MOUNTAIN HEIGHTS ACADEMY
BOARD OF TRUSTEES MEETING

Mountain Heights Academy
LEADERS IN DIGITAL EDUCATION

Date: Friday, April 15, 2022
Time: 9:30 AM
Location: 9067 S. 1300 W. #204; West Jordan, UT 84088
Teleconference: https://us02web.zoom.us/j/81554631765
    Meeting ID: 815 5463 1765; Passcode: MHA

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

AGENDA

CALL TO ORDER

CONSENT ITEMS
- February 11, 2022 Board Meeting Minutes

PUBLIC COMMENT (comments will be limited to three minutes)

REPORTS
- Finance Report
- Director Report
    - o RDA Letter
    - o DLAC Conference

VOTING ITEMS
- Teacher Salary Schedule
- Achieve3000 Actively Learn
- The Chariot Group Technology Purchase
- Amended LEA-Specific License Policy
- Amended Procurement Policy
- Sex Education Curriculum Materials Review Committee

CALENDARING
- Annual Board Meeting June 17, 2022 at 9:30 AM

ADJOURN

In compliance with the Americans with Disabilities Act, persons needing accommodations for this meeting should call 801-444-9378 to make appropriate arrangements. One or more board members may participate electronically or telephonically pursuant to UCA 52-4-7.8.

MOUNTAIN HEIGHTS ACADEMY
BOARD OF TRUSTEES MEETING

EXECUTIVE SUMMARY

TEACHER SALARY SCHEDULE

See proposal.

ACHIEVE3000 ACTIVELY LEARN

Achieve3000 is the parent company of Actively Learn, which our teachers use as an annotation tool in their classes. This allows students to take notes, underline, and highlight reading passages. Teachers are also able to embed reading passages into an assignment within Actively Learn, chunking the content and assessment together, rather than having students read a long passage and then take a long assessment.

CHARIOT GROUP TECHNOLOGY PURCHASE

Studies show that connection to the speaker in a video is largely influenced by the quality of the audio. Speakers with professional audio are perceived to be smarter, more well-spoken, etc. while those with poor quality audio are perceived as less intelligent, which means that people generally pay less attention to what the speaker is saying, or they quit watching the video entirely. Several of our teachers attended a session at DLAC where the presenters reviewed best practices for recording videos, demoed the difference between mic types, and presented comparative data based on the difference. The director of tech reviewed the protocols and determined that the difference between the built-in mics that our teachers currently have and the professional mics on this invoice was significant and worth the investment of +/- $150 per teacher/staff, particularly because of the number of videos our team records each week and the number of live sessions they do.

LEA-SPECIFIC EDUCATOR LICENSE POLICY

Previously the School adopted an LEA-Specific Educator License Policy. Among other things, this policy explains the process the School must go through to apply for an LEA-specific license for an employee and the requirements the School must follow when it employs educators with LEA-specific licenses.

The administrative rules governing LEA-specific educator licenses are contained in R277-301.

Recently, R277-301-7 was amended to say that LEAs can no longer issue an LEA-specific license in the area of special education and other related areas. Prior to this change (and as reflected in the School's currently policy), LEAs were permitted to issue LEA-specific licenses in special education and preschool special education for one school year.

The proposed amendments to the School's LEA-Specific Educator License Policy reflect the recent changes R277-301-7 – i.e., they provide that no LEA-specific licenses may be issued in special education and related areas.

PROCUREMENT POLICY

Over the past year or so there have been a variety of changes to the Utah Procurement Code and the procurement rules in Title R33 of the Utah Administrative Code. The proposed revisions to the School's Procurement Policy are intended to make the policy reflect current procurement laws and rules, including the various small purchases thresholds. In addition, the proposed revisions add detail to the policy in order to clearly explain when the School is and is not required to obtain bids or quotes and when the School is and is not required to go through a formal procurement process prior to making certain purchases. The revisions also outline the procurement rules that apply to purchasing professional services and doing construction projects.

The proposed revisions should not only make the policy consistent with current law, but also provide the School with a clear procurement guide when making purchases.

SEX EDUCATION CURRICULUM MATERIALS REVIEW COMMITTEE

Each LEA is responsible for having a team of parents/educators review the health curriculum. This year, we had a lot of parents who were interested in serving on our focus group committee to provide feedback on curriculum, our online library, and our School Land Trust plan. We plan to hold quarterly meetings to solicit feedback, and review curriculum and our online library. We value our parent input.

MOUNTAIN HEIGHTS ACADEMY
BOARD OF TRUSTEES MEETING

Date: Friday, February 11, 2022
Location: 9067 S. 1300 W. #204; West Jordan, UT 84088

Board Members in Attendance: Gavin Hutchinson, Royce Kimmons, Kari Malkovich, Quinn Sutton, Wade Glathar
Others in Attendance: Dr. DeLaina Tonks, Gabe Clark, Kara Finley, Cathie Hurst, Chelse Shaum, Cecilia Acosta

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

MINUTES

CALL TO ORDER
- Gavin Hutchinson called the board meeting to order at 9:32 AM.

CONSENT ITEMS
- **December 17, 2021 Board Meeting Minutes**
  Quinn Sutton made a motion to approve the December 17, 2021 Board Meeting Minutes; Royce Kimmons seconded. Motion passed; the votes were as follows:
  - *Gavin Hutchinson – AYE*
  - *Royce Kimmons – AYE*
  - *Quinn Sutton – AYE*

PUBLIC COMMENT
- **2022-2023 Fee Schedule and Fee Waiver Policy**
  This was the second public comment period for the fee schedule and Fee Waiver Policy.
  Wade Glathar joined the board meeting at 9:33 AM.

VOTING ITEMS
- **2022-2023 Fee Schedule**
  Wade Glathar made a motion to approve the 2022-2023 Fee Schedule; Quinn Sutton seconded. Motion passed; the votes were as follows:
  - *Gavin Hutchinson – AYE*
  - *Royce Kimmons – AYE*
  - *Wade Glathar – AYE*
  - *Quinn Sutton – AYE*

- **Fee Waiver Policy**

No changes were made to the policy, and it has been reviewed.

Royce Kimmons made a motion to reapprove the Fee Waiver Policy; Wade Glathar seconded. Motion passed; the votes were as follows:
- *Gavin Hutchinson – AYE*
- *Royce Kimmons – AYE*
- *Wade Glathar – AYE*
- *Quinn Sutton – AYE*

REPORTS

- **Finance Report**

Cathie Hurst reviewed the financial statements as of December 31st and the budget is as anticipated. The 990 has been provided for board review and filed.

Kari Malkovich joined the board meeting at 9:41 AM.

VOTING ITEMS

- **Positive Behaviors Plan**

The need to adopt a positive behaviors plan was provided and the plan components and reporting requirements were outlined.

Kari Malkovich made a motion to approve the Positive Behaviors Plan; Quinn Sutton seconded. Motion passed; the votes were as follows:
- *Gavin Hutchinson – AYE*
- *Royce Kimmons – AYE*
- *Kari Malkovich – AYE*
- *Wade Glathar – AYE*
- *Quinn Sutton – AYE*

Chelse Shaum and Cecilia Acosta joined the board meeting at 9:45 AM.

STUDENT SPOTLIGHT

- Chelse Shaum explained the significance of the Springville Art Show, the jury process, and the honor to have Cecilia's art piece recognized. Sterling Scholar student Cecilia described her piece and the history behind its development. The Springville Art Show is currently running, and Cecilia's art is a beautiful representation. Cecilia will be pursuing graphic design and animation after she graduates.

Chelse Shaum and Cecilia Acosta left the board meeting at 9:54 AM.

REPORTS

- **Director Report**

Dr. Tonks provided an update on the current state of the school, including early graduates, Sterling Scholars, the STEM program, and the annual National History Day program. Student performance, enrollment, and the pages on the USBE website for the portrait of a graduate. Goals from the strategic plan are a primary focus and progress is being made with professional development occurring. Upcoming events for the rest of the school year were discussed and board members were invited to the Gala and Graduation. The board thanked

Dr. Tonks for the report and outstanding work being completed at the school.

VOTING ITEMS

- **School LAND Trust Plan**
  The School LAND Trust Plan outlines goals and measurements for the allocated funding.
  Wade Glathar made a motion to approve the School LAND Trust Plan; Kari Malkovich seconded. Motion passed; the votes were as follows:
    o *Gavin Hutchinson – AYE*
    o *Royce Kimmons – AYE*
    o *Kari Malkovich – AYE*
    o *Wade Glathar – AYE*
    o *Quinn Sutton – AYE*

- **Course Curriculum Development Addendum**
  The additional courses as recommended were discussed.
  Royce Kimmons made a motion to approve the Course Curriculum Development Addendum; Wade Glathar seconded.
  Dr. Tonks discussed the ability for SOEP students to now take concurrent enrollment courses through Mountain Heights Academy.
  Motion passed; the votes were as follows:
    o *Gavin Hutchinson – AYE*
    o *Royce Kimmons – AYE*
    o *Kari Malkovich – AYE*
    o *Wade Glathar – AYE*
    o *Quinn Sutton – AYE*

- **Course Credit Proposal for Concurrent Enrollment**
  Digital Literacy (0.5 credit) and Computer Tech Ed (1.0) are current graduation requirements. As the school is growing and developing the Concurrent Enrollment program, it was proposed to add 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.
  Kari Malkovich made a motion to approve the Course Credit Proposal for Concurrent Enrollment; Wade Glathar seconded. Motion passed; the votes were as follows:
    o *Gavin Hutchinson – AYE*
    o *Royce Kimmons – AYE*
    o *Kari Malkovich – AYE*
    o *Wade Glathar – AYE*
    o *Quinn Sutton – AYE*

- **ETS Chromebook Purchase**
  Chromebooks are needed to be purchased for next year and due to supply chain disruption it is proposed to purchase order them now. Each student can receive a Chromebook and they are checked out from the school and includes software to monitor appropriate content. The school utilizes an asset management system to remotely manage the devices.
  Wade Glathar made a motion to approve the ETS Chromebook Purchase up to $105,200;

Royce Kimmons seconded. Motion passed; the votes were as follows:
- o *Gavin Hutchinson – AYE*
- o *Royce Kimmons – AYE*
- o *Kari Malkovich – AYE*
- o *Wade Glathar – AYE*
- o *Quinn Sutton – AYE*

- **School Supply Purchasing Plan**
Each spring the school inventories supplies and the need for the upcoming school year.
Kari Malkovich made a motion to approve the School Supply Purchasing Plan up to $100,000; Quinn Sutton seconded.
Wade Glathar thanked Dr. Tonks for her foresight in evaluating need and planning.
Motion passed; the votes were as follows:
  - o *Gavin Hutchinson – AYE*
  - o *Royce Kimmons – AYE*
  - o *Kari Malkovich – AYE*
  - o *Wade Glathar – AYE*
  - o *Quinn Sutton – AYE*

- **Rose Van Moorlehem Tuition Reimbursement Agreement**
The reimbursement agreement for coursework was reviewed.
Quinn Sutton made a motion to approve the Rose Van Moorlehem Tuition Reimbursement Agreement; Wade Glathar seconded. Motion passed; the votes were as follows:
  - o *Gavin Hutchinson – AYE*
  - o *Royce Kimmons – AYE*
  - o *Kari Malkovich – AYE*
  - o *Wade Glathar – AYE*
  - o *Quinn Sutton – AYE*

- **Lisa Boucher Study**
Lisa Boucher is working on her master's capstone project and has requested a study including ninth grade students.
Kari Malkovich made a motion to approve the Lisa Boucher Study; Quinn Sutton seconded. Motion passed; the votes were as follows:
  - o *Gavin Hutchinson – AYE*
  - o *Royce Kimmons – AYE*
  - o *Kari Malkovich – AYE*
  - o *Wade Glathar – AYE*
  - o *Quinn Sutton – AYE*

CALENDARING
- The next board meeting is scheduled for April 15, 2022 at 9:30 AM.
- The legislative session is underway and there are bills that will impact education.
- Board members were encouraged to attend the National Charter School Conference and let Dr. Tonks know if they are available.

