



Summit Academy Board of Trustees

1225 E 13200 South

Draper, UT 84020

March 17, 2022

7:00 PM

(PENDING)

Welcome

The meeting was called to order at 7.02 pm with Chelsea Welch, Ramona Baik, Chris Lynn, Jon Eborn, Robin Derbidge, Joel Woodruff, and Bob Zentner

Robin Derbidge- New board member. She has a son at SAHS. He is a freshman. She is a current teacher in Jordan School district 4th grade. She has taught for 20 years. She has a whole new perspective on the school system and how kids are taught. She is here to do what is best for kids.

Joel Woodruff- He has 6 kids. Three are at Summit Academy at Independence campus. He was in the military for 10 years and has lived in 40 different places. He flew a helicopter for 6 years and ended in the administration area. They have now bought a home. He is happy to be involved in education.

Bob Zentner: He was a principal here for 8.5 years. He has been retired for 6.5 years and wants to help the community that he loves so dearly. He is here because he would love to serve Summit any way he can.

Public Comment

None

Consent Agenda

A Motion to approve January 27, 2022 and Feb. 17, 2022 board meeting, and February 22, 2022 work session minutes for Summit Academy and Summit Academy High School with the changes to some policy numbers was given by Ramona Baik

A second was given by Jon Eborn

Vote - Yes- Chelsea Welch, Ramona Baik, Chris Lynn, Jon Eborn, Robin Derbidge, Joel Woodruff, and Bob Zentner

Motion carries

A Motion to approve the February 9, 2022 work session minutes and the February 22, 2022 work session minutes for Summit Academy and Summit Academy High School was given by Ramona Baik

A second was given by Jon Eborn

Vote - Yes- Chelsea Welch, Ramona Baik, Chris Lynn, Jon Eborn, Robin Derbidge, Joel Woodruff, and Bob Zentner

Motion carries

Director's Report- Mr. Michael Clark

Joint LEA's

None

Summit Academy

Draper-

DARE graduation last Friday and was a lot of fun
HOPE week including a kindness assembly- This helps strengthen our culture
Ms. Hatch and Mr. Clark were guests on Channel 2 Fresh Living for promote our school.
Our St. Patrick's Day Festivities today included Irish dancing and some students were able to participate. It was fun to see their dancing skills. Big Buddha came from Fox 13 News came and spotlighted our school. The kids loved it.

Independence-

Literacy night
Spelling bee
Parent teacher conference was very successful and with a high percentage of parent attendance.

Bluffdale-

Parent teacher conferences. There was 91% attendance. Huge success here
Scholastic book fair was very successful! It brought in \$8,000.00 for the school!
Dr. Seuss week. Kids loved it when the principal dressed up and came in and read to them

Summit Academy High School

College acceptance and scholarships are coming in for students. 80% of students applying to BYU were accepted. That is a hard school to get into.
Colby Fox was awarded an Academic All-State. It is presented by Deseret News. This is really something to champion. He put in a lot of hard work. He is accepted at BYU and also applied at MIT.
Spring sports are underway-Come out and watch our baseball team.
Course registration- Official registration is April and May. They are getting things in place. The new movie is really great.

Finance Report- Brad Wilkinson

Joint LEAs-

None

Summit Academy

Finance Update-July 1- Feb 28th. 66% and above is in green. Anything lower is Red. Everything is right on target. Not any real concerns budget wise. There are two areas he is concerned about. One is the debt service margin. It is not a lack of budgeting. One reason is the school lunch program reimbursement. They are trying to manage that program since lunch is now free. The maximum that they can carry over is 3 months of reserve, or we give the funds back. When they over expand, it shows over spending. The one time purchase of the bus was also a factor. They just need to show the bond holders the reason for that being low will work for them. Mr. Wilkinson has met with administration to construct budgets to stay within the bond covenants. They are assessing the risks if the school doesn't meet the bond metrics. . If they don't meet the bond covenants, it risks the merger. It gives us a bad reputation for future bonding. We could possibly default on our loan. It would be an audit finding. It would also trigger a "Notice of Concern" with the State. We want to be sure and meet those bond covenants. He believes in spending current year money on current year students. He gets frustrated when they have a good year, and yet we still have to put a lot of extra money away. The legislature is proposing a 6% increase. It is a help for sure. As of right now, we are proposing a class size of 30 and below. Our average is well below 30 per class. Some classes have less than 20 students. We like to keep our kindergarten classes at 25 or below.

Summit Academy High School

Finance Update- Similar things and similar risks. The High School is right there and not in any trouble with the Bond Covenants. The building is a little more expensive than we would like. Time is of the essence because we would like the lowest possible interest rate. Mr. Zentner asked about the number of para-professionals and we are close to one per class and that is their goal. As the federal government raises interest rates, time is of the essence so that we can get the lowest bond rate possible. Mr. Zentner asked about the paraprofessionals. They are paid through a variety of funds. We are making strides in getting back to one para per teacher. Jackie Shmidt is doing an amazing job in managing her funds. They run a very smooth and tight program.

Discussion and Action item to review

Joint LEAs-

Benefits and Leave Policy - The staff is currently on a 184 day calendar. We are proposing 7 sick days and 3 vacation days. They previously had 7 days instead of 10 days. We are in a labor shortage. The need for large vacations should come during regular days off scheduled when teachers are off already. Days like this are budget friendly. Despite having lower pay, they have more days paid. This can help with teacher retention and morale. When he and Michael arrived, There was only a 184 day calendar. Mr. Wilkinson worked with Kathy to create a 12 month calendar. There is now a 184 day calendar and a 12 month calendar. We will make sure that the policy changes have come before the board. We will have 15 days of vacation for the 12 month calendar schedule. We are proposing that they can carry over one and a half days to the following year but not farther than that. Chelsea Welch is concerned that it may look like taking some days away since the total days were personal days. She wonders if that is going to have a positive or negative effect on staff. It sounds like there are restrictions rather than the positive benefits. The 184 days actually have more vacation days due to regular days off for everyone for holidays and breaks, etc. We want to encourage teachers to take vacations during days when students are also on vacation. Robyn Derbidge doesn't like the new policy because it almost

forces teachers to not tell the truth about the use of the days. Mr. Clark and the principals will be sensitive to the reactions of the teachers, and if they need to revise it later on, then they will. The Legislature has approved 4 additional PD days. That is a total of 8 Professional Development days. Mr. Zentner is asking if there is any compensation for unused days, and there is not at this time. Mr. Clark is very confident in his principal's as to mental health days or the need for additional days needed for teachers.

A Motion to approve The Benefits and Leave Policy #4101 for Summit Academy and Summit Academy High School was given by Ramona Baik

A second was given by Chris Lynn

Vote - Yes- Chelsea Welch, Ramona Baik, Chris Lynn, Robin Derbidge, Joel Woodruff, and Bob Zentner. Abstain- Jon Eborn for possible conflict of interest.

Motion carries

Legislative Update-

This was a very good year for education. Funding ended up in a good way. Scott Petit took over from there. Mr Pettit passed out a document from the USBE. Some of the bills that were proposed and didn't pass are expected to come back next year. We need to be transparent. The WPU has increased 6%. We are no longer the lowest state in the nation. Highlights are literacy funding. Senate bill #127 is the literacy bill. The state would like all K-3 teachers to be trained in "Letters Training". This program is the Science of Reading. Summit would like all students to be above 70%. House bill #193 is about all day kindergarten. Summit is looking at extended day kindergarten. It will most likely be mandated in the next 2-4 years but the state will go step by step before we get there. . We want to be ahead of the curve. There are a lot of families looking for all day kindergarten. We are looking at offering the option of all day kindergarten. We will likely apply for these funds this summer and be able to offer that in 2024. Overall there is 265 million dollars in growth in education. There is an additional 19 million in one time funding. House bill #396 is additional funds for extra PD hours for teachers. House bill #162 is the period products in school is a one time funding to put the products in the bathrooms in the school. We have already been providing this. We just keep the products in the office, not the bathroom. This isn't supported year to year. House bill #475 is a 250 million dollar one time funding that we could use for capital improvements. We could use it for buses, parking lot, etc. We don't know how much we specifically will get. The USBE will figure out how to distribute it. Reporting on it will be minimal. House bill #273 is a Grant program for a pilot program. It will be one time funding. They are changing the reporting program for the younger grades. House bill #134 did pass. It states that we can't have anything on school premises that qualifies as pornography. That wraps up the session. The state is increasing funding for concurrent enrollment programs. The Prime grant was not extended. It is targeted to those students who would not normally be involved in the concurrent enrollment program. We are not sure how that looks for the coming year. We were recognized for our concurrent enrollment program by the state. This is an area of focus for us. Busing will be much easier when SLCC builds a campus in Herriman.

Survey Results- Chris Lynn

Principals and directors have received all of the feedback information. As a general statement, Chris Lynn is going over the results. Use the numbers for what they are. Some metrics are more flexible than others. Parents were very generous in offering their feedback. People who fill out surveys are

usually at one end or the other. The Parents feel like we are doing better than we think we are doing. The staff has taken the brunt of it and have hidden their true feelings from parents. We need to focus some attention on teachers and staff. Our communication is improving. As a whole, the parents are pretty happy with what Summit is doing. They love their teachers and the teachers love their principals. Bluffdale and Draper seem to have some different trends compared to Independence and the High School. We may want to look at that. To end on a positive note, last year, the High School was the lowest, and this year, the high school is the most improved! Robyn Derbidge states that teachers have taken a beating. She would like to see teachers recognized at every single board meeting. She wants the board to show teachers that they are seen. We do not want to lose fabulous teachers. Don't forget to support staff, the lunch people, and all those considered classified staff. Jon Eborn will take care of that. Alisha Hathaway suggests that we should also send the survey to the preschool parents and staff.

Proposed New Board Members

Motion to approve Marcia Whitman as a board member for Summit Academy and Summit Academy High School was given by Jon Eborn

A second was given by Chris Lynn

Vote - Yes- Chelsea Welch, Ramona Baik, Chris Lynn, Jon Eborn, Robin Derbidge, Joel Woodruff, and Bob Zentner.

Motion carries

Summit Academy

Ramona Baik had a question about how specific we need to be in stating what curriculum is being purchased with Land Trust funds. Ms. Brantley stated that "Curriculum" is just the category and that it can be specific, but that it doesn't need to be.

Draper LAND Trust Plans: 2022-2023

Independence LAND Trust Plans: 2022-2023

Bluffdale LAND Trust Plans: 2022-2023

A Motion to approve The Draper, Independence, and Bluffdale Land Trust Plans for 2022-2023 was given by Ramona Baik

A second was given by Chris Lynn

Vote - Yes- Chelsea Welch, Ramona Baik, Chris Lynn, Jon Eborn, Robin Derbidge, Joel Woodruff, and Bob Zentner

Motion carries

Draper School Fees: 2022-2023

Independence School Fees: 2022-2023

Bluffdale School Fees: 2022-2023

Ms. Welch asks about the preschool and if we are following the guidance from the State on that. She also asks about the timing for the fees being done within the school calendar time frame.. The administration would like it to be January and February. Mr. Clark clarifies that if fees are more than what is spent, that parents can be reimbursed. The State is looking at eliminating academic fees. Extracurricular fees will stay in place.

A Motion to approve the Draper, Independence, and Bluffdale School Fees for 2022-2023 was given by Chris Lynn

A second was given by Ramona Baik

Vote - Yes- Chelsea Welch, Ramona Baik, Chris Lynn, Jon Eborn, Robin Derbidge, Joel Woodruff, and Bob Zentner

Motion carries

Summit Academy High School

LAND Trust Plans: 2022-2023

A Motion to approve Summit Academy High School Land Trust Plans for 2022-2023 was given by Ramona Baik

A second was given by Jon Eborn

Vote - Yes- Chelsea Welch, Ramona Baik, Chris Lynn, Jon Eborn, Robin Derbidge, Joel Woodruff, and Bob Zentner

Motion carries

School Fees: 2022-2023

Mr. Lynn asks that an explanation be given to parents as to what the money they are paying actually pays for.

A Motion to approve Summit Academy High School School Fees for 2022-2023 was given by Ramona Baik

A second was given by Bob Zentner

Vote - Yes- Chelsea Welch, Ramona Baik, Chris Lynn, Jon Eborn, Robin Derbidge, Joel Woodruff, and Bob Zentner

Motion carries

Committee Reports

Academic Committee- Ramona Baik: The SAIP steering committee met. It was well led and conducted. We would like to have the SAIP ready by the June meeting. There are amazing people on this committee.

Finance Committee- Chris Lynn - None

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Audit Committee- Chris Lynn- None

Governance Committee- Chelsea Welch- She is working on an Exhibit A draft and the principals are working on compiling a list of thirteen closest campuses as recommended by the state. It is the closest geographical schools. She is slowly working on a school calendar.

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Development Committee- Jon Eborn - None

Board Business

Board Calendar Review- Defer to next month

Action Item review- Defer to next month

Annual Calendar

Follow Up

- 9/16/2021 Michael Clark
 - More information on Early Light Academy's emergency response.
- 9/2/2021 Jon Eborn
 - Legacy family letters
- 11/18/2021 Michael Clark
 - SEL proposed curriculum in April or June
- 1/27/2021 Scott Pettit - has a draft written and will email it out March 18th
 - Safety Manual
 - Final Draft of Plan - March 17
 - Board Approval - April Board Meeting
 - Admin Training - Late-April
 - Table-top Exercises with Admin - June
- 1/27/2022 Scott Pettit- More towards July and August
 - Risk assessment in July, Board review in August

Board of Trustees Communication Plan-

Jon Eborn is troubled by some things that are happening with the way that we are communicating with our Director, our CFO, and other administrators or Leadership. He has watched as we have been publicly harsh to our director, our BA, and others. It is not a healthy culture within our school. He thinks that it is one of the most serious things that we are dealing with. Our jobs are to create policy and to hire a great director and that we have a great relationship with our Director. I don't feel like that relationship is healthy based on the email that we received from our Director last night. The board has to drive and develop a great culture within our school. This trickles down throughout the staff. Mr. Eborn has been a part of Summit for the last 13 years. He is concerned about how we treat leadership here. What we are not spending any time talking about is the board's responsibility to drive a culture that is positive and productive throughout this school. The board has to take 100% accountability for our dysfunctional relationship with our leadership. We should focus as heavily on the relationship as all of the other things. He thinks if this doesn't change now, we will lose critical staff members causing a ripple effect to teachers and parents and students. He is amazed that this culture is not changing. This is a Board problem. He asked the board to consider resetting our relationship with Mr. Clark and his staff. Mr. Eborn is in a profession that evaluates this kind of situation in his professional life. He has hesitated bringing this

into a public meeting, but feels that he must do that. He wants to remind everyone that our customers are not the students, they are Mr. Clark and Brad and others. Mr. Eborn would like to have an open discussion about this. He will not be a part of a board that treats people like this and if he is the only one then he will step off of the board.

Mr. Woodruff believes strongly that trust is very important. Trust is built with multiple positive experiences. If this is through communication or expectations and goals. Mr. Eborn looks for the positives. The board has a heavy burden and big responsibility. He believes that this board is way too heavily involved in the management of this school. We are in the weeds. We need to trust our leadership and give them our trust and support. Mr. Zentner was reading all of the documents to get up to speed. He wants to believe that we are an exceptional board. He is so hands on with the group. The board should manage two things: the school leader and itself. There is no one here that can do Mr. Clark's job or others jobs. He reinforces the fact that we support the leadership and focus on being positive of leadership, principals, teachers, and staff.

Mr. Clark came on two years ago. He worked at the state level in many different roles. He has seen many successful boards and many dysfunctional boards. Mr. Clark was the one that first issued the "Notice of Concern" at the high school. Mr. Clark believed he knew how to "fix" this school. The board relationship between the board and its leadership is crucial to success or failure. He believes that from the beginning the relationship was strained. He has been careful ever since. He was publicly humiliated in front of the public and has been undervalued and publicly excoriated by this board. It has taken a toll on him. The doctor said that his health concerns are stress related. He has expressed his desire to reset this relationship with the board. He had an employee put together a plan to present and was not allowed to present due to it not being completed on time. Mr. Clark is pleading that some changes be made.

Mr. Brad Wilkinson loves his job and has had mostly positive interactions with the board. He has had a few stressful ones and one yesterday kept him awake at night. He sought clarification. He was asked to prepare some items and bring them to the board meeting. He chose to answer the questions by email. He was scolded by the board chairman for not following directions. He was troubled about this and was frustrated. He spoke with Mr. Clark. He answered the questions to be transparent and wanted a chance to explain why he answered those questions. He was chastised by the board chair for including others in the email. He had a phone call with the board chair and left the conversation feeling that his job was in jeopardy. He felt that his integrity was in question. He was told that the board chair was his boss. This has left him confused as to who he is to report to. He was told that he had sent the email to displace blame. This isn't who he is. He asked how to move forward and he was told not to follow this pattern again. He agrees that we have a culture problem. The leadership and staff don't know how to move forward. They don't know when or how to speak. Mr. Wilkinson loves his job and would like to fix these culture issues.

Mr. Clark clarifies that a lot of the material prepared for the board is prepared by other staff members. When the board attacks Mr. Clark, they are attacking the rest of the staff. He will defend them. They are family. He would like to open it up to his staff. He and his staff need to have a strong relationship.

Jumana Beseiso- Brad and Michael are the face of the communication that is happening behind them. When there are attacks or challenges, it comes to the rest of the support staff. Her responsibilities are testing. She was confronted with the idea that she was withholding data. She felt it was an attack on her character. The state releases data when it does. She doesn't have any control of that. She stands behind Mr. Clark and the rest of the staff.

Kim Welch is Mr. Clark's administrative assistant. She works very closely with Mr. Clark. She is the newest member to the LEA staff. She wears many hats. She works on policies. She goes to many meetings and campuses. She sees a lot. She gets quite a few emails on what she doesn't do right. She sometimes makes mistakes and misses some things. It is disheartening when she feels that she can't reach out and ask why. She has policies she hasn't sent to the board because she doesn't know how to approach the board. Her hard work isn't recognized or appreciated. She doesn't get a response from the board chair. She doesn't want to stay if things don't change. Mr. Clark clarifies that mistakes in formatting blamed on her are not necessary. Mr. Eborn reminds the board that this behavior is management not governance. Us piling on little details is not helping. Robyn Derbidge wants to add that she is new and personally was shocked by the way Mr. Clark was spoken to during board meetings. It all filters down through staff and gets into the classroom. As a person in education, what is best for kids is a good environment, the kids

sense it. When kids are unhappy, parents are unhappy. She was concerned about listening to the last three board meetings. She was very uncomfortable about the way the director was being treated. Angela Grimmer really appreciates the opportunity to speak at the board meeting. She notes that a board member made a disparaging comment about the staff at the high school. The high school parents that attended the board meeting that night were very concerned and asked about the situation with the staff at the high school. The staff asked that she write a letter to the board. She wrote to the board. The letter that she received back from the board was a justification as to why that statement was said. It became heavy for the staff. A few months later staff attended a staff meeting. It was not a positive experience. Her staff asked that board members not be invited to staff meetings anymore. She is asking that the relationship between the staff and board be mended. She feels that Mr. Clark has been to the campus often and staff is still waiting. Amber May was hired to work at the preschool at the same time as Mr. Clark and Mr. Wilkinson. She felt supported and helped. The leadership was so patient with her. Mr. Clark has been so supportive of her. She feels bad that the leaders don't feel like they can go to the board. Before she had this position, she was a parent at Summit. She has gone to leaders crying and she feels that she works among giants. It is hard to be in board meetings and hear negative comments. She really appreciates Mr. Clark and wishes we could all support each other. Alysha Hathaway loves this school and has for 17 years. She has seen the good, bad, ugly and also the amazing things that we have done here. She did put together a presentation and was cut off and felt unappreciated. She doesn't need pats on the back all of the time, but there is tension. It causes her to question herself. She would like the board to get to know her. She thinks that relationships are important. Lisa Cutler's number one thing is to work with her staff. One heart, one mind, one purpose. She believes that sometimes we don't know what we are putting out there. Once she knows what that is, she can do something about it. We have to learn how to do things together. This is a crucial conversation. Can we build trust together? Can we have this not hurt any one person and just move forward and speak to hope? Ms. Hatch agrees with Ms. Cutler. She would appreciate being chastised in private versus public and would like us to fix this. She loves Summit.

Ms. Baik says that she takes criticism very well, and she has heard everyone. She says that the board has been working on ways to improve the relationship and it has been moving very slowly. She appreciates all those who spoke and that it took courage. The board is committed to mending the relationships and the board really does care. When the board speaks to you, it is with great adoration. She is confident that they can move forward in a positive way. She is humbled and regretful and apologetic for putting the great work that you do and adding strain rather than being helpful. She is asking that everyone forgive the board for the mistakes that they have made. She acknowledges that they are valued and appreciated and the board really cares about all of the staff at Summit. She would really like to focus on moving forward. She welcomes communication if there is something she can do and thinks that this frank conversation was necessary to moving forward.

Mr. Clark states that they don't feel valued or appreciated. He shared an experience about an agreement that was made about how policy work and changes would be made in the future if a policy wasn't ready for a vote, and Ramona and Chelsea didn't keep their word and he was criticized again in a public meeting. He reinforces that things are not changing. He wants to move forward in good faith. He doesn't trust their words. Mr. Clark is asking that there needs to be a change in leadership on the board. Mr. Eborn states that we have an opportunity to make a change or shift in leadership and that it is an opportunity. We hired Michael and we have to rely on him to be the professional. Mr. Eborn thinks that it is time to have new leadership on the board. He knows that Summit can get to the place where there are long waiting lists again. Bob Zentner states that there is some trouble at Summit and to have three executive directors in six years isn't good. Our job as a board is to do two things. We manage Michael and ourselves. I will commit myself to make the school more positive. Chris Lynn thanks Jon Eborn and agrees that this discussion needed to happen. He says that all that was said or done was not meant to hurt or demean. He believes that if older board members need to leave, then they will. It is really a great time for new board members to have a new perspective. He doesn't know what is best. Mr. Eborn will take the position of Board Chair if he is voted, but doesn't seek this position. He will have a different tone and working relationship with the leaders of the school. Ms. Welch is not going to respond to particular comments but doesn't understand some of the statements being made. She understands that as a board they have had several difficult conversations. She has always said that if she is not the best for the school

that the board should vote her off of the board. She deeply loves the school. She has supported it for many years. Doing the right thing is very important to her. There are deeper conversations about how to govern. People have been invited to discuss those roles. Jon Eborn restates that this board will be a governance board. Chris Lynn states that it is evident that there isn't a workable relationship between the director and the current leadership of the board. He says that a change should be made. He appreciates that Ms. Welch has concerns about Mr. Eborn putting himself forward as a new board chair. Mr. Eborn would like it to be more peaceful. Culture shifts have pain. He would like to figure out a way to move forward as quickly as possible. This recruiting cycle was very difficult and took a very long time. Mr. Woodruff wants to clarify that if he votes tonight, that it would be with the understanding that one of the first items of business for the new board would be the topic of governance of a board and staff. Mr. Eborn states that it would be a healthy discussion. Ms. Welch states that she is fine for a leadership change. She is not comfortable voting for someone else at this time. Chris Lynn is asking if the new board members need more time to consider new leadership. Ms. Welch is concerned that it is not on the agenda. Robyn Derbidge would like to take a vote. The board agrees that Marcia Whitman can vote tonight. Ramona Baik has stated that a vote needs to be taken.

A Motion to install Jon Eborn as the President of Summit Academy was given by Jon Eborn

A second was given by Bob Zentner

Vote - Yes- Ramona Baik, Chris Lynn, Jon Eborn, Robin Derbidge, Joel Woodruff, Bob Zentner, and Marcia Whitman No: Chelsea Welch

Motion carries

A Motion to install Jon Eborn as the board President of Summit Academy High School was given by Jon Eborn

A second was given by Robyn Derbidge

Vote - Yes- Ramona Baik, Chris Lynn, Jon Eborn, Robin Derbidge, Joel Woodruff, Bob Zentner, and Marcia Whitman No: Chelsea Welch

Motion carries

A Motion for Robyn Derbidge be the Vice President of Summit Academy and Summit Academy High School was given by Jon Eborn

A second was given by Bob Zentner

Vote - Yes- Chelsea Welch, Ramona Baik, Chris Lynn, Jon Eborn, Robin Derbidge, Joel Woodruff, Bob Zentner, and Marcia Whitman

Motion carries

A Motion for Marcia Whitman be Secretary of Summit Academy and Summit Academy High School was given by Jon Eborn

A second was given by Bob Zentner

Vote - Yes- Chelsea Welch, Ramona Baik, Chris Lynn, Jon Eborn, Robin Derbidge, Joel Woodruff, Bob Zentner, and Marcia Whitman

Motion carries

Everyone is going to look into what other assignments they are interested in serving before the next board meeting. Ramona Baik suggests that the board schedule 2-3 work sessions to complete the work on the Charter and possible Exhibit A in a timely manner. She would like a work session scheduled every week until the next board meeting. It would be better to schedule them and then cancel them if needed. Ms. Welch has clarified that Exhibit A is not something that should have input or public comment. Exhibit A is a restatement of our Charter.

Board Meeting Assessment

To our school Director, What is concerning you? Not any more at this time

Next meeting - Work Session March 23, 6:30 p.m. at Summit Academy Draper Campus

Next Board Meeting- Scheduled over Spring Break. Reschedule to April 14th, 2022

Individual Meeting Assessment

Closed Session

A Motion to go into closed session for the purpose of discussion of the character, professional competence, or physical or mental health of an individual was given by Chris Lynn

A second was given by Ramona Baik

Vote - Yes- Chelsea Welch, Ramona Baik, Chris Lynn, Jon Eborn, Robin Derbidge, Joel Woodruff, Bob Zentner, and Marcia Whitman

Motion carries

Went into closed session at 11:08 p.m.

Open session resumed on March 18, 2022 at 12:37 a.m.

Potential action items from closed session

A Motion to adjourn was given by Chris Lynn

A second was given by

Vote - Yes- Ramona Baik, Chris Lynn, Jon Eborn, Robin Derbidge, Joel Woodruff, and Bob Zentner. Chelsea Welch did not stay for the closed session.

Motion carries

Adjourned at 12:38 a.m. March 18, 2022



LEA Data Governance Policy

Policy Number: 7301

I. Governing Principles

Summit Academy and Summit Academy High School (referred to as the LEA throughout) takes its responsibility toward student data seriously. This governance plan incorporates the following Generally Accepted Information Principles (GAIP):

- **Risk:** There is risk associated with data and content. The risk must be formally recognized, either as a liability or through incurring costs to manage and reduce the inherent risk.
- **Due Diligence:** If a risk is known, it must be reported. If a risk is possible, it must be confirmed.
- **Audit:** The accuracy of data and content is subject to periodic audit by an independent body.
- **Accountability:** An organization must identify parties which are ultimately responsible for data and content assets.
- **Liability:** The risks in information means there is a financial liability inherent in all data or content that is based on regulatory and ethical misuse or mismanagement.

II. Data Maintenance and Protection

The LEA recognizes that there is risk and liability in maintaining student data and other education-related data and will incorporate reasonable data industry best practices to mitigate this risk.

Process:

In accordance with **Utah Admin Code R277-487**, the LEA shall do the following:

1. Designate an individual as an Information Security Officer
2. Adopt the CIS Controls or comparable
3. Report to the USBE by October 1 each year regarding the status of the adoption of the CIS controls or comparable and future plans for improvement.

III. Roles and Responsibilities

The LEA acknowledges the need to identify parties who are ultimately responsible and accountable for data and content assets. These individuals and their responsibilities are as follows:

Data Manager Roles and Responsibilities

1. Authorize and manage the sharing, outside of the student data manager's education entity, of personally identifiable student data for the education entity as described in this section
2. Provide for necessary technical assistance, training, and support
3. Act as the primary local point of contact for the state student data officer
4. Ensure that the following notices are available to parents:
 - a) annual FERPA notice (see [34 CFR 99.7](#)),



- b) directory information policy (see 34 CFR 99.37),
- c) data collection notice (see **Utah Code Section 53E-9-305**)

Information Security Officer

- 1. Oversee adoption of the CIS controls
- 2. Provide for necessary technical assistance, training, and support as it relates to IT security.

IV. Training and Support

The LEA recognizes that training and supporting educators and staff regarding federal and state data privacy laws is a necessary control to ensure legal compliance.

