

The School may reimburse tuition for School employees if the following conditions are satisfied:

- (1) The employee has been employed by the School for at least one (1) year.
- (2) The tuition is for courses that are either (a) job related, meaning the course will result in increased knowledge and skill, is aimed primarily at improving the employee’s performance in his/her present job or will enable the employee to remain current with changes or developments in their field or (b) an elective that is part of a degree program that is job related.
- (3) The courses are taken at either (a) a fully accredited college or university; or (b) a school providing training or instruction that is approved by the State Board of Education.
- (4) Courses may be for credit or not.
- (5) Except in unusual circumstances and as approved by the Director, courses must be taken outside of regularly scheduled work hours.
- (6) Reimbursement will only be provided when the following conditions are met:
 - (a) The Director must give initial approval to the employee’s request for reimbursement.
 - (b) The request will be submitted to the Board of Directors for final approval of the Tuition Reimbursement Agreement. The form of Tuition Reimbursement Agreement to be used is attached to this Policy.
 - (c) The Director must give approval for each course for which reimbursement will be sought before the employee enrolls in the course.
- (7) The employee must agree to work at the School for a minimum of three (3) years following reimbursement of tuition. In the event the employee’s employment with the School is terminated, voluntarily or involuntarily, for any reason, before the completion of three (3) years,

the prorated portion of the reimbursed tuition must be repaid to the School based on the number of years worked for the School since the most recent reimbursement.

(8) Reimbursement is limited to a maximum of nine (9) credit hours per year, up to a total of thirty-six (36) credit hours, at a rate not to exceed \$400 per credit hour.

(9) Reimbursement will be paid when the employee:

- (a) Provides evidence of completion of the course with a passing mark of B or better.
- (b) Provides an itemized receipt of the payment of tuition.
- (c) Passes any applicable Praxis exam.

(10) The amount of tuition reimbursed to an employee is at the sole discretion of the Director but will not exceed the lesser of 75% of an employee's tuition or a maximum of \$5,000 per employee, per degree.

(11) Total tuition reimbursement payments from the annual School budget will not exceed \$20,000 per year. The Director will work with employees to plan the timing of reimbursement payments in order to comply with this annual cap.

TUITION REIMBURSEMENT AGREEMENT

This Tuition Reimbursement Agreement (the “**Agreement**”) is entered into this ____ day of ____ 14 January _____, 2022_____, between **Mountain Heights Academy**, a Utah nonprofit corporation (the “**School**”), and _____**Rose Van Moorlehem**_____, an individual (the “**Teacher**”).

Recitals

- A. The School operates a charter school in [[city]], [[county]], [[state]].
- B. The Teacher is currently employed with the School as _____Science Teacher_____.
- C. The Teacher desires the School’s financial assistance to obtain the following additional education in order to improve the Teacher’s skill and professional competence: _____M.Ed. Instructional Design from Western Governors University. Courses include:
- a. Foundations of Instructional Design
 - b. Instructional Design Analysis
 - c. Issues in Instructional Design
 - d. Instructional Design Production
 - e. Foundations of Measurement and Evaluation
 - f. Evaluation Methodology and Instrumentation
 - g. Evaluation Process and Recommendation
 - h. Issues in Measurement and Evaluation
 - i. Research Foundations
 - j. Research Questions and Literature Review
 - k. Research Design and Analysis
 - l. Research Proposals
 - m. MED, Instructional Design Capstone
- _____ [[clearly specify the course(s), program, degree, certification, as applicable, and the institution]] (the “**Coursework**”).
- D. The School desires to reimburse the Teacher’s tuition and, in connection therewith, to provide an incentive for the Teacher to continue to work at the School thereafter.
- E. The School and the Teacher desire to enter into this Agreement in order to carry out that intent.

Agreement

Now, therefore, in consideration of the foregoing and the mutual covenants and promises of the parties hereto, the School and the Teacher agree as follows:

1. The Teacher will satisfactorily complete the requirements associated with the Coursework within ____24____ months from the date of this Agreement.

2. The Director must approve each course for which the teacher will seek reimbursement to ensure that it is job related or an elective required for a degree program.

3. The School will reimburse the Teacher's tuition for the Coursework when the Teacher:

- (a) Provides evidence of completion of the course with a passing mark of B or better.
- (b) Provides an itemized receipt of the payment of tuition.
- (c) Passes the ____NA____ Praxis exam. [[include this if applicable]]

4. If the Teacher's employment at the School is terminated (voluntarily or involuntarily) for any reason within three (3) years following the most recent reimbursement of tuition or the Teacher fails to satisfactorily complete the Coursework within the required time frame set forth in Section 1, above, the Teacher must repay the tuition paid by the School pro rata based on the number of years worked for the School from the most recent reimbursement. The Teacher consents that any such amounts that are owed to the School under this Agreement may be deducted from the Teacher's final paycheck.