ADJOURN

- *Wade Glathar made a motion to adjourn the board meeting; Quinn Sutton seconded. Motion passed; the votes were as follows:*
    - *Gavin Hutchinson – AYE*
    - *Royce Kimmons – AYE*
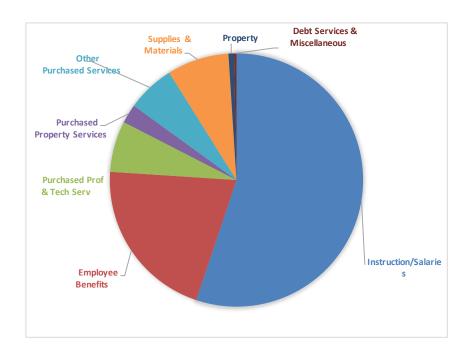   - *Kari Malkovich – AYE*
    - *Wade Glathar – AYE*
    - *Quinn Sutton – AYE*

    Board meeting adjourned at 10:22 AM.

Mountain Heights Academy
Board Balance Sheet
As of 3/31/2022

	Period Ending 03/31/2022	Period Ending 03/31/2021
	Actual	Actual
Assets & Other Debits		
Current Assets		
Operating Cash		
Cash	1,853,313	3,386,185
Investments	8,186,631	5,162,343
Operating Cash	10,039,944	8,548,528
Accounts Receivables	852	2,721
Total Current Assets	10,040,796	8,551,249
Net Assets		
Fixed Assets	288,631	422,202
Depreciation	(247,005)	(387,316)
Total Net Assets	41,626	34,886
Total Assets & Other Debits	**10,082,422**	**8,586,135**
Liabilities & Fund Equity		
Current Liabilities	78,581	27,319
Fund Balance	8,312,767	5,869,825
Net Income	1,691,074	2,688,991
Total Liabilities & Fund Equity	**10,082,422**	**8,586,135**

Mountain Heights Academy
Statement of Activities
7/1/2021 - 3/31/2022

	Annual June 30, 2022	Year-to-Date March 31, 2022	
	Budget	Actual	% of Budget
Net Income			
Income			
Revenue From Local Sources	90,000	59,078	65.6 %
Revenue From State Sources	10,558,392	8,408,547	79.6 %
Revenue From Federal Sources	215,837	44,921	20.8 %
Total Income	10,864,229	8,512,546	78.4 %
Expenses			
Instruction/Salaries	5,812,086	3,762,410	64.7 %
Employee Benefits	2,235,513	1,424,149	63.7 %
Purchased Prof & Tech Serv	612,000	444,356	72.6 %
Purchased Property Services	317,500	165,607	52.2 %
Other Purchased Services	344,700	416,846	120.9 %
Supplies & Materials	602,670	538,853	89.4 %
Property	0	47,956	0.0 %
Debt Services & Miscellaneous	26,000	21,295	81.9 %
Total Expenses	9,950,469	6,821,472	68.6 %
Total Net Income	**913,760**	**1,691,074**	**185.1 %**

Mountain Heights Academy
Statement of Activities
7/1/2021 - 3/31/2022

	Annual June 30, 2022	Year-to-Date March 31, 2022	
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Net Income			
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Revenue From Local Sources	90,000	59,078	65.6 %
Revenue From State Sources	10,558,392	8,408,547	79.6 %
Revenue From Federal Sources	215,837	44,921	20.8 %
Total Income	10,864,229	8,512,546	78.4 %
Expenses			
Instruction/Salaries			
0121 - Salaries - Principals and Assistants	347,484	193,375	55.7 %
0131 - Salaries - Teachers	4,378,960	2,712,586	61.9 %
0132 - Salaries - Substitute Teachers	4,500	400	8.9 %
0142 - Salaries - Guidance Personnel	286,750	223,813	78.1 %
0152 - Salaries - Secretarial and Clerical Personnel	563,349	429,770	76.3 %
0161 - Salaries - Teacher Aides and Para-Professionals	231,043	202,466	87.6 %
Total Instruction/Salaries	5,812,086	3,762,410	64.7 %
Employee Benefits			
0220 - Social Security	745,996	413,106	55.4 %
0230 - Local Retirement	195,000	160,912	82.5 %
0240 - Group Insurance	3,100	2,669	86.1 %
0290 - Other Employee Benefits	1,291,417	847,462	65.6 %
Total Employee Benefits	2,235,513	1,424,149	63.7 %
Purchased Prof & Tech Serv			
0320 - Professional - Educational Services	100,000	113,389	113.4 %
0330 - Professional Employee Training and Development	100,000	43,875	43.9 %
0340 - Other Professional Services	50,000	42,771	85.5 %
0345 - Business Services	312,000	224,156	71.8 %
0350 - Technical Services	50,000	20,165	40.3 %
Total Purchased Professional & Technical Services	612,000	444,356	72.6 %
Purchased Property Services			
0430 - Repairs & Maintenance Services	10,000	737	7.4 %
0441 - Rental of Land & Buildings	300,000	163,613	54.5 %
0442 - Rental of Equipment & Vehicles	2,500	1,257	50.3 %
0490 - Other Purchased Property Services	5,000	0	0.0 %
Total Purchased Property Services	317,500	165,607	52.2 %
Other Purchased Services			
0517 - Student Overnight Trips/Field Trips	0	55,416	0.0 %
0518 - Student Day Trips/Field Trips (includes Admission Charges)	40,000	26,039	65.1 %
0521 - Property Insurance	1,600	358	22.4 %
0522 - Liability Insurance	9,500	17,111	180.1 %
0530 - Communication (Telephone & Other)	29,999	24,142	80.5 %
0540 - Advertising	200,000	204,028	102.0 %
0561 - Tuition to Other LEAs Within the State	5,000	1,275	25.5 %
0580 - Travel/Per Diem	58,601	88,477	151.0 %
Total Other Purchased Services	344,700	416,846	120.9 %
Supplies & Materials			
0610 - General Supplies	148,750	75,667	50.9 %
0610-001 - Furniture and Fixtures (not capitalized)	25,000	3,864	15.5 %
0641 - Textbooks	15,000	6,273	41.8 %
0644 - Library Books	920	0	0.0 %
0650 - Supplies - Technology Related	200,000	296,950	148.5 %
0670 - Software	213,000	156,099	73.3 %
Total Supplies & Materials	602,670	538,853	89.4 %
Property			

0710 - Land and Site Improvements	0	47,956	0.0 %
Total Property	0	47,956	0.0 %
Debt Services & Miscellaneous			
0810 - Dues and Fees	26,000	21,295	81.9 %
Total Debt Services & Miscellaneous	26,000	21,295	81.9 %
Total Expenses	9,950,469	6,821,472	68.6 %
Total Net Income	**913,760**	**1,691,074**	**185.1 %**

Executive Director's Report
April 2022

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V I S I O N

Mountain Heights Academy is the leader in digital education.

M I S S I O N

To develop connected and successful learners.

S T U D E N T   A C H I E V E M E N T

STUDENT CHOSEN FOR JUNIOR SCIENCE & HUMANITIES SYMPOSIUM: Twelfth-grade student, Kate Watson, advanced to the Oral Presentation level of the Intermountain Junior Science & Humanities Symposium (JSHS) which will be held on the campus of Montana Technological University in March 2022. Kate was not selected as a finalist, but if she had been she would have earned scholarship money ($4500 is dispersed by each region) and a chance to compete at the National JSHS event in Albuquerque NM on April 20-23

Kate's Research Paper
JSHS Website

STUDENT PUBLISHED ON HUMANITIES MOMENTS WEBSITE: The National Humanities Center has chosen twelfth-grade student Julia Reardon's Humanities Moment to be featured as one of the website's five showcase Moments that every visitor to the site's home page sees as part of their rotating carousel.

STUDENT STATE QUALIFIERS FOR NATIONAL HISTORY DAY:
Good Monday Afternoon!

Over this past week, 11 of our NHD students competed at 3 Regional Competitions in Logan, Salt Lake, and Alpine. The competition was fierce but Mountain Heights prevailed!

Our students highlighted our digital strengths and dominated in several categories. Advancing to the State National History Day competition on April 14th and 15th are the following:

- Malia Chaya - Documentary: Foreign Policy and the Road to War: Japanese-American Relations before Pearl Harbor

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- [Kimari Perng](#) - Documentary: The Civil Liberties Act: An Attempt to Make Amends
- [Jennifer Parke](#) - Digital Born Exhibit: Cleopatra and Rome
- [Rachel Parke](#) - Digital Born Exhibit: Mountain Meadows Massacre
- [Emmaline Kimmons](#) - Exhibit: Milan Conference
- [Katlyn Marion](#) - Documentary: AIDS Epidemic
- [Kaylin Lloyd](#) - Website: Treaty of Versailles

In addition to advancing to State, the following also received special awards for their projects:

- Jennifer Parke - Women in History
- Rachel Parke - Utah History
- Malia Chaya - Project Design
- Kimari Perng - A More Perfect Union ($50 Award)

It's been a great year and can't wait to see how these students do at State!

STUDENT AWARDED SCHOLARSHIP AND TO PERFORM WITH UTAH BAROQUE ENSEMBLE: Alina Baron, a 16-year-old violinist attending Mountain Heights Academy, is the winner of the [2022 Levente Medveczky Student Scholarship](#) Competition. She will receive a $500 scholarship and a spot performing with the Utah Baroque Ensemble on April 24. Baron began playing the violin at the age of 3 and has performed with the Utah Symphony, Utah Valley Symphony, Utah Philharmonic Orchestra and Timpanogos Symphony Orchestra. Baron also tutors violin and is the president of the Joyful Sounds Children's Choir.

THANK YOU FROM A STUDENT WHO ATTENDED THE CLOSE-UP WASHINGTON DC EDUCATIONAL PROGRAM:
 Hi Principal Tonks,

I want to thank you so much for giving me and 23 other MHA students the opportunity to visit Washington D.C.! I learned so much, and It was truly a life-changing experience.

I loved seeing and learning about the memorials, the Constitution in the National Archives, visiting Ford's Theatre, the Smithsonian museums (we visited the African American, Natural History, and American History museums), learning more about politics and debating, exploring the city, and everything else! Meeting Mitt Romney, Mike Lee, and Burgess Owens was so amazing! They gave advice that has changed the way I see life.

Thank you for allowing me to have this experience that I have always dreamed of! I will never forget it! Trips like this make school spirit strong. I am excited for future MHA students to be able to experience D.C. also.

Sincerely, Alina

P.S. The cupcakes were delicious! Everyone was so excited! It was very thoughtful of you.

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S T U D E N T   P E R F O R M A N C E

1. Student Performance Spreadsheet (2021-2022 Q3, updated 3/2022)

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)

L O T T E R Y

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: 1136 (net gain of 165 students)

2. Lottery tracking by month (04/14/2022)

F A C U L T Y / S T A F F

FACULTY/ADMINISTRATION GIVE PRESENTATIONS AT DIGITAL LEARNING ANNUAL CONFERENCE:

DeLaina Tonks, Sarah Weston, and Sunee Eardley were chosen to each give presentations at the Digital Learning Annual Conference. Take a look at the takeaways from the team members who attended DLAC 2022 Conference. They were thrilled for the opportunity to attend.

TEACHERS SELECTED FOR NATIONAL HISTORY DAY SPRING WEBINAR SERIES: This spring, National History Day® (NHD) selected Karlee Genther (Social Studies, English) as one of only three teachers from Utah for the spring professional development Historical Argumentation Webinar Series.

REORGANIZATION, ADDITION OF ASSISTANT DIRECTORS: With the addition of two assistant directors, we are updating titles to Executive Director, School Director, Director of Teaching/Learning, Director of SPED, and Assistant Director. This presentation was sent to all staff to share all of the updates and to keep everyone informed. Take a look.

CONGRATS DR. KIMMONS: Third most downloaded TechTrends article published in 2021: "Trends in Educational Technology: What Facebook, Twitter, and Scopus Can Tell us about Current Research and Practice". Read the full-text here: https://https://link.springer.com/article/10.1007/s11528-021-00589-6

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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**

   Over 100 students and their friends gathered at Round 1 for an evening of connection and fun. Include picture of activities from Feb 20-April 10

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

   Partnership with MIT to work with secondary school in Belize on OER policy and curriculum training.

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

   DeLaina was invited to submit an article in Spanish for a journal on online learning in Mexico. Her paper on the evolution of Mountain Heights was published in March, HERE

   Director Tonks, Asst Director Andersen, SS DTL Megann Bench, SS teacher Trevor Peck, Instructional Coach Ashley Webb, and student Alina Baron were invited to do a presentation on Mountain Heights Academy and OER to educators from 16 countries, including Angola, Bahrain, Barbados, Burkina Faso, Costa Rica, Haiti, Kenya, Malawi, Mexico, Morocco, Mozambique, Paraguay, South Sudan, Spain, Ukraine, and Zambia.

   Interview with CITES/CAST for best practices in intentional online learning, including OER

   Interview with The Learning Accelerator

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CALENDAR ITEMS

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

Kindly RSVP for the gala and graduation by April 22, 2022.

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February 12, 2022

Dear Victoria Webb,

The Utah State Board of Education Special Education Services (USBE SES) Section has the authority and responsibility of monitoring compliance with federal and state requirements under the Individuals with Disabilities Education Act of 2004 (IDEA) and the Utah State Board of Education Special Education Rules (Rules). This responsibility is administered within the framework of supporting positive outcomes for students with disabilities. The USBE SES must provide a State Performance Plan/Annual Performance Report (SPP/APR) to the Office of Special Education Programs (OSEP) to describe the progress of each Local Education Agency (LEA) and the State toward meeting targets on performance indicators established by OSEP. Indicators address specific compliance and outcome components of the special education program. LEAs that meet targets set for each indicator demonstrate minimum compliance or outcome results with the specific indicator. Indicators are measured to indicate levels of risk for LEAs but do not reflect implementation or indicate that an LEA is providing students with a free appropriate public education (FAPE).

The USBE SES considers multiple sources of data including student enrollment, monitoring activities, professional development, stakeholder input, personnel qualifications, use of funding, and any other public information to determine level of risk for the APR indicators. The USBE SES considers additional indicators in conjunction with the APR indicators to determine the Results Driven Accountability (RDA) risk determination as well as the level of monitoring and support required for each LEA. LEA risk determinations are made annually; therefore, the determination about the status of each LEA and the criteria used will be reviewed and possibly modified each year by the USBE SES. In making these risk determinations and in deciding on appropriate enforcement actions for the federal fiscal year (FFY) 2020 APR, the USBE SES has considered all information available at the time of the determination, including the history, nature, and length of time of any reported noncompliance, and any evidence of correction. If the LEA provided data demonstrating correction of noncompliance in a timely manner within one year, the USBE SES will consider the LEA to be in substantial compliance regarding that indicator. Risk determinations for the 2020–2021 school year included results from SPP/APR Indicators and additional indicators outlined below.

The USBE SES has re-conceptualized its accountability system to more effectively support LEAs in delivering compliant special education programs which lead to positive outcomes for students with disabilities. Several stakeholders were involved in the revision process and provided input and feedback regarding this process. As a result, the USBE SES provides differentiated levels of monitoring and support to LEAs based on need. While the USBE SES monitoring and technical assistance efforts will continue to address compliance issues, the focus will be on working collaboratively with LEAs to develop and strengthen their capacity to implement and scale-up effective instructional practices resulting in preparation for employment, further education, and independent living.

The USBE SES has completed the annual data review for the 2020–2021 school year. As a result of the data review, Mountain Heights Academy has a preliminary risk determination of:

2021 Overall Risk Score	2021 USBE Results Driven Accountability Tier
1	Supporting

The data used in making this determination are enclosed. For more information on the USBE tiers, supports and activities, please visit the USBE website. **If you disagree with the data, please submit an appeal in UPIPS within 30 days of receipt of this letter.** RDA risk scores and tier assignments will become final once the appeal period closes. If you have any additional questions, please call Dana Archuleta at (801) 538-7698.

Mountain Heights Academy must complete a Program Improvement Plan to address the areas of need identified in the enclosed table as well as any areas of need identified by Mountain Heights Academy. If Mountain Heights Academy wishes the USBE SES to review its Program Improvement Plan, the plan must be submitted by **April 15, 2022**. Final Program Improvement Plans must be submitted by **June 30, 2022**.

Indicator Data	2021 LEA Risk Score	LEA Data	Target Met?	Points Away From Target	Comments
Indicator 1: Graduation State Target: ≥ 67.90% Data Year: 2019-2020 Data Source: UTREx Year End	1	71.43%	YES	0.00	The LEA meets or exceeds the State target.
Indicator 2: Dropout State Target: ≤ 25.80% Data Year: 2019-2020 Data Source: UTREx Year End	1	21.43%	YES	0.00	The LEA is at or below the State target.

Indicator Data	2021 LEA Risk Score	LEA Data	Target Met?	Points Away From Target	Comments
Indicator 3A: Participation Literacy Grade 4 State Target: ≥ 95.00% Data Year: 2020-2021 Data Source: RISE, DLM	NA	NA	NA	NA	The LEA did not enroll grade 4 in 2020–2021.
Indicator 3A: Participation Literacy Grade 8 State Target: ≥ 95.00% Data Year: 2020-2021 Data Source: RISE, DLM	5	47.22%	NO	47.78	This indicator has been identified as an area of need and must be addressed in your LEA's Program Improvement Plan.
Indicator 3A: Participation Literacy Grade 10 State Target: ≥ 95.00% Data Year: 2020-2021 Data Source: Utah Aspire Plus, DLM	5	30.77%	NO	64.23	This indicator has been identified as an area of need and must be addressed in your LEA's Program Improvement Plan.
Indicator 3A: Participation Numeracy Grade 4 State Target: ≥ 95.00% Data Year: 2020-2021 Data Source: RISE, DLM	NA	NA	NA	NA	The LEA did not enroll grade 4 in 2020–2021.
Indicator 3A: Participation Numeracy Grade 8 State Target: ≥ 95.00% Data Year: 2020-2021 Data Source: RISE, DLM	5	41.67%	NO	53.33	This indicator has been identified as an area of need and must be addressed in your LEA's Program Improvement Plan.
Indicator 3A: Participation Numeracy Grade 10 State Target: ≥ 95.00% Data Year: 2020-2021 Data Source: Utah Aspire Plus, DLM	5	30.00%	NO	65.00	This indicator has been identified as an area of need and must be addressed in your LEA's Program Improvement Plan.
Indicator 3A Overall	5	5.00	NA	NA	This is the average of risk scores for this indicator and is used in the Monitoring Tier calculation. The USBE recommends the LEA continue to educate parents and adult students on the benefits of participation.

Indicator Data	2021 LEA Risk Score	LEA Data	Target Met?	Points Away From Target	Comments
Indicator 3B: Regular Proficiency Literacy Grade 4 State Target: ≥ 14.51% Data Year: 2020-2021 Data Source: RISE	NA	NA	NA	NA	The LEA did not enroll grade 4 in 2020–2021.
Indicator 3B: Regular Proficiency Literacy Grade 8 State Target: ≥ 7.31% Data Year: 2020-2021 Data Source: RISE	1	11.76%	YES	0.00	The LEA meets or exceeds the State target.
Indicator 3B: Regular Proficiency Literacy Grade 10 State Target: ≥ 8.58% Data Year: 2020-2021 Data Source: Utah Aspire Plus	1	25.00%	YES	0.00	The LEA meets or exceeds the State target.
Indicator 3B: Regular Proficiency Numeracy Grade 4 State Target: ≥ 19.74% Data Year: 2020-2021 Data Source: RISE	NA	NA	NA	NA	The LEA did not enroll grade 4 in 2020–2021.
Indicator 3B: Regular Proficiency Numeracy Grade 8 State Target: ≥ 6.02% Data Year: 2020-2021 Data Source: RISE	5	0.00%	NO	6.02	This indicator has been identified as an area of need and must be addressed in your LEA's Program Improvement Plan.
Indicator 3B: Regular Proficiency Numeracy Grade 10 State Target: ≥ 3.19% Data Year: 2020-2021 Data Source: Utah Aspire Plus	5	0.00%	NO	3.19	This indicator has been identified as an area of need and must be addressed in your LEA's Program Improvement Plan.
Indicator 3B Overall	3	3.00	NA	NA	This is the average of risk scores for this indicator and is used in the Monitoring Tier calculation. The USBE recommends the LEA continue to educate parents and adult students on the benefits of participation.

Indicator Data	2021 LEA Risk Score	LEA Data	Target Met?	Points Away From Target	Comments
Indicator 3C: Alternate Proficiency Literacy Grade 4 State Target: ≥ 15.06% Data Year: 2020-2021 Data Source: DLM	NA	NA	NA	NA	The LEA did not enroll grade 4 in 2020–2021.
Indicator 3C: Alternate Proficiency Literacy Grade 8 State Target: ≥ 23.74% Data Year: 2020-2021 Data Source: DLM	NA	NA	NA	NA	The LEA did not enroll grade 8 in 2020–2021.
Indicator 3C: Alternate Proficiency Literacy Grade 10 State Target: ≥ 29.43% Data Year: 2020-2021 Data Source: DLM	NA	NA	NA	NA	The LEA did not enroll grade 10 in 2020–2021.
Indicator 3C: Alternate Proficiency Numeracy Grade 4 State Target: ≥ 31.43% Data Year: 2020-2021 Data Source: DLM	NA	NA	NA	NA	The LEA did not enroll grade 4 in 2020–2021.
Indicator 3C: Alternate Proficiency Numeracy Grade 8 State Target: ≥ 6.24% Data Year: 2020-2021 Data Source: DLM	NA	NA	NA	NA	The LEA did not enroll grade 8 in 2020–2021.
Indicator 3C: Alternate Proficiency Numeracy Grade 10 State Target: ≥ 12.41% Data Year: 2020-2021 Data Source: DLM	NA	NA	NA	NA	The LEA did not enroll grade 10 in 2020–2021.
Indicator 3C Overall	NA	NA	NA	NA	This is the average of risk scores for this indicator and is used in the Monitoring Tier calculation. The USBE recommends the LEA continue to educate parents and adult students on the benefits of participation.

Indicator Data	2021 LEA Risk Score	LEA Data	Target Met?	Points Away From Target	Comments
Indicator 3D: Gap Calculation Literacy Grade 4 State Target: ≤ 23.31% Data Year: 2020-2021 Data Source: RISE	NA	NA	NA	NA	The LEA did not enroll grade 4 in 2020–2021.
Indicator 3D: Gap Calculation Literacy Grade 8 State Target: ≤ 35.63% Data Year: 2020-2021 Data Source: RISE	2	35.78%	NO	0.15	This indicator has not been identified as an area of need by the USBE.
Indicator 3D: Gap Calculation Literacy Grade 10 State Target: ≤ 39.47% Data Year: 2020-2021 Data Source: Utah Aspire Plus	1	30.56%	YES	0.00	The LEA is at or below the State target.
Indicator 3D: Gap Calculation Numeracy Grade 4 State Target: ≤ 25.22% Data Year: 2020-2021 Data Source: RISE	NA	NA	NA	NA	The LEA did not enroll grade 4 in 2020–2021.
Indicator 3D: Gap Calculation Numeracy Grade 8 State Target: ≤ 30.51% Data Year: 2020-2021 Data Source: RISE	1	28.57%	YES	0.00	The LEA is at or below the State target.
Indicator 3D: Gap Calculation Numeracy Grade 10 State Target: ≤ 25.62% Data Year: 2020-2021 Data Source: Utah Aspire Plus	1	17.65%	YES	0.00	The LEA is at or below the State target.
Indicator 3D Overall	1	1.25	NA	NA	This is the average of risk scores for this indicator and is used in the Monitoring Tier calculation. The USBE recommends the LEA continue to educate parents and adult students on the benefits of participation.

Indicator Data	2021 LEA Risk Score	LEA Data	Target Met?	Points Away From Target	Comments
Indicator 4A: Suspension & Expulsion of Students with IEPs State Target: 0.00% State Rate: 0.11% Data Year: 2019-2020 Data Source: UTREx Year End	1	0.00%	YES	0.00	The LEA is at or below the State rate.
Indicator 4B: Suspension & Expulsion of Students with IEPs Based on Race/Ethnicity State Target: 0.00% State Rate: 0.11% Data Year: 2019-2020 Data Source: UTREx Year End	1	0.00%	YES	0.00	The LEA is at or below the State rate.
Indicator 4 Overall	1	1.00	NA	NA	This is the average of risk scores for this indicator and is used in the Monitoring Tier calculation. The USBE recommends a review of LEA data practices and the accurate recording of discipline data for students with IEPs.

Indicator Data	2021 LEA Risk Score	LEA Data	Target Met?	Points Away From Target	Comments
Indicator 5A: Inside the Regular Class 80% or More of the Day State Target: ≥ 65.12% Data Year: 2020-2021 Data Source: UTREx Dec 1 Child Count	1	83.52%	YES	0.00	The LEA meets or exceeds the State target.
Indicator 5B: Inside the Regular Class Less than 40% of the Day State Target: ≤ 9.71% Data Year: 2020-2021 Data Source: UTREx Dec 1 Child Count	1	2.75%	YES	0.00	The LEA is at or below the State target.
Indicator 5C: In Separate Schools, Residential Facilities, or Homebound/Hospital Placements State Target: ≤ 2.78% Data Year: 2020-2021 Data Source: UTREx Dec 1 Child Count	1	0.00%	YES	0.00	The LEA is at or below the State target.
Indicator 5 Overall	1	1.00	NA	NA	This is the average of risk scores for this indicator and is used in the Monitoring Tier calculation. The USBE recommends a review of LEA continuum of placement policies and practices.

Indicator Data	2021 LEA Risk Score	LEA Data	Target Met?	Points Away From Target	Comments
Indicator 6A: Preschool Students Receiving Special Education in Regular Programs State Target: ≥ 46.86% Data Year: 2020-2021 Data Source: UTREx Dec 1 Child Count	NA	NA	NA	NA	The LEA reported no students ages 3–5 with IEPs in preschool settings in 2020–2021.
Indicator 6B: Preschool Students Receiving Special Education in Special Class or School State Target: ≤ 32.67% Data Year: 2020-2021 Data Source: UTREx Dec 1 Child Count	NA	NA	NA	NA	The LEA reported no students ages 3–5 with IEPs in preschool settings in 2020–2021.
Indicator 6C: Preschool Students Receiving Special Education in Home State Target: ≤ 0.31% Data Year: 2020-2021 Data Source: UTREx Dec 1 Child Count	NA	NA	NA	NA	The LEA reported no students ages 3–5 with IEPs in preschool settings in 2020–2021.
Indicator 6 Overall	NA	NA	NA	NA	This is the average of risk scores for this indicator and is used in the Monitoring Tier calculation. The USBE recommends a review of LEA continuum of placement policies and practices.

Indicator Data	2021 LEA Risk Score	LEA Data	Target Met?	Points Away From Target	Comments
Indicator 7A: Positive Social Relationships Summary Statement 1 State Target: ≥ 88.86% Data Year: 2020-2021 Data Source: UPOD	NA	NA	NA	NA	The LEA reported no students ages 3–5 with IEPs in preschool settings in 2020–2021.
Indicator 7A: Positive Social Relationships Summary Statement 2 State Target: ≥ 55.80% Data Year: 2020-2021 Data Source: UPOD	NA	NA	NA	NA	The LEA reported no students ages 3–5 with IEPs in preschool settings in 2020–2021.
Indicator 7B: Knowledge & Skills Summary Statement 1 State Target: ≥ 88.41% Data Year: 2020-2021 Data Source: UPOD	NA	NA	NA	NA	The LEA reported no students ages 3–5 with IEPs in preschool settings in 2020–2021.
Indicator 7B: Knowledge & Skills Summary Statement 2 State Target: ≥ 48.48% Data Year: 2020-2021 Data Source: UPOD	NA	NA	NA	NA	The LEA reported no students ages 3–5 with IEPs in preschool settings in 2020–2021.
Indicator 7C: Ability to Meet Needs Summary Statement 1 State Target: ≥ 89.86% Data Year: 2020-2021 Data Source: UPOD	NA	NA	NA	NA	The LEA reported no students ages 3–5 with IEPs in preschool settings in 2020–2021.
Indicator 7C: Ability to Meet Needs Summary Statement 2 State Target: ≥ 66.44% Data Year: 2020-2021 Data Source: UPOD	NA	NA	NA	NA	The LEA reported no students ages 3–5 with IEPs in preschool settings in 2020–2021.
Indicator 7 Overall	NA	NA	NA	NA	This is the average of risk scores for this indicator and is used in the Monitoring Tier calculation. The USBE recommends a review of typical early childhood development and developmental skill levels.

Indicator Data	2021 LEA Risk Score	LEA Data	Target Met?	Points Away From Target	Comments
Indicator 8: Parent Involvement State Target: ≥ 78.38% Data Year: 2020-2021 Data Source: Parent Survey	1	90.70%	YES	0.00	The LEA meets or exceeds the State target.
Indicator 9: Disproportionality State Target: 0.00% Data Year: 2020-2021 Data Source: UTREx Year End	1	1.20	YES	0.00	This risk ratio is for students with IEPs who are Hispanic/Latino. There is no disproportionate representation suspected within the LEA.
Indicator 10: Disproportionality by Race/Ethnicity State Target: 0.00% Data Year: 2020-2021 Data Source: UTREx Year End	1	1.97	YES	0.00	This risk ratio is for students with IEPs who are Hispanic/Latino identified as SLD. There is no disproportionate representation suspected within the LEA.
Indicator 11: Child Find/Initial Evaluation Timelines State Target: 100.00% Data Year: 2020-2021 Data Source: UPIPS Monitoring	NA	NA	NA	NA	The LEA did not receive an Indicator 11 review in 2020–2021.
Indicator 12: C to B Transition State Target: 100.00% Data Year: 2020-2021 Data Source: TEDI	NA	NA	NA	NA	The LEA did not receive referrals from Part C Baby Watch in 2020–2021.
Indicator 13: Secondary Transition State Target: 100.00% Data Year: 2020-2021 Data Source: UPIPS Monitoring	NA	NA	NA	NA	The LEA did not receive an Indicator 13 review in 2020–2021.

Indicator Data	2021 LEA Risk Score	LEA Data	Target Met?	Points Away From Target	Comments
Indicator 14A: Enrolled in Higher Education State Target: ≥ 17.62% Data Year: 2020-2021 Data Source: Utah Post High Survey	3	11.11%	NO	6.51	This indicator has been identified as an area of need and must be addressed in your LEA's Program Improvement Plan.
Indicator 14B: Enrolled in Higher Ed or Competitively Employed State Target: ≥ 65.50% Data Year: 2020-2021 Data Source: Utah Post High Survey	1	66.67%	YES	0.00	The LEA meets or exceeds the State target.
Indicator 14C: Enrolled in Higher Ed or Competitively Emp. or Other State Target: ≥ 82.37% Data Year: 2020-2021 Data Source: Utah Post High Survey	1	88.89%	YES	0.00	The LEA meets or exceeds the State target.
Indicator 14 Overall	2	1.67	NA	NA	This is the average of risk scores for this indicator and is used in the Monitoring Tier calculation. The USBE recommends the LEA continue to educate students and parents on the purpose and benefits of the survey.

Data Source	2021 LEA Risk Score	Comments
Program Improvement Plan (PIP)	1	The LEA has submitted a Program Improvement Plan which addresses the areas of USBE identified need as well as areas of LEA selected focus.
Findings of Noncompliance	NA	The LEA had zero findings of noncompliance in 2020–2021. The definition of noncompliance was changed to all items less than 100% mid-year, so this risk score will not be included in the Monitoring Tier calculation.
Internal Monitoring	1	The LEA finalized a representative sample of IEP records in 2020–2021.
Fiscal	1	The LEA received a low risk score, 0–4, based on the Fiscal Risk Rubric.
Reporting Deadlines	1	All USBE required reports were submitted on or before the deadline.

The following history data are for information purposes only and are not included in the RDA Monitoring Tier calculation.

Year	Final Overall Risk Score	Final USBE Results Driven Accountability Tier	Prevalence of Students with Disabilities Within the LEA	Indicator 14 Response Rate
2020	2	Guiding	16.70	87.50
2019	4	Coaching	14.20	58.33
2018	4	Coaching	14.40	40.00
2017	4	Coaching	13.20	27.27
2016	4	Coaching	13.71	25.00

DLAC 2022 Conference

==Mountain Heights Presentations:==

NAME: Connections: The Unexpected Secret to Academic Success (Sunee Eardley, contributed talk)

NAME: The Evolution of the Practical Application of OER in a Secondary School Setting (Sarah Weston, pecha kucha)

NAME: Pro Tips and Pain Points of Competency-based Hiring (DeLaina Tonks, contributed talk)

DLAC 2022 Takeaways & Conference Notes:

Takeaways: Below is the process we will use for notes on the conference sessions you attend. After the conference, be sure to fill in your top three takeaways in the boxes at the top of the document. This document is shared with the board at the end of the conference as an accountability measurement to show the value of our participation and engagement in this particular conference.

Once you are home and settled, please make a 60-90 second highlight reel of what you learned at DLAC. These will be compiled and shared with our colleagues and the board. Please send your video to Sarah no later than February 28, 2022.

Top Three Takeaways (to be completed at the end of the conference):

Name: **Emily Andersen**

What did you get out of this conference?
My top 3 take-aways were:

1. I attended a session with an Idaho digital school that focuses on attracting homeschool students. I was surprised to find that while we serve different students that we have many of the same pain points. One area that they have done an excellent job is in training their parents, partially because they play a larger role as an "educational coach". They provide a series of very short "how-to" parent videos that I felt could be adapted and used at MHA to better support our parents as they support their students. These videos could help provide just in time answers to some of our frequently asked parent questions about how they can know what assignments are missing, access grades, etc.

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2. There were many sessions that focused on equity. One changed the focus from CRT to RCT (Raising Critical Thinkers), which I really liked. All of these sessions on equity made me think about what equity looks like at our school and in our state. For example, as we add in Concurrent Enrollment classes how can we remove barriers for students who would not traditionally take these courses but would qualify?

3. One of my favorite sessions was about Podcasting. It spoke to my roots as an English teacher. This session made my head spin with lots of ideas from trying out my own podcast to podcast names to a MHA podcast. I love the creativity that comes from the space, time, and sparks that come from conferences like DLAC.

Name: **McKenzie Bassett**

What did you get out of this conference?
My top 3 take-aways were:

1. One of the sessions that I went to focused on the proper usage and implementation of educational videos. The company that presented prides themselves on the creation of their videos. They gave us 7 tips on how to create and spot videos that are worth using and had data to back it up. Some of the tips that stood out to me were the quality of the audio and how that affects your credibility of your research and information. The other tip was that the students that watch my videos can only focus for 7 seconds and then need something to happen or change on the screen to keep them paying attention. They also provided different video creation options through adobe.

2. I also loved learning about RCT which is Raising Critical Thinkers. The concept is that students need to start thinking outside of the norm of what is always taught and believed. We can do this as teachers by pushing our students into an area known as the "productive struggle." This is where a student is pushed out of their comfort zone that they are stretching themselves. However, the uncomfortable push is not so much that they feel it is impossible and give up. It's the happy medium of being challenged to look at the world differently, but also be able to learn within their own individual strengths and weaknesses.

3. Another take-away I have is the quality of school we truly have. The teachers and administration that I had the opportunity to attend this conference with, as well as, the ones I work with at Mountain Heights are truly the Trailblazers of the online academic experience. We have a quality school that benefits the lives of many students. I am also someone who reaps the benefits of this school. I know that this school has gone through changes and an evolution that has brought the success that it has today. I am grateful that I am a benefactor of that success and now also have a chance to contribute to that experience and change the lives of those around me.

Name: **Jen Berrett**

What did you get out of this conference?
My top 3 take-aways were:

1. Mental health has been a focus area for my leadership evaluation this year and I have had some conversations with Emily A. I went to a couple of sessions that were focused on the mental health of our students (one was specifically how they were affected by the pandemic) and had a great conversation with Sunee after about some of the things our students have to go through. One idea they mentioned was implementing a 'how are you today' with a color coded scale that they can fill out. I think it might work better to do a 'how are you doing this week', that only the teacher can see, so that I can maybe be a resource to the kids that are struggling. It's pretty apparent that kids are struggling a lot these days and it's nice to be able to collaborate about things that others have tried or would like to try.

2. I went to a round table discussion where we met with some teachers and talked mostly about our SPED students and how we can better help with their needs. It was interesting to hear that SPED is sometimes held back because they might not know the content areas, which is why it is so important for us as teachers to work very closely with those support staff. It made me think about ways that I might be able to help these students that might struggle with instructions and how can I present the info to them differently if they aren't getting the concepts. Do I need to do more step-by-step videos to help give more detailed instructions to those who needed it?

3. I think that one of the most important things for me at this conference was being able to get to know some of the other teachers and admin and building relationships with each other. Sometimes it's easy to stay within our own departments and it was nice to rub shoulders with each other and also to see the caliber of people that we work with! It was incredible to see that a lot of things that were brought up in sessions are things that Mountain Heights already is doing. My biggest takeaway is how lucky I am to work at such an amazing school with such amazing colleagues! Thank you to our admin and the other teachers!

Name: **Abbie Butler**

What did you get out of this conference?
My top 3 take-aways were:

1. Repeatedly during most of the sessions I attended, I thought to myself how awesome Mountain Heights Academy is because we already are implementing a lot of the strategies/techniques/practices/ideas that were being presented. Several times I would note that the thing being talked about was already one of our staple practices. This made me super happy and grateful to work in and with a school that is so far advanced. We truly are front runners in digital education!
2. The best session I attended was from StudyForge, a digital curriculum company. They taught a session on "7 Rules for Crafting Excellent Educational Videos". The information and data to back up their rules were awesome. They shared some excellent insight into what students perceive in videos and which videos help the best. Some major video faux pas are speaking what is NOT written on the screen, having your face and information on the video, and having too long of videos.
3. Lastly, I loved a presentation on the "Power of Productive Struggle". The presenter showed data to prove that engagement boosts learning and curriculum that pushes a student to do

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productive learning helps that student to build brain power and resiliency. I thought a lot about our Tiered students and I believe the theory the presenter shared that we can't water things down too much. Students need to learn the power of yet. They can't do this....yet. They don't know this concept....yet.

Name: Kellie Clark

What did you get out of this conference?
My top 3 take-aways were:

1. I was able to go to a session about tech tools to use for mathematical modeling. I was able to learn about two new tools that can be used to generate historical data and model it using a graph and table. We will be covering statistics and modeling in 4th quarter and I'm really excited to use these new tools.
2. Another session I attended I learned valuable tips to create educational videos. An important takeaway for me was to think about what the students are seeing when I am talking. The use of highlighting important words or phrases when I say them can be very impactful. I also learned about the importance of quality audio for our videos. The presenters shared research from USC where they showed a group of people two videos - one with quality audio and one with poor quality audio. The videos were the exact same except for the audio but when surveyed the people felt like the video with poor quality was less credible and believed the presenter to be less intelligent.
3. Lastly, it was confirmed to me that Mountain Heights Academy is doing online education the right way. A lot of the "tips and tricks" that were shared were things we are already doing. It was very validating and I felt grateful to work for such an amazing school.

Name: **Sunee Eardley**

What did you get out of this conference?
My top 3 take-aways were:

1. My number one take-away from DLAC 2022 is that student social and emotional health needs to be a big part of the education equation.

I went to an excellent session entitled "Are we in a Mental Health Crisis? Experts share strategies to help students and educators cope with the trauma of the Pandemic." An idea that really resonated with me was the statement "Always remember: When it comes to learning its Maslow before Bloom." We as educators need new tools and need to engage with the emotional side of education. We need to be constantly thinking that we are teaching students rather than teaching content. It made me really think of the need to continue to focus at our school on emotional/social learning programs.

 A story was told about a "dot project". All of the educators/staff at a school went through all of the students and put a dot by any student that they had connected with. The Admin then went through the list and looked at the students that had no dots. After they analyzed the data, they assigned each

adult several students that they would make a special effort to connect with. They realized that even saying hello using the student's name was enough for a student to report that they were connected. They then also had the students complete the "dot project". They were very interested in connections that the teacher reported but that the student didn't reciprocate. This gave the school the opportunity to train specific teachers in what connections look like.

This session gave me an opportunity to recommit to connect with ALL of my students. I thought to myself, if we did the "dot project" I would want all of my students to report a connection. I am going home with a renewed commitment to connect!

2. My second take away is the Mountain Heights Academy is the leader in digital education. Repeatedly throughout the conference I thought to myself that we had already fixed the problem being discussed or that we had a better method. I was impressed by the level of presentations delivered by our school. DeLaina and Sarah both represented our school so professionally. The connections and discussions that we had as faculty throughout the days we spent in Atlanta were priceless. The collaboration, sharing of ideas, and just getting to know each other will make us better colleagues. We are a stronger school when we connect as teachers and administration. Thank you so much for giving us the opportunity to attend DLAC! The thoughts and feelings will last!

3. The third takeaway that I will report was in a session with a student panel. They had students from 5th grade to 11th grade, all remote learners. It was interesting to see the difference between the attitudes and feelings of the younger vs older students. The younger students wanted their education experience to have activities, clubs, and fun games in their live sessions.

The older students wanted a good education, less fluff in lessons and more learning. They were very interested in the teachers teaching in every video/lesson. Especially in math, my subject, they expressed the desire to see the math that applies to every lesson and assignment. They were very frustrated about teachers spending time playing games and then leaving them feeling alone and not understanding when it came time for them to do their assignments.

I want to make sure that all of my lessons/videos about math are very content rich. I want student education to be deep. I also teach Concurrent Enrollment math and am very interested in preparing students who are ready for college level math. I love delivering math lessons that are interesting and enjoyable because we are all engaged and learning! I will really focus on these skills and ideas in order to raise the learning of my math students.

Name: **Jenna Ellis**

What did you get out of this conference?
My top 3 take-aways were:

1.   I went to a session about how to help accelerated learners. One key point was that often these learners prefer text bullet points that they can read through quickly rather than videos, even if

those videos are short. I think we often assume videos are easier to take in and that they are more interesting, but advanced students usually have a lot on their plates and reading through some points quickly is more manageable for them. This will be an interesting thought to share with my department, and also something to consider in writing concurrent enrollment courses.

2. Awareness of audience, and having a real audience, is valuable. I learned about podcasting as an authentic way of assessing students and it reminded me of the importance of giving students the opportunity to write and speak for a real audience, not just their teacher. I haven't had students experiment with podcasting before but what a fun way to get them thinking about a real problem. This speaker had students work in groups and interview people from their communities. He also shared a website that allows uploading podcasts for a fair price, or there is a way to do it in Google Drive that I will look into. I think our students sometimes miss out on that opportunity to learn speaking skills. FlipGrid has really helped with this, but I love the idea of adding podcasting into the mix. This gives them speaking practice, but also offers them a chance to get feedback from a real audience.

3. Media literacy is an important skill to teach our students. The ability to read and write in multimedia forms is crucial for students to be career ready. It also allows them to ask questions about the media in appropriate ways, connect to their world, and create thoughtful connections. This made me think about the various forms of media I use in my courses, as well as the types of projects our students produce. I think we do a good job of having many types of assessment in our courses, but this would be a great conversation to have as departments.

Name: Emily Gibson

What did you get out of this conference?
My top 3 take-aways were:

1. Video Creation: My favorite class was actually one I attended online on Feb 1. He spoke about creating better quality videos and 7 tips for achieving that. I think as a course is going through a rebuild/touch-up, it's easy to find a random video on Youtube that teaches the concept decently enough for the sake of not reinventing the wheel. But I think there is value in making the videos ourselves and focusing on the important things we want taught. This keeps the video shorter most likely and guarantees a better quality of video.

2. MTSS: I sat through a class about MTSS and SPED and was impressed with some ideas. I've attended MTSS classes in the past in preparation for the ELL aspect of my job this year, and use the MTSS model for ELL students who need extra intervention. In talking with DeLaina, I learned that MTSS in our school lives with Student Services/Counseling. So my takeaway here is that I should be better at utilizing this support in referring students to them/offering my feedback as needed. The data the presenters showed indicated that about 80% of students are typically in need of (and naturally receiving) some type of early intervention. We have a ton of support built right into our classes, so this makes sense, but I think I would like to be more intentional about tracking and following through with this intervention.

3. Deeper Learning and Social-Emotional Learning: While I still understand very little about SEL, I found myself intrigued by a few key ideas, especially when it comes to deeper learning. As I'm

rewriting content, there are some things I can keep in mind to help the students feel more connected to their assignments. The acronym CORE (Collaboration, Ownership, Reflection, and Expression) will be something I keep handy to make sure the learning objectives allow students to do 1 or more of these things.

Name: Kirsty Henderson

What did you get out of this conference?
My top 3 take-aways were:

1. My biggest takeaway was that Mountain Heights is very much ahead of the game in the online learning world. It was fun to get to converse with other schools from across the country who were asking questions, and then intrigued by some of the things I was sharing about our processes. Even though that was the case several times, I still heard ideas and other perspectives that made me realize we should continue to push ahead and help mold what high quality online learning can look like.
2. I also came away from this conference with a better understanding of what all educators are working towards right now, and that is student engagement. It became a theme pretty quickly that nothing will really work, unless we can connect with the students and get them engaged and self-motivated in their learning with us. This really helped me see the importance of my job as a school counselor.
3. Something else that really hit me hard was from the keynote speaker, having to do with raising critical thinkers. As I talked with some other colleagues about this and mulled over it a bit, the word RESILIENCY kept coming to mind. The speaker pointed out that we need to help our community stop thinking they need to teach their kids WHAT to think, and instead teach them HOW to think. Knowing how many of our students end up just shutting down when they hit a tough spot instead of trying to come up with other options or solutions, really points to this dilemma. This actually sat with me so deeply, I'm planning on implementing some resiliency training with my students.

Name: Mandy Kuchar

What did you get out of this conference?
My top 3 take-aways were:

1. I liked learning and thought it was interesting to see how other schools and programs run their online system. It made me realize how functional and great ours is. A few of us talked to some Administrators from Ohio. They talked about how their funding is solely based on the time a student puts in online. If a student doesn't get online, they are funded for that particular student. If a student takes only a couple of hours to complete their work as opposed to a student who takes 15 hours, they are getting paid the same amount through funding for both scenarios. They said they work in a super low academic area and that this is their greatest

challenge. They also mentioned that their students are truant after three days of not logging on into any class. I also found that to be super interesting.

2. One of my favorite speakers was the guy that talked about small specific ideas that can make your teaching tactics so much better. How important it is that you set up your office in a room where it will not echo. He talked about the importance of video quality and how that can make a huge difference in how your information is received. It is important to have a better than par audio system/microphone. Also, to block out any outside noise as much as possible. The statistics he provided were very interesting and made everyone think about something we may have not thought about.

3. I realized how passionate people are about their profession and that makes me want to continue to learn and be more passionate about work and what I do every day. The keynote speaker was extremely passionate about teaching young kids to be critical thinkers. He talked about the importance of failing and how to teach kids how to succeed through other solutions. It's important to let our students know there is not only one option to succeed.

Name: **Caitlin Malaska**

What did you get out of this conference?
My top 3 take-aways were:

1. I heard this quote in one of the sessions I attended, "The illiterate of the 21st century will not be those who cannot read and write but those who cannot learn, unlearn and relearn." - Alvin Toffler. This really sums up my experience since I started teaching online at Mountain Heights a few years ago and even more so as a technology teacher. Mountain Heights is always changing. This has kept me on my toes but I am proud to be part of a school that is constantly innovating and trailblazing. These are essential skills to have as a school community, as a teacher, and that we must pass along to our students.

2. One of my favorite sessions I attended talked about making our content personal to our students. If students don't like my subject, I need to make it a story and put them in the story. Kids don't need more grit, they already have grit but we don't recognize it in the academic space. We need to find what motivates them. It needs to be personal. This session left me with lots of notes to reflect on and inspiration for how I can turn my subjects into a story.

3. I had no experience with online schools before diving in at Mountain Heights. This conference opened my eyes up to the magnitude online schooling already has nationwide and the projection it has for the future. It was fascinating to hear from other professionals who were sometimes similar to our school and sometimes very different. This was my first opportunity to collaborate with other online teachers outside of Mountain Heights. I saw firsthand that we truly are the leaders in digital education and I am grateful to be a part of our school. I was surprised by how eager the attendees were to collaborate and share ideas, and It was great to see how large and supportive the online community is nationwide.

Name: **Ann Meeks**

What did you get out of this conference?
My top 3 take-aways were:

   1. I want to incorporate more critical thinking skills into my courses and live sessions. Students want to think about important and relevant topics. I can do better adding these experiences into my course.
2. Working to backwards build effective assessments and evaluations can be better ways to have students meets standards and academic goals.
3. Relationships matter! It was such a wonderful experience to get to know each person on the trip. I feel like I know every person better and have a stronger personal and professional connection. Developing those relationships was as important as any information (which was excellent) that I learned

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Name: Amy Pace

What did you get out of this conference?
My top 3 take-aways were:

1. Equity and equality are not the same.
2. Working to establish safety and team security will build stronger teams and a more productive school.
3. Building effective evaluations can help teachers identify goals and new things to work on and bring excitement and joy to the job. It has to be the teachers choice, however, of what to work on.

Name: Nichole Shelton

What did you get out of this conference?
My top 3 take-aways were:

1. My greatest takeaway from the conference was actually from the opening session. One simple sentence, "Mandate joy into your courses." As a department, we are looking forward to next year with a goal of bringing joy and laughter into our courses. This will help us focus on the social and emotional well being of our students and allow that wall to come down enough for us to make great connections. We believe in this and that it will improve student performance as they make those connections and build their own confidence as a student and person. There is room in education for joy and that joy will only accelerate all aspects of learning to the next level.
2. In the session "5 Strategies to Help Engage Learners," one of the main topics was, "It's the small things that make the biggest impact." This also goes along with mandating joy and my focus for next year. As we make the effort to reach out to our students we need to know what the best way to communicate with them is. For some it is a phone call, for some it is through live sessions, or a simple

text knowing that we are checking in with them. Keeping notes on students and really focusing on reaching them in the setting they feel most comfortable will allow them to feel like they are in a safe space to try, to learn and to grow. They talked about if students know you care about their success, they will rise to meet the expectation that you have for them because they know you won't set those if you don't believe they can meet them.

3. I loved the presentation that talked about shifting our mindset of differentiating to all to a mindset of differentiating to each. It shifts my perspective to focus on each learners needs and think about that on a more individual basis instead of a group of students needs. I liked that the concepts made me think deeper about my teaching philosophy and how it made my mind start racing with ideas of how I can better my courses to do this for each student instead of all.

-It was a great conference and I am grateful for the space it allowed me to grow and to make connections with my colleagues. Building those relationships was truly wonderful.

Name: **Shannon Stevens**

What did you get out of this conference?
My top 3 take-aways were:

1. One of the most beneficial classes I went to was a tabletop discussion that revolved around student success with SPED students.. At my table I had a SPED teacher and an intervention specialist so we were able to discuss how each of our roles could be improved. I learned that as a Gen Ed teacher, I need to do better at not just skimming over the IEP/504, but to connect with the caseworker and see how I might best be able to accommodate my student in my particular course and that if possible to try to meet face to face to introduce myself. If we all help pull weight in the student's success, it helps with the caseworkers not getting so overwhelmed.
2. I learned overall that Mountain Heights is top-notch in its organization, learning management systems, and processes. It was so nice to have input to be able to share with other attendees on a certain subject. I think it was helpful to them to hear how we run certain things whether it's office hours, extracurricular activities, etc. We also listened to a panel of students that attend an online school, ranging in grades 4-12. It was validating to hear their point of view on clubs/extracurriculars and the effect they see it has in their social development. It made me glad we offer those items and the importance of continuing to do so.
3. Something I really enjoyed and felt was beneficial was collaborating and discussing topics with coworkers that are from different departments. It was nice to discuss different ideas of what we do in our courses, what struggles we share, or what solutions we might have. I think in the future, getting to know other staff members in different areas of the school could be extremely beneficial. I honestly came away from this event feeling surrounded with incredibly competent teachers, counselors, administrators, etc. I don't think I have experienced a more success-driven faculty as a whole in my previous schools.

Name: **DeLaina Tonks**

What did you get out of this conference?
My top 3 take-aways were:

1. We have an outstanding team of professionals. It's always very validating to attend a national/international conference to see that we are doing well with most of the things that are issues for other schools. It's also valuable to connect with our team members and to create space for them to connect with each other, especially outside of their departments.
2. I learned some valuable things about the evaluation process and MTSS, which are things we are working on improving.
3. We also spent quite a bit of time looking at Quality Matters, standards for online courses, which is something we have been considering for a couple of years.

Name: **Linlea West**

What did you get out of this conference?
My top 3 take-aways were:

1. We need to shift our mindset from ALL to EACH. In education we strive to reach all students, to have all be successful, to teach to all children. However, I loved this idea of shifting from all to each. This idea was rooted in the focus on individualized instruction. I took away a lot of great ideas, including a book that dives deeper into one of the frameworks, about how to incorporate a focus on the individual student. Though we often talk in a broad sense about reaching all students, we really need to shift to reaching each student where they are and in a way that they need.
2. Critical thinking and productive struggle are two things that I have always been very passionate about needing in the classroom, but have struggled with ways to meaningfully incorporate those in the virtual setting. I went to several presentations that reignited my focus on these and gave me ideas of how to incorporate them where I can see and help students continue to grow with things like: living, breathing documents where students and I converse back and forth, concept mapping and helping students to question themselves through problem solving, etc.
3. We have a great team and school set up. There were a lot of conversations that I was able to be a part of as well as some sessions where there was brainstorming happening for problems that we have addressed in a really productive way already. I am grateful to not be bogged down in having tough systems to be a part of in just having the school run, so that I can focus on the teaching and utilizing the resources and technology that we have to continue improving the experience for individual learners.

Name: **Sarah Weston**

What did you get out of this conference?
My top 3 take-aways were:

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1. Opportunity to speak/teach about OER at the national level ('Evolution of the Practical Application of OER in a Secondary School Setting'

2. Accessibility! We have been working on increasing all areas of accessibility for our students and leveraging the tools built into Chromebooks (text to speech, speech to text, live captions of all audio, etc). We still have a ways to go, but I have found additional helps/supports to help us with the goal of increasing accessibility of our courses.

3. Standards for online teachers; standards for online courses. We are currently working on a revamp of our evaluation process and I specifically searched out sessions that would help me gather additional resources in this project.

Background

2009-2013: Initially, MHA administrators set salaries based on prior salaries of incoming faculty, roughly taking into consideration previous experience. Our starting salary for new teachers was $28,000.00 ($17/hour for 195 days, 8 hours a day).

2014-2022: In 2014, we designed a salary schedule with starting salaries, steps and lanes, took prior experience into consideration and recently started providing signing bonuses as needed to attract our high quality teachers. The starting salary in 2014 was $33,000.00 ($21/hour) and has increased to $42,000.00 ($27/hour).

Process

We researched starting salaries in other Utah districts as a starting point:

> Canyons starting 53,000
> Park City Starting 52,000
> Granite Starting 51,000
> Jordan Starting 51,500
> Davis Starting 49,135
> Nebo Starting 48,000
> Alpine Starting 46,000
> Provo Starting 45,000

> **Average Starting Salary: 49,454.37**

We discovered a range of 45,000-53,000. Starting salaries for charter schools or online schools are a little more difficult to find since some don't have salary schedules and those that do are not required to post them publicly.

Once we had an average, we asked AW to run some numbers on just our surplus if we increased starting teacher salaries by $10,000, $7500, and $5000.

> $10,000 increase + 42,000 = 52,000
> $7500 increase + 42,000 = 49,500
> $5000 increase + 42,000 = 47,000

Outcome

In reviewing our surplus over the past five years, we have had enough each year to support a $10,000 starting teacher salary increase. Additionally, our student numbers decreased this year after COVID, but we were held harmless with our funding, so we have an additional COVID surplus. Because we are unsure of what post-covid numbers will look like, we determined that a $7500 increase would be the best, most sustainable option, which will also give us the ability to increase staff rates/salaries as needed. When Hobby Lobby is offering $18.50/hour starting wages + benefits, we need to stay competitive with staff, too. We can always do another salary increase in a couple of years if it is warranted.

Proposal

1. Increase our starting teacher salary to $49,500 (31.75/hour). [Proposed Salary Schedule](#)
2. Adjust all salaries accordingly.

Consideration

Many educators are leaving the industry altogether due in part to the strain of COVID. While our teachers may not have experienced the same professional strain, trying to balance their job while all of their school kids were home doing online learning took a toll on them. We had one teacher leave mid-year for higher pay in her district and we'd like to prevent that from happening in the future.

![McGraw Hill Achieve3000 logo]

Quote ID: Q-70315

Contract Period: 08/01/2022 - 06/30/2023

Quote Date: 12/14/2021

Valid Until: 05/31/2022

Client Information

Account Name
Mountain Heights Academy

Address	Client
9067 S 1300 W Ste 204 West Jordan, UT 84088-5582 Phone: (801)721-6329	Sarah Weston Email: sweston@mountainheightsacademy.org Phone: (801)721-6329

Achieve3000 is pleased to continue partnering with you to accelerate your students' literacy growth throughout the school year. Your custom quote includes the solutions listed below. You can explore all of Achieve3000's research-based solutions by visiting www.achieve3000.com.

Product	Cost	Qty	Total
Actively Learn ELA Plan for 1,000 students *(AL-ELA)* Actively Learn Science Plan for 1,000 students *(AL-SCI)* Actively Learn Social Studies Plan for 1,000 students *(AL-SS)* Actively Learn Unlimited Copyrighted Texts for 1,000 students *(AL-UCT)* Online Professional Learning Services (Actively Learn): (2) 90-Minute Virtual Classroom Session for up to 25 attendees *(ALPDL)* Achieve3000 Site Setup Fee - Annual fee per school for deployment and ongoing support, including rostering, integrations, and customer support. *(SITE-SETUP)*	$40,080.00 per site	1	$40,080.00
Subtotal			$40,080.00
Discount, 2022			($18,105.80)
Order Total			**$21,974.20**

Acceptance on next page

Acceptance for Quote ID Q-70315: $21,974.20

Mountain Heights Academy	Achieve3000
Account Name	

Signature	*Signature*

Name / Title	*Name / Title*

Date	*Date*

The Complete Signed Quote and Purchase Orders can be sent to:

Achieve3000
331 Newman Springs Road, Suite 304
Red Bank, NJ 07701

Fax: (316) 221-0718
Email: orders@achieve3000.com

For questions, please contact Amber Steele at (732) 806-7096 or amber.steele@mheducation.com.

This quote is governed by and subject to the Achieve3000 terms and conditions at https://achieve3000.com/who-we-are/about-us/terms-of-service/. By signing this quote, you are agreeing to such terms and conditions.

To explore more renewal options, such as a multi-year quote with LOCKED-IN PRICING for three full years, please contact your Customer Advocacy Manager for an adjusted quote.

About Achieve3000®

Achieve3000 delivers a comprehensive suite of digital solutions that significantly accelerate literacy growth and deepen learning across the content areas. Using personalized and differentiated solutions, Achieve3000 provides equity for remote and on-site instruction, enabling educators to help all students achieve accelerated growth. Our suite of solutions includes: Achieve3000 Literacy, a differentiated learning platform for grades 2-12; Actively Learn, a digital curriculum for grades 3-12; Smarty Ants, a foundational literacy platform for grades PreK-2; and Achieve3000 Math, a digital mathematics solution.

Learn more about Achieve3000's learning solutions at www.achieve3000.com.

Natalie Hartman

Account Manager

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318 West Quail Trax Place
Murray, UT 84107

natalie.hartman@chariotgroup.com

Quote # : **245025**
Quote Revision: 3/8/2022 12:18 PM
Quote Expiration: 3/23/2022

Quote Issued To:

Mountain Heights Academy
Whisper Rood
Email:
wrood@mountainheightsacademy.org

Bill To:

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

Ship To:

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

Terms:

Payment Terms:	Net 30 (OAC)
Payment Structure:	N/A
Payment Method:	PO
FOB Point:	Origin
Shipping Method:	Ground
Additional Terms:	N/A

Please send order information to your local branch:
natalie.hartman@chariotgroup.com
(801) 733-9481(Fax)

Please remit payment to our corporate headquarters:

The Chariot Group, Inc.	(877) 822-5300 (Toll Free)
3120 Denali St., Suite 1	(907) 222-5300 (Office)
Anchorage, AK 99503	(907) 222-5301 (Fax)

Qty.	P/N	Product Name	Description	Item Unit Price	Shipping Unit Price	Price
150	988-000100	988-000100	LOGITECH : Logitech Blue Microphone Blue Yeti USB Mic-BLACKOUT-USB-N/A-AMR-836213002070	$104.47	$0.00	$15,670.50

Total:	$15,670.50
Tax:	$0.00
Grand Total:	**$15,670.50**

Page **1** of **2**

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Murray, UT 84107

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Quote # : **245025**
Quote Revision: 3/8/2022 12:18 PM
Quote Expiration: 3/23/2022

Terms and Conditions

Inspection of Deliveries: Inspect all boxes for damage upon delivery. All dings, dents and tears MUST be documented on the Carrier Delivery Receipt. Customer assumes liability for failure to inspect. Report to Support@chariotgroup.com with photos within one business day.

Return Policy: Product must be returned within 30 days of invoice date and be in factory fresh condition. Restocking fee and freight charges apply.

Credit Card Fees: All Credit Card orders are subject to a 2.75% percent surcharge. Final Credit Card fees subject to change based on associated shipping fees.

These prices may not include applicable taxes, insurance, shipping, delivery, setup fees, or any cables or cabling services or material unless specifically listed above.

Mountain Heights Academy
LEA-Specific Educator License Policy
Adopted: August 29, 2020
Amended:

Purpose

Mountain Heights Academy (the "School") is committed to employing educators who are properly licensed and qualified for their positions. This policy is adopted in accordance with Rule R277-301 and governs the School's application for LEA-specific educator licenses and its employment of educators on such licenses.

The School acknowledges that the purpose of LEA-specific educator licenses is to allow the School to hire otherwise qualified educators during the period that they are preparing and completing requirements to qualify for an associate educator license or a professional educator license.

Policy

Applying for an LEA-Specific Educator License

The School's administration will propose to the Board of Directors (the "Board") candidates for an LEA-specific educator license as the need arises.

When the administration proposes a candidate for an LEA-specific license, they will follow the procedures below and provide the Board with an explanation and rationale for requesting an LEA-specific educator license under the criteria contained in this policy.

When the Board determines that it is appropriate under this policy, the Board will approve the request for an LEA-specific educator license in a public meeting. Approval will take place no more than 60 days prior to submitting the application to the USBE on behalf of the candidate.

The Board will apply for the LEA-specific educator license for one, two, or three years as requested by the administration and approved by the Board, and in accordance with R277-301-7.

The School may not issue an LEA-specific license area of concentration to an educator for the license areas identified in R277-301-7, including special education, pre-school special education, deaf education, school psychologist, school social worker, audiologist, speech language therapist, or speech language pathologist.

In accordance with R277-301-8, the Board may request an eminence designation for an LEA-Specific license, license area, or endorsement for a teacher whose employment with the School is no more than 37% of a teacher's regular instruction load.

Deleted: An LEA-specific educator license for a license area in special education or preschool special education may only be issued for one school year and may not be renewed. If an educator at the School is granted such an LEA-specific educator license, the School will provide special education law training recommended by the USBE Superintendent within the first month of the educator's employment.	

Criteria for Employing Educators with an LEA-Specific Educator License

The School will use the following processes and consider the following criteria in determining whether to employ an educator and apply for an LEA-specific educator license:

1.   Vet each candidate and contact references in order to verify that they are a strong candidate. In particular, ensure that the candidate does not have any prior misconduct that would impair their success in teaching.

2.   Interview each candidate and verify that they support the School's focus.

3.   Consider the extent to which each candidate has training in the content area and the ability to facilitate student learning in that content area.

4.   Consider the extent to which each candidate has experience and the ability to effectively teach courses.

5.   Consider whether the LEA-specific educator license is sought in a content area in which there is a shortage of qualified educators in the state.

When an LEA-specific license, license area, or endorsement is sought for an educator for a subject that comprises less than 50% of the educator's course load, the following criteria may also be considered:

1.   Consider whether the educator is a certified teacher in other content areas.

2.   Consider whether the number of periods to be taught under the LEA-specific license, license area, or endorsement constitutes a full teaching load.

3.   Consider whether the School currently employs or is hiring a teacher who does not have a degree or endorsement in the content area but who can also teach other areas in which they are licensed.

4.   Consider whether the educator has demonstrated proficiency in teaching these courses.

5.   Consider whether the administration has identified other qualified candidates with the necessary dual licensing.

The School will also ensure that a candidate for an LEA-specific educator license has completed (or will timely complete) the required criminal background check and educator ethics review described in R277-301-7.

Educator Preparation and Support

Within the first year of employment, the School will train each educator holding an LEA-specific educator license on:

      (a)   educator ethics;

      (b)   classroom management and instruction;

      (c)   basic special education law and instruction; and

      (d)   the Utah Effective Teaching Standards described in R277-530.

Website Posting

This policy will be posted on the School's website.

The School will also prominently post the following information on its website:

      (a)   disclosure of the fact that the School employs individuals holding LEA-specific licenses, license areas, or endorsements;

      (b)   an explanation of the types of licenses issued by the USBE;

      (c)   the percentage of the types of licenses, license areas, and endorsements held by educators employed in the School based on the employees' FTE as reported to the USBE Superintendent; and

      (d)   a link to the Utah Educator Look-up Tool provided by the USBE Superintendent in accordance with Subsection R277-312-7(6).

Deleted: R277-515-7(6)

Mountain Heights Academy
Procurement Policy
Adopted: September 9, 2013
Amended: September 15, 2017
Reviewed: June 3, 2020
Reviewed April 21, 2021
Amended:

Policy

Mountain Heights Academy (the "School") will follow applicable state and federal laws in connection with the procurement of services, supplies and equipment, including but not limited to the provisions of the Utah Procurement Code at Utah Code § 63G-6a-101, *et seq*. and the administrative rules in Title R33 of the Utah Administrative Code.

Procurement Processes

The School will follow the procurement processes below unless an exception applies.

Quotes or Bids Not Required

No procurement process is required for purchases of items up to $5,000. The School may make such purchases from any vendor without obtaining competitive bids or quotes. However, the School may only purchase up to $10,000 worth of items each costing $5,000 or less from one vendor at one time without obtaining competitive bids or quotes. The School may also only purchase up to $50,000 worth of items each costing $5,000 or less from one vendor during one year without obtaining competitive bids or quotes.

Quotes or Bids Required

For small purchases as defined in R33-5-107, which will typically include purchases of items between $5,000.01 and $50,000 other than professional services or construction projects, the School will obtain at least two competitive bids or quotes that include minimum specifications and purchase from the responsible vendor offering the lowest bid or quote meeting the specifications. The School will also record and maintain as a governmental record the names of the vendors offering bids or quotes and the date and amount of each bid or quote.

Formal Procurement Process Necessary

For purchases of items over $50,000 other than professional services or construction projects, the School will conduct a formal procurement process, such as an Invitation for Bids or a Request for Proposals.

Professional Services

Deleted: 1,000

Deleted: Utah Administrative Code R33-4-104

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Deleted: follow the procedures set forth in the rule and will typically …

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Page 1 of 3

For small purchases of professional service providers and consultants as defined in R33-5-108, which will typically include purchases of such services up to $100,000 per project, the School will first review the qualifications of at least three companies, firms, providers, and/or individuals and then select one through direct negotiation. Obtaining competitive bids or quotes for the above-described small purchases is not required.

For small purchases of design professional services as defined in R33-5-105, which will typically include purchases of such services up to $100,000 per project, the School will first review the qualifications of at least three design professional firms and then select one through direct negotiation. The School will also include minimum specifications when doing a small purchase of design professional services as defined in R33-5-105. Obtaining competitive bids or quotes for the above-described small purchases is not required.

However, if the cost of a professional service provider's, consultant's, or design professional's services exceeds $100,000, the School will conduct a formal procurement process for such services, such as an Invitation for Bids or a Request for Proposals.

Construction Projects

For small purchases of construction projects as defined in R33-5-106, the School may procure a small construction project up to $25,000 from a contractor without obtaining competitive bids or quotes after documenting that all building code approvals, licensing requirements, permitting, and other construction related requirements are met. When procuring a small construction project costing between $25,000.01 and $100,000, the School will obtain at least two competitive bids or quotes that include minimum specifications and will award the project to the contractor with the lowest bid or quote that meets the specifications after documenting that all applicable building code approvals, licensing requirements, permitting, and other construction related requirements are met.

The School will include minimum specifications when doing a small purchase of a construction project as defined in R33-5-106. Contractors selected by the School to do a small construction project must certify that they are capable of meeting the minimum specifications of the project.

If the cost of a construction project exceeds $100,000, the School will conduct a formal procurement process, such as an Invitation for Bids or a Request for Proposals.

Other Requirements

The School will not artificially divide purchases or otherwise take steps in order to avoid the requirement to obtain competitive bids or quotes or conduct a formal procurement process.

School personnel will comply with the provisions of the Procurement Code prohibiting the acceptance of gratuities or kickbacks from vendors during the procurement process. The School's contracts with vendors, including any renewal or extension periods, will not have a term that is longer than five years unless an exception applies or the School complies with the

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requirements of the Procurement Code governing any contract with a term that is longer than five years.

The School will comply with the requirements of the Procurement Code in connection with any construction or real property improvements undertaken by the School.

When entering into a contract, the School will ensure that the contract includes appropriate language regarding the scope of work to be performed, adequately addresses any applicable federal requirements, and includes language regarding data privacy and use, where appropriate. The School will ensure that the appropriate legal review of contract language is performed prior to entering into the contract.

Any alleged violations of this policy or applicable law shall be reported in writing to the School's Director or Board of Directors.

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Each LEA is responsible for having a team of parents/educators review the health curriculum. This year, we had a lot of parents who were interested in serving on our focus group committee to provide feedback on curriculum, our online library, and our School Land Trust plan. We plan to hold quarterly meetings to solicit feedback, and review curriculum and our online library. We value our parent input.

Name	Position
Leaha Thomas	Parent
Janelle Miller	Parent
Judy Miller	Parent
Natasha McDaniel	Parent
July Mickelson	Parent
Chanelle Manoslava	Parent
Tina Fields	Parent
Michael Atkinson	Parent
John & Allie Diamond	Parent
Jonathan & Christine Griffin	Parent
Desiree Carlisle	Parent
Britte Sappington	Parent
Stephanie Jones	Parent
Heather Lester	Parent
Kerri Kirk	Parent
TJ Barley	Parent
Mike Thomas	Parent
Renske Crittenden	Parent
Heather Leary	Parent (School Land Trust Committee)
Mike Boss	Parent (School Land Trust Committee)
Amber Rock	Parent (School Land Trust Committee)
Sara Davis	Parent (School Land Trust Committee)
Jarod Reid	Parent (School Land Trust Committee)
Emily Andersen	School Director
Amy Pace	Assistant Director/Science Teacher
Sarah Weston	Director of Instruction/Tech
Sandy Wall	Electives Lead/Health Teacher