Procedure:

- 1. The data manager will ensure that educators who have access to student records will receive an annual training on confidentiality of student data to all employees with access to student data. The content of this training will be based on the Data Sharing Policy.
- 2. By October 1 each year, the data manager will report to USBE the completion status of the annual confidentiality training and provide a copy of the training materials used.
- 3. The data manager shall keep a list of all employees who are authorized to access student education records after having completed a training that meets the requirements of **Utah Code Section 53E-9-204**.

V. Audit Policy

In accordance with the risk management priorities of the LEA, the LEA will conduct an audit of:

- 1. The effectiveness of the controls used to follow this data governance plan; and
- 2. Third-party contractors, as permitted by the contract described in **Utah Code Section 53E-9-309(2)**.

VI. Data Sharing Policy

There is a risk of redisclosure whenever student data are shared. The LEA shall follow appropriate controls to mitigate the risk of redisclosure and to ensure compliance with federal and state law.

Procedure:

- 1. The data manager shall approve all data sharing or designate other individuals who have been trained on compliance requirements with FERPA.
- 2. For external research, the data manager shall ensure that the study follows the requirements of FERPA's study exception described in 34 CFR 99.31(a)(6).
- 3. After sharing from student records, the data manager shall ensure that an entry is made in the LEA Metadata Dictionary to record that the exchange happened.
- 4. After sharing from student records, the data manager shall make a note in the student record of the exchange in accordance with 34 CFR 99.32.



VII. Expungement Request Policy

The LEA recognizes the risk associated with data following a student year after year that could be used to mistreat the student. The LEA shall review all requests for records expungement from parents and make a determination based on the following procedure.

Procedure:

The following records may not be expunged: grades, transcripts, a record of the student's enrollment, assessment information.

The procedure for expungement shall match the record amendment procedure found in 34 CFR 99, Subpart C of FERPA.

1. If a parent believes that a record is misleading, inaccurate, or in violation of the student's privacy, they may request that the record be expunged.
2. The LEA shall decide whether to expunge the data within a reasonable time after the request.
3. If the LEA decides not to expunge the record, they will inform the parent of their decision as well as the right to an appeal hearing.
4. The LEA shall hold the hearing within a reasonable time after receiving the request for a hearing.
5. The LEA shall provide the parent notice of the date, time, and place in advance of the hearing.
6. The hearing shall be conducted by any individual that does not have a direct interest in the outcome of the hearing.
7. The LEA shall give the parent a full and fair opportunity to present relevant evidence. At the parents' expense and choice, they may be represented by an individual of their choice, including an attorney.
8. The LEA shall make its decision in writing within a reasonable time following the hearing.
9. The decision must be based exclusively on evidence presented at the hearing and include a summary of the evidence and reasons for the decision.
10. If the decision is to expunge the record, the LEA will seal it or make it otherwise unavailable to other staff and educators.

VIII. Data Breach Response Policy

The LEA shall follow industry best practices to protect information and data. In the event of a data breach or inadvertent disclosure of personally identifiable information, the LEA staff shall follow industry best practices for responding to the breach.

Procedure:

1. The Executive Director will work with the information security officer to designate individuals to be members of the cyber incident response team (CIRT)
2. At the beginning of an investigation, the information security officer will begin tracking the incident and log all information and evidence related to the investigation.



3. The information security officer will call the CIRT into action once there is reasonable evidence that an incident or breach has occurred.
4. The information security officer will coordinate with other IT staff to determine the root cause of the breach and close the breach.
5. The CIRT will coordinate with legal counsel to determine if the incident meets the legal definition of a significant breach as defined in **Utah Admin Code R277-487** and determine which entities and individuals need to be notified.
6. If law enforcement is notified and begins an investigation, the CIRT will consult with them before notifying parents or the public so as to not interfere with the law enforcement investigation.

IX. Publication Policy

The LEA recognizes the importance of transparency and will post this policy on the LEA website.

X. References

Utah Admin Code R277-487
Utah Code Section 53E-9-203
Utah Code Section 53E-9-204
Utah Code Section 53E-9-305
Utah Code Section 53E-9-309(2)

XI. Attachments

N/A

XII. Revision History and Approval Date

Version 1: September 2017: Original date of approval

Version 2: January 16, 2020: Approval of updated changes that incorporated current regulations and update policy format.

Version 3: 2022: Reviewed with USBE and no changes needed.



Notification of Rights under FERPA for Elementary and Secondary Schools

Policy Number: 3401

I. Purpose

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

- A. The right to inspect and review the student's education records within 45 days after the day Summit Academy and Summit Academy High School receive a request for access.

Parents or eligible students who wish to inspect their child's or their education records should submit to the school principal or designated school official a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

- B. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask Summit Academy/Summit Academy High School to amend their child's or their education record should write the school principal or designated school official, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

- C. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school administrators with legitimate educational interests. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the school's or LEA's annual notification for FERPA rights. A school official typically includes a person employed by the school or LEA as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees



and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

- D. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Summit Academy/Summit Academy High School to comply with the requirements of FERPA.

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, § 99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student.

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent or eligible student's State. Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met. (§§ 99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to determine eligibility for the



aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))

- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system’s ability to effectively serve, prior to adjudication, the student whose records were released, subject to § 99.38. (§ 99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction, if applicable requirements are met. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena if applicable requirements are met. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- Information the school has designated as “directory information” if applicable requirements under § 99.37 are met. (§ 99.31(a)(11))
- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student’s case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))
- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K))

II. References

N/A

III. Attachments

N/A

IV. Revision History and Approval Date

Version 1: September 2017: Original date of approval

Version 2: January 16, 2020: Approval of updated changes that incorporated current regulations.



Dual Enrollment Policy

Policy Number: 3104

I. Purpose

Summit Academy LEA and Summit Academy High School LEA are committed to provide a quality education for every student. It is in the student's best interest to attend Summit Academy full-time. Pursuant to **Utah Admin Code R277-438**, this policy will define the provisions of dual enrollment at Summit Academy.

II. Definition

A. Dual Enrollment means simultaneous enrollment at Summit Academy while enrolled in home school, another public school, or a regularly established private school.

III. Policy

Summit Academy offers dual enrollment to students under the following conditions:

1. Student in grades K-8 will have a minimum attendance at Summit Academy of three quarters (3/4) of the weekly instructional time, including instruction in Math, English Language Arts, and Science; this minimum requirement may be modified, or substituted, at the discretion of the Principal, in accordance to **Utah Admin Code R277-700**.
2. The parent provides a written request with a rationale for released time away from Summit Academy and receives authorization from the Principal.
3. If the request for release time away from Summit Academy, or if a modification or substitution is denied by the Principal, the parent may appeal to the Executive Director.
4. Students may not remain on campus during times they are not enrolled for instruction.

If a student in grades K-8 enrolls at less than three quarters (3/4) of the weekly instructional time, the parent shall withdraw the student from Summit Academy and either enroll that student in a private school or in another local school and district or complete the procedures for formal home school status per **Utah Code 53A-11-102(2)(a)**.

Students in grades 9-12 are required to earn a minimum of 24 units of credit through course completion or through competency assessment consistent with **Utah Admin Code R277-705** to graduate. Students may enroll less than three quarters (3/4) of the weekly instructional time if approved by Summit Academy High School. Summit Academy High School may modify, substitute, or exempt a student's graduation requirements in accordance to **Utah Admin Code R277-700-6**.

IV. References

- A. Utah Admin Code R277-438
- B. Utah Admin Code R277-700.
- C. Utah Code 53A-11-102(2)(a).



- D. Utah Admin Code R277-705
- E. Utah Admin Code R277-700-6

V. Attachments
N/A

VI. Revision History and Approval Dates
Version 1: February 2019: Original Date of Approval
Version 2: 2022: Updated for formatting with policy number



Internet Safety Policy

Policy Number: 7103

I. Purpose

It is the policy of Summit Academy schools to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, email, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children’s Internet Protection Act.

II. Policy

Access to Inappropriate Material

To the practical extent, technology protection measures (or Internet Filters) shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information to minors.

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

Subject to staff supervision, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes.

Inappropriate Network Usage

To the extent practical, steps shall be taken to promote the safety and security of minors when using email, social networking websites, chat rooms, instant messaging, and other forms of direct electronic communications. Specifically, as require by the Children’s Internet Protection Act, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called “hacking,” and other unlawful activities by minors, and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

Supervision, Monitoring and Education

It shall be the responsibility of all members of Summit Academy staff to supervise and monitor the online activities of minors and educate minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response in accordance with the Children’s Internet Protection Act.

III. References

Children’s Internet Protection Act (CIPA)

IV. Attachments

Personal Electronics Devices Policy
Information Network Acceptable Use Policy Student Signature of Agreement

V. Revision History and Approval Date

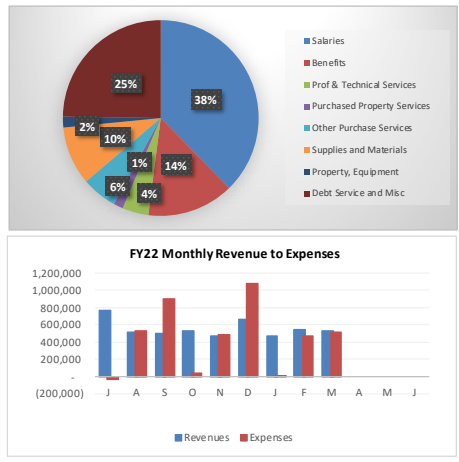
Version 1: November 21, 2019: Original date of approval
Version 2: April 7, 2022: Reviewed/Updated



Financial Summary *as of March 31, 2022*

66.0% through the Year BUDGET REPORT EXPENSES RATIOS

	Year-to Date Actuals	Approved Budget	Forecast	% of Forecast
Enrollment	353	490	535	
Revenue				
1000 Local	\$ 545,275	\$ 466,300	\$ 613,500	89%
3000 State	\$ 4,204,998	\$ 5,069,051	\$ 5,480,571	77%
4000 Federal (Reimbursement, Come Later)	\$ 166,994	\$ 392,900	\$ 390,400	43%
Total Revenue	\$ 4,917,267	\$ 5,928,251	\$ 6,484,471	76%
Expenses				
100 Salaries	\$ 1,507,529	\$ 2,280,227	\$ 2,290,227	66%
200 Benefits	\$ 559,870	\$ 889,508	\$ 871,273	64%
300 Prof & Technical Services	\$ 148,417	\$ 238,870	\$ 263,870	56%
400 Purchased Property Services	\$ 72,047	\$ 96,000	\$ 96,000	75%
500 Other Purchase Services	\$ 266,405	\$ 284,500	\$ 354,500	75%
600 Supplies and Materials	\$ 423,903	\$ 426,700	\$ 587,200	72%
700 Property, Equipment	\$ 88,257	\$ 36,500	\$ 108,500	81%
800 Debt Service and Misc	\$ 937,498	\$ 1,515,009	\$ 1,505,009	62%
Total Expenses	\$ 4,003,926	\$ 5,767,314	\$ 6,076,579	66%
Net Income from Operations	\$ 913,341	\$ 160,937	\$ 407,892	
Operating Margin	18.6%	2.7%	6.3%	



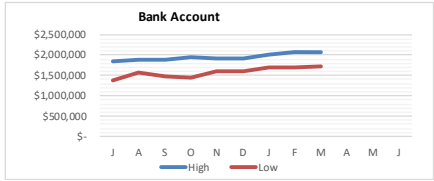
	Actual	Goal
Operating Margin	6.3%	3.0%
Debt Service Coverage	1.27	1.1
Days Cash on Hand	145	90
Building Payment %	23.0%	<20%

Due to Zions Error

Cash Reserve	Operating Margin
\$0-\$300,000	5%
\$300,000-\$500,000	4%
\$500,000-and above	3%

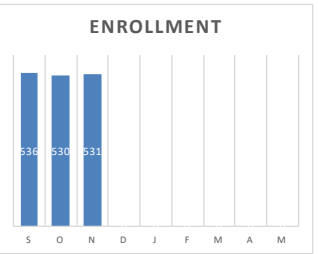
CASH RESERVES ENROLLMENT

Unrestricted Cash Balance	\$ 1,741,613
Days Cash on Hand (Unrestricted)	105
Ending Cash Balance	\$ 2,411,928
Days Cash on Hand (Unrestricted/Restricted)	145



	Actual Ytd	Forecast
Last Year Reserve Balance 6/30/20	\$ (3,624,897)	\$ (3,624,897)
Reserves Added this Year	\$ 913,341	\$ 407,892
	\$ -	\$ -
	\$ -	\$ -
	\$ -	\$ -
New Reserve Balance	\$ (2,711,556)	\$ (3,217,005)

	S	O	N	D	J	F	M	A	M
9	164	163	162						
10	146	142	145						
11	116	117	116						
12	110	108	108						
Total	536	530	531	0	0	0	0	0	0



FY21 Monthly Revenue to Expenses

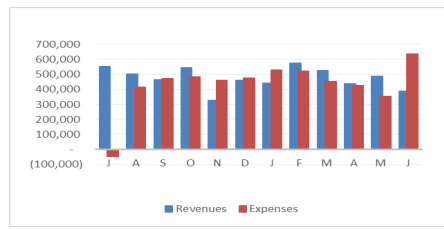


Exhibit A

1. Name of the charter school: Summit Academy
2. Charter school applicant: Summit Academy
3. Location: The charter school shall be established in Draper and Bluffdale, located within the Canyons and Jordan District, which is material to its authorization.
4. Mission statement: Summit Academy excites a student's desire to learn and succeed now and in the future. Our dynamic student-teacher-family community sees each student as a whole person and together creates a challenging individualized educational journey toward intellectual success and personal well-being.
5. Purpose(s) of the charter school: Continue to improve student learning through individualized learning and data driven instruction.
6. Key elements of the charter school:
 - A. Class size shall not exceed:
 - a. Kindergarten: maximum of 25 students per class.
 - b. Grades 1-12: maximum of 29 students per class, targeted for 25 students per class.
 - c. Exceptions are given for group classes such as band, choir, etc.
 - B. Curriculum is chosen based on research-based best practice and reviewed annually.
 - C. Instruction shall be data driven based on appropriate grade level metrics.
 - D. K-6 students are provided individualized instruction in Math and Language Arts through a tiered learning system.
 - E. K-6 students may be provided proficient plus learning in Math and Language Arts as determined by grade level assessments, academic performance, teacher recommendation, and caregiver feedback.
 - F. K-8 schools may participate in Dual Language Immersion. Summit Academy High School will continue instruction in the DLI languages.
 - G. 7-12 students are provided a range of elective and extracurricular options to support a well rounded academic experience.
 - H. 7-12 students are provided honors, AP, and concurrent enrollment class options, where applicable.
 - I. Maintain a large enough student population to offer all programmatic elements listed in the approved charter application.

J. Will not offer distance or online education, as defined by the Utah State School Board.

7. School year opened:

- Founding of the Charter: 2003
- Summit Academy Draper Elementary: 2004
- Summit Academy Draper Junior High: 2008
- Summit Academy High School: 2010
- Summit Academy Independence: 2014
- Summit Academy Bluffdale: 2016

8. Grade levels and maximum enrollment:

- Summit Academy is authorized to enroll students in grades K-12.
- Student population at Summit Academy K-8 is capped at 3,000 students.
- Student population at Summit Academy High School is capped at 1,200 students.

9. Enrollment preferences provided:

1. Existing Campus Students
2. Siblings of Current Students
3. Children of Current Full-Time Employees
4. Intercampus Transfer Requests.
5. Standard Applicants

10. Structure of governing board: The structure of the Governing Board is dictated by the Board of Trustees Bylaws. The Bylaws are reviewed annually.

11. Administrative rules waived (if applicable): None.

12. Additional school specific standards used to assess School Achievement in the Charter School Performance Standards:

Goal: Each Summit Academy school will be at or above the average of the 10 closest comparable schools on state accountability. Closest comparable schools to each campus:

Summit Academy Draper	
School	Distance
Draper Park Middle School	0.2 miles
Draper School	0.69 miles
Willow Springs School	1.21 miles
Sprucewood School	1.47 miles

Summit Academy Independence	
School	Distance
Hidden Valley Middle	0.43 miles
Mountain Point Elementary	0.76 miles
Bluffdale School	2.18 miles
Traverse Mountain School	2.63 miles

Summit Academy Draper	
Oak Hollow School	1.51 miles
Channing Hall	1.7 miles
Indian Hills Middle	1.85 miles
American Preparatory Academy - Draper #2	2.01 miles
American Preparatory Academy - Draper #1	2.03 miles
Sunrise School	2.37 miles

Summit Academy Independence	
North Star Academy	2.7 miles
Channing Hall	2.78 miles
Riverton School	2.81 miles
Oak Hollow School	3.02 miles
American Preparatory Academy - Draper #2	3.2 miles
American Preparatory Academy - Draper #1	3.24 miles

Summit Academy Bluffdale	
School	Distance
Bluffdale School	0.48 miles
North Star Academy	0.96 miles
Mountain Point Elementary	1.22 miles
Riverton School	1.54 miles
Southland School	2.19 miles
Ridge View Elementary	2.42 miles
Rose Creek School	2.52 miles
Rosamond School	2.76 miles
Foothills School	3.46 miles
Channing Hall	3.47 miles

Summit Academy High School	
School	Distance
Alta High	2.28 miles
American Preparatory Academy - Draper #3	2.93 miles
Beehive Science & Technology Academy	4.63 miles
Jordan High	4.68 miles
Riverton High	5.63 miles
Skyridge High School	5.95 miles
Bingham High	6.04 miles
Paradigm High School	6.82 miles
Brighton High	7.09 miles
Utah Military Academy - Camp Williams	7.4 miles

13. State Accountability: As defined by statute and implemented by the Utah State Board of Education by rule or Federal plan.

14. Student Engagement: Defined by the SCSB, as required by rule and statute. School will be held to the approved Charter School Performance Standards (subject to update and revision).
15. Financial and Governance Measures: Defined by the SCSB, as required by rule and statute. School will be held to the approved Charter School Performance Standards (subject to update and revision.)

BYLAWS OF
SUMMIT ACADEMY SCHOOLS AND SUMMIT ACADEMY HIGH SCHOOL

ARTICLE I
ORGANIZATION

Section 1. Name. The name of this nonprofit corporation is Summit Academy.

Section 2. Location. The Principal location of Summit Academy is 1225 East 13200 South, Draper, Utah 84020.

Section 3. Purpose. The primary objectives and purposes of this corporation shall be to create and operate one or more public charter schools, providing public education for residents in Salt Lake County in the State of Utah. Summit Academy shall operate in accordance with Utah State Office of Education Rule R277-470.

Section 4. Mission Statement. Summit Academy's mission is to provide a rigorous educational environment based on the principles of high academic achievement and specialized instruction for the benefit of all students. (Summit Academy hereinafter referred to as the "School").

ARTICLE II
THE BOARD OF TRUSTEES

Section 1. Composition. The Board of Trustees of the School (hereinafter referred to as the Board) is an independent body under the authorization of the Utah State Charter School Board. The Board shall number no fewer than five, (5) and no more than nine (9), at the discretion of the Board. All voting Board members shall be appointed by the Board members then acting. The majority of Board members must have children currently attending one of the Summit Academy Schools. **Board members may not be related to School staff.** The number of voting board members shall always be an odd number. Board members shall declare their intent to uphold the principles of the School by signing the Summit Academy Board Code of Conduct. Board members must be at least eighteen years of age.

Section 2. Term. Board members shall serve two year terms unless an alternate term is defined at the time of appointment. Board members may serve a maximum of 4 consecutive terms as elected by a majority vote of existing Board members. Board members shall serve staggered terms, with the goal of no more than one-third retiring in any given year. By the February Board meeting each year, all Board members must provide the Board President with a letter of intent indicating their intention to continue or resign for the following year. A Board appointed member shall hold office until such time as he or she resigns or is replaced as outlined in section 7 below, such member will only hold office for the remainder of the replaced member's specified term.

Section 3. Powers and Duties. The Board shall have all powers, authority, and duties as designated in the Summit Academy Charter and the Summit Academy Board of Trustee Job Descriptions as indicated in Article III. The primary responsibility of the Board is to ensure achievement of the mission and vision of the school. It is the duty of the Board to ensure the delivery of academic and personal excellence to students. The Board is responsible to select, support, and terminate, if necessary, the School Director. The Board has the authority to hire, terminate and set the compensation of any School staff, but may delegate this authority to the School Director as deemed necessary. The Board is responsible to ensure the operational and financial viability of the school. The Board has the authority to establish and maintain the policies, procedures and curriculum of the School. The Board oversees all the affairs of the School and its property and is responsible to carry out all lawful acts as it deems proper and appropriate and to promote the vision and policies of the School. Such the Board shall only act collectively and in the name of the

organization when it shall be regularly convened by its President after notice to all the members, and the public, of such meeting as required by applicable Utah law.

Section 4. Quorum. A majority of the current Board shall constitute a quorum. A quorum of board members must be present at any meeting of the Board before business can be transacted or any official action of the School may be conducted. The act of the majority of the members present or represented at a meeting at which a quorum is present shall constitute an act of the Board.

Section 5. Meetings. Regular meetings of the Board shall be held no less than six times per year at the principal place of business, unless an alternative venue is designated by the Board in the notice of meeting. The Board may modify the time, date, and frequency of such regular meetings from time to time, as it sees fit. Each member shall have one vote and there shall be no voting by proxy for absent members. The Board shall use Robert's Rules of Order and meetings shall be conducted in accordance with Utah's Open Meeting Law. If a Board member is unable to attend a Board meeting, the Board member shall contact the President, Director, or designated supervising employee prior to the meeting.

- (a) Special meetings. Special Meetings of the Board may be called by the President or any two (2) members on a 24 hour notice given by telephone, fax or email to the Board. Special meetings shall be held at the principal business office of the corporation or at such other location as shall be designated in the meeting notice. All meeting notices shall be posted on the Utah Public Meeting Notice (PMN) website.
- (b) Annual meetings. Annual Meetings shall be held as part of the regular June Board meeting or on such other day as shall be designated by the Board. The annual meeting shall be for the purpose of announcing new members, announcing the Board's officers, and for the transaction of such business as may come before the meeting. Each member of the Board shall be notified 10 days prior to the annual meeting. The annual meeting notice will set out the date, time and place of the annual meeting.
- (c) Agenda. An agenda must be produced for each regularly scheduled board meeting in order to provide effective and efficient meeting practice. The agenda shall be prepared and posted in advance in accordance with Utah's Open Meeting Law. Committee Reports shall be provided in written format or read aloud for public record. In addition to previously requested agenda items, any board member may provide additional agenda items for the following meeting by providing, via e-mail, fax or regular mail, the School's supervising employee or administrator the request, noting its appropriate place on the normal agenda format, and a realistic time requirement for such item. Such requests must be received at least 24 hours prior to the posting deadline pursuant to Utah's Open Meeting Law.
- (d) Public Comment. Time shall be set aside at each Board Meeting for public comment. After the speaker identifies his or her name, address, and affiliations, public comment shall be limited and shall be stated as such on the Agenda.
- (e) Closed Sessions. Any Board member may call a Closed Session during any meeting for issues concerning personnel or other matters requiring confidentiality as approved by Utah's Open Meeting Law. All persons except board members may be excluded from such Closed Sessions.
- (f) Participation by Telephone. To the extent permitted by law, any member of the Board or committee thereof may participate in a meeting of such Board or committee by means of a conference telephone network or similar communications method by which all persons participating in the meeting can hear each other, and participation in such a fashion shall constitute presence in person at such a meeting.

- (g) Valid with written consent. Any action required or permitted to be taken by the Board at a meeting may be taken without a meeting if consent in writing is obtained from a majority of the members. The written consent shall set forth the action so taken and be signed by the members approving the action.

Section 6. Board Vacancies. If a vacancy on the Board occurs to a Board appointed position, the Board shall fill the vacant position by a majority vote of the remaining members of the Board. If a vacancy on the Board occurs to membership elected position, prior to the expiration of the elected member's specified term, the Board will appoint, by a majority vote, a new member to fill the vacancy for the remainder of the specified term. If a vacancy on the Board occurs as a result of no member applying for the member elected position, the Board will appoint, by a majority vote, a new member to fill the vacancy for the specified term.

Section 7. Resignation and Removal of Trustee. Vacancy of a Board position shall exist (1) on the death, resignation, or removal of any Board member or (2) whenever the number of authorized Board members is increased. Any Board member may resign effective upon giving written notice to the Board President, unless the notice specifies a later time for the effectiveness of such resignation. No Board member may resign if the corporation would then be left without a duly elected Board member or members in charge of its affairs, except upon termination of the corporation. A member may be removed when sufficient cause exists for such removal. Any removal requires a majority vote of the remaining Board.

Section 8. Financial Matters. All fiscal procedures for the School shall be determined and established by the Board. All procedures and fiscal reporting shall comply with Federal and State law, any other governing documents of the School, and generally accepted accounting principles, through the use of program accounting. No expenditure may be made without the approval of the Board if the expenditure would not be accounted for in the currently approved budget.

Section 9. Compensation and Conflict of Interest. No member or officer shall, for reason of his or her office, be entitled to receive any fee, salary or compensation of any kind for services rendered to the School, except that members and officers may be reimbursed for proven and approved expenses incurred in the business of conducting his or her duties. Board members are subject to the conflict of interest rules under applicable federal and state income tax codes.

Section 10. Orientation/Training. New Board members shall be given an orientation by the Board prior to their first Board meeting. Written materials shall be provided in the form of a Board packet. All Board members shall be provided general board training no less than one time per year. Board members not participating in training shall be subject to removal.

Section 11. Advisory Council. The governing Board may appoint an Advisory Council. The Summit Advisory Council is a group of specialist volunteers who advise the Summit Director, Summit Administration and the Summit Board. The Summit Advisory Council performs assignments to fulfill specific objectives of the charter. The Council is composed of such members and having such chairperson, as the governing Board shall designate. The objectives and responsibilities of the advisory board and the rules and procedures for the conduct of its activities shall be determined by the governing Board. The Council shall not have authority to incur any expense or make any representation or commitment on behalf of Summit Academy without the express approval of the governing Board.

Section 12. Committees. The Board may designate from among its members, by resolution adopted by a majority of the entire Board, an Executive Committee, a Personnel Committee, a Finance Committee, an Academic Committee, a Development Committee, and one or more other committees, each of which shall consist of at least one member and which shall have and may exercise such authority in the management of the School as shall be provided in such resolution or in these Bylaws. The Board shall not be permitted to delegate the powers to contract or financial or budget making authority. Any delegated

activity or decision making authority may be unilaterally revoked at any time. All committee meeting shall be conducted in accordance with Utah's Open Meeting Law.

ARTICLE III OFFICERS

Section 1. Board Officers. The officers of the corporation shall be a President, Vice President, Secretary, and Treasurer. The positions of Assistant to the Secretary and Treasurer may be Ex-officio Members. Officers serve a 2 year term.

- (a) President. The President of the Board shall preside at all meetings of the Board. The President of the Board shall possess the power to sign all certificates, contracts or other instruments of the School which are approved by the Board. The President shall exercise and perform such other powers and duties as may be prescribed by the Board from time to time.
- (b) Vice President. In the absence of the President of the Board, or in the event of the President's disability, inability, or refusal to act, the Vice-President of the Board shall perform all of the duties of the President and in so acting, shall have all of the powers of the President. The Vice- President shall have such other powers and perform such other duties as may be prescribed from time to time by the Board or by the President.
- (c) Secretary. The Secretary shall keep or cause to be kept a book of minutes at the director's office or at such other place as the Board may order of all meetings of the Board with the time and place of holding, whether regular or special and if special, how authorized, the notice thereof given, the name or names of those present at the Board meetings and the proceedings thereof. The Secretary shall give or cause to be given notice of all the meetings of the Board required by these Bylaws or by law to be given and perform such other duties as may be prescribed by the board from time to time. The Secretary of the Board shall exercise and perform such other powers and duties as may be prescribed by the Board from time to time. An assistant to the Secretary may be appointed as Ex-officio Members.
- (d) Treasurer. The Treasurer shall have oversight responsibility and shall keep and maintain or cause to be kept and maintained adequate and correct accounts of the properties and business transactions of the School, including accounts of its assets, liabilities, receipts disbursements, gains and losses, etc. through the use of program accounting. The books of account shall at all times be open to inspection by any Board member. The Treasurer shall be charged with safeguarding the assets of the School and he or she shall sign financial documents on behalf of the School in accordance with the established policies of the School. He or she shall have such other powers and perform such other duties as may be prescribed by the Board from time to time.

ARTICLE IV STAFF

The Board may appoint one employee to function as the administrator of the School (the "Director"). Such person may be delegated the authority to act in the absence of a specified policy provided that such action is consistent with the purpose and objectives of the Board and the School. Such person shall administer the School in accordance with the Board direction and generally accepted educational practice.

ARTICLE V
CONTRACTS, PROPERTY, LOANS, AND DEPOSITS

Section 1. Contracts. The Board may authorize any officer or officers, agent or agents to enter into any contract or execute and deliver any instrument in the name of and on behalf of the School, and such authority may be general or confined to specific instances.

Section 2. Property. The property of the School shall be held and applied in promoting the general purposes of the School declared in these Bylaws. No property, including real estate, belonging to the School shall be conveyed or encumbered except by authority of a majority vote of the Board. Any such conveyance or encumbrance shall be executed by the President in the name of the School, and such instrument shall be duly approved by the Secretary or Treasurer of the School.

Section 2. Loans. No loans shall be contracted for or on behalf of the School and no evidence of indebtedness shall be issued in the name of the School unless authorized by a resolution of the Board. Such authority shall be confined to specific instances. No loan shall be made to any officer or Board member of the School.

Section 3. Checks, Drafts, and Notes. All checks, drafts, or other orders for payment of money, notes, or other evidence of indebtedness issued in the name of the School shall be signed by such officer or officers, or agents of the School and in such manner as shall be determined by the Board. Any bid over the amount of \$50,000.00 must be approved by the Board.

ARTICLE VI
DISSOLUTION

Section 1. Revocation of Charter or Dissolution. If, at any time and for any reason, the School's charter is revoked or the School is dissolved, all assets of the school, after satisfaction of all outstanding claims by creditors, shall be disposed of to the State of Utah or the sponsor to dispose of as they see fit.

ARTICLE VII
INDEMNIFICATION

The Board may authorize the School to pay or cause to be paid by insurance or to otherwise, any judgment or fine rendered or levied against a present or former Board member, officer, employee, or agent of the School in an action brought against such person to impose a liability or penalty for an act or omission alleged to have been committed by such person while a Board member, officer, employee, or agent of the School, provided that the Board shall determine in good faith that such person acted in good faith and without willful misconduct or gross negligence for a purpose which he or she reasonably believed to be in the best interest of the School. Payments authorized hereunder include amounts paid and expenses incurred in satisfaction of any liability or penalty or in settling any action or threatened action.

ARTICLE VIII
AMENDMENTS

Section 1. Manner of Amendment. These Bylaws may be altered, amended or repealed and new Bylaws may be adopted by a majority of the Board at any time. Amended Bylaws will be submitted to the State for Approval.

ARTICLE VIV
PURPOSE OF THE BYLAWS

These Bylaws are adopted for the sole purpose of facilitating the discharge, in an orderly manner, of the purposes of the School. These Bylaws shall never be construed in any such way as to impair the efficient operation of the School. To the extent these bylaws conflict with any applicable Federal and State law or rule, these bylaws shall be interpreted and enforced to comply with such law or rule and all other provisions of the bylaws shall remain in full force and effect. To the extent these bylaws conflict with the School Charter, or any other governing document, the Charter shall control.

CERTIFICATE OF OFFICER

I, _____, the undersigned do hereby certify:

(1) That I am duly elected and acting Officer of Summit Academy School and Summit Academy High School, a Utah Nonprofit Corporation; and

(2) That the foregoing Bylaws, comprising of six pages, constitute the Bylaws of said corporation as duly adopted at a meeting of the Board of Trustees held _____

_____, President

Adopted by the Summit Academy Schools and Summit Academy High School Board of Trustees

January 10, 2019

Amended March 21, 2019

Amended November 21, 2019

Amended February 20, 2020

Amended September 17, 2020



Emergency Operations Plan

DRAFT

Date of Adoption/Update

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APPROVAL AND IMPLEMENTATION

This Emergency Operations Plan (EOP) addresses Summit Academy’s planned response to all hazards. It is the principal plan for mitigating emergencies and incidents to ensure the protection of life, health, and property. This plan aids in the recovery operations to ensure that the school returns to pre-emergency operation and is intended to facilitate coordination with local emergency responders and establish a framework for an effective system of comprehensive emergency management and risk management.

In order to execute this plan effectively and mobilize available resources, **all school personnel must have knowledge of the procedures set forth in this plan and be trained in its use.** Personnel having roles and responsibilities established by this plan are expected to be familiar with their roles based on the provisions of this plan.

Modifications to this plan may be made under the direction of the Summit Academy Business Administrator and the Summit Academy Director of Safety.

This EOP is developed pursuant to the following requirements of the State of Utah:

- Utah Code §53G-4-402 (18)(a). Powers and duties generally
- Utah Administrative Code R277-400. School Facility Emergency and Safety

This EOP also conforms to the National Incident Management System (NIMS) and is written so that it matches the emergency operations plans of local cities, Salt Lake County, and the State of Utah.

This plan supersedes any previous versions.

Certification

I attest that the requirements set forth in Utah Code §53G-4-402 (18)(a) have been met with the adoption of this plan.

Print Name

Title

Signature

Date

I. INTRODUCTION

A. Purpose of the Plan

The Summit Academy Emergency Operations Plan (EOP) provides policies and procedures on how to respond to all-hazard emergency incidents. This plan has been customized to meet the specific and unique needs, capabilities, and circumstances found in all Summit Academy schools.

The Comprehensive Emergency Management Plan consists of:

1. Emergency Operations Plan (EOP)
2. Floor plans of each campus
3. Site plans of each campus
4. Emergency contact information sheet
5. Stakeholder signatures

B. Scope of the Plan

The plan outlines the expectations of school staff and students as well as provides authority for personnel to enact the plan as needed. The plan identifies internal and external communications; training and sustainability; authority and references as defined by state mandates and actions the school will use for prevention, protection, mitigation, response, and recovery.

This EOP covers all programs or entities of Summit Academy Incorporated and Summit Academy High School, regardless of who is on-site. Primary and alternate decision-makers should be identified for each campus, to cover all activities that take place on campuses. Adjustments to procedures may be needed for after-hours activities (i.e., sporting events, theater, clubs, facility rentals) and can be found in each section as appropriate.

C. Plan Activation

Decision-making authority and operational control must be clear, regardless of who is on-site. Primary and alternate decisions makers should be identified for each program, regardless of the time of day that activity occurs. Plan activation responsibility does not preclude staff from taking action upon initial identification of a hazard.

See Section II. (D) – After-hours Activities for how the plan will be activated outside of normal school hours.

This plan may be activated in part or in whole, as necessary, by:

1. Campus Principal
 - 1st Alternate: Assistant Principal
 - 2nd Alternate: Admin. Administrative Assistant

2. Director of Summit Academy

- 1st Alternate: Summit Academy Business Administrator
- 2nd Alternate: Summit Academy Director of Safety
- 3rd Alternate: Summit Academy Director of Operations

See Emergency Contact Information Sheet for specific information.

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II. SITUATION OVERVIEW

A. Site Information

Summit Academy includes the following campuses and facilities:

1. Summit Academy Draper
1225 East 13200 South, Draper, Utah, 84020
PK – Grade 8
2. Summit Academy Independence
15327 South Noell Nelson Drive, Bluffdale, Utah, 84065
PK – Grade 8
3. Summit Academy Bluffdale
1940 West 14400 South, Bluffdale, Utah, 84065
PK – Grade 6
4. Summit Academy High School
14942 South 560 West, Bluffdale, Utah, 84065
Grade 9 – Grade 12

This EOP shall be applicable to all buildings and grounds for all events that occur, regardless of the time of day or day of the week.

B. Schools' Population

The total population normally at each campus is as follows. These are approximations and may fluctuate throughout the year.

Summit Academy Draper – 875 Total

- 760 Students
- ? Teachers
- 2 Administrators
- 15 Office/Support Staff
- 34 Instructional Assistants
- 5 Cafeteria Staff
- 1 Maintenance/Custodial Staff

Summit Academy Independence – 1070 Total

- 960 Students
- 55 Teachers
- 3 Administrators
- 14 Office/Support Staff
- 20 Instructional Assistants

- 11 Cafeteria Staff
- 7 Maintenance/Custodial Staff

Summit Academy Bluffdale - 464 Total

- 409 Students
- 22 Teachers
- 2 Administrators
- 2 Office/Support Staff
- 23 Instructional Assistants
- 5 Cafeteria Staff
- 1 Maintenance/Custodial Staff

Summit Academy High School – 548 Total

- 510 Students
- 28 Teachers
- 2 Administrators
- 3 Office/Support Staff
- 0 Instructional Assistants
- 3 Cafeteria Staff
- 2 Maintenance/Custodial Staff

C. Special Needs Considerations

Summit Academy is committed to the safety of all students and staff. The school recognizes that some members of its population may need additional assistance during and after an emergency. Those who may need additional assistance may have physical, sensory, mental health, cognitive, and/or intellectual disabilities affecting their ability to function independently without assistance. The number of students and staff needing this additional assistance will fluctuate. This number also includes students and staff who may require additional assistance on a temporary basis due to recent injuries.

Areas and classrooms which contain students and staff who require additional assistance during an emergency will be identified by records kept in the office of each campus.

A list of staff members that have been trained and assigned to assist those with special needs during drills, exercises, and emergencies is available in the office of each campus.

D. After-hours Activities

If the school is being used after regular school hours, groups utilizing the school will be trained on emergency procedures found in this plan by the school administration. The assigned building supervisor for an after-hours activity will be provided an emergency contact information sheet to use in case of an emergency. This list should include local emergency responding agencies and those assigned by the school/LEA to respond to emergencies.

After regular school hours, this plan may also be activated in part or in whole, as necessary, by the assigned building supervisor.

E. Off-site Activities

Field trips and other off-site official school activities may require additional emergency planning. Consider the following:

- Take an emergency contact sheet with you.
- Identify any medical needs of students and staff. Ensure appropriate medication are available on a trip and kept secure with an adult who can administer.
- Have ready access to parent permission forms providing the authorization for medical treatment.
- Have ready access to the contact information for all parents and guardians.
- Have a plan for backup transportation and repair information.
- Have an emergency funding mechanism for unexpected overnight housing and food.
- Review emergency procedures for your destination.
- Provide emergency contact numbers for staff to administration.

F. Planning Assumptions

The following list of planning assumptions allows for deviation from this plan if certain assumptions or conditions prove not to be true during operations.

- A major disaster could occur at any time and at any place, some with little or no warning. However, in most cases, dissemination of warnings to the public and implementation of increased readiness measures may be possible.
- Any emergency may overwhelm the resources of the school.
- Outside assistance from local emergency responders will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for the school to be prepared to provide immediate decision-making and first aid.
- Following a major or catastrophic incident, the school may have to rely on its own resources to be self-sustaining for days until emergency responders can respond.
- Risk of harm, injury, and damage will exist regardless of how much a school plans for an emergency. This plan facilitates the reduction of that risk. Loss of life and property is still possible.

It is the policy of Summit Academy that no guarantee is implied by this plan of perfect use of the incident management system. As personnel and resources may be overwhelmed, Summit Academy will endeavor to make every reasonable effort to manage the situation with the resources and information available at the time.

III. PREVENTION

A. Training on the Plan

All students and staff should be trained on the school's emergency response procedures found in this plan. Training records should be maintained by each campus. Training records for all staff are kept by the Summit Academy Director of Safety. Specific personnel that are trained on the school's emergency response procedures include but are not limited to:

- Director of Summit Academy
- Summit Academy Business Administrator
- Summit Academy Director of Safety
- Summit Academy Director of Operations
- Summit Academy Director of Support Services
- Summit Academy Director of Child Nutrition
- Summit Academy Director of Transportation
- Summit Academy Human Resource Director
- Campus Principals
- Campus Assistant Principals

Types of training provided by the school include but are not limited to:

- Monthly safety drills held on each campus
- Annual EOP training
- Annual safety training as required by Utah statutes, rules, and policies.

All substitute personnel are provided training each time they work in the building. This training includes:

- Review of duties of substitute teachers as identified in this plan
- Review of all functional annexes dealing directly with student safety
- Methods of notification
- Accountability procedures

B. Exercise the Plan

Summit Academy will conduct an annual test of this plan. This test will be done as a tabletop exercise and will involve all administrators at each campus. If possible, these exercises will be coordinated with relevant community partners, including local emergency responders. The Director of Safety is responsible for organizing and documenting these exercises.

All Summit Academy campuses will conduct monthly drills with the purpose of training and testing the procedures identified in this EOP and ensuring that administration, staff, and students are familiar with the specific actions required in an emergency. These drills should meet the statutory requirements found in Utah Regulation R277-400-6, Emergency Preparedness Training for School Occupants. A record of these drills should be kept at each campus, with a copy of these records being sent to the Director of Safety.

C. Drill Schedule

The following drills should be conducted as scheduled:

- August (1st 10 days of school) Evacuation Drill
- September Evacuation Drill
- October Reunification Drill
- November Evacuation Drill
- December Lockdown Drill
- January (1st 10 days of the month) Evacuation Drill
- February Lockout Drill
- March Evacuation Drill
- April Drop, Cover, Hold Drill
- May Evacuation Drill

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IV. PROTECTION/MITIGATION

A. Hazard Analysis

All Summit Academy schools are exposed to many hazards and threats that have the potential for disrupting the school community; causing casualties and damaging or destroying school property. Salt Lake County Emergency Management maintains a county-wide hazard analysis which may be found on their website.

The hazards listed below have been identified by Summit Academy as hazards and threats of particular concern for the school, its staff, and students. It is possible that a hazard or threat not included in this list may occur. A thorough understanding of functional content areas can mitigate the impact of unanticipated hazards.

Hazard	Probability	Severity of Impact	Warning Time	Duration of Incident	Risk Priority
Localized Fire	<input type="checkbox"/> (4) Highly Likely <input type="checkbox"/> (3) Likely <input checked="" type="checkbox"/> (2) Possible <input type="checkbox"/> (1) Unlikely	<input type="checkbox"/> (4) Catastrophic <input type="checkbox"/> (3) Critical <input checked="" type="checkbox"/> (2) Limited <input type="checkbox"/> (1) Negligible	<input checked="" type="checkbox"/> (4) Minimal <input type="checkbox"/> (3) 6-12 Hours <input type="checkbox"/> (2) 12-24 Hours <input type="checkbox"/> (1) >24 Hours	<input type="checkbox"/> (4) >12 Hours <input type="checkbox"/> (3) 6-12 Hours <input type="checkbox"/> (2) 3-6 Hours <input checked="" type="checkbox"/> (1) <3 Hours	<input type="checkbox"/> High <input type="checkbox"/> Medium <input checked="" type="checkbox"/> Low
Campus-wide Fire	<input type="checkbox"/> (4) Highly Likely <input type="checkbox"/> (3) Likely <input type="checkbox"/> (2) Possible <input checked="" type="checkbox"/> (1) Unlikely	<input type="checkbox"/> (4) Catastrophic <input checked="" type="checkbox"/> (3) Critical <input type="checkbox"/> (2) Limited <input type="checkbox"/> (1) Negligible	<input checked="" type="checkbox"/> (4) Minimal <input type="checkbox"/> (3) 6-12 Hours <input type="checkbox"/> (2) 12-24 Hours <input type="checkbox"/> (1) >24 Hours	<input checked="" type="checkbox"/> (4) >12 Hours <input type="checkbox"/> (3) 6-12 Hours <input type="checkbox"/> (2) 3-6 Hours <input type="checkbox"/> (1) <3 Hours	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
Severe Weather	<input type="checkbox"/> (4) Highly Likely <input checked="" type="checkbox"/> (3) Likely <input type="checkbox"/> (2) Possible <input type="checkbox"/> (1) Unlikely	<input type="checkbox"/> (4) Catastrophic <input type="checkbox"/> (3) Critical <input checked="" type="checkbox"/> (2) Limited <input type="checkbox"/> (1) Negligible	<input checked="" type="checkbox"/> (4) Minimal <input type="checkbox"/> (3) 6-12 Hours <input type="checkbox"/> (2) 12-24 Hours <input type="checkbox"/> (1) >24 Hours	<input type="checkbox"/> (4) >12 Hours <input type="checkbox"/> (3) 6-12 Hours <input type="checkbox"/> (2) 3-6 Hours <input checked="" type="checkbox"/> (1) <3 Hours	<input type="checkbox"/> High <input type="checkbox"/> Medium <input checked="" type="checkbox"/> Low
Earthquake	<input type="checkbox"/> (4) Highly Likely <input type="checkbox"/> (3) Likely <input checked="" type="checkbox"/> (2) Possible <input type="checkbox"/> (1) Unlikely	<input checked="" type="checkbox"/> (4) Catastrophic <input type="checkbox"/> (3) Critical <input type="checkbox"/> (2) Limited <input type="checkbox"/> (1) Negligible	<input checked="" type="checkbox"/> (4) Minimal <input type="checkbox"/> (3) 6-12 Hours <input type="checkbox"/> (2) 12-24 Hours <input type="checkbox"/> (1) >24 Hours	<input type="checkbox"/> (4) >12 Hours <input checked="" type="checkbox"/> (3) 6-12 Hours <input type="checkbox"/> (2) 3-6 Hours <input type="checkbox"/> (1) <3 Hours	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
Tornado	<input type="checkbox"/> (4) Highly Likely <input type="checkbox"/> (3) Likely <input type="checkbox"/> (2) Possible <input checked="" type="checkbox"/> (1) Unlikely	<input checked="" type="checkbox"/> (4) Catastrophic <input type="checkbox"/> (3) Critical <input type="checkbox"/> (2) Limited <input type="checkbox"/> (1) Negligible	<input checked="" type="checkbox"/> (4) Minimal <input type="checkbox"/> (3) 6-12 Hours <input type="checkbox"/> (2) 12-24 Hours <input type="checkbox"/> (1) >24 Hours	<input type="checkbox"/> (4) >12 Hours <input type="checkbox"/> (3) 6-12 Hours <input type="checkbox"/> (2) 3-6 Hours <input checked="" type="checkbox"/> (1) <3 Hours	<input type="checkbox"/> High <input type="checkbox"/> Medium <input checked="" type="checkbox"/> Low
Hazardous Materials Exposure	<input type="checkbox"/> (4) Highly Likely <input type="checkbox"/> (3) Likely <input checked="" type="checkbox"/> (2) Possible <input type="checkbox"/> (1) Unlikely	<input type="checkbox"/> (4) Catastrophic <input type="checkbox"/> (3) Critical <input checked="" type="checkbox"/> (2) Limited <input type="checkbox"/> (1) Negligible	<input checked="" type="checkbox"/> (4) Minimal <input type="checkbox"/> (3) 6-12 Hours <input type="checkbox"/> (2) 12-24 Hours <input type="checkbox"/> (1) >24 Hours	<input type="checkbox"/> (4) >12 Hours <input type="checkbox"/> (3) 6-12 Hours <input checked="" type="checkbox"/> (2) 3-6 Hours <input type="checkbox"/> (1) <3 Hours	<input type="checkbox"/> High <input type="checkbox"/> Medium <input checked="" type="checkbox"/> Low
Active Shooter	<input type="checkbox"/> (4) Highly Likely <input type="checkbox"/> (3) Likely <input type="checkbox"/> (2) Possible <input checked="" type="checkbox"/> (1) Unlikely	<input checked="" type="checkbox"/> (4) Catastrophic <input type="checkbox"/> (3) Critical <input type="checkbox"/> (2) Limited <input type="checkbox"/> (1) Negligible	<input checked="" type="checkbox"/> (4) Minimal <input type="checkbox"/> (3) 6-12 Hours <input type="checkbox"/> (2) 12-24 Hours <input type="checkbox"/> (1) >24 Hours	<input type="checkbox"/> (4) >12 Hours <input type="checkbox"/> (3) 6-12 Hours <input type="checkbox"/> (2) 3-6 Hours <input checked="" type="checkbox"/> (1) <3 Hours	<input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
Pandemic	<input type="checkbox"/> (4) Highly Likely <input type="checkbox"/> (3) Likely	<input type="checkbox"/> (4) Catastrophic <input type="checkbox"/> (3) Critical <input checked="" type="checkbox"/> (2) Limited	<input type="checkbox"/> (4) Minimal <input type="checkbox"/> (3) 6-12 Hours <input type="checkbox"/> (2) 12-24 Hours	<input checked="" type="checkbox"/> (4) >12 Hours <input type="checkbox"/> (3) 6-12 Hours <input type="checkbox"/> (2) 3-6 Hours	<input type="checkbox"/> High <input type="checkbox"/> Medium <input checked="" type="checkbox"/> Low

	<input checked="" type="checkbox"/> (2) Possible <input type="checkbox"/> (1) Unlikely	<input type="checkbox"/> (1) Negligible	<input checked="" type="checkbox"/> (1) >24 Hours	<input type="checkbox"/> (1) <3 Hours	
Flooding	<input type="checkbox"/> (4) Highly Likely <input type="checkbox"/> (3) Likely <input type="checkbox"/> (2) Possible <input checked="" type="checkbox"/> (1) Unlikely	<input type="checkbox"/> (4) Catastrophic <input type="checkbox"/> (3) Critical <input checked="" type="checkbox"/> (2) Limited <input type="checkbox"/> (1) Negligible	<input type="checkbox"/> (4) Minimal <input checked="" type="checkbox"/> (3) 6-12 Hours <input type="checkbox"/> (2) 12-24 Hours <input type="checkbox"/> (1) >24 Hours	<input checked="" type="checkbox"/> (4) >12 Hours <input type="checkbox"/> (3) 6-12 Hours <input type="checkbox"/> (2) 3-6 Hours <input type="checkbox"/> (1) <3 Hours	<input type="checkbox"/> High <input type="checkbox"/> Medium <input checked="" type="checkbox"/> Low
Loss of Utilities	<input type="checkbox"/> (4) Highly Likely <input checked="" type="checkbox"/> (3) Likely <input type="checkbox"/> (2) Possible <input type="checkbox"/> (1) Unlikely	<input type="checkbox"/> (4) Catastrophic <input type="checkbox"/> (3) Critical <input type="checkbox"/> (2) Limited <input checked="" type="checkbox"/> (1) Negligible	<input checked="" type="checkbox"/> (4) Minimal <input type="checkbox"/> (3) 6-12 Hours <input type="checkbox"/> (2) 12-24 Hours <input type="checkbox"/> (1) >24 Hours	<input type="checkbox"/> (4) >12 Hours <input type="checkbox"/> (3) 6-12 Hours <input type="checkbox"/> (2) 3-6 Hours <input checked="" type="checkbox"/> (1) <3 Hours	<input type="checkbox"/> High <input type="checkbox"/> Medium <input checked="" type="checkbox"/> Low
Criminal/Bomb Threats	<input type="checkbox"/> (4) Highly Likely <input type="checkbox"/> (3) Likely <input checked="" type="checkbox"/> (2) Possible <input type="checkbox"/> (1) Unlikely	<input type="checkbox"/> (4) Catastrophic <input type="checkbox"/> (3) Critical <input type="checkbox"/> (2) Limited <input checked="" type="checkbox"/> (1) Negligible	<input checked="" type="checkbox"/> (4) Minimal <input type="checkbox"/> (3) 6-12 Hours <input type="checkbox"/> (2) 12-24 Hours <input type="checkbox"/> (1) >24 Hours	<input type="checkbox"/> (4) >12 Hours <input type="checkbox"/> (3) 6-12 Hours <input type="checkbox"/> (2) 3-6 Hours <input checked="" type="checkbox"/> (1) <3 Hours	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
Gas Leak	<input type="checkbox"/> (4) Highly Likely <input type="checkbox"/> (3) Likely <input checked="" type="checkbox"/> (2) Possible <input type="checkbox"/> (1) Unlikely	<input type="checkbox"/> (4) Catastrophic <input type="checkbox"/> (3) Critical <input checked="" type="checkbox"/> (2) Limited <input type="checkbox"/> (1) Negligible	<input checked="" type="checkbox"/> (4) Minimal <input type="checkbox"/> (3) 6-12 Hours <input type="checkbox"/> (2) 12-24 Hours <input type="checkbox"/> (1) >24 Hours	<input type="checkbox"/> (4) >12 Hours <input type="checkbox"/> (3) 6-12 Hours <input type="checkbox"/> (2) 3-6 Hours <input checked="" type="checkbox"/> (1) <3 Hours	<input type="checkbox"/> High <input type="checkbox"/> Medium <input checked="" type="checkbox"/> Low
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B. Security Measures

Each campus principal ensures physical and operational security measures are in place to foster a safe learning environment.

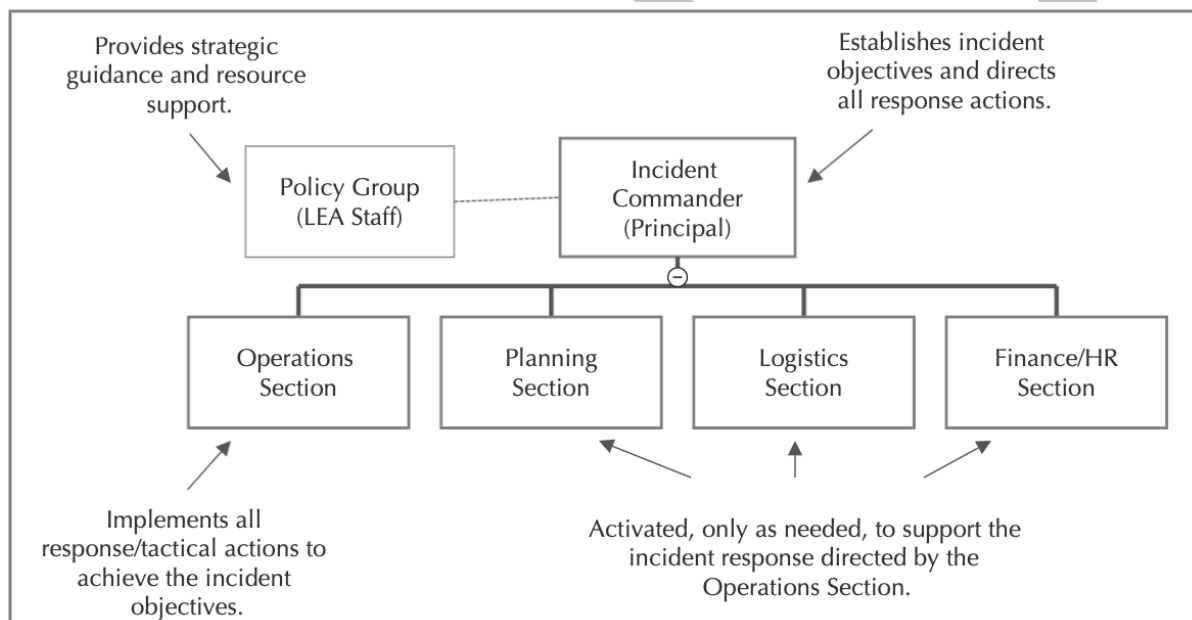
A quarterly review of each campus's physical security features is conducted by the Summit Academy Director of Safety. The LEA staff have the responsibility of identifying funding opportunities and obtaining grants to cover future costs of physical security improvements.

V. RESPONSE

A. Incident Command Roles and Responsibilities

The Incident Command System (ICS) organizational structure develops in a top-down, modular fashion that is based on the size and complexity of the incident, as well as the specifics of the hazard environment created by the incident. As incident complexity increases, the organization expands from the top-down as functional responsibilities are delegated.

To provide for effective direction, control, and coordination of an incident, either single site or multi-incidents, this EOP will be activated including the implementation of the Incident Command System. When needed, separate functional elements will be established and subdivided to enhance internal organizational management and external coordination.



Policy Group

The Policy Group is responsible for providing the Incident Commander with strategic guidance, information analysis, and needed resources. In most cases, the Director of Summit Academy directs the Policy Group to take appropriate action in an emergency. This individual has the authority to make decisions, commit resources, obligate funds, and command the resources necessary to protect the students, staff, and facilities.

Having the responsibility does not mean that the Director of Summit Academy assumes a command role over the on-scene incident operation. Rather, the Director of Summit Academy:

- Provides policy guidance on priorities and objectives based on situational needs and the Emergency Operations Plan.
- Oversees resource coordination and support to the on-site command.

Incident Commander

The Incident Commander (IC) is the primary person in charge at the incident and will establish incident objectives based on the following five primary objectives:

1. Life Safety
2. Protect Public Health
3. Incident Stabilization
4. Property and Environment Preservation
5. Reduce adverse psychological consequences and disruptions

Additionally, the IC will manage the incident scene, and he or she must keep the Policy Group informed and up to date on important matters pertaining to the incident. The IC will be the principal, or their absence the individual designated with their authority, at the initial start of a localized event. When emergency responders arrive, they will assume the role of the IC and the principal will take on the responsibility of site commander.

School-related responsibilities and duties include:

- The first staff person on the scene assumes control until the principal, or designee takes control.
- The IC is delegated the appropriate authority to direct tactical on-scene operations until a coordinated response can be established with emergency responders.
- Establish an Incident Command Post and provide an assessment of the situation to the Director of Summit Academy (Policy Group). Recommend incident response activities, identify incident management resources required, and direct the on-scene incident management activities.
- Determine strategies to implement protocols and adapt as needed.
- Monitor incident safety conditions and develop measures for ensuring the safety of students, staff, and visitors on campus.
- Coordinate media relations and information with the Policy Group.
- Serve as the primary on-scene contact for emergency responders assigned to the incident.
- Document activities
- Determine whether to implement incident management protocols. Follow the directions provided in the actions and procedures outlined in this EOP.
- Arrange for the transfer of students, staff, and other individuals when safety is threatened by a disaster.

Operations Section

The Operations Section directs all tactical operations of an incident according to established procedures and protocols. This includes, but is not limited to, caring for staff and students, providing first aid, site security, damage assessment, evacuations, and reunification. In addition, this section may also be responsible for:

- Monitoring site utilities and shut off only if danger exists or directed by the IC.
- Securing the facility.
- Assisting with medical triage using staff trained in first aid and CPR.
- Requesting supplies needed for the response from the Logistics Section.
- Coordinate the distribution of food and water.

- Document all activities.

Planning Section

The Planning Section collects, evaluates, and disseminates information needed to measure the size, scope, and seriousness of an incident. It also assists the IC in planning appropriate incident management activities. Duties may include:

- Assisting the IC in the collection and evaluation of information about the incident as it develops.
- Assisting the IC with ongoing planning efforts.
- Maintaining an incident time log.

Logistics Section

The Logistics Section manages and tracks limited resources that are needed for the proper response to the incident. This includes the distribution of resources as requested by the IC. Additional responsibilities may include:

- Providing transportation for staff and students to be relocated to an off-site location.
- Storing and preparing food that may be needed in larger incidents.
- Setting up first-aid and triage stations, temporary shelters, and storage locations.

Finance/HR Section

The Finance Section oversees all financial activities. These may include purchasing necessary materials, racking incident costs, arranging contracts for services, timekeeping for employees, submitting documentation for reimbursement, and recovering school records following an incident. Additional duties may include:

- Assuming responsibility for overall documentation and recordkeeping activities; when possible, using photographs or video damage to property.
- Ensuring that departments can make purchases unusual to typical practice to respond and recover. Credit card limits may need to be expanded, or purchase orders opened.
- Developing a system to monitor and track expenses and financial losses, and to secure all records.
- Maintaining payroll functions.

The Finance/HR Section may not need to be established onsite at the incident. Rather, the LEA offices may assume responsibility for these functions.

Unified Incident Command

Unified Incident Command (UIC) applies ICS to incidents involving multiple jurisdictions or agencies. It enables schools and agencies with different legal, geographic, and functional responsibilities to coordinate, plan, and interact effectively.

Additionally, the Incident Commander within the UIC will make joint decisions and speak as one voice. (Most likely, the IC in a unified command structure will be a law enforcement officer or another emergency responder.) Any differences are worked out with the Unified Incident Command. Within UIC, law enforcement would not tell school personnel how to manage

school-centered procedures, i.e. parent-student reunification, etc., or tell other agencies how to do their job.

The Incident Commander of a UIC is responsible for the following:

- Coordinating the actions of all responding agencies to the scene.
- Advising school leadership of needs as required.
- Isolating the incident site and maintaining control of the inner and outer perimeters.
- Establish tactical communications and designate a primary radio channel.
- Facilitate tactical planning and contingency planning.
- Brief responding emergency personnel.
- Designate a staging area for supporting agencies.
- Ensure the proper documentation of decisions and activities.
- Provides situational updates to the policy group.
- Approves requests for additional resources or the release of resources.
- Approves additional alerts, as needed.
- Ensures staff prepares a post incident summary.
- Establishes immediate priorities.
- Coordinates any specific transportation issues (such as helicopter landing zones, EMS treatment locations, morgue location, etc.).
- Performs other duties as required by the situation.

Public Information Officer

The Public Information Officer (PIO) is responsible for interfacing with media or other appropriate agencies requiring information directly from the incident. In a large event, it may be warranted to have a PIO designated by each responding agency, including the school. The PIO within a UIC structure:

- Checks in with the IC and receives situational briefings to ensure current and accurate information.
- May assume the duties of the school's PIO.
- If necessary, establishes and supervises a Joint Information Center with PIO's from all responding agencies.
- Coordinates press releases among response organizations.
- Designates a media center and facilitates scheduled press briefings.
- Ensures all press releases and public information are reviewed and approved by the IC, or their designee.
- Monitors news media outlet reports of the incident.

Interagency Agreements

An important component of this EOP is a set of interagency agreements with various city/county agencies to aid in timely communication. These agreements help coordinate services between the agencies and Summit Academy. Various agencies and services include county governmental agencies such as mental health, law enforcement, county health department, and fire departments. These agreements specify the type of communication and services provided by one agency to another. These agreements also make school personnel available beyond the school setting in an incident or traumatic event occurring in the community.

B. Functional Procedures (How to...)

Functional procedures lay out the proper steps needed to carry out various functions in an emergency. These functional procedures are designed to be used in a multitude of situations and various hazards.

Each emergency presents its own unique situational conditions. While it is best practice to follow these procedures as written, in some circumstances it may be prudent to modify the procedure to address the needs of the emergency. Any modifications should be documented and communicated with the Incident Commander.

DRAFT

Evacuation

PURPOSE

An evacuation from the building will occur when the building is deemed no longer safe to occupy. Evacuation of the building needs to be tested on a regular basis as outlined in the Prevention Section of this plan.

RESPONSIBILITIES

Incident Commander

- Communicate the need to evacuate the building or specific area of the building to the building staff and other occupants by activating the fire alarm or by intercom. If using the intercom, the following script should be used:
 - YOUR ATTENTION, PLEASE. WE NEED TO EVACUATE THE BUILDING. TEACHERS ARE TO TAKE THEIR STUDENTS TO THEIR DESIGNATED ASSEMBLY AREA. TEACHERS TAKE YOUR CLASS ROSTER.
- Determine evacuation routes based on the location of the incident and type of emergency.
- Designate staff with assigned radios and/or cell phones to assist in evacuation procedures.
- If safe to do so, assigned staff should perform a check of the building to ensure that all areas have been evacuated. Once completed, these staff members should notify the incident commander.
- Monitor the situation and provide updates and additional instructions as needed.
- During inclement weather, consider requesting buses or seeking out alternative shelter for students.
- Call or designate another to immediately call public safety (9-1-1) to give notice the school has been evacuated. This person should update the emergency responders arriving on scene.
- Notify the Director of Summit Academy that an evacuation of the school has occurred.
- Communicate when it is safe to re-enter the building or re-occupy a section of the building by using emergency radios/cell phones, designated staff, the public address system, and/or bull horn.
- Re-entry into a building, or a portion of a building, will be approved by the assigned maintenance personnel or emergency services who are trained in building inspection.

Teachers and Staff

- Instruct students to exit the building using the designated emergency exit routes or as directed by the Incident Commander. Emergency exit routes should be diagrammed on the school floor plan drawing posted near the light switch inside each room.
- Use a secondary route if the primary route is blocked or hazardous.

- Help those needing special assistance. Students and staff with functional needs that prohibit normal evacuation will be assisted out of the building, if possible, or will be taken to an area predetermined by the evacuation routes (Area of Refuge). Emergency responders will be notified immediately of any individuals waiting in an area of refuge.
- Teachers will ensure that the room is empty. They will then turn off the lights, close the door, and ensure that it is locked.
- Do not stop for student or staff belongings.
- Take the emergency binder and class roster with you.
- Encourage others (visitors, staff, or students) located in hallways and common areas to exit the building.
- Lead students to the designated evacuation assembly area.
- When outside the building, check for injuries.
- Account for all students. Immediately report any missing or injured person to the Incident Commander using the red/green card located in the emergency binder. (Green = All is well. Red = Need Help)
- Wait for additional instructions.
- Staff members without students should go to their designated assembly area and notify the office staff that they have evacuated.

Office Staff

- Take any visitor log, check-out, or check-in form to the evacuation assembly area.
- Gather headcount information from teachers and inform the Incident Commander of any missing students or staff. Use attendance records (check-in and check-out forms) to verify if all students are accounted for.
- Account for all logged visitors and/or vendors on property.

Evacuations Outside of Normal Class Times

Students Being Instructed Outside the Classroom or Using a Hall Pass

- Students who are temporarily receiving instruction in an alternative location should evacuate to the Evacuation Assembly Area of the classroom teacher who they are assigned during that time.
- Students who are outside of the classroom during class time should report to the classroom teacher who they are assigned to during that time.

Before School

- Students should report to the Evacuation Assembly Area for their 1st class of the day or to the assigned home room teacher.
- Teachers should make a list of any missing student and provide it to the assigned office staff member.

During Lunch and Assemblies

- Students should report to the Evacuation Assembly Area for the teacher that is tied to their lunch assignment or class tied to the assembly.
- Teachers should report missing students to the assigned office staff member. If the teacher has not yet taken attendance for the students in the class, they must report all missing students to the assigned individual.

After School and During Class Changes

- Students should report to the Evacuation Assembly Area of the class they most recently attended.
- Teachers will report all missing students to the assigned officer staff member. If there is direct knowledge that the student is no longer on campus, the teacher will note this in their report.

Evacuation Assembly Areas

Location

- Evacuation assembly areas should be located no closer than fifty feet of the building and should not be located in a place that would hinder responding emergency personnel.
- Locations should be marked to assist teachers, staff, and students locating the correct area.

Alternative Evacuation Assembly Areas

- In the event that the evacuation will be for a prolonged time, require family reunification, or due to weather, the school will evacuate students to an alternative location on property, as determined by the Incident Commander. This alternative location may be located on school property, if safe, or at a predetermined alternative off-site location.
- A list of agreements for off-site locations may be found in **Appendix I**.
- To relocate students off-site, the Incident Commander should work with the Director of Summit Academy, local emergency services, and the Summit Academy Director of Transportation to make safe arrangements for transportation.

Evacuation During After-school Events and 3rd-party Rentals

Incident Commander

- If the need to evacuate the building arises during an after-school event or during an event hosted by a group renting the building, the assigned building supervisor will fulfill the role of Incident Commander.
- Any supporting staff members will assist the Incident Commander by directing those evacuating to proceed to a safe area away from the building.
- The Incident Commander will do their best to determine if anyone is remaining in the building and report this to arriving emergency responders.

Public Notification Before Large Events

- Prior to the start of any public assemblage function, over 150 occupant load, the following announcement shall be made:

IN THE EVENT IT BECOMES NECESSARY TO EVACUATE THE BUILDING BECAUSE OF AN EMERGENCY, EXITS ARE PROVIDE AT THE FOLLOWING LOCATION (GIVE LOCATIONS OF EXIT). PLEASE IDENTIFY THE TWO EXITS CLOSEST TO YOUR LOCATION. WHEN EXITING, PLEASE PROCEED TO A SAFE AREA AWAY FROM THE BUILDING.

DRAFT

Lockout

PURPOSE

Reverse evacuation should occur when conditions are safer inside the building than outside. This includes when events including severe weather, community emergencies, crime, or a hazardous material release outside of the school building.

RESPONSIBILITIES

Incident Commander

- Order an announcement for students and staff outside to move inside the building. This may be done using the intercom system, megaphone, 2-way radios, telephones, or a runner.
- Notify the Director of Summit Academy that the school is going into a lockout situation. Provide clear details of the incident and situation.
- Call or designate another to call public safety (9-1-1) to give notice the school is going into a lockout situation. It may be that the school is notified by emergency personnel that there is an external hazard, and the school should lockout.
- Consider requesting assistance from emergency personnel to secure the exterior of the property and prevent unauthorized access.
- Assign staff members to monitor all exterior doors to prevent unauthorized entry and exit.
- Designate staff to monitor radios, the internet, and other media for information on the incident.
- Designate staff to lock all exterior doors and windows.
- Maintain contact with emergency personnel and consult on whether additional procedures should be implemented due to changing conditions of the incident, such as Drop, Cover and Hold.
- Notify all staff members when the need to lockout no longer exists.

Director of Summit Academy

- The Director will immediately notify the Director of Safety and the Director of Transportation to stop all inbound buses and redirect them to a designated alternative location.
- The Director will immediately notify the individual in charge of activating the robo-call system to notify parents of events.

Teachers and Staff

- Immediately move students back into classrooms or safe area using the closest accessible entry. If movement into the building would present a danger, teachers and staff outside will seek direction from the Incident Commander or emergency personnel.
- No students or staff should leave the building until they are told it is safe to do so.
- Close and lock all exterior doors and windows.
- No one is allowed inside the building except for emergency personnel or those with permission from the Incident Commander.

- Wait for further instructions from the Incident Commander or from emergency responders.
- Limit the use of hall passes by students to emergency use only.
- In most cases, classes and class changes may go on as normal. However, outdoor recess and gym would be prohibited.
- If the event extends beyond normal school hours, be prepared to keep kids safe as long as necessary.

Office Staff

- Ensure that all entries to the school building are locked.
- All entries used by the general public should have a sign placed on the door that states:

THE CAMPUS IS CURRENTLY FOLLOWING LOCKOUT PROCEDURES. NO ONE MAY ENTER OR LEAVE THIS BUILDING UNTIL FURTHER NOTICE.

- Following the direction of the incident commander, be prepared to communicate with parents the reason of the lockout and what to expect.
- Assist in preventing unauthorized exit and entry into the building.
- Be prepared to implement the reunification process, if needed.

Maintenance and Custodial Staff

- Assist in preventing unauthorized exit and entry into the building.
- Be prepared to shut down all HVAC systems if instructed to do so.
- Continually monitor all exterior doors to ensure that they are secured to prevent unauthorized access.

Lockdown

Note: If the lockdown is a drill, it must be clearly stated before and after the announcement is made to go into lockdown.

PURPOSE

A lockdown is a physical response to provide a time barrier during an active shooter/intruder event. Lockdown is not a stand-alone defensive strategy. Additionally, students and staff will follow the ALICE protocol of the “Alert, Lockdown, Inform, Counter, Evacuate” as described in the Active Shooter/Intruder Procedure. When securing in place, this procedure should involve barricading the door and readying a plan of evacuation or counter tactics should the need arise.

RESPONSIBILITIES

Incident Commander

- Make the following announcement using the intercom system:

YOUR ATTENTION PLEASE, WE ARE EXPERIENCING AN EMERGENCY SITUATION AND WE ARE NOW UNDER LOCKDOWN.

**Note: If the lockdown is a drill, it must be clearly stated before and after the announcement is made to go into lockdown.*

- Designate staff to call 9-1-1, identify the name and address of the school, describe the emergency, state the school is locking down, provide intruder description and weapon(s) if known, and identify the location of the school command post. Direct staff to stay on the phone to provide updates and additional information.
- Notify staff and classes outside to immediately move away from the building and to a safe location, account for the students and be prepared to move to a relocation site.
- Notify the Director of Summit Academy that the school has been placed in lockdown and provide known details of the incident.
- When it is safe to do so, work with law enforcement to proceed.

Director of Summit Academy

- The Director will immediately notify the Director of Safety and the Director of Transportation to stop all inbound buses and redirect them to a designated alternative location.
- The Director will immediately notify the individual in charge of activating the robo-call system to notify parents of events.

Teachers and Staff Members

- If safe to do so, clear the hallways and bathrooms by your room, moving everyone into the classroom, office or work area.

- Lock your doors. Do not open the locked door. Following the event of an active shooter/intruder, the door will be unlocked by an administrator or law enforcement.
- Move any large objects in front of the door to barricade doors. All movable items such as chairs should be used as well.
- Take attendance and be prepared to notify the Incident Commander of missing students or additional students, staff, or guests sheltered in your classroom.
- Students should shelter in the room in locations away from direct view into the classroom.
- Do not place students in one location within the room. In the event that entry is gained by a shooter or intruder, students should consider exiting by running past the shooter/intruder.
- Staff and students may utilize methods to distract the shooter/intruder's ability to accurately shoot or cause harm, such as loud noises or aiming and throwing objects at the shooter/intruder's face or person.
- If the active shooter/intruder is in close proximity, and a means to a safe exit is available (through an open window or exterior door) move away from the threat.

Office Staff

- Lock the doors leading into the office.
- Be willing to help the Incident Commander to help with communications and the establishment of the school command post.
- When safe to do so, remotely check the status of classrooms via telephone, or another method.

Lockdown Outside of Classrooms and Offices

- Hallways, Restrooms, Gymnasium, and Cafeteria
- In the event of an active shooter/intruder or a lockdown is put in place, you should seek out safety. The first priority should be getting away from the threat, if possible.
- Avoid large open areas, such as the cafeteria and gymnasium.
- In the event that you cannot get away from the threat, seek out a classroom or other room with a lockable door. If the door has already been locked, seek out shelter elsewhere.
- If unable to find shelter, seek out a place to hide. Remain hidden until fighting back is your last option.
- Once the threat is over, prepare to follow the commands of the administration or law enforcement. Do not approach law enforcement or perform any action that may appear to be a threat.

Lockdown Outside of the Building

- Students and staff located outside of the building during a lockdown event should gather in a safe area away from the school. This area should be away from entrances and exits to the building.
- Consider keeping behind walls or other barriers between you and the school building.
- Teachers and staff should keep students calm and together.
- Teachers should account for all students they have in their care and report this to the Incident Commander, when requested.
- Remain outside of the building in a safe place until directed otherwise by administration or law enforcement.

- Do not approach law enforcement or perform any action that may appear to be a threat.

DRAFT

Drop, Cover, and Hold

PURPOSE

Drop, Cover and Hold procedures are used when an incident occurs with little or no warning. This action is taken to protect students and staff from flying or falling debris resulting from explosions, structural failures, severe weather, or an earthquake.

RESPONSIBILITIES

Incident Commander

- In an event with little to no warning, follow the procedure below to ensure their safety.
- If a warning can be made, the Incident Commander will make the following announcement using the intercom system.

YOUR ATTENTION PLEASE, DUE TO A THREAT OF _____, ALL STUDENTS AND STAFF SHOULD DROP COVER AND HOLD. PLEASE PROTECT YOURSELF FROM BEING HIT BY FALLING OR FLYING DEBRIS.

- When making the announcement, the Incident Commander should be specific in the type of threat. (Earthquake, Tornado, Severe Weather, etc.)
- Designate staff to call 9-1-1, when warranted.
- Inform the Director of Summit Academy of the emergency the school is currently experiencing and what steps are being taken.
- When it is safe to do so, take the next steps necessary to keep students and staff safe.

Teachers and Staff Members

- Instruct students to follow the procedures below. Students should remain protected until the threat of injury is gone.
- Take steps to protect themselves from potential falling and flying debris.
- Be prepared to follow further instructions from the administration and/or emergency personnel, including possible evacuation, relocation, and reunification procedures.

Maintenance and Janitorial Staff

- Take steps to protect themselves from potential falling and flying debris.
- After a Drop, Cover, and Hold event, be prepared to shut off utilities. (Electric, Water, Gas)
- After a Drop, Cover, and Hold event, inspect the structural integrity of the building. Look for further potential of falling debris, structural damage, fire hazards, and other safety concerns.
- Inform the Incident Commander of any unsafe areas of the school, specifically areas of imminent danger to life.
- Work with emergency personnel to determine when the building is safe to reenter and occupy.

PROCEDURES

Indoor Procedure

- When indoors, students and staff should:
- Drop to the floor.
- Cover by getting under a sturdy table, desk, or another piece of furniture.
- If there is no suitable furniture nearby, cover their face and head with their arms.
- Hold on to the table or desk until directed to stop.
- Avoid standing in door frames to avoid potential injury from swinging doors.
- When directed by the Incident Commander and/or when it is safe to do so, staff members will follow the evacuation procedure. Staff and students should not use the elevators to evacuate.

Outdoor Procedure

- If time allows, relocate students to a safe place indoors.
- If there is no warning and there is a need for immediate protection, students and staff should:
 - Move away from buildings, streetlights, and utility wires.
 - Drop to the ground.
 - Cover their face and head with their arms.
 - When directed by the Incident Commander and/or when it is safe to do so, staff members will follow the evacuation procedure.

Family Reunification

PURPOSE

The Reunification Protocol is used to ensure a safe and secure means of accounting for students and reuniting parents/guardians with their children whenever an emergency requires. This includes unplanned early release, delayed release, and when students are relocated to an off-site location when a school facility or grounds is rendered unsafe.

It is the responsibility of Summit Academy to protect students and staff if students must be evacuated from the property or held on campus past normal school hours. It is important that there is an accurate accounting of students, including tracking their location and subsequent release to their parent or legal guardian.

This procedure applies to all Summit Academy campuses. However, students in grades 9-12 may be released early without following this procedure, if it is safe to do so and the necessity of tracking students' release to a parent or guardian is not warranted.

RESPONSIBILITIES

Incident Commander

- Notify the Director of Summit Academy of the situation and provide details of any potential relocation to an off-site location. Request additional LEA staff to assist, as needed.
- If an off-site relocation is necessary, contact the person at the relocation site to prepare for the arrival of students. A list of predetermined off-site locations and contact information may be found in **Appendix F**.
- If necessary, select a Reunification Site Commander to oversee the operations of the off-site location. This may become necessary if the Incident Commander needs to remain on-site to work with emergency responders and/or oversee additional operations.
- Communicate with the individual in charge of communicating with Summit Academy stakeholders to send out parental notifications.

Director of Summit Academy

- Work with the Director of Safety and the Director of Facilities to ensure that accurate information is being communicated with parents and appropriate stakeholders.
- Work with the Director of Transportation to arrange buses or other means of transportation to transport students.

Reunification Site Commander

- Establish a command post.
- Organize staff members and other responders reporting to the site. Responsibilities should be given based on the processes outlined below.
- Ensure the security and safety of the site. This includes preventing unauthorized access by parents, media, and others.

- Establish the various holding areas outlined in the processes below. This includes a student holding area, a parent/guardian reporting station, a reunification station, and a notification area.
- Work with emergency responders to assist with crowd control and in the notification area.
- Encourage parents/guardians to leave the site once they have signed out their student(s).
- Ensure that all processes are done with fidelity.

Teachers

- Account for all students making note of any missing or injured students. Be prepared to provide details of direct knowledge of any missing or injured student with the individual assigned to account for students.
- Be prepared to relocate students at the direction of the Incident Commander or emergency responders.
- Request additional resources for any student with special needs.
- Do not allow students to leave, unless directed otherwise.
- Follow the instructions of the Incident Commander and/or the Reunification Site Commander. This may include being assigned to assist with the reunification process.

Office Staff

- Take any visitor log, check-out, or check-in form to the reunification site.
- Gather headcount information from teachers and inform the Incident Commander of any missing students or staff. Use attendance records (check-in and check-out forms) to verify if all students are accounted for.
- Account for all logged visitors and/or vendors on property.
- Be prepared to assist in the reunification process as assigned.

PROCEDURES

Notification of Parents

- Summit Academy will use established communication channels to communicate with parents the current situation. This include directions on when, where, and how students may be picked up by parents or other pre-approved individuals.
- Parents will be instructed to not come to the reunification site until instructed to do so.
- Any information about a specific student must onl be given in person once identification has been verified.

Establishing the Reunification Site

The Reunification Site should include the following stations and areas.

1. Parent Reporting Station

- This is the first step for parents.
- Staff members will verify the identity of the individual wanting to pick up a student(s).
- Once an individual has been identified and approved, they will be given a number and taken to the release station.

- If the release of students may be delayed, parents/guardians will provide a phone number in which a text message may be sent. Parents/guardians will then wait for that text message before proceeding to the Release Station.

2. Student Holding Area

- Students will be gathered here waiting for reunification.
- This may be a large open area, such as a gymnasium or cafeteria. It may also be a small area, such as a classroom. In rare cases, students may be asked to stay on a bus, or in a similar situation.
- Students will stay with their assigned teacher.
- Students will remain quiet so that they may hear announcements and directions provided by staff.
- Students may only leave once called for by the reunification staff.

3. Release Station

- This is the location where students will be reunited with their parent/guardian.
- All parents should have a form listed with the student(s) they are approved to pick up.
- Staff will verify students on the form before releasing them to a parent/guardian.
- The Student Release Form will be retained by staff for record keeping purposes.

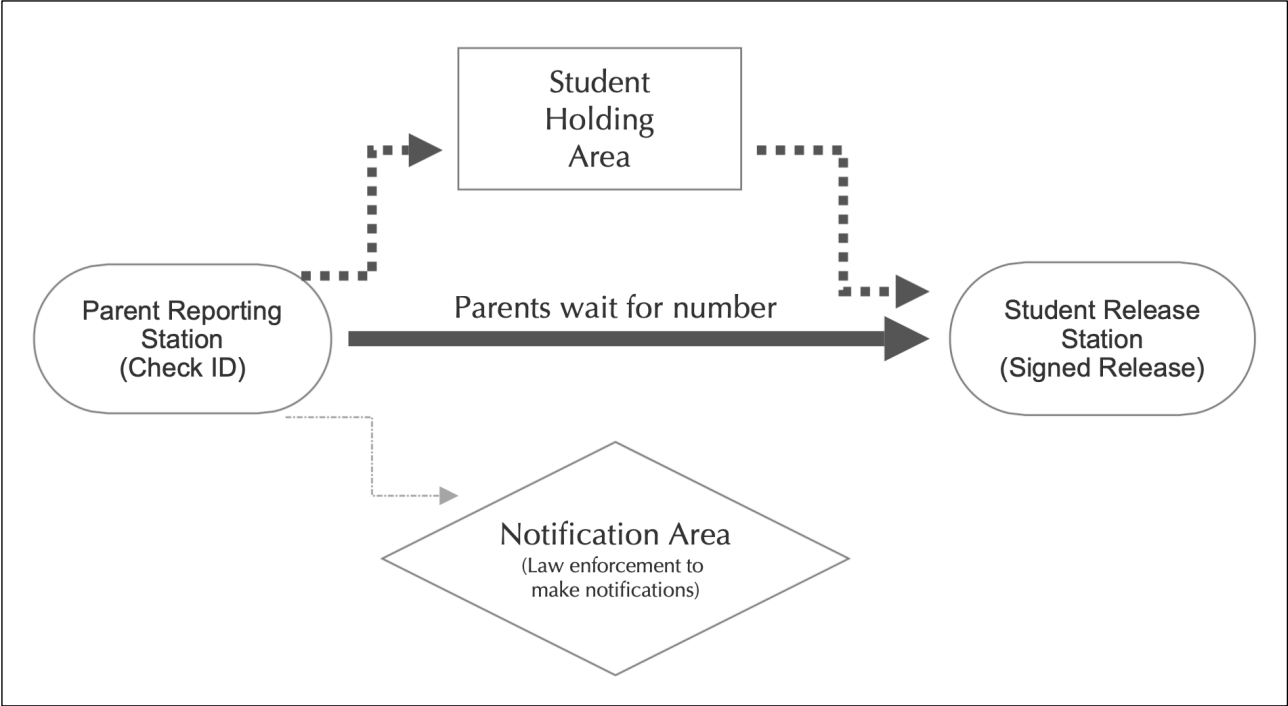
4. Notification Area

- When a student is missing, injured, or not located in the Student Holding Area, this is the location where parents/guardians will be notified of the situation. This notification should be done as soon as possible but only once information has been verified.
- This area should be located in a place of privacy.
- This area should be staffed by a senior staff member.
- This area may include assigned emergency responders.

Documentation

Use the following documents to maintain accurate records. These documents may be found in **Appendix H**

- Student Release Form - Used to track all students who have been released and to whom they were released.
- Parent/Guardian Sign-in Sheet - Used to keep track of parents/guardians in line to pick up students
- Student and Staff Status Report - Used to assist the Incident Commander in understanding the situation.
- Accounting of Persons Report - Used to track individuals known to be missing their status once accounted for.



DRAFT

Accounting for Persons

PURPOSE

The purpose of this procedure is to establish a system that will allow Summit Academy to track staff, students, and visitors during an emergency event. This procedure is to be implemented any time relocation of students occurs or it becomes necessary to immediately determine who is or is not accounted for.

RESPONSIBILITIES

Incident Commander

- Assign an individual to oversee the accounting of staff, students, and visitors. This should be a person of the office staff unless this is not possible due to the current situation.
- Report any missing staff, students, or visitors to emergency responders.

Teachers and Staff

- Using current attendance records, account for all students.
- If students are missing, note the last known location of the missing individual. Note if the information is accurate or assumed when missing individuals.
- If a student is found, goes missing, or is injured after the initial reporting, communicate this with the assigned individual.

Office Staff

- Take any visitor log, check-out, or check-in form to the evacuation assembly area.
- Account for all non-teaching staff and known visitors. If a staff member or visitor is missing, note the last known location of the individual. Note if the information is accurate or assumed when reporting missing individuals.
- Once at the assembly area, account for all teachers and their students.
- Gather headcount information from teachers and inform the Incident Commander of any missing students or staff. Use attendance records (check-in and check-out forms) to verify if all students are accounted for.
- Complete the Accounting for Persons Report and submit a copy to the Incident Commander. This report should be updated as information becomes available.

Communications and Warnings

PURPOSE

Communication is a critical part of incident management. This section outlines Summit Academy's communication plan and supports its mission to provide clear, effective internal and external communication between campuses, staff, students, parents, emergency responders, and the community. In large school emergencies, a plan to communicate with the public and the media becomes an essential operational component of the situation.

All communications during an emergency need to be appropriate and follow all FERPA, HIPPA, and other similar laws. Communication should be deliberate and based on known information. Never communicate anything that is hearsay or assumed, regardless of the intention. All parties involved in an emergency incident should have accurate and timely communication.

RESPONSIBILITIES

Incident Commander

- Communicate the need for emergency procedures in the event of a specific threat or imminent danger.
- If warranted, designate a staff member to act as a liaison between the school and emergency responders.
- If warranted, designate a staff member to serve as the Public Information Officer. When communicating with the general public/media this should be the Director of Summit Academy or their chosen spokesperson.
- Assure that all means of communication are available and functioning properly.

Teachers and Staff

- Communicate with students in a direct but sensitive way.
- Do not make assumptions or communicate information you cannot verify is accurate.
- Do not communicate with external stakeholders, including parents, without direction from the Incident Commander.
- Maintain a record of any internal communications with students and staff.

Office Staff

- Perform periodic tests of all communication methods.
- Maintain a record of any internal and external communications with students, staff, parents, and others.
- Only provide information to outside entities with the permission of the Incident Commander.
- Keep any message provided to parents concise and consistent.
- Do not make assumptions or communicate information you cannot verify is accurate.

Communication between School Administration and Staff Members

School personnel will be notified when an incident occurs and kept informed as additional information becomes available and as plans for management of the incident evolve. All external communications will be managed by the assigned Public Information Officer. The following means of communication will be used to disseminate information internally, when appropriate:

- *Campus Telephone System:* Phone calls and pages from school administration to staff and faculty may be used when direct communication is necessary.
- *Personal Cell Phones and Text Messaging:* Phone calls and text messages may be used when it is necessary to communicate with staff members who may be off-site or away from their campus phone.
- *School E-mail:* When mass communication of a standard message is necessary, a mass e-mail may be sent from an authorized account of the user to all staff.
- *Mass Notification System:* When available, messages will be sent using the school's mass notification system. These messages may come in the form of text messages or phone calls.
- *Staff Meetings:* When available, staff meetings will be used to directly communicate with staff members.
- *Megaphones:* A battery-powered megaphone will be used to communicate when other means of communication are not available.
- *Two-way Radio:* Two-way radios provide a reliable method of communication over short distances. Appropriate staff should be trained on the proper use and storage of two-way radios, including assigned channels.
- *Alarm System:* The campus alarm system will be used to signal the need for evacuation.
- *Intercom System:* The intercom system may be used to initiate other emergency procedures. It may also be used to communicate information about a threat or hazard situation to a large crowd on campus.

External Communications

School officials must communicate with the larger school community on how incidents will be addressed on a regular basis. However, once an incident does occur, parents, media and the community at large will receive clear and concise messages from Summit Academy administration and the assigned Public Information Officer. This includes information regarding what is being done and the safety of the students and staff.

Communication with Parents

Before an incident occurs, Summit Academy will:

- Develop a relationship with parents so that they trust and know how to access alerts and incident information.
- Inform parents about the school's emergency procedures and protocols. Information should not be shared if it would impede the safe response to an incident or cause a security issue.
- Information, including a copy of the Emergency Operation Plan, will be included on the school's website.

- Identify parents who are willing to volunteer in case of an incident and include them in preparation efforts and training. This includes participation on the Campus Safety Committee.
- Be prepared with translation services for non-English speakers with limited English proficiency.

In the event of an incident, Summit Academy will:

- Disseminate information via the robocall system, including through text messages and phone calls.
- Send out emails, when possible, with additional information.
- Use official social media sites to communicate appropriate information. Communication on social media should be limited due to the public nature of social media. Posts on social media are not limited to students and parents.
- Implement a plan to manage phone calls and parents who arrive at school.
- Describe whom the school and Summit Academy are handling the situation.
- Provide information regarding possible reactions of their children and ways to talk with them.
- Provide a phone number, website address, or recorded hotline where parents can receive updated incident information.
- Keep parents informed about when and where schooling will resume.

After an incident, Summit Academy will schedule and attend an open question-and-answer meeting for parents as soon as possible.

Communication with the General Public

- Only the Director of Summit Academy, or their designated Public Information Officer, should communicate with media outlets and the general public.
- All official communication to the general public should come in the form of an official press release.
- Before statements are made to the public, it may be warranted to check with an attorney regarding the appropriateness and content of the message.
- In a large-scale event, the Director of Summit Academy may consider hiring a 3rd-party public relation specialist.

Major Medical Emergency

PURPOSE

This annex addresses how to respond to major medical emergencies. A major medical emergency is any illness or injury which cannot be managed using locally available medical resources and when the lack of proper treatment may lead to permanent injury or death.

Each campus of Summit Academy should have staff members on-site who are trained and certified in basic first-aid, CPR, and use of AEDs. Good Samaritan Laws protect lay responders from litigation. However, staff members acting in the best interest of the injured or ill person should avoid providing care beyond their training and/or in a way that could be seen as negligent or harmful.

RESPONSIBILITIES

School Staff

- Quickly assess the situation. Make sure that the situation is safe for you to approach (i.e., live electric wires, gas leak, building damage, etc.)
- Immediately notify the administration of the situation. The administration will either take on the role of Incident Commander or assign the role to another individual, when appropriate.
- Assess the seriousness of the illness or injury.
- Call, or assign another to, 9-1-1 immediately if the illness or injury may be considered life-threatening or debilitating. Be prepared to provide the school's name, address, and exact location. You will also need to describe the illness or type of injury as well as age(s) of the victim(s).
- Protect yourself against contact with body fluids using appropriate personal protective procedures. (Blood borne pathogens)
- Administer appropriate first aid according to your level of training until help arrives.
- Comfort and reassure the person. Do not move a injured person with a potential life-threatening injury unless the scene is unsafe.
- If the ill or injured person is unconscious and/or is not breathing, ask someone to retrieve the automated external defibrillator (AED) and begin CPR until the AED is ready to use. If necessary, call a staff member trained in the use of the AED to respond to the scene and assist in the response.

Incident Commander

- Verify that someone has called 9-1-1, if necessary.
- Send school staff, who have been trained, to the scene if this has not already occurred.
- Assign a staff member to meet emergency responders and lead them to the injured person.
- If the ill or injured person is a student, notify a parent, or guardian of the situation. The notification should include the type of illness or injury and the medical care being provided. If the illness or injury does not require the activation of 9-1-1, allow parents to

provide feedback on appropriate care, including determining the need for transportation by ambulance.

- If the ill or injured person is a staff member and are unable to direct their own care, notify the staff members emergency contact(s) of the situation.
- Assign a staff member to remain with the injured or ill person if they are transported to the hospital. This individual should take any administrative records with pertinent medical information.
- Notify the Director of Summit Academy of the incident and current situation.
- Advise faculty and staff of the situation, as appropriate. Any notification should be made in a way to protect the privacy of the ill or injured person.
- Maintain written documentation of the incident. Please see the Student Injury Report Form.
- Follow-up with appropriate persons and determine if other procedures should be activated.

Maintenance and Janitorial Staff

- After the event, clean up all affected areas using appropriate blood-borne pathogen precautions.
- In large events, consider hiring a contractor to assist with the cleanup of the facility.

C. Hazard Specific Procedures (What to do when...)

Summit Academy has performed a multi-hazard assessment to determine which hazards need to be addressed in this plan. It is not possible to include every hazard in this plan. Threats that are the most common and/or have potential for catastrophic impacts are included.

When a specific hazard exists, it should be addressed using the steps below. Each occurrence has unique situational conditions. While it is best practice to follow these procedures as written, in some circumstances it may be prudent to modify the procedure to address the needs of the emergency. Any modifications should be documented and communicated with the Incident Commander.

DRAFT

Active Shooter and Armed Intruder

PURPOSE

An active shooter or armed intruder on school property involves one or more individual's intent on causing physical harm or death to students and staff. Such intruders may also possess a gun, a knife, a bomb, or other harmful device. An active shooter or armed intruder will result in law enforcement and other safety and emergency services responding to the scene as quickly as possible.

Once law enforcement arrives, it is critical to follow the instructions of law enforcement officers. The Summit Academy Incident Commander will be relieved by a law enforcement official as soon as possible. The law enforcement officer will then be the acting incident commander with complete jurisdiction over the scene. The school is a crime scene and will require a thorough search and processing.

All staff and students need to be trained on what to do before an active shooter situation occurs. Once an active shooter is detected, staff and students should take the appropriate actions found within this annex. In addition to the Lockdown Procedure, Summit Academy will follow the ALICE system

A - Alert

Initial alert may be a gunshot, intercom announcement, etc.

L - Lockdown

If evacuation is not a safe option, follow the Lockdown Procedure

I - Inform

Communicate in real time information on shooter location. Use clear and direct language using any communication means possible.

C - Counter

As a last resort, distract the shooter in order to impair their ability to shoot accurately. Move toward exits while making noise, throwing objects, subduing the shooter.

E - Evacuate

Run from danger when safe to do so using non-traditional exits if necessary.

RESPONSIBILITIES

Incident Commander

- Upon notification of an active shooter or armed intruder on campus, immediately direct staff to call 9-1-1 if it is unknown whether or not 9-1-1 notification has already taken place. Notify emergency responders of the situation. Identify the school by name and location. Provide the number and description of intruders (if known), type of weapons(s),

area of the school where last seen, actions taken by the school. The caller will remain on the line to provide updates.

- Initiate ALERT protocols. Notification to the building occupants will be made using all available means. Notification shall provide any information regarding the on-going situation that will assist the building occupants in making a good decision as to their best survival response option. Typically, information that answers the basic questions of “Who? What? Where? When? How?” will provide the necessary details to make an informed decision.
- Secure the administration officer as a command post and retrieve any critical information available, including communications, staff and students’ locations, detailed floor plans, and any other useful information that may be handed off to law enforcement officers.
- Direct office staff to maintain contact with teachers reporting pertinent emergency information. All information received via eyewitnesses or through surveillance cameras will be used to INFORM the building occupants of the event in real-time as much as possible.
- Notify the Director of Summit Academy and request activation of the communication procedures for media and parent notification.
- Staff and students outside of the building will get away from the building and should head to the predetermined off-site relocation center.
- Direct support staff outside to stop pedestrians and vehicles from entering the school grounds until law enforcement arrives.
- After the active shooter or armed intruder(s) have been subdued, the School Incident Commander will work with law enforcement to announce an ALL CLEAR and EVACUATION to an office location for family reunification.

Director of Summit Academy

- Initiate the communication procedure to notify parents of the situation. Parents should be advised to stay away from the school until otherwise directed by law enforcement.
- Once directed by law enforcement, notify families of the location of the reunification site and procedures.
- Notify the Director of Transportation to redirect any school bus en route to the school. Bus services may be needed to relocate students following the incident.
- Prepare LEA staff to assist in the relocation and reunification of students.
- Following the event, work with law enforcement to determine when the school can resume normal activities. The school should be prepared for an extended closure while law enforcement investigates the scene.
- Work with local resources to provide mental health services for students and staff members.

Teachers and Staff

- As soon as it is safe to do so, the first person to notice any indication of an active shooter or armed intruder should call 9-1-1. This should be followed by the immediate notification of the administration.
- If in close proximity to the danger, assess the situation for the best survival option. EVACUATE if at all possible. If not, initiate the LOCKDOWN procedure. If

the active shooter or armed intruder has made contact, immediately begin to COUNTER strategies, and then EVACUATE or take control of the intruder.

- Teachers who are not in the immediate danger area should gather information about their classroom's situation. Account for all students or other individuals sheltered in their room.
- Assess the ability to safely EVACUATE the building.
- If there is no safe manner to EVACUATE the building, have others assist in barricading all entrances to the room.
- Rooms currently locked down shall pay attention to all announcements providing event detail. If the circumstances change and EVACUATE becomes a viable option, a decision can be made to leave the location and EVACUATE the building.
- Unless evacuation, rooms in lockdown shall remain secured until personally given the "All Clear" by the Incident Commander or a law enforcement officer in uniform.
- If an active shooter or armed intruder enters the classroom, individuals are to use whatever COUNTER strategies necessary to keep the students safe. This may include any and all forms of resistance to the threat. This includes making noise, moving about the room to lessen accuracy, throwing items to interfere with the ability to shoot accurately, safely exiting out windows, and taking control of the intruder. Anyone not involved in COUNTER strategies should get out anyway possible and move to another location.
- Once the threat has been subdued, provide medical treatment for any injured staff or students until emergency medical personnel can arrive.

Office Staff

- As noted above, follow the ALICE system. If EVACUATION is not possible, lockdown the office.
- Assist the Incident Commander in conveying real-time information to teachers and staff.
- Do not lock the front doors of the building. Doing so will delay entry by law enforcement officers.
- Be prepared to assist with off-site evacuation and reunification procedures.

Bomb Threat and Immediate Threats of Violence

PURPOSE

The purpose of this procedure is to ensure that there are steps in place to protect staff, students, and school property in the event a communicated threat directed towards individuals or property. This includes bomb threats, but any threat of immediate harm is to be taken seriously until it is determined that the threat is transient. All threats of immediate harm made against Summit Academy students, staff, or property will result in law enforcement and other safety and emergency services responding to the scene.

Once law enforcement is involved, it is critical to follow the instruction of and cooperate with all directions given. A law enforcement officer may take on the role of Incident Commander with jurisdiction over the scene. The school may be considered a crime scene which may require a thorough search and processing.

All staff members should be trained on how to respond when they overhear or are directly contacted with a threat. Proper documentation and reporting will assist law enforcement officials addressing the threat. This includes:

- Make a record of the exact wording of the threat. If the communication is in written form, save a picture of the threat before it can be deleted.
- Ask in a clear and calm voice the following questions to determine the location and nature of the threat.
- What is the threat?
- When is the threat going to be carried out?
- Where is the threat located or planned to be?
- Does the threat involve any weapons or bombs? If so, ask for a description.
- Who is making the threat? Try to get their name, location, and reasons for the threat.
- If the threat is made by phone, listen closely to the caller's voice and speech patterns. Note any noises in the background.
- If the threat is made by phone and the caller hangs up, immediately dial *57 to trace the call if applicable.
- Notify a member of the administration.
- If the threat is immediate or involves explosive devices call 9-1-1.

RESPONSIBILITIES

Incident Commander

- Notify law enforcement, fire, and emergency services by calling 9-1-1 if not already notified.
- Assign staff to meet and brief emergency responders.
- In consultation with law enforcement, determine if the school should implement lockdown, lockout, or evacuation procedures.
- Notify staff of the situation by providing clear but limited information.

- If the threat involves a bomb, instruct all staff and students to turn off cell phones.
- If a suspicious item is located, evacuate the area selecting routes and assembly areas away from the suspicious item. **DO NOT ACTIVATE THE FIRE ALARM.**
- If an evacuation occurs due to the threat of an explosive device, the assembly area should be moved to a location at least 1000' from the school. At this point, you may want to consider relocating students to an offsite location.
- Arrange for the person who learned of the threat to speak with law enforcement.
- Notify the Director of Summit Academy and initiate the Communication Annex.
- If relocation occurs, activate the family reunification procedure.
- Work with emergency responders to determine when it is safe to return to normal activities and/or reoccupy the building.

Teachers and Staff

- Check assigned classrooms, offices, and work areas for suspicious items and report any findings to the Incident Commander.
- **DO NOT TOUCH** any suspicious item that is found. Secure the area where the item is located.
- Be prepared to follow lockdown, lockout, or evacuation procedures as directed.
- Be prepared to relocate to an offsite location.
- When instructed, return to normal activities.

Office Staff

- Be ready to follow the evacuation, accounting for persons, and family reunification procedures based on direction given by the Incident Commander.
- Account for all logged visitors and/or vendors on property.
- Following the procedures in the Communications Annex, be prepared to assist the Incident Commander in communication with parents.

Maintenance Staff

- Assist the Incident Commander in searching the building for any suspicious items or weapons.

Earthquake

PURPOSE

The south end of Salt Lake County, where all Summit Academy campuses are located, is prone to earthquakes. A major earthquake is possible at any time. Because earthquakes strike without warning, the immediate need is to protect lives by following the Drop, Cover, Hold Procedure.

All staff and students need to be trained on what to do before an earthquake occurs. Once an earthquake is detected, staff and students should take the following precautions:

If inside:

- Initiate the DROP, COVER, HOLD Procedure.
- Leave doors open to minimize jamming if the building shifts.
- Do not attempt to run through the building due to the risk of falling objects.
- If in a room without desks or furniture, get against an inside wall. Do not stand in doorways.
- After the shaking is over, initiate the EVACUATION Procedure and ACCOUNTING FOR PERSONS Procedure.

If outside:

- Move quickly away from any building or overhead electrical wires.
- Lie flat, face down, and wait for shaking to subside.
- After the shaking is over, initiate the Evacuation Procedure and Accounting for Persons Procedure.
- Do not attempt to enter any building until authorized to do so.

Aftershocks are common following an earthquake. While many of these aftershocks are minor, some aftershocks may be significant. All staff, students, and visitors should be prepared to repeat the procedures above. Every earthquake which includes noticeable shaking should be responded to using the procedures above.

RESPONSIBILITIES

Incident Commander

- During the earthquake, take precautions to protect yourself. If possible, make an announcement on the intercom system for all everyone in the building to drop, cover, and hold.
- Following the shaking, initiate an evacuation of the building.
- Get a full accounting of any missing individuals using the Accounting for Persons Procedure.
- If a gas leak is suspected, assign a staff member to shut off the gas at the main control valve. Do not turn the gas back on. Only a trained representative of the gas company may restore service.

- If water or electrical systems have become compromised, assign a staff member to shut them off at their main valve and/or breaker box.
- Monitor local communication channels for emergency instructions. This includes local radio and the Emergency Alert System.
- If necessary, call, or assign someone to call, 9-1-1. Provide your location and any details which may assist emergency responders in providing aid. Understand that local emergency responders may be overwhelmed.
- Be prepared to use the MAJOR MEDICAL EMERGENCY procedures to treat injured individuals.
- Be prepared to relocate to an off-site location if the current location is unsafe. Be mindful that predetermined off-site locations may be unsafe as well.
- Do not allow unassigned staff and students back into the building until it has been determined that the building is safe to reoccupy.
- Communicate with the Director of Summit Academy your current situation, plan, and potential contingencies.

Teachers and Staff

- When an earthquake occurs, instruct students to DROP, COVER, AND HOLD until the shaking stops.
- Prepare to EVACUATE the building once the shaking stops. This will be signaled by the fire alarm or through a public announcement.
- Prepare to follow further instructions from the Incident Commander.
- Do not allow students to reenter the building or leave the premises.

Office Staff

- When an earthquake occurs, instruct those around you to DROP, COVER, AND HOLD until the shaking stops.
- Be prepared to assist the Incident Commander with the EVAUCATION, ACCOUNTING FOR PERSONS, and RELOCATION procedures

Maintenance and Custodial Staff

- When an earthquake occurs, instruct those around you to DROP, COVER, AND HOLD until the shaking stops.
- Be prepared to assist the Incident Commander in shutting off utilities and clearing the building.
- While checking the building for potential safety and structural concerns, be cautious not to put yourself in danger. Work with local emergency responders when needed to decide if the facility is safe to reoccupy.
- Log any damages from the earthquake, including taking pictures.

Fire

PURPOSE

Fires are one of the biggest threats to Summit Academy schools. Fires includes both events with visible flames and the unexplained presence of smoke. It is important to treat all suspected fires as authentic until proven otherwise.

All staff members should be train on how to respond in the event of a fire. This includes:

- Any staff discovering fire or smoke will activate the fire alarm, report the fire to the administration.
- All staff, students, and visitors will immediately evacuate the building using the prescribed routes or alternate routes to the assembly areas.
- All staff, students, and visitors must evacuate the building. The staff's first priority is to assist students to evacuate the building.
- Only those trained in the proper use of fire extinguishers should attempt to extinguish any fire. Even if a fire appears to be extinguished, evacuation procedures will be followed until emergency responders confirm it is safe to reenter the building.
- Once emergency responders arrive, it is critical to follow all instructions given.
- No one may re-enter the building(s) without the approval of the Incident Commander or emergency responder.

RESPONSIBILITIES

Incident Commander

- Activate an EVACUATION by either initiating the fire alarm or making a general announcement.
- Call, or direct staff to call, 9-1-1 to notify emergency responders of the fire. Identify the school by name and location. Provide the exact location and any details fire or smoke. Notify 9-1-1 of any staff or students who are injured or missing.
- If safe to do so, assign staff to sweep the building and ensure a complete evacuation. Staff should avoid areas of active fire and/or smoke.
- Ensure that staff, students, and visitors gather in the proper assembly area. Assembly area may need to be relocated for safety reasons.
- Notify the Director of Summit Academy and initiate COMMUNICATION Procedures.
- Follow the ACCOUNTING FOR PERSONS Procedure to track any missing staff, students, or visitors.
- Upon consultation with the Director of Summit Academy and emergency responders, consider the need to relocate students to an off-site evacuation location center.
- If relocation occurs, activate the REUNIFICATION Procedure.

- Do not allow staff and student to return to the building until emergency responders have determined that it is safe to do so.

Teachers and Staff (Follow evacuation procedure)

- Instruct students to exit the building using the designated emergency exit routes or as directed by the Incident Commander. Emergency exit routes should be diagrammed on the school floor plan drawing posted near the light switch inside each room.
- Use a secondary route if the primary route is blocked or hazardous.
- Help those needing special assistance. Students and staff with functional needs that prohibit normal evacuation will be assisted out of the building, if possible, or will be taken to an area predetermined by the evacuation routes (Area of Refuge). Emergency responders will be notified immediately of any individuals waiting in an area of refuge.
- Teachers will ensure that the room is empty. They will then turn off the lights, close the door, and ensure that it is locked.
- Do not stop for student or staff belongings.
- Take the emergency binder and class roster with you.
- Encourage others (visitors, staff or students) located in hallways and common areas to exit the building.
- Lead students to the designated evacuation assembly area.
- When outside the building, check for injuries.
- Account for all students. Immediately report any missing or injured person to the Incident Commander using the red/green card located in the emergency binder. (Green = All is well. Red = Need Help)
- Wait for additional instructions.
- Staff members without students should go to their designated assembly area and notify the office staff that they have evacuated.

Office Staff (Follow evacuation procedure)

- Take any visitor log, check-out, or check-in form to the evacuation assembly area.
- Gather headcount information from teachers and inform the Incident Commander of any missing students of staff. Use attendance records (check-in and check-out forms) to verify if all students are accounted for.
- Account for all logged visitors and/or vendors on property.

Flooding

PURPOSE

Flooding includes both natural and man-made events. None of Summit Academy properties sit within FEMA-designated flood zones. While a natural flood is unlikely, in severe weather, minor flooding is a possibility. The potential for a man-made flood is greater. These flood events could be caused by broken water pipes both inside and outside of a school building. Minor localized flooding caused by a clogged drain, overflowing bathroom fixture, or sink most likely does not require the activation of this plan.

All staff members should be train on how to respond in the event of a flood. This includes:

- Any staff discovering a flood should notify a member of the administration.
- Staff and students should avoid flooded areas.
- Designated staff should know of the location of water shut-off valves.
- Local public works should be notified of any external floods cause by broken pipes on or off the property.
- All people should avoid coming in to contact with flood water unless they are part of the response team.
- Drains should be kept free of debris.

RESPONSIBILITIES

Incident Commander

- Assess the extent and potential health hazards of a flood.
- Determine if school can continue during a flooding event. Any flood that shuts off or contaminates the water supply to the school building may necessitate closing the school.
- If the flood occurs inside the building and is determined to be a safety hazard, activate an EVACUATION by either initiating the fire alarm or making a general announcement. A partial evacuation of an area of the building may be all that is necessary to protect students and staff.
- If the flood is outside of the building and caused by a broken pipe or blocked storm drain, notify city authorities to assist in mitigating the damages from the flood.

Bluffdale City Public Works	(801) 254-2200
Draper City Public Works	(801) 840-4000
- If the flood is caused by an unintentional activation of the fire suppression system, the main valve to the system should be shut off immediately. While the suppression system is disconnected, the school should work with the local fire marshal to determine if the school can be occupied.
- Notify the Director of Summit Academy and initiate Communication Procedures.

- Upon consultation with the Director of Summit Academy and emergency responders, consider the need to relocate students to an off-site evacuation location center.
- If relocation occurs, activate the REUNIFICATION Procedure.
- Do not allow staff and student to return to the building until emergency responders have determined that it is safe to do so.

Teachers and Staff

- Keep students away from flooded areas.
- If you become aware of a flood, notify a member of the administration.
- Be prepared to follow the directions of the Incident Commander, including the need to EVACUATE the building.

Office Staff

- Be prepared to follow the directions of the Incident Commander, including the need to evacuate the building and initiate COMMUNICATIONS Procedures.

Maintenance Staff

- Assist the Incident Commander in shutting off utilities, as needed.
- When safe, check the conditions of drains to ensure that they are free from debris.
- Assist in any effort to restrict access any area of the school to protect the health and safety of students and staff.

Gas Leak

PURPOSE

Due to the potential for explosion and illness, any real or suspected gas leak within or nearby any Summit Academy facility should be taken seriously. Gas leaks are a threat to safety when the smell of gas is detected by any person. It is important to treat all suspected gas leaks as authentic until proven otherwise.

All staff members should be train on how to respond in the event of a gas leak. This includes:

- Any staff discovering a smell of gas shall report the issue to the administration.
- Once determined that there is a potential of a gas leak inside the building all staff, students, and visitors will immediately EVACUATE the building using the prescribed routes or alternate routes to the assembly areas.
- No one may re-enter the building until it is declared safe to do so by emergency responders.
- If the suspected gas leak is outside of the building, the administration should contact emergency services to determine the appropriate course of action.
- During a suspected gas leak, no open flames should be used.
- Once emergency responders arrive, it is critical to follow all instructions given.

RESPONSIBILITIES

Incident Commander

- Once it is determined that there is a potential gas leak, call 9-1-1 to notify emergency responders of the situation. Identify the school by name and location. Provide the exact location and any details of the gas leak.
- Contact Dominion Entergy to report the leak at 800-767-1689.
- If the gas leak is inside the building, activate an EVACUATION by either initiating the fire alarm or making a general announcement.
- If the gas leak is outside of the building, work with emergency responders to determine the best course of action. This may include the LOCKOUT procedure.
- Notify the Director of Summit Academy and initiate the COMMUNICATION Procedures.
- Upon consultation with emergency responders and the Director of Summit Academy, and if necessary due to unsafe conditions, direct an off-site evacuation to the designated off-site relocation center.
- If relocation occurs, activate the FAMILY REUNIFICATION procedure.
- If relocation is not necessary, work with emergency responders to determine when it is safe to reoccupy the building.

Teachers and Staff

- When instructed to do so, follow the EVACUATION procedure.
- If the gas leak is outside, be prepared to follow the LOCKOUT procedure.

- Follow the instructions of the Incident Commander and emergency responders.
- Keep students together in the assigned area.
- Be prepared to relocate off-site if the situation requires.

Office Staff

- Be ready to follow the EVACUATION, ACCOUNTING FOR PERSONS, and FAMILY REUNIFICATION procedures based on direction given by the Incident Commander.
- Account for all logged visitors and/or vendors on property.
- Following COMMUNICATION Procedures, be prepared to assist the Incident Commander in communication with parents.

Maintenance Staff

- Assist the Incident Commander in tracking down any potential gas leak.
- Be prepared to assist in shutting off gas service to the facility. (Once the gas main has been shut off, only a representative of the gas company can restore service.)

DRAFT

Hazardous Materials Release

PURPOSE

A hazardous materials release involves the unintentional release of any chemical or substance which poses an immediate health risk to people. This may include the release of substances both inside and outside of a facility. Of special concern is the unintended release of chemicals from a science lab, cleaning supplies, and HVAC systems. Additionally, the location of Summit Academy campuses near major road systems and rail lines introduces an increased risk of the unhealthy release of chemicals following an accident.

All staff members should be train on how to respond in the event of the release of hazardous materials. This includes:

- All staff members should be instructed on the use of safety data sheets and hazards communication on an annual basis.
- Any staff discovering a unhealthy release of a hazardous material shall report the issue to the administration.
- Once determined that there is an unhealthy exposure to a hazardous substance inside the building, staff, students, and visitors will immediately EVACUATE the building using the prescribed routes or alternate routes to the assembly areas.
- No one may re-enter the building until it is declared safe to do so by emergency responders.
- If there is a release of a hazardous material outside of the building, the administration should contact emergency services to determine the appropriate course of action.
- Once emergency responders arrive, it is critical to follow all instructions given. Relocation sites may be adjusted based on the substance released and current weather conditions.

RESPONSIBILITIES

Incident Commander

- Once it is determined that there has been an unsafe release of a hazardous material, call 9-1-1 to notify emergency responders of the situation. Identify the school by name and location. Provide the exact location and any details of the released material.
- If the release of the hazardous material is inside the building, activate an EVACUATION by either initiating the fire alarm or making a general announcement.
- If the hazardous materials is outside of the building, work with emergency responders to determine the best course of action. This may include the lock-out procedure.
- Notify the Director of Summit Academy and initiate COMMUNICATION Procedures.

- Upon consultation with emergency responders and the Director of Summit Academy, and if necessary due to unsafe conditions, direct an off-site evacuation to the designated off-site relocation center.
- If relocation occurs, activate the FAMILY REUNIFICATION procedure.
- If relocation is not necessary, work with emergency responders to determine when it is safe to reoccupy the building.

Teachers and Staff

- Quickly remove all individuals away from any unhealthy release hazardous materials and notify the administration.
- When instructed to do so, follow the EVACUATION procedure.
- If the threat of exposure is outside, be prepared to follow the LOCKOUT procedure.
- Follow the instructions of the Incident Commander and emergency responders.
- Be prepared to initiate the MAJOR MEDICAL EMERGENCY procedure.
- Keep students together in the assigned area.
- Be prepared to relocate off-site if the situation requires.

Office Staff

- Be ready to follow the EVACUATION, ACCOUNTING FOR PERSONS, and FAMILY REUNIFICATION procedures based on direction given by the Incident Commander.
- Account for all logged visitors and/or vendors on property.
- Following COMMUNICATION Procedures, be prepared to assist the Incident Commander in communication with parents.

Maintenance Staff

- Assist the Incident Commander in locating any material safety data sheet that may assist in the response to the incident..
- Follow the instructions of the MSDS and/or emergency responders in cleaning up any material that may be hazardous to an individual. This includes wearing the proper PPE.

Loss of Utilities Annex

PURPOSE

A temporary loss of utilities (gas, water, electricity) is common and most of the time does not constitute an emergency situation. Long-term loss of utilities, and/or a loss of utilities in combination with other factors, may require emergency steps to be taken to maintain a safe learning environment for staff, students, and visitors.

All staff members should be trained on how to respond when a loss of utilities creates a hazardous situation for staff, students, and visitors.

RESPONSIBILITIES

Incident Commander

- Evaluate the need for emergency procedures in the event one or more utilities lose service. The following questions should be considered when making the determination to modify the normal school schedule:
 - Can the building sustain a safe temperature without electricity and/or gas service? Sustained indoor temperatures under 65°F or above 90°F may necessitate alternate arrangements.
 - Does a lack of running water create an unhealthy or unsafe situation? Consider the ability to maintain sanitation procedures.
 - Is a lack of water preventing the use of restroom facilities?
 - Can food services continue without access to one or more utilities?
 - How long is the utility outage expected to last?
- Contact, or designate a staff member to contact, utility service providers to determine the extent and length of an outage.

Dominion Energy (Gas)	800-767-1689
Rocky Mountain Power	877-508-5088
Water Pro (Draper, Ind. HS)	801-571-2232
Jordan Valley Water (Bluff.)	801-565-4300
South Valley Sewer	801-571-1166
Bluffdale City Utilities	801-254-2200
Draper City Utilities	801-576-6500

- If needed, direct a trained staff member to shut off one or more utilities to the facility. Only a representative of the gas company can restore gas service to the facility once it has been turned off.
- Initiate the EVACUATION and FAMILY REUNIFICATION procedures when the facility becomes unsafe for occupation.
- Contact the Director of Summit Academy and explain the current situation.

Teachers and Staff

- Be prepared to follow the directions of the Incident Commander.

- In the event of a loss of water service, students will not be able to use the restroom facilities.

Office Staff

- Following COMMUNICATION procedures, be prepared to assist the Incident Commander in communication with parents.
- Be prepared to follow the REUNIFICATION Procedure if the Incident Commander determines it is necessary to release students early or students need to be relocated.

Food Services Staff

- Work with the Summit Academy Director of Food Services to discuss options and/or alternatives for providing food services for students.
- Limit the opening of freezers to limit the potential spoilage of food.
- Track the amount and cost of any food which becomes unusable. Report this loss to the Director of Business Services for potential insurance claims.

DRAFT

Pandemic

PURPOSE

A pandemic is a global disease outbreak. It is determined by how the disease spreads, not its effects. Most times, when a new virus emerges, the human population has little to no immunity against it. The virus spreads quickly from person to person worldwide making schools a prime location for a pandemic to spread.

During a pandemic, Summit Academy's many goals will be to limit the number of illnesses and deaths, maintain its function as an educational institution, minimize academic disruptions, and minimize economic losses.

All staff members should be trained on how to respond in the event of a pandemic. This includes:

- Working with the agencies in the community assigned to lead the response to a pandemic.
- Being flexible in students are educated, including the use of distance learning options and working from home.
- The use of mitigation strategies and prophylactics to prevent the spread of disease.

RESPONSIBILITIES

Incident Commander

- Work with local health officials to identify cases and respond to the pandemic.
- Work with the Director of Summit Academy to determine the best course of action to continue the educational mission of the school. The modification of mandated school hours and days may need approval from the Utah State Board of Education through the Summit Academy Board of Directors.
- Activate COMMUNICATION procedures to keep stakeholders informed of response efforts and plans to continue providing educational services.
- Determine if the normal school schedule needs to be modified or cancelled for a period of time. Things to consider include, but are not limited to, the number of individuals affected, the ability for staff to provide a safe educational environment, and public health orders.
- If it is necessary to close the school, all extracurricular activities should be cancelled or postponed.
- Implement daily symptom monitoring and reporting processes. Any student or staff member with symptoms should be sent home.
- Determine any changes to cleaning schedules or procedures.
- Implement a process to report the number of student and staff absences due to the illness.
- Keep track of any expenses related to the response to the pandemic.

Teachers and Staff

- Report any students with signs of illness.
- Maintain proper social distancing and proper hygiene for all staff and students.
- Work with students and parents to continue educational services for students who are not able to attend classes.

Office Staff

- Maintain accurate attendance records and report daily attendance to the Incident Commander.
- Assist the Incident Commander with COMMUNICATION procedures with a focus on informing families of the response plan and direction.

Maintenance Staff

- Follow any increased sanitation requirements for the facility.

Food Services

- Adjust food delivery services to meet the needs of students. This may require a change to the menu and a plan for students to take lunches from campus.

DRAFT

Severe Weather

PURPOSE

While uncommon, severe weather presents a significant threat to the safety of Summit Academy staff and students. For the purpose of this procedure, severe weather includes any watch or warning for severe weather and significant amounts of snowfall.

All staff members should be trained on how to respond when a severe storm is imminent or occurring. This includes:

- Students and staff should remain indoors when a warning of severe weather has been issued by the National Weather Service. Possible warnings include:
 - High Wind Warning
 - Extreme Wind Warning
 - Severe Thunderstorm Warning
 - Tornado Warning
 - Excessive Heat Warning
- Staff should understand the difference between a “watch” and a “warning”. A “watch” means you should prepare for the possibility of a severe event. A “warning” means you should act now to protect yourself.
- In the event of a tornado warning, all staff, students, and visitors should move away from exterior windows and follow the DROP, COVER, AND HOLD Procedure until the warning is cleared.
- In high wind events, people should avoid gymnasium and cafeterias with wide free-span roofs and large areas of glass windows.
- School buses may not drive when severe weather conditions make roads conditions unsafe. This includes weather current or planned conditions at the scheduled destination.
- After-school and athletic events may need to be postponed or cancelled when severe weather conditions make it unsafe for participants and spectators.
- If lightning strikes are within ½ mile, all persons should be relocated indoors for at least thirty minutes following the last lightning strike.
- School start and end times may need to be modified to protect staff and students in extreme weather conditions.

RESPONSIBILITIES

Incident Commander

- Be set up to receive severe weather alerts through a reliable smartphone application or through an emergency radio.
- Once notified of a severe weather condition, take the appropriate actions to limit staff, students, and visitors from leaving the building. This includes relocating classes being held outside and/or recess to be brought indoors.

- In the event of a Tornado Warning, instruct all staff, students, and visitors to move away from windows and follow the DROP, COVER, AND HOLD Procedure until the warning is over.
- If lightning strikes are within ½ mile, all persons should be relocated indoors for at least thirty minutes following the last lightning strike.
- Following communication with the Director of Summit Academy, determine if school schedules need to be modified for late start, early release, late release, or closed campus.
- Notify staff once the threat of severe weather no longer exists.

Teachers and Staff

- Close classroom windows and blinds.
- Keep students in the classroom whenever possible.
- Recess and outdoor activities will be cancelled.
- Be prepared to follow the DROP, COVER, AND HOLD Procedure if instructed to do so or conditions worsen.
- Keep students calm and focused.

Office Staff

- Following the COMMUNICATIONS Procedures, be prepared to assist the Incident Commander in communication with parents.
- Be prepared to follow the REUNIFICATION Procedure if the Incident Commander determines it is necessary to release students early or students need to be relocated.

VI. RECOVERY

A. Continuity of Operations Plan

PURPOSE

The Continuity of Operations Plan (COOP) outlines the procedures in place to ensure the rapid return of essential operations following an incident that results in the disruption of normal activities or services to the school. Failure to maintain these critical services would significantly affect the education and mission of the school. The school must continue to provide services as dictated by state and federal regulations, including access to special education services.

The goal of the COOP is to maintain and/or rapidly resume essential academic and business services following an incident. It is the full intention of Summit Academy to use technology to continue these services using distance learning options until in-class learning can be restored.

RESPONSIBILITIES

Due to extensive resources required to implement this plan, the majority of the work is to be carried out by LEA staff and administrators. Typically, the Director of Summit Academy will take on the role of Incident Commander at this stage of an emergency.

Summit Academy Board of Trustees

- Working with the Director of Summit Academy, determine if schools need to be closed to protect the health and safety of staff and students.
- Determine if classes and services should be provided digitally through the use of online resources.
- Communicate with the Utah State Board of Education the plans and intentions of Summit Academy in the event that long-term closure or distance learning is necessary.

Director of Summit Academy

- Work with the Summit Academy Board of Trustees to draft a detailed plan outlining the length and scope of any school closure or period of distance learning.
- Assign someone to act as the Public Information Officer during the length of the COOP period.
- Consult with the Director of Safety to determine when it is appropriate and safe for students to return to in-person learning.

Business Administrator

- Work with insurance companies to document and cover all financial loss.

- Assign an individual to keep detailed records of all expenses during the COOP period.

Director of Special Education

- Ensure that the rights students who qualify for special education services and/or have 504 accommodations are being met.
- Work with the Director of Summit Academy to determine what in-person options are available, when necessary.

Director of Child Nutrition

- Create a plan to continue food services throughout the duration of the COOP.
- Work with the Business Administrator to track any additional cost to continue providing services.

School Administration

- Disseminate information internally to students and staff.
- With the approval of the assigned Public Information Officer, communicate with parents the plans to continue educational activities.
- Ensure that students have the technology needed to continue their education at home, if distance learning is needed.
- Working with the Business Administrator, secure additional personnel and resources needed.

School Facilities Personnel

- Work with local government officials to determine when facilities are safe for students and staff to return to normal operations in-person.

Teachers

- Work with the administration to create plans for students to learn remotely.
- Communicate with students and families about their needs to attend school remotely using technology.
- Revise curriculum to meet the needs of distance learning.
- Be willing to modify lesson materials for students who may be struggling to meet the standards due to the emergency or distance learning.

VII. PLAN ADMINISTRATION

A. Planning Team/Safety Committees

Each campus is responsible for establishing a functioning Safety Committee. These committees address the safety issues at their respective campuses. These committees are also expected to understand this Emergency Operations Plan and provide training on the plan to their staff and students.

The campus safety committee's primary responsibility is to ensure that the school is making all reasonable efforts to mitigate potential hazards and prepare for emergencies. These committees take the lead in helping all members of the school community understand how to promote a safe environment for all staff and students of Summit Academy.

Members of the Campus Safety Committee include:

- Administrator assigned to safety
- Lead Administrative Assistant
- School Counselor
- Faculty representative
- Summit Academy Director of Safety
- Administrator assigned to facilities and maintenance
- Member of the PTO (Optional)
- Member of local law enforcement (Optional)
- Student representative (High school only, Optional)

The Campus Safety Committee should meet at least monthly. The agenda for these meetings must include the following, but additional items may be added, as needed.

- Review accidents, injuries, and near-misses in the previous month.
- Discuss the results of the recent safety inspection.
- Discuss the results of the last safety drill and plan next month's drill.
- Training on the Emergency Operations Plan.
- Discuss specific concerns for student and faculty safety.

B. Review and Updates to the Plan

The emergency operations plan should clearly identify the latest revision date and the signature of individuals involved in its create and/or revision.

Between January 1st and March 15th of each calendar year, the Summit Academy Director of Safety shall review the plan and certify that the plan is current and accurate, meets all laws and policies of the State of Utah and the Utah State Board of Education, and follows best practice.

Additionally, if at any time changes are made to the EOP, the revised content will be communicated through campus administrators to the staff and students of Summit Academy.

The most recent version of the plan should be published on the LEA's webpage for the general public.

C. Personal Emergency Preparedness

All Summit Academy staff members are encouraged to develop personal and family emergency plans and maintain a personal level of preparedness. Each family should anticipate that a staff member may be required to remain at school following an emergency. Knowing that the family is prepared and can handle the situation will enable school staff to do their jobs more effectively.

Every staff member should:

- Have a plan
- Make an emergency kit
- Have a communication plan
- Alert employer of situations that may cause danger at the school.

DRAFT

VIII. Appendices

Offsite Relocation Centers

DRAFT

DRAFT



Dear Superintendent,

The Summit Academy Board of Trustees approved LEA-Specific educator license(s) to 5 individuals in a public meeting held on April 14, 2022. The license areas and endorsements shall be valid for one, two, or three academic years as indicated on the attached spreadsheet which contains the associated educator information and rationale for the request. LEA-Specific licenses in the area of Special Education or Preschool Special Education are valid for only one year and may not be renewed. All LEA-Specific licenses will expire on June 30th of the final academic year approved.

The Summit Academy Board of Trustees makes the following assurances:

- The LEA has adopted a policy, in accordance to R277-301-7, to prepare and support educators with an LEA-Specific license. This policy is posted online at the [Summit Academy Schools website under Board Policies: Educator License Requirement Policy](#).
- The educator has completed a criminal background check in accordance with Rule R277-214 and continued monitoring in accordance with Subsection 53G-11-403(1);
- The LEA will provide requisite training (educator ethics, classroom management/instruction, special education law/instruction, & Utah Effective Teaching Standards) within the first year of employment;
- The educators will complete the USBE Ethics Review within one calendar year prior to being issued the license;
- The LEA will post all educator data, including assignments, in CACTUS no later than 60 days following the date of the public governing board meeting approving the license area(s) and/or endorsement(s);
- For special education or preschool special education license areas, the LEA shall provide special education law training recommended by the Superintendent within the first month of employment;
- and
- Each LEA school employing an individual with an LEA-Specific license will prominently post the following on the school's website:
 - Disclosure that the school employs individuals holding an LEA-Specific educator license, license areas, and/or endorsement;
 - An explanation of the types of educator licenses issued by USBE (Professional, Associate, LEA-Specific);



- Percentage (based on FTE) of types of licenses, license areas, and endorsements held by educators employed in the school;
- A link to the Utah Educator Lookup Tool.

The Summit Academy Board of Trustees additionally acknowledges that LEA-Specific educator licenses, license areas, and endorsements may be renewed by the Utah State Board of Education. These renewals will be approved or denied on a case-by-case basis.

Sincerely,

Jon Eborn
President, Summit Academy Board of Trustees



Dear Superintendent,

The Summit Academy High School Board of Trustees approved LEA-Specific educator license(s) to 4 individuals in a public meeting held on April 14, 2022. The license areas and endorsements shall be valid for one, two, or three academic years as indicated on the attached spreadsheet which contains the associated educator information and rationale for the request. LEA-Specific licenses in the area of Special Education or Preschool Special Education are valid for only one year and may not be renewed. All LEA-Specific licenses will expire on June 30th of the final academic year approved.

The Summit Academy Board of Trustees makes the following assurances:

- The LEA has adopted a policy, in accordance to R277-301-7, to prepare and support educators with an LEA-Specific license. This policy is posted online at the [Summit Academy Schools website under Board Policies: Educator License Requirement Policy](#).
- The educator has completed a criminal background check in accordance with Rule R277-214 and continued monitoring in accordance with Subsection 53G-11-403(1);
- The LEA will provide requisite training (educator ethics, classroom management/instruction, special education law/instruction, & Utah Effective Teaching Standards) within the first year of employment;
- The educators will complete the USBE Ethics Review within one calendar year prior to being issued the license;
- The LEA will post all educator data, including assignments, in CACTUS no later than 60 days following the date of the public governing board meeting approving the license area(s) and/or endorsement(s);
- For special education or preschool special education license areas, the LEA shall provide special education law training recommended by the Superintendent within the first month of employment;
- and
- Each LEA school employing an individual with an LEA-Specific license will prominently post the following on the school's website:
 - Disclosure that the school employs individuals holding an LEA-Specific educator license, license areas, and/or endorsement;
 - An explanation of the types of educator licenses issued by USBE (Professional, Associate, LEA-Specific);



- Percentage (based on FTE) of types of licenses, license areas, and endorsements held by educators employed in the school;
- A link to the Utah Educator Lookup Tool.

The Summit Academy Board of Trustees additionally acknowledges that LEA-Specific educator licenses, license areas, and endorsements may be renewed by the Utah State Board of Education. These renewals will be approved or denied on a case-by-case basis.

Sincerely,

Jon Eborn
President, Summit Academy Board of Trustees



April 2022

Educator Licensing Update

What's Going Well	Looking Ahead
<p data-bbox="235 1130 415 1308"></p> <p data-bbox="485 1083 961 1380">Four educators have moved from LEA-Specific licenses this school year:</p> <ul data-bbox="659 1406 884 1531" style="list-style-type: none">- 3 to AEL- 1 to PEL <p data-bbox="275 1760 380 1863"></p> <p data-bbox="485 1617 961 2151">The Summit Academy APPEL Program received its first formal review from USBE. We met all critical expectations.</p> <p data-bbox="262 2264 388 2368"></p> <p data-bbox="485 2226 961 2686">Summit Academy has 171 licensed educators. Of those, 31 are early career teachers (in their first three years).</p>	<p data-bbox="1136 1196 1255 1308"></p> <p data-bbox="1297 1107 1797 1478">Total LEA-Specific Licenses include 25 educators (including some holding PELs in other areas).</p> <p data-bbox="1167 1650 1297 1774"></p> <p data-bbox="1350 1552 1850 1893">Of these licenses, it's anticipated that two will move to another license, and six will be leaving Summit Academy due to moving, retirement, or school change.</p> <p data-bbox="1125 2214 1268 2323"></p> <p data-bbox="1297 2021 1850 2635">Eight Summit Academy teachers are working toward PEL in our APPEL program. They are building skills through coursework and demonstration of teaching competencies.</p>

LEA-Specific Licenses for Board Approval 2021-2022

Key Acronyms:	AEL - Associate Educator License	Important Note: LEA-Specific Licenses, and published percentages, may change throughout the year. Educators waiting for application acceptance or entering Summit Academy's APPEL program (or another educational prep program) will automatically change to Associate or Professional licenses mid-year.
	PEL - Professional Educator License	
	USBE - Utah State Board of Education	

Bluffdale									
CACTUS#	LastName	FirstName	Is Educator Assignment in CACTUS (Y/N)	Years Approved (1, 2, 3)	LicenseArea1	Endorsement1	Endorsement2	Endorsement3	Rationale
686397	Heath	Kimberly	Y	3	Secondary	Visual Arts (K-12)			Heath has experience teaching art and began her assignment as a long-term sub. She will continue her work toward PEL.

Draper									
CACTUS#	LastName	FirstName	Is Educator Assignment in CACTUS (Y/N)	Years Approved (1, 2, 3)	LicenseArea1	Endorsement1	Endorsement2	Endorsement3	Rationale

Independence									
CACTUS#	LastName	FirstName	Is Educator Assignment in CACTUS (Y/N)	Years Approved (1, 2, 3)	LicenseArea1	Endorsement1	Endorsement2	Endorsement3	Rationale
762091	Billings	Joseph	Y	3	Elementary	Dual Language Immersion			Billings has a PEL in Secondary German completed through an educator prep program. He will continue working on DLI and elementary requirements.
771882	Gaastra	Ryan	Y	1	Elementary				Gaastra is working on moving his international credentials. He hold an elementary teaching degree from New Zealand.
772500	Rincon	Paola Andrea	Y	1	Secondary	English Language Arts			Rincon began as a substitute and is working on completing the AEL requirements
498267	Westwood	Natalie	Y	1	Elementary				Westwood is working on renewing expired PEL.

Summit Academy High School									
CACTUS#	LastName	FirstName	Is Educator Assignment in CACTUS (Y/N)	Years Approved (1, 2, 3)	LicenseArea1	Endorsement1	Endorsement2	Endorsement3	Rationale
772368	Roberts (Hadfield)	Bethani	Y	3	Secondary	American Sign Language	Social Studies		Roberts is in the process of applying for an AEL. She is currently teaching social studies (B.S. Psychology) and ASL (foundational coursework completed).
81810	Hunsaker	Tara	Y	3	Secondary	Mathematics Level 3			Hunsaker holds an Special Education Mathematics endorsement but doesn't have the Secondary license area.
768295	Sanders	Jennifer	Y	3	Secondary	Biology Level 2			Sanders has recently completed the biology endorsement. She will continue work on the level 2 endorsement in the coming years.
745686	Pyle	David	Y	3	Secondary	Business & Marketing L1 Info Management			Pyle is working on an AEL and has the requisite skills to teach one class under this the L1 Info Management endorsement.



Automated External Defibrillator (AED) Policy

Policy Number: 5105

I. Purpose

The purpose of this policy is to define and establish standard operating guidelines, in order for Summit Academy to maintain and utilize AED's. The use of AED's are intended to greatly increase the chance of survival of SCA prior to the arrival of local Emergency Responders.

AED's are most successful when their first shock is delivered within 3-4 minutes of SCA onset. Because of their ease of use and built-in safeguards, untrained bystanders have successfully used an AED, but they are intended for use by trained personnel.

II. Board Policy

The Summit Academy Board of Trustees recognizes the need for a policy governing the use of Automated External Defibrillator (AED). An AED is used to treat people who experience sudden cardiac arrest (SCA). The Board delegates to the Administration responsibility for implementing the policy according to established guidelines.

III. Guidelines

- a. The Administration shall be responsible for developing and implementing regulations consistent with Board policy.
- b. Administrative regulations shall be disseminated regularly to all affected persons and persons and will be made available for review by faculty and staff.
- c. Regulations may be changed, modified or updated from time to time due to changing circumstances, changes in current law or policy, or for emergencies.

IV. Objectives

- a. To educate school personnel to recognize the signs and symptoms of SCA.
- b. To educate school personnel in the appropriate use of AED. To provide training and certification of interested individuals in CPR/AED.

V. Authorized AED users

The AED may be used by:

- a. All staff, First Responders, and trained coaches who have successfully completed training.
- b. Any trained volunteer responder who has successfully completed an approved Cardiopulmonary Resuscitation (CPR)/AED training program within the last two years and has a current successful course completion card.

VI. AED user responsibilities



- a. The AED must only be used on an individual at least 1 year of age and displaying the symptoms of SCA, including all of the following: unconscious, not breathing, no signs of pulse or circulation.
- b. AED instructions must be followed until Emergency Responders arrive.

VII. Administrative staff members' responsibilities

- a. Upon notification of a medical emergency, activate the 911 system.
- b. Provide notification of a medical emergency and alert trained AED users.
- c. Assign someone to meet the Emergency Responders' vehicle and direct them to the site of the emergency.
- d. Update the injured person's condition to the 911 system until the first responders at the scene assume the responsibility.

VIII. Administration responsibilities

- a. Designate someone to be responsible for maintaining records of training, equipment operation and maintenance.
- b. Schedule emergency response drills as needed.
- c. Designate someone to inspect AED equipment on a monthly basis to determine past use of the equipment, battery life and system operator status.
- d. Review training records on an annual basis.

IX. Training

- a. The AED training must be a course approved by ~~the state~~, the American Red Cross or the American Heart Association.
- b. All school-employed coaches must be CPR/AED trained as a condition of employment.
- c. Onsite training will be coordinated through the School ~~Crisis Team~~ **Safety Committee**.

X. References

XI. Attachment

N/A

XII. Revision History and Approval Date

Version 1: February 2010: Original Date of Approval

Version 2: November 2015: Revision Date

Version 3: : Update for formatting with Policy Number



Medication Administration Policy

Policy Number : 5102

I. Purpose

To authorize school personnel to administer medication to students and to provide immunity from liability for authorized person, pursuant to **Utah Code Section 53A-11-601**.

II. Policy

The Summit Academy Board of Trustees recognizes that medication should be administered by the student or the student's parent/guardian. However, the Board of Education recognizes that the health of a student may require administration of medication during the course of a school day.

Subject to the conditions of this policy, authorized school personnel may provide help with the administration of medication to students during periods when the student is under the control or supervision of the school and school personnel.

As long as authorized personnel act in a prudent and responsible manner, school staff who provide assistance in substantial compliance with the licensed medical provider's written statement, are not liable civilly or criminally for any adverse reaction suffered by the student as a result of taking the medication or discontinuing the administration of the medication under this policy.

III. Definitions

- A.** "Asthma medication" means prescription or nonprescription, inhaled asthma medication.
- B.** "Diabetes medication" means prescription or nonprescription medication used to treat diabetes, including related medical devices, supplies, and equipment used to treat diabetes.
- C.** "Epinephrine auto-injector" means a disposable drug delivery system with a spring-activated concealed needle that is designed for emergency administration of epinephrine to provide, rapid, convenient first-aid for persons suffering a potentially fatal anaphylactic reaction.
- D.** "Medication" means a medicine or substance recognized by the FDA to have curative or remedial properties. The medication must be administered under the direction of a licensed medical provider, and may be a prescribed or over the counter product intended for internal or external use.

IV. Procedure for Administration of Medication at School

The following procedures are intended to facilitate the implementation of this policy. Prescription and/or nonprescription medication may be administered to a student only if:

- A.** The student's parent or legal guardian has provided a completed, current, signed and dated, "Authorization of School Personnel to Administer Medication," form providing for the



administration of medication to the student during regular school hours. A current photograph of the student will also be provided and attached to the request. This request must be updated, at least, on a yearly basis, or whenever a change is made in the administration of medication.

- B. The student's licensed medical provider has also provided a signed and dated "Authorization of School Personnel to Administer Medications" form describing the method, amount, and time schedule for medication administration and the side effects that may be seen in the school setting from medication.
- C. The medication is delivered to the school by the student's parent/guardian, or by a responsible adult. A one week's supply or more is recommended.
- D. Prescription medication is in a container that has been properly labeled by a pharmacy.
- E. Nonprescription, over the counter medication, is in the original container and clearly labeled with the child's name and dose. Child may carry and administer medication directly if both parent and administration deem the student mature enough to handle such a responsibility.
- F. The medication is an oral medication, inhalant medication, eye or ear drop medication, ~~gastrostomy, rectal~~, or topical medication, epinephrine auto-injector, or glucagon and Insulin. Medications requiring other routes (IV, ~~gastrostomy, rectal~~, and other injectible medications) cannot be administered by school personnel.
- G. Prescription and/or nonprescription medication specified in a student's IEP, 504 or IHP accommodation plans will be administered as outlined in the accommodation plan.
- H. An opiate antagonist when acting in good faith to a student in accordance with the Opiate Overdose Response Act, **H.B. 209**.
- I. Seizure rescue medications in the event any school personnel seeks to become a "qualified adult" pursuant to **Utah Code Section 53A-11-603.5**.

The school administration will:

- A. Annually send a letter to the parent/guardian regarding medication administration in the schools.
- B. Designated staff to administer medication. A record or form identifying the authorized staff by name and position will be kept in the medication administration book.
- C. Arrange annual training for designated employees. **Designated employees assigned to help with medication administration must be trained by the LEA School Nurse or through approved certification training before doing so. This training must include the proper use of the medication and its delivery mechanism.** This training will include:
 - 1. How to properly administer medication(s).
 - 2. Indications for the medication(s).
 - 3. Dosage and time of medication(s).
 - 4. Adverse reactions and side effects of medication(s).
 - 5. Proper maintenance of records.



6. Designated personnel have the responsibility to administer medication to all students with a written physician's medication order. If a medication is repeatedly refused or not given, the parent/guardian must be notified.
 7. Any adverse reactions or medication error will be reported promptly to the parent/guardian. If the parent is unavailable, the student's doctor will be called for further direction. This adverse reaction or error must be documented.
 8. Requirement that designated staff sign that they received medication administration training.
 9. Storage and emergency use of an epinephrine auto-injector pursuant of **Utah Code 26-41-104**.
- D. Ensure proper maintenance of records pertaining to the student's daily administration of medication(s).
1. Each student must have his/her own record which includes an "Authorization of School Personnel to Administer Medication" and "Daily Medication Tracking" forms.
 2. The "Daily Medication Tracking" form will show authorized signature and initials of designated staff and codes. All boxes must contain initials, codes or designation as non school days.
 3. The "Daily Medication Tracking" form will show medication, dosage, time of day, and date. It will show how much medication has been delivered to the school by the parent and when. It may also show how much medication has been discarded (if necessary) and who witnessed it.
 4. The "Daily Medication Tracking" form will be available to be viewed by parent/guardian upon request.
 5. The medication documents will be placed in the student's cumulative file or special education file at the end of each year, forms are legal medical documents.
- E. Provide a secure location for the safekeeping of medications.
1. Medication(s) to be administered by school staff must be stored in a locked cabinet with the exception of those medications needing refrigeration.
 2. Adequate temperature of all medication must be maintained.
- F. Unused medication(s) should be picked up within two weeks following notification of parents/guardians or it will be disposed of by the school and recorded on the "Daily Medication Tracking" form. In disposing of medication, two people must be present to record the medication, amount of medication discarded, date and how discarded. Both witnesses must sign the "Daily Medication Tracking" form.

Authorization for administration of medication by school personnel may be withdrawn by the school at any time after actual notification to the parent/guardian should problems or difficulties occur, such as:

- A. the parent/guardian has been non-compliant with the medication policy; or
- B. the student has been non-compliant with the medication policy by:
 1. refusing medication repeatedly; or
 2. frequently not coming for medication at appointed time.



- C. The withdrawal of medication for students on 504 accommodation plans or IEP can only occur after a renegotiation meeting with the parent has taken place.

V. Procedure for Audit of Medications at School

The following procedures are intended to facilitate the audit of the administration of medications under the direction of the Utah County Health Department.

- A. A medication audit will be performed two times each school year and will be performed by the safety coordinator.
- B. The following areas will be included in the audit:
 - 1. Medication permission forms in place and signed yearly by parent and medical provider.
 - 2. Medication containers are properly marked for each medication with the student name, dosage, time, and current yearly date.
 - 3. Medication is kept in a safe, secure storage cabinet/drawer.
 - 4. Documentation of medication administration is in place.
- C. At the conclusion of each audit, the results will be given to the school staff administering the medication, the school director, director of risk manager, and health department administration. The school nurse will retain a copy and a copy will be kept in the medication book.
- D. Items not in compliance will be rectified within a two (2) week period with notification to the school nurse. If parent/guardian continues to be out of compliance with the medication policy, the school may withdraw authorization for administration of medication under this policy.

VI. Student Self-Administration of Asthma, Diabetes Medication or an Epinephrine Auto-Injector

A student shall be permitted to possess and self-administer asthma medication, or diabetes medication, or an epinephrine auto-injector if:

- 1. The student's parent or guardian signs a statement authorizing the student to self-administer asthma or diabetes medication, or an epinephrine auto-injector; and acknowledging that the student is responsible for, and capable of, self-administering the asthma or diabetes medication, or an epinephrine auto-injector; and
- 2. The student's health care provider provides a written statement that states it is medically appropriate for the student to self-administer asthma or diabetes medication, or an epinephrine auto-injector and be in possession of the asthma or diabetes medication, the epinephrine auto-injector at all times; and the name of the asthma or diabetes medication prescribed or authorized for the student's use.
- 3. Any misuse of asthma or diabetes medication, or the epinephrine auto-injector by the student may be subject to disciplinary.



VII. Procedure for Audit of Student Self-Administration of Asthma or Diabetes Medication

An audit of self-administration of asthma or diabetes medication will be performed two times a year by the school director to ensure that the appropriate self-administration form is signed yearly by the parent and medical provider.

At the conclusion of each audit, the school director will retain a copy and a copy will be kept in the medication book.

VIII. Student Self-Administration of Medication

This policy does not prohibit a student from carrying his/her own medication to school in instances where the student's maturity level is such that he/she could reasonably be expected to appropriately administer the medication on his/her own. In such instances, the student may carry one day's dosage of medication on their person.

Any misuse of such medication by the student may be subject to disciplinary action according to policy and procedure.

IX. References

Utah Code Section **53A-11-601**.

Utah Code Section **53A-11-603.5**.

Opiate Overdose Response Act, **H.B. 209**.

Utah Code Section **26-41-104**.

X. Attachments

N/A

XI. Revision History and Approval Date

Version 1: September 2018: Original Date of Approval

Version 2: :Update for formatting with Policy Number; Changes in IV-C



Information Network Acceptable Use Policy

Policy Number: 7102

I. Purpose

The Board recognizes the need for a policy governing the use of the electronic information resources by **users** as outlined in **Utah State Code 53G-7-1002**. Responsibility is delegated to the Administration for implementing the policy according to established guidelines.

II. Policy

The Information Network Acceptable Use Policy shall be administrated and implemented according to the terms and conditions outlined in the following guidelines:

- A. Scope-This policy references the use of electronic information resources made available to **users** by Summit Academy. These resources include, but are not limited to, voice mail, email, the Internet, and other network files or accounts provided to **users**. **Person's** use of electronic information resources must be in support of education and research and must be consistent with the educational objectives of Summit Academy. While access to all materials on a worldwide network cannot be controlled, Internet access is filtered and monitored on an ongoing basis.
- B. Terms and Condition of This Policy-
 1. Acceptable Network Use
 - a. **Users** will use the Internet and other electronic information resources in an appropriate manner, abiding by the rules and regulations described in this policy.
 - b. **Users** who formally publish school related information on the Internet must have proper approvals and abide by school publishing guidelines and procedures.
 - c. **Users** are expected to abide by generally accepted rules of network etiquette. These rules include, but are not limited to, being polite, never sending or encouraging others to send abusive messages, and using inappropriate language.
 2. Unacceptable Network Use
 - a. **Users** may not intentionally transmit or receive material in violation of law or school policy. This includes, but is not limited to, pornographic indecent or sexually suggestive materials, weapons, controlled substances or alcohol, or incendiary devises. Users are prohibited from posting or sending content that contains threats or is hatefully or racially, ethically or otherwise objectionable.
 - b. **Users** may not participate in or promote any illegal or inappropriate activities, disruptive use of the network, or activities of any kind that do not conform to the rules, regulations and policies of Summit Academy.
 - c. **Users** may not use the network for product advertisement or political lobbying.
 - d. **Users** may not reveal personal information such as names, addresses, telephone numbers, passwords, credit card numbers or social security numbers. Releasing personal information of others or that of organizations associated with the school is prohibited.
 - e. **Users** may not intentionally harm or destroy district data, the network, or network performance. This includes, but is not limited to, creation and introduction of computer viruses, unauthorized access to restricted systems or programs, or using the district network to illegally access other systems.



1. Expectation of Privacy

- a. Student files, disks, documents, etc., which have been used or created with school electronic information resources are not considered private.
- b. Electronic mail transmissions are not private.

2. Discussion/Submission

- a. Students will participate in a discussion with a parent or legal guardian school policy- Student information Network Acceptable Use Policy, which includes proper behavior and use of the network.
- b. Students will be required to submit a new student Signature of Agreement Form each year or upon special request.

3. Disciplinary Action

- a. The combined signatures indicate that the student and parent/legal guardian has carefully read, understands agrees to abide by these terms and conditions regarding proper behavior and use of the network. The signatures on the Student Signature of Agreement Form are legally binding.
- b. Students who violate the terms and conditions of this policy will be subject to disciplinary action, including the possibility of suspension or expulsion from school and appropriate legal action. Access to electronic information may be limited, suspended or revoked.

4. Service Disclaimer.

Summit Academy makes no warranties of any kind, either expressed or implied, for the electronic information resources it is providing. The school will not be responsible for any damages an employee suffers while using these resources. These damages may include, but are not limited to, loss of data as a result of delays, employee errors or omissions, or non-deliveries or service interruptions caused by a network system. Use of information obtained by the network system is at the employee's own risk. Summit Academy specifically denies any responsibility for the accuracy of information obtained through the electronic information resources.

III. References

Utah State Code 53G-7-1002

IV. Attachments

Information Network Acceptable Use Policy Student Signature of Agreement

V. Revision History and Approval Date

Version 1: August 2010: Original date of approval

Version 2: November 21, 2019: Approved

Version 3: February 28, 2022: Drafted for a noun change



STUDENT SIGNATURE of AGREEMENT Information Network Acceptable Use Policy

I have read Summit Academy's *Student Information Network Acceptable Use Policy*, and agree to abide by its terms and conditions. I understand that violation of the use provisions stated in the policy may result in limitation, suspension or revocation of network privileges, and/or other disciplinary action by Summit Academy, or by legal authorities.

Student Name _____ Grade _____

School _____ Date _____

Parent/Legal Guardian Agreement

As a parent or legal guardian of this student, I have read and discussed with my child Summit Academy's *Student Information Network Acceptable Use Policy*. I understand that this access is designed for educational purposes. I also recognize that access to all controversial materials on a worldwide network cannot be controlled and I will not hold the School responsible for materials acquired on the network. I hereby give my permission for access to electronic information resources for my child.

Parent/Legal Guardian Signature _____ Date _____



Nepotism Policy

Policy Number: 4005

I. Purpose

The Summit Academy Board of Trustees has established general guidelines and standards for Nepotism in the workplace. Thus, ensures that individuals cannot influence the hiring, promoting or discipline of a close relative.

II. Definition

A. “Relative” means a father, mother, husband, wife, son, daughter, sister, brother, grandfather, grandmother, uncle, aunt, nephew, niece, grandson, granddaughter, first cousin, mother-in-law, father-in-law, brother-in-law, sister-in-law, son-in-law, or daughter-in-law.

III. Board Policy

The Summit Academy Board of Trustees is an equal opportunity employer and desires to maintain a high level of employee performance and satisfaction. The Board has determined that nepotism is detrimental to overall employee performance and satisfaction.

Nepotism

1. Persons related by blood or marriage to a school official (board member or administrator) may be employed by the school, but the interested school official must declare the relationship and abstain from discussing or voting on the appointment.
2. No one with supervisory responsibility shall hire or recommend for hire any relative: as defined in **Utah Code 52-3-1**. Furthermore, and in addition to Utah Code, corresponding step or adoptive relative, or anyone residing on a permanent basis in an employee’s home will be considered a relative.
3. No employee shall be directly supervised or evaluated by a relative. Family members may not be employed under the same immediate supervisor, defined as the authorized evaluator for the employee.
4. In the event of a lack of candidates, a need for specialized skills or unique circumstances, the prohibition on hiring relatives may be waived upon recommendation of the Executive Director and another administrator, upon approval of the Board.

IV. References

A. Utah Code 52-3-1

V. Attachments

N/A

VI. Revision History and Approval Dates

Version 1: February 2017: Original Date of Approval

Version 2: 2022: Updated for formatting



Copyrighted Material Policy

Policy Number: 1205

I. Purpose

The Summit Academy Board of Trustees has established general guidelines regarding copyrighted material.

II. Definitions

- a. “Copyright” the exclusive legal right, given to an originator or an assignee to print, publish, perform, film, or record literary, artistic, or musical material, and to authorize others to do the same.
- b. “Downloading” copying (data) for one computer system to another, typically over the internet.
- c. “Distributing” give shares of something.

III. Policy

Downloading, copying, duplicating and/or distributing software, music, sound files, movies, images, and other copyrighted materials without the specific written permission of the copyright owner is generally prohibited. However, the duplication and distribution of materials for educational purposes are permitted when such duplication and distribution falls within the Fair Use Doctrine of the United States Copyright Law Utah **State Code Title 17** and content is cited appropriately. All student work is copyrighted. Permission to publish any student work requires permission from the parent or guardian.

IV. Attachment

N/A

V. References

State Code Title 17

VI. Revision History and Approval Date

Version 1: March 2018: Original Date of Approval

Version 2: Feb 2022: Drafted for Formatting Update and policy number, definitions



IT Security

Policy Number: 7000

I. Purpose

The Summit Academy Board of Trustees has established general guidelines and standards for Data Security.

II. Policy

The purpose of the Data Security Policy is to safeguard critical information for the security of the school and its faculty, staff, and students.

No member of Summit Academy is permitted to electronically store or maintain credit card or debit card numbers, expiration dates, and/or security codes in any way relating to school-sponsored activities. Information Technology Services (ITS) must approve the use of any system or application that electronically processes, stores, or transmits credit card data.

Paper documents containing credit card data should be secured in a locked office and stored in a cabinet. In an open office environment paper documents should be stored in locked cabinets. Paper documents should not be left in an unsecured office after work hours.

All credit card processing (e.g., online, phone, mail, over-the-counter, card-swiping) must be reviewed and approved by ITS.

The following Confidential data types can only be electronically stored on an ITS managed server and can only be accessed from an ITS managed computer.

1. Social Security number
2. Driver's license number
3. State/Federal ID card number
4. Passport number
5. Financial account numbers (checking, savings, brokerage, CD...)

In the event that an exception is necessary in order to carry out the business of the school, the user must get written approval from the School Director as well as the ITS Director.

It is recommended that all other confidential data and restricted data types be electronically stored or accessed from one of the following list of devices, in order of preference: ITS managed server, ITS managed desktop computer, encrypted laptop, encrypted mobile storage device. Any encrypted device must be encrypted using a process documented and approved by ITS and the administrator of such system must report to the Information Security Officer on system security related matters.



When handling physical documents containing any Confidential and/or Restricted data types, the documents must be in your possession at all times; otherwise, they should be stored in a secure location (e.g. room, file cabinet, etc.) to which only specifically-approved individuals have access through lock and key. When the information is no longer needed, the physical documents must be shredded using a school-approved device prior to being discarded; or destroyed by a school-approved facility.

Confidential data and restricted data should not be taken or stored off-campus unless the user is specifically authorized to do so by the school director and notification of the authorization is sent to the ITS director.

Summit Academy reserves the right to electronically scan all school-owned resources and resources connected to the school network for confidential data. In the event that confidential data is found in unauthorized locations, the ITS Director will follow-up with the School Director to remedy the situation.

Confidential data cannot be transmitted through any electronic messaging (i.e. email, instant messaging, text messaging) even to other authorized users. Confidential data in a physical format cannot be transmitted through untracked delivery methods. School mail and regular postal services are not tracked using delivery methods.

All faculty, staff, and student account passwords must be complex. A complex password is defined as follows:

1. At least **ten** characters long
2. Cannot contain three or more characters from the user's account name
3. Must contain 3 of the following categories
 - a. Uppercase English letter (A to Z)
 - b. Lowercase English letter (a to z) o Number 0 to 9
 - c. Non-alphanumeric character (!, #, \$, & , =, etc...)
 - d. Unicode characters

Users who are authorized to access or maintain confidential data or restricted data must ensure that it is protected to the extent required by school policy or law after they obtain it.

All data users are expected to:

1. Access data only in their conduct of school business.
2. Request only the minimum confidential data or restricted data necessary to perform their school business.
3. Respect the confidentiality and privacy of individuals whose records they may access.
4. Observe any ethical restrictions that apply to data to which they have access.
5. Know and abide by applicable laws or policies with respect to access, use, or disclosure of data.



Compliance with these data protection policies is the responsibility of all members of the Summit Academy community. Violations of these policies will be dealt with seriously and will include sanctions, up to and including termination of employment. Users suspected of violating these policies may be temporarily denied access to the data as well as information technology resources during investigation of an alleged abuse. Violations may also be subject to prosecution by state and federal authorities. Suspected violations of Summit Academy's data protection policies must be reported to the School Director.

III. References

N/A

IV. Attachments

N/A

V. Revision History and Approval

Version 1: July2017: Original Date of Approval



2021-2022 Fee Policy
2021-2022 Fee Waiver Policy

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I. PURPOSE

The Summit Academy (SA) and Summit Academy High School (SAHS) governing board adopts this policy to provide for the orderly establishment and management of a system of reasonable fees; to provide adequate notice to families of fees and fee waiver requirements; to establish a fair and efficient process for granting fee waivers; and to prohibit practices that would exclude students unable to pay fees from participation in school-sponsored activities or create a burden on a student or family as to have a detrimental impact on participation.

II. POLICY

- A. A SA school or SAHS, school official, or employee may not charge or assess a fee or request or require something of monetary value as a condition to a student's participation in an activity, class, or program provided, sponsored, or supported by a school including for a co-curricular or extra-curricular activity, unless the fee has been approved by and included in the Summit Academy and Summit Academy High School governing board fee schedule.
- B. To preserve equal opportunity for all students and to limit diversion of money and school and staff resources from the basic school program, SA and SAHS shall limit student expenditures for SA and SAHS and school-sponsored activities, including expenditures for uniforms, clubs, clinics, travel, and subject area and vocational leadership organizations, whether local, state, or national.
- C. SA and SAHS shall provide notice to a parent of each student attending the school of all current fee schedules and the opportunity for fee waivers prior to the student being registered for a course, activity, or program to enable the parent and student to make an informed decision prior to committing to the student's enrollment or participation.
- D. SA and SAHS shall provide an opportunity for a parent to apply to have one or more fees waived (or be provided alternatives to waivers) and shall grant requested fee waivers (or alternatives to waivers) to students who are eligible under the provisions of this policy.
- E. SA and SAHS may only collect a fee for an activity, class, or program provided, sponsored, or supported by a school consistent with SA and SAHS policies and state law.

III. ESTABLISHING A FEE SCHEDULE

- A. "Fee" means a charge, expense, deposit, rental, or payment:
 1. regardless of how it is termed, described, requested, or required directly or indirectly;
 2. in the form of money, goods, or services; and
 3. that is a condition to a student's full participation in an activity, course, or program that is provided, sponsored, or supported by a Local Education Agency (LEA).
- B. "Fee" includes:
 1. money or something of monetary value raised by a student or the student's family through fundraising; charges or expenditures for a school field trip or activity trip, including related transportation, food, lodging, and admission charges;
 2. payments made to a third party that provides a part of a school activity, class, or program
 3. charges or expenditures for classroom:
 - a. textbooks;
 - b. supplies; or
 - c. materials;
 4. charges or expenditures for school activity clothing; and



5. a fine, other than a fine identified in the subsection below.

C. "Fee" does not include:

1. a student fine specifically approved by the Board for:
 - a. failing to return school property;
 - b. losing, wasting, or damaging private or school property through intentional, careless, or irresponsible behavior, or as described in Section 53G-8-212; or
 - c. improper use of school property, including a parking violation;
2. a payment for school breakfast or lunch;
3. a deposit that is:
 - a. a pledge securing the return of school property that is refunded upon the return of the school property; or
 - b. a charge for insurance, unless the insurance is required for a student to participate in an activity, course, or program or
4. Charges associated with a student's participation in a non-curricular club.

D. **Fee Setting Process**

1. Summit Academy and Summit Academy High School, in consultation with stakeholders, will develop a proposed fee schedule and policies to submit to the Board.
2. When determining a fee proposal for Board approval, staff may consider the following factors:
 - a) the school's cost to provide the activity, class, or program;
 - b) the school's student enrollment;
 - c) the median income of families:
 - within the school's boundary; or
 - enrolled in the school;
 - d) the number and monetary amount of fee waivers, designated by individual fees, annually granted within the prior three years;
 - e) the historical participation and school interest in certain activities;
 - f) the prior year fee schedule;
 - g) the amount of revenue collected from each fee in the prior year;
 - h) fund-raising capacity;
 - i) prior year community donors; and
 - j) other resources available, including through donations and fundraising.

Board Approval of Fee Schedules and Policies.

3. The Board shall annually review the provisions of this policy.
4. Fee schedules and policies for SA and SAHS shall be adopted by the Board on or before April 1st of each year in a regularly scheduled public meeting of the Board.
5. Adoption of SA and SAHS fee schedule may not be delegated to a community council, staff member, or any other advisory committee or group.
6. Prior to adopting the annual fee schedule, the Board shall encourage public participation in the process and provide an opportunity for the public to comment on the proposed fee schedule during a minimum of two public meetings of the Board.



7. The Board shall provide notice of the meetings:
 - a) to the public in accordance with the Utah Open and Public Meetings Act; and
 - b) to parents and students using the same form of communication regularly used by the Summit Academy and Summit Academy High School to communicate with parents, including notice by e-mail, text, flyer, or phone call.
8. Minutes of the Board meeting during which the fee and fee policies are adopted together with copies of the approved policy and fee schedule shall be kept on file and made available upon request as required by UCA 52-4-203.
9. The Board may adopt amended fee schedules after the April 1st date following the same approval process used for the original fee schedule.

E. Fee Schedule Requirements

1. The Board's adopted fee schedule shall include:
 - a) a specific amount for each fee;
 - b) if a student is responsible for multiple fees related to one activity, class, or program, a clear and easy to understand delineation of each fee and the fee total for each activity, class, or program;
 - c) **Beginning with the 2020-2021 school year:**
 - (1) a per student annual maximum aggregate fee amount that SA and SAHS may charge a student for the student's participation in all courses, programs, and activities provided, sponsored, or supported by a school for the year;
 - (2) a maximum fee amount per student for each activity. A maximum should be set to protect students and families from unreasonable expenditures in order to participate in classes, activities, or programs.
 - (3) a spend plan for the revenue collected from each fee charged. The spend plan for each fee charged should provide students, parents, and employees transparency by identifying the fee's funding uses. The fee's corresponding spend plan shall include a list or description of anticipated types of expenditures, for the current fiscal year or as carryover for use in a future fiscal year, funded by the fee charged.
2. The amount of revenue raised by a student through voluntary individual fundraisers or required group fundraisers shall be included as part of the maximum fee amount per student for the activity and maximum total aggregate fee amount per student.
3. **Beginning with the 2020-2021 school year,** students and parents who do not qualify for fee waivers may not be required to pay an increased fee amount to make-up for or cover the costs of students and families who qualify for fee waivers.
 - a) In calculating the expense incurred by SA and SAHS, the cost of providing fee waivers to fee waiver eligible students may not be considered.
 - b) SA and SAHS may notify students and families that they may voluntarily pay an increased fee amount or provide a donation to assist in covering the costs of other students and families.
4. **Beginning with the 2021-2022 school year,** a fee shall be equal to or less than the expense incurred SA and SAHS to provide for a student activity, course, or program.
 - a) An additional fee may not be charged, or a particular fee may not be increased to supplant or subsidize another fee.



5. A fee listed on a school fee schedule is the maximum amount which may be charged per student for a class or school sponsored or supported activity including uniforms, travel, and clinics, regardless of whether the activity is labeled as curricular, co-curricular or extra-curricular. The actual amount charged may be less.

IV. FEES FOR CLASSES AND ACTIVITIES DURING THE REGULAR SCHOOL DAY

A. Elementary Schools

1. No fee may be charged in kindergarten through grade sixth grade for any regular school day activity including assemblies and field trips or for any snacks, materials, textbooks, instructional or school supplies, or fundraising such as “dress down days” except as provided in Subsection 2 below. Schools with grades seven and eight (Draper and Independence Campuses) may charge fees for sixth grade as outlined in the Summit Academy Fee Schedule.
2. Summit Academy Schools may provide to a student’s parent or guardian a suggested list of student supplies, as defined in this policy, for use during the regular school day so that a parent or guardian may furnish, on a voluntary basis, those supplies for student use. Such a list must include the following language:
“Notice: The items on this list will be used during the regular school day. They may be brought from home on a voluntary basis, otherwise, they will be furnished by the school.”
3. The school must provide any necessary school supplies not voluntarily furnished by a parent or guardian.

B. Secondary Schools

1. Fees may be charged in connection with an activity, class, or program provided, sponsored, or supported by a school for a student in a secondary school that takes place during the regular school day if the fee is on the Board approved fee schedule.
2. All fees are subject to the fee waiver provisions of this policy.
3. If a secondary class is established or approved, which requires payment of fees or purchase of items for students to participate fully and to have the opportunity to acquire all skills and knowledge required for full credit or highest grades, the fees or costs for the class must be approved by and appear on the Board fee schedule and shall be subject to the fee waiver provisions of this policy.
4. Summit Academy High School may require a secondary student to provide student supplies as defined in this policy.
5. **Beginning in the 2022-2023 school year** schools may not charge a fee for:
 - a) a textbook. A textbook fee may only be charged for concurrent enrollment or advanced placement courses, and these fees are subject to fee waivers.
 - (1) "Textbook" means instructional material necessary for participation in a course or program, regardless of the format of the material including:
 - (a) books, printed materials, and consumable workbooks;
 - (b) computer hardware, software, or digital content; and
 - (c) cost of maintenance and replacement as a result of normal use.
 - (2) "Textbook" does not include instructional equipment.



6. Remedial courses and credit recovery fees are subject to all school fee requirements. These fees shall be placed on the SA and SAHS's fee schedule and are subject to fee waivers. Additionally, beginning with the 2022-23 school year, any instructional material provided for a student to complete a remedial course or credit recovery, is considered a textbook and therefore shall be provided free of charge.
7. SAHS **may charge a fee** for instructional equipment subject to fee waivers.
 - a) "Instructional equipment" means equipment or supplies required for a student to use as part of a secondary course that become the property of the student upon exiting the course.
 - b) "Instructional equipment" includes course related tools or instruments.
8. SAHS may charge the cost to access software, digital content, or other instructional materials that are required as part of an activity, course, or program. These fees are subject to fee waiver.

V. PROJECT RELATED COURSES

- A. In project related courses, projects required for course completion shall be free to all elementary school students and included in the approved course fee and be waivable for secondary students.
- B. SA and SAHS may require a student at any grade level to provide materials or pay for an additional discretionary project if the student chooses and the course teacher approves a project in lieu of, or in addition to, a required classroom project. The additional costs for the alternate project are not subject to fee waiver.
- C. SA and SAHS shall avoid allowing high cost additional projects, particularly if authorization of an additional discretionary project results in pressure on a student by teachers or peers to also complete a similar high cost project.
- D. SA and SAHS or a teacher may not require a student to select an additional project as a condition to enrolling, completing, or receiving the highest possible grade for a course.

VI. SCHOOL ACTIVITIES OUTSIDE OF THE REGULAR SCHOOL DAY

- A. Fees may be charged in connection with any school-sponsored program or activity, that does not take place during the regular school day, regardless of the age or grade level of the student, if:
 1. participation in the activity is voluntary;
 2. the fee is on the Board approved fee schedule;
 3. the amount collected from the student is equal to or less than the maximum fee amount on the approved fee schedule;
 4. the fee revenue is collected in compliance with Summit Academy and Summit Academy High School financial policies;
 5. fee revenue is expended in compliance with the spend plan;
 6. the fee is subject to the fee waiver requirements; and
 7. for elementary schools, the student's participation in the activity does not affect a student's grade or ability to participate fully in any course taught during the regular school day.
- B. SA schools that provide, sponsor, or support an activity, class, or program outside of the regular school day or school calendar are subject to the provisions of this policy regardless of the time or season of the activity, class, or program.



VII. NOTICE TO PARENTS

- A. Each SA school shall annually publish the Board's approved fee schedule, including fee maximums, and fee waiver policies on the school's website in an easily accessible location.
- B. The parent of each student shall be provided a copy of the fee schedule, fee waiver policies, and the school fee documents required by Utah Administrative Code R277-407-6 annually in the school's registration materials and upon registration to the parent of a student who enrolls after the initial registration period.
- C. Upon request, the school shall provide printed copies of school fee schedules, waiver policies, and documents to a parent or guardian who is unable or chooses not to access them through the SA and SAHS website.
- D. If more than 20% of the student or parent population of SA and SAHS uses a single language other than English as their first language, SA and SAHS will publish the fee schedule and fee waiver policies in the language of those families.
- E. The principal of each SA or SAHS shall make arrangements for a SA and SAHS representative to meet personally with each student's parent or family and make available an interpreter for the parent to understand the fee schedule and waiver policies when the student or parent's first language is a language other than English and SA and SAHS has not published the information in the parent's first language.

VIII. FEE WAIVERS

A. General Fee Waiver Provisions

1. "Waiver" or "fee waiver" means a full release from the requirement or payment of a fee and from any provision in lieu of a fee payment.
2. All fees are subject to fee waiver unless specifically identified as a non-waivable charge in this policy or UAC R277-407.
3. SA or SAHS is not required to waive a non-waivable charge.
4. To ensure that no student is denied the opportunity to participate in a class or school sponsored or supported activity because of an inability to pay a fee, each school will provide for adequate waivers or other provisions in lieu of fee waivers.
5. The process for obtaining a fee waiver, pursuing an alternative to fee waiver, or appealing the denial of a fee waiver shall be administered confidentially, fairly, objectively, without delay, and in a manner that avoids stigma, embarrassment, undue attention, and unreasonable burdens on students and parents.
6. A student receiving a fee waiver or other provisions in lieu of a fee shall not be treated differently from other students or identified to students, staff members, or other persons who do not need to know of the waiver.

B. Fee Waiver Eligible Charges

Fees for the following are waivable regardless of whether they are held during the regular school day, during the regular school year, outside of the regular school day, outside of the regular school year, or during the summer:

1. An activity, class, or program that is:
 - a) primarily intended to serve school-age children; and
 - b) taught or administered, more than inconsequentially, by a school employee as part of the employee's assignment.



2. An activity, class, or program that is explicitly or implicitly required:
 - a) as a condition to receive a higher grade, or for successful completion of a SA or SAHS class or to receive credit, including a requirement for a student to attend a concert or museum as part of a music or art class for extra credit; or
 - b) as a condition to participate in a SA or SAHS activity, class, program, or team, including, a requirement for a student to participate in a summer camp or clinic for students who seek to participate on a school team, such as cheerleading, football, soccer, dance, or another team.
3. An activity or program that is promoted by a SA or SAHS employee, such as a coach, advisor, teacher, school-recognized volunteer, or similar person, during school hours where it could be reasonably understood that the school employee is acting in the employee's official capacity.
4. Admission, entrance, or gate fees for student attendance to an event or activity provided, sponsored, or supported by SA and SAHS High School including:
 - a) athletic competitions;
 - b) music or theater program performances; and
 - c) parent teacher organization activities.
5. To protect the confidentiality of students receiving fee waivers, SA and SAHS will:
 - a) Pre-selling tickets to events from the main office. Students on fee waiver would have the opportunity to obtain free tickets from the office allowing them entrance to the event without having to disclose fee waiver eligibility to the gate attendant.
 - b) Using activity cards for students to enter school activities and events. By including the cost of activities in a student activity fee and issuing activity cards to be used for entrance at all school activities and events, students receiving a waiver of the activity fee would still receive an activity card and be granted entrance in the same manner as other students.
6. An activity or program where full participation in the activity or program includes:
 - a) travel for state or national educational experiences or competitions;
 - b) debate camps or competitions; or
 - c) music camps or competitions.
7. A concurrent enrollment, CTE, or AP course.
8. Activity clothing required to be worn by a student when participating as a club, school group, or team such as matching jackets, hoodies, t-shirts or other like clothing.
9. Official curricular, co-curricular, and extra-curricular club or team uniforms that are required for student participation.

C. Non-waivable Charges

Nonwaivable charges are costs, payments, or expenditures which are not considered to be school fees and are not subject to fee waivers.

1. Non-waivable charges include a personal discretionary charge or purchase for:
 - a) insurance, unless the insurance is required for a student to participate in an activity, class, or program;
 - b) college credit related to the successful completion of a concurrent enrollment class or an advanced placement examination; and
 - c) a personal consumable item such as a yearbook, class ring, letterman jacket or sweater, or other similar item, except when requested or required by a school as a condition to a student's participation.



2. Charges designated by Utah Code, federal law, or administrative rule not to be a fee are non-waivable charges including:
 - a) tuition for nonresident out-of-state students and foreign students, foreign student transcript translation fees and I-20 form processing charges;
 - b) a charge for an activity, class, program, that meets the criteria of a noncurricular club as described in Utah Code Title 53G, Chapter 7, Part 7, Student Clubs;
 - c) a charge for a school breakfast or lunch;
 - d) a fine for improper use of school property, including a parking violation; or
 - e) a fine for replacement of damaged or lost school property in accordance with Utah Code Ann. §53G-8-212.
 - (1) If the student and the student's parent are unable to pay for damages or if it is determined by the school in consultation with the student's parent that the student's interests would not be served if the parent were to pay for the damages, the school may provide for a program of work the student may complete in lieu of the payment.
 - (2) No fine may be assessed for damages which may be reasonably attributed to normal wear and tear.
 - f) school uniform;
 - (1) a school uniform is a fee if the uniform is expensive or prescriptive;
 - (2) a uniform is prescriptive if it can only be purchased from one source or requires specific brands of clothing or very specific colors.

D. Fee Waiver Administrator

1. The Principal in each school shall designate at least one person at the appropriate administrative level to act as the "Fee Waiver Administrator." The designated individual shall:
 - a) be trained in and have a knowledge and understanding of school fees, the fee waiver process, and student data privacy laws; and
 - b) work in an appropriate setting to facilitate confidential conversations and documents.
2. The Fee Waiver Administrator shall be responsible to:
 - a) review fee waiver applications and verification documents;
 - b) grant or deny fee waiver requests;
 - c) compile all logs and maintain fee waiver documents in compliance with the Family Educational Rights and Privacy Act (FERPA); and
 - d) report fee waiver information.
3. The Fee Waiver Administrator's contact information will be available on the school's website with other school fee information and in student registration materials.
4. A student may not assist in the fee waiver approval process.

E. Fee Waiver Application Process

1. A school shall use the standardized state board school fees notice and fee waiver applications to inform parents of the process of obtaining a fee waiver.
2. The application for fee waiver shall be included on each school's website.
3. The fee waiver request process shall have no visible indicators that could lead to



identification of fee waiver applicants.

4. A parent or student desiring to have one or more fees waived shall submit a completed fee waiver application and verification of eligibility to the Fee Waiver Administrator.
5. To reduce the overall burden to individual schools, families, and Fee Waiver Administrators, procedures can be designed to accept one application per family for all schools within the LEA. For example:
 - a. A family having more than one student enrolled in SA or SAHS may submit one application which will determine eligibility for fee waivers for all students in the family. The application for fee waiver must be submitted to the school at which the oldest student is enrolled and clearly identify the names, grade levels, and schools of attendance of the other students in the family.
6. A student must reapply for fee waiver;
 - a. each school year OR
 - b. Once granted a fee waiver lasts for the duration of the school year in which it was granted or circumstances of the family change.
7. If a student or their family experiences a change of financial circumstances so that the waiver eligibility no longer exists or that the eligibility does exist, the Fee Waiver Administrator at the student's school of enrollment may charge or waive a proportional share of the fees for a reduced fee for the remainder of the fee waiver period.

F. Fee Waiver Eligibility Verification

1. A student is eligible for and will be granted a fee waiver if the Fee Waiver Administrator receives a completed application and verification of one of the following from the student or parent:
 - a) The student's family income qualifies under the levels set by the State Superintendent and the parent provides verification in the form of income statements, pay stubs, or tax returns:
 - (1) these levels are set to correspond to the income levels for the federal free lunch program and may be found at schools.utah.gov/schoolfees on the fee waiver application form;
 - (2) all income received by the household is considered including salary, public assistance benefits, social security payments, pensions, unemployment compensation and child support payments.
 - b) The student receives Supplemental Security Income (SSI) and the parent provides benefit verification documents from the Social Security Administration.
 - c) The student's family receives Temporary Assistance for Needy Families (TANF) and the parent provides benefit verification from the Utah Department of Workforce Services for the period for which the fee waiver is sought which may be in the form of an electronic screenshot of eligibility determination or status.
 - d) The student is in foster care through the Division of Child and Family Services; or is in state custody and the individual seeking the waiver provides the youth in care required intake form and school enrollment letter, provided by a case worker from the Utah Division of Child and Family Services or the Utah Juvenile Justice Department.
2. A school shall ensure that a fee waiver or other provision in lieu of fee waiver is available to any student whose parent is unable to pay.
 - a) A Fee Waiver Administrator may grant a fee waiver to a student, on a case by case basis, who does not qualify for a fee waiver under the criteria above, but who, because of extenuating circumstances is not reasonably capable of paying the fee.



- b) An opportunity will be provided for those requesting a fee waiver under this standard to meet privately with the Fee Waiver Administrator to discuss their situation and potential eligibility for fee waiver.
- c) Verification may be collected as appropriate for the situation.

G. Notification of Eligibility

- 1. After reviewing the documentation provided by the student and the student's parent, the Fee Waiver Administrator will approve or deny the fee waiver request.
- 2. The Fee Waiver Administrator shall not retain required fee waiver verification documents or copies of the verification documents but will keep the following information as a log or record:
 - a) That the student's eligibility was verified;
 - b) The name and position of the person who reviewed the verification documents;
 - c) The date it was verified; and
 - d) The type of documentation used to verify eligibility.
- 3. The Fee Waiver Administrator shall maintain documentation of the following:
 - a) The school year the request was submitted;
 - b) The type and amount of fees requested to be waived;
 - c) Whether the request was approved or denied;
 - d) If approved, the type and amount of fees which were waived.
- 4. The Fee Waiver Administrator shall provide written notice of the decision to grant or deny a fee waiver request to the student's parent using the standardized state board fee waiver decision and appeal form.
- 5. If a fee waiver request is denied, the written notice of decision shall include the reason the request was denied and a copy of the appeal process and appeal form.

H. Appeal of Fee Waiver Denial

- 1. A student or the student's parent may appeal the decision to deny a fee waiver request by completing and submitting the appeal form included with the denial or found on the school website to the SA and SAHS Director within [10] school days of receiving notice of denial.
- 2. The school shall contact the parent within two (2) weeks after receiving the appeal and schedule a meeting with the principal to discuss the parent's concerns.
- 3. Any requirement that a student pay a fee is suspended during any period in which the student's eligibility for a fee waiver is being determined or a denial of a fee waiver is being appealed.

IX. ALTERNATIVES TO WAIVERS (Service in Lieu of Waivers)

- A. The SA and SAHS Board allows for a variety of alternatives to satisfy the fee requirements including, but not limited to;
 - 1. tutorial assistance to other students,
 - 2. assistance to teachers before and after school, general community or home service,
 - 3. or other alternatives as deemed appropriate by the building administrator.
- B. Fee Waiver Alternatives, either full or partial, should be agreed upon by the building administrator, the parent or guardian, and the student. The student will not be penalized if the student decides not to complete the service in

Commented [MCI]: #3 was previously under section A. General Fee Waiver Provisions. USBE suggested it fits better under H. Appeal of Fee Waiver Denial. We moved it for this reason.



lieu of the fee. Fiscal, social, medical, and emotional considerations should all be addressed before any arrangement is finalized.

Commented [MC2]: USBE suggested a change in the language to ensure that students/parents feel obligated to complete the agreement for services in Lieu.

X. COLLECTION OF SCHOOL FEES

- A. SA and SAHS may make an installment payment plan available to a parent or student to pay for a fee, however, an installment payment plan may not be required in lieu of a fee waiver.
- B. A student may not collect or receive student fees from other students or parents.
- C. SA and SAHS may pursue reasonable methods for collecting student fees, but may not, as a result of unpaid fees:
 - 1. exclude a student from a school, an activity, class, or program that is provided, sponsored, or supported by Summit Academy or Summit Academy High School during the regular school day;
 - 2. refuse to issue a course grade; or
 - 3. deny a former or current student receipt of official student records, including written or electronic class schedules, grade reports, diplomas, or transcripts.
- D. SA and SAHS may impose a reasonable charge to cover the cost of duplicating, mailing, or transmitting transcripts and other school records.
- E. SA and SAHS may not charge for duplicating, mailing, or transmitting copies of school records to an elementary or secondary school in which a former student is enrolled or intends to enroll.
- F. If SA and SAHS's property has been lost or willfully cut, defaced, or otherwise damaged, the school may withhold the issuance of an official written grade report, diploma, or transcript of the student responsible for the damage or loss until the student or the student's parent has paid for the damages in accordance with 53G-8-212(2)(a).
- G. Notwithstanding Subsection D, SA and SAHS may not withhold any records required for student enrollment or placement in a subsequent K-12 school.
- H. SA and SAHS may prevent a student from participating graduation ceremonies as they are not part of a regular school day activity if;
 - 1. the student and parent have received notice of anticipated exclusion (3 documented notifications with reasonable time for response suggested).

XI. FUNDRAISING

(R277-407-10(1) and R277-113 require every LEA governing board to establish a fundraising policy)

- A. Any fundraising activity must be approved and conducted in accordance with SA and SAHS Fund Raising Policy.
 - 1. SA and SAHS may not authorize, establish, or allow for required individual fundraising.
 - 2. SA and SAHS may allow optional individual fundraising opportunities for students to raise money to offset the cost of the student's fees.
 - 3. SA and SAHS may allow for group fundraisers.
- B. SA and SAHS shall not deny a student membership in or participation on a team or group or in an activity based on the student's non-participation in a fundraiser.
- C. SA Schools seeking to use alternative methods of raising revenue must comply with SA and SAHS Fundraising Policy and UAC R277-113.

XII. DONATIONS IN LIEU OF FEES.



- A. SA and SAHS may not request or accept a donation in lieu of a fee from a student or parent unless the activity, class, or program for which the donation is solicited will otherwise be fully funded by SA and SAHS and receipt of the donation will not affect participation by an individual student.
- B. A donation is a fee if a student or parent is required to make the donation as a condition to the student's participation in an activity, class, or program.
- C. SA and SAHS level actions to solicit or accept a donation or contribution must be in compliance with all Board policies, must clearly state that donations and contributions by a student or parent are voluntary, and may not place any undue burden on a student or family.
- D. SA and SAHS may raise money to offset the cost attributed to fee waivers granted to students through Summit Academy and Summit Academy High School.
- E. SA and SAHS may not accept a donation that would create a significant inequity among the schools within the District.

XIII. SA and SAHS REPORTING REQUIREMENTS

- A. Each school principal and SA and SAHS Board Chair shall submit a Certification of Compliance annually affirming compliance with the provisions of this policy.
The SA and SAHS Director shall submit a Certification of Compliance annually affirming compliance with the provisions of this policy and submit the following forms:
- B. Student Fee Schedule with Spend Plan
 - 1. School Fee Policy
 - 2. School Fee Waiver Policy
 - 3. Notice of Fee Waiver Criteria provided by the LEA to student's parents
- C. Each school shall maintain records and submit documentation to SA and SAHS annually of:
 - a. number of students enrolled as of October 1
 - b. number of students granted fee waivers
 - c. dollar amount of fees waived
 - d. number of students who worked in lieu of fee waivers
 - e. dollar amount of fees collected from students
 - f. dollar amount of fees collected from students for curricular activities
 - g. dollar amount of fees collected from students for co-curricular activities
 - h. dollar amount of fees collected from students for extra-curricular activities

XIV. TRAINING

- 1. SA and SAHS Director shall provide for annual training of Summit Academy and Summit Academy High School employees on fee related policies enacted by the Board specific to each employee's job function.

XV. PENALTIES FOR VIOLATION OF SCHOOL FEE POLICY

- 1. Any administrator, teacher, advisor or coach who knowingly violates the authorized fee schedule and financial policies as approved annually by the Board will be subject to disciplinary action as outlined by SA and SAHS Policy.
- 2. Monies collected beyond the approved fee schedule will be refunded by the school back to the individual student(s).
- 3. If a SA school or if SAHS violates the authorized fee schedule and financial policy, the Board may impose the following:
 - a. Issue a letter of reprimand to the individual(s) and/or school.
 - b. Restrict participation in SA and SAHS, group or state level activities.
 - c. Drop the school from membership and prohibit participation in any or all Utah



High School Activities Association (UHSAA) and Utah Charter and Small Schools League (UCSSAL) sponsored activities.

- d. The principal, teacher, coach/advisor, and/or the school may be assessed a fine not to exceed \$200.

XVI. DEFINITIONS

Definitions applicable to this policy are intended to be consistent with UAC R277-407. In the case of a discrepancy, the administrative code shall prevail.

- A. "Co-curricular activity" means an activity, course, or program, outside of school hours, that also includes a required regular school day program or curriculum.
- B. "Curricular activity" means an activity, a course, or a program that is:
 - 1. provided, sponsored, or supported by an LEA; and
 - 2. conducted only during school hours.
- C. "Extra-curricular activity" means an activity or program for students, outside of the regular school day, that:
 - 1. is sponsored, recognized, or sanctioned by an LEA; and
 - 2. supplements or compliments, but is not part of, the LEA's required program or regular curriculum.
- D. "Fundraiser," "fundraising," or "fundraising activity" means an activity or event provided, sponsored, or supported by a school that uses students to generate funds to raise money to:
 - 1. provide financial support to a school or any of the school's classes, groups, teams, or programs; or
 - 2. benefit a particular charity or for other charitable purposes.
- E. "Fundraiser," "fundraising," or "fundraising activity" may include:
 - 1. the sale of goods or services;
 - 2. the solicitation of monetary contributions from individuals or businesses; or
 - 3. other lawful means or methods that use students to generate funds.
- F. "Fundraiser," "fundraising," or "fundraising activity" does not include an alternative method of raising revenue without students.
- G. "Group fundraiser" or "group fundraising" means a fundraising activity where the money raised is used for the mutual benefit of the group, team, or organization.
- H. "Individual fundraiser" or "individual fundraising" means a fundraising activity where money is raised by each individual student to pay the individual student's fees.
- I. "Noncurricular club" has the same meaning as that term is defined in Section 53G-7-701.
- J. "Provided, sponsored, or supported by a school" means an activity, class, program, fundraiser, club, camp, clinic, or other event that:
 - 1. is authorized by an LEA or school, according to local education board policy; or
 - 2. satisfies at least one of the following conditions:
 - a) the activity, class, program, fundraiser, club, camp, clinic, or other event is managed or supervised by an LEA or school, or an LEA or school employee;



- b) the activity, class, program, fundraiser, club, camp, clinic, or other event uses, more than inconsequentially, the LEA or school's facilities, equipment, or other school resources; or
 - c) the activity, class, program, fund-raising event, club, camp, clinic, or other event is supported or subsidized, more than inconsequentially, by public funds, including the school's activity funds or minimum school program dollars.
- K. "Provided, sponsored, or supported by a school" does not include an activity, class, or program that meets the criteria of a noncurricular club as described in Title 53G, Chapter 7, Part 7, Student Clubs.
- L. "Provision in lieu of fee waiver" means an alternative to fee payment or waiver of fee payment.
- M. "Provision in lieu of fee waiver" does not include a plan under which fees are paid in installments or under some other delayed payment arrangement.
- N. "Regular school day" has the same meaning as the term "school day" described in Section R277-419-2.
- O. "Requested or required by an LEA as a condition to a student's participation" means something of monetary value that is impliedly or explicitly mandated or necessary for a student, parent, or family to provide so that a student may:
- 1. fully participate in school or in a school activity, class, or program;
 - 2. successfully complete a school class for the highest grade; or
 - 3. avoid a direct or indirect limitation on full participation in a school activity, class, or program, including limitations created by:
 - a) peer pressure, shaming, stigmatizing, bullying, or the like; or
 - b) withholding or curtailing any privilege that is otherwise provided to any other student.
- P. "Something of monetary value" means a charge, expense, deposit, rental, fine, or payment, regardless of how the payment is termed, described, requested or required directly or indirectly, in the form of money, goods or services.
- Q. "Something of monetary value" includes:
- 1. charges or expenditures for a school field trip or activity trip, including related transportation, food, lodging, and admission charges;
 - 2. payments made to a third party that provide a part of a school activity, class, or program;
 - 3. classroom supplies or materials; and
 - 4. a fine, except for a student fine specifically approved by an LEA for:
 - a) failing to return school property;
 - b) losing, wasting, or damaging private or school property through intentional, careless, or irresponsible behavior; or
 - c) improper use of school property, including a parking violation.
- R. "Student supplies" means items which are the personal property of a student which, although used in the instructional process, are also commonly purchased and used by persons not enrolled in the class or activity in question and have a high probability of regular use in other than school-sponsored activities.



S. "Student supplies" include:

1. pencils;
2. paper;
3. notebooks;
4. crayons;
5. scissors;
6. basic clothing for healthy lifestyle classes; and
7. similar personal or consumable items over which a student retains ownership.

T. "Student supplies" does not include items listed above if the requirement from the school for the student supply includes specific requirements such as brand, color, or a special imprint in order to create a uniform appearance not related to basic function.

XVII. REFERENCES

[Utah Code Ann. §53G-6-402\(5\)](#)

[Utah Code Ann. §53G-6-604](#)

[Utah Code Ann. §53G-8-212](#)

[Utah Code Ann. Title 53G, Chapter 7, Part 5](#)

[Utah Code Ann. Title 53G, Chapter 7, Part 6](#)

[Utah Code Ann. Title 53G, Chapter 7, Part 8](#)

[Utah Administrative Code R277-113](#)

[Utah Administrative Code R277-407](#)

[Utah Administrative Code R277-713](#)

[Permanent Injunction Civil No. 920903376](#)

XVIII. FORMS

[Fee Waiver Forms \(Link to USOE School Fee Forms Page\)](#)

XIX. REVISION HISTORY AND APPROVAL DATE

Version 1: November 30, 2020: Drafted



Fundraising Policy

Policy Number: 6304

I. Purpose

The Board of Trustees recognizes that fundraisers help make school activities accessible to students at Summit Academy. The Board intends this policy to govern fundraising activities, to comply with state rules, to limit undue distractions or time commitments, and to ensure educator standards and accounting practices are maintained.

II. Definitions

- A. “Active fundraiser” means a fundraiser that involves active promotion by the school and active involvement of students.
- B. “Group fundraiser” means fundraiser where all team or organization members participate and all funds raised are used for the mutual benefit of the team or organization members.
- C. “Individual fundraiser” means a fundraiser wherein participation is optional for individual students and funds raised by individual students are used to pay that individual student’s costs. **Funds raised, will remain with the student after completion of fundraiser activities.**
- D. “Passive fundraiser” means a fundraiser initiated by outside entities that involve minimal supervision or participation (i.e., collecting box tops or proofs of purchase, book fairs, recycling, student pictures, and business patronage partnerships).
- E. “Private fundraiser” means a fundraiser initiated by an outside entity for the outside entity’s purposes with no intent to donate to or benefit the school.
- F. “School-sponsored fundraiser” means a fundraising event or activity that (a) is initiated, managed, or supervised by schools, teachers, staff, or administrators; (b) uses school facilities, equipment, or other school resources (not part of a rental or other contractual arrangement); or (c) is supported or subsidized by Summit Academy funds, including Summit Academy activity funds or Minimum School Program dollars. Events or activities initiated by third parties or intended for the primary benefit of a third party are not school-sponsored.
- G. “School-wide fundraiser” means a fundraising event or activity in which all students attending a school may participate.
- H. “Fees” means a charge, expense, deposit, rental, or payment.

III. Approval

All fundraisers must be approved by the school Principal, and Director documenting the School-Sponsored Fundraising Approval Form, the form should include a detailed description of the activity, and proposed budget (revenues/expenses). Principals, therefore, shall use discretion regarding the nature, number, and duration of fundraisers consistent with this policy and related policies. (See special consideration in Section IX regarding approval of private fundraisers.)



IV. Administration of Fundraising Activities

- A. All funds raised in school-sponsored fundraising activities are public funds and are to be used for the benefit of students and school programs or activities. Administration, staff, and other Summit Academy employees responsible for the supervision of school-sponsored fundraising activities shall ensure that Summit Academy policies and guidelines for handling and depositing funds are strictly followed.
- B. Fundraising activities shall not count as instructional time and are not allowed to interfere with classroom instruction.
- C. Only fundraising activities that offer at least forty-percent return of proceeds to the school may be considered.
- D. In all fundraising activities, educators shall comply with Utah Educator Standards **Utah Admin. Code R277-515** and other Summit Academy policies. In particular, educators shall refrain from using his/her position of influence to profit commercially or benefit personally from fundraising (i.e., teachers should not sell products or services offered by a family owned business unless the transaction is arms-length and the educator receives express permission from the school Principal after disclosing the potential conflict of interest). This provision is not intended to prevent educators from communicating opportunities for extracurricular involvement or other enrichment activities.
- E. With express approval from the Principal, Summit Academy employees may receive reimbursement out of fundraising funds for expenses incurred while supervising school-sponsored student activities (i.e., travel, accommodations, and standard, approved per-diems).
- F. Fundraising as a Fee. If the activity, camp, class, club or clinic, fundraising event, program, or other events is “provided, sponsored, or supported by a school” or LEA, any amount charged to students must meet the regulations outlined in UCA 53G-7 Part 5,6,7, and 8

V. Student Participation

- A. Teams, clubs, classes, or programs may sponsor individual or team fundraisers for appropriate purposes such as travel, equipment, professional services, or other specific purposes consistent with other Summit Academy policies and State law.
- B. Student participation in school-sponsored fundraising activities shall not impact grades, academic credit, or eligibility for teams, clubs, classes, or programs.
- C. Students shall not be required to solicit door-to-door for school-sponsored fundraisers.
- D. Unused funds from group or individual school-sponsored fundraising activities will revert to the designated school account for the team, club, class, or program at the end of the school year and not to students or parents.



VI. School-Wide Fundraisers

The following school-wide fundraisers are allowed annually:

- A. One school-wide fundraiser intended to benefit the school may be sponsored by the school each year.
- B. One school-wide fundraiser intended to benefit a charitable cause may be sponsored by the school each year.
- C. One school-wide fundraiser intended to benefit the school's parent organization may be sponsored by the school each year.
- D. Passive fundraisers are allowed under the direction and at the discretion of the Principal. Marketing information regarding passive fundraisers may not be distributed by schools as stand-alone flyers except for information packets for student pictures and forms for schoolbook programs.

The following fundraisers require approval from the Business Administrator, or Director. Each of these activities poses a higher risk of liability and an additional policy will need to be added.

NOTE: The policy will