5. The Teacher acknowledges that this Agreement does not guarantee the Teacher employment with the School.

The Parties have executed this Agreement as of the date first set forth above.

The School:

Director

The Teacher:



Rose Van Moorlehem

Informed Consent

Student (K–12) Classroom Research

Western Governors University - Teachers College

Master of Science, Curriculum and Instruction

Lisa Boucher

What is the Impact of Gamification on Spelling?

Introduction

Lisa Boucher, a graduate student researcher in the Teachers College of Western Governors University, wishes to conduct a research study for the purpose of determining the impact of gamification on spelling in the ninth-grade class. Approval of the Mountain heights Academy Charter School Director to conduct this study was obtained prior to this announcement. By signing this consent form, parents or legal guardians agree to allow their child to participate in the study. Any data collected will be reported as part of a group; individual student names will not be used.

Description of the Project

This study will focus on learning how to spell words correctly through gamification. Instead of using traditional teaching methods to study spelling, such as reading or memorization, participants will be playing a spelling game that was created by me and is only available through the link that I will provide. Students will be given the definition of a word and then will have to choose the correct spelling of the word out of three spelling variations presented. If the participant chooses correctly, a phrase of praise will appear on the screen. If they do not choose correctly, the correct spelling of the word will appear on the screen for the students to see. A pre/post-test method will be used to compare students' knowledge of spelling before the implementation of gamification and after. The research will be conducted with participants from the researcher's ninth grade English class. The study will run for eight days wherein participants will play the spelling game as an addition to the regular online English curriculum. They will also attend one hour of researcher office hours (in an online Google Meet) on two different days to play the game in friendly competition with their peers. The total expected hours of participation is 4.5 hours.

Benefits and Risks of the Study

Students will be using a computer to participate in this study. This is something all participants are used to since they use the computer daily to attend online school. Students may experience normal test anxiety when completing the pre/posttest and survey. However, all anticipated risks to participation in this study are minimal and no greater than those which are normally encountered in normal daily classroom activity. The researcher will seek to minimize the anxiety risks by providing detailed information on how to play the spelling game and by informing students that their participation or nonparticipation in the activity will not influence their grade in any way. Possible participant benefits may include learning the meaning of, and how to spell, all study words correctly, enabling them to become more proficient in spelling. The study may help the researcher and other educators acquire additional teaching techniques to facilitate student learning.

Confidentiality

The data gathered from this research will be private and confidential. Your child's information will be assigned a code number. The list connecting your child's name to this code will be kept in an access-controlled file and protected by Google multifactor authentication. When the study is completed and the

data have been analyzed, this list will be destroyed. Your child's name will not be used in any report. Data will be reported in the aggregate.

Voluntary Participation

Participants are expected to participate in regular classroom instruction but may choose to voluntarily participate or withdraw from the study and any form of data gathering that is specific to my research project. Additionally, students may remove themselves from the study if they feel any heightened discomfort from participating. If students remove themselves from the study, they will not be required to complete the data gathering tools (pre- and post-assessments).

Withdrawal

Participants may withdraw at any time from nonregular classroom instruction and will not be penalized for nonparticipation. In order to withdraw from the study, parents or child participants must notify the researcher. Consent from parents or legal guardians as well as permission from school principals or district administrators must be granted for the student researcher to gather data for the purposes of their research project. Participants can request that their individual results be excluded from the final report. Grades/enrollment will not be impacted in any way as a result of participation or lack of participation in this study.

Questions, Rights, and Complaints

Participants and their parents/legal guardians have a right to view the results of the study. If you have questions about this study, please contact me by calling 801.341.9368 or email: lbouc15@my.wgu.edu

If you have questions about your rights, unresolved questions, or complaints pertaining to the study, contact the WGU IRB Chairperson by email: irb@wgu.edu.

Consent Statement

By signing this document, the administrator grants permission for student data collection and all reporting necessary for this study.

By signing this document, the parent/legal guardian grants permission for their child to participate in the study and has the opportunity to have his or her questions answered.

Student participants will be informed of the research purpose and activities and will be asked for their assent to participate upon parental approval.

School Administrator Signature

Title of Administrator

Typed/Printed Name

Parental/Legal Guardian Signature

Typed/Printed Name

Date

Date

Student Signature (Assent)

Typed/Printed Name

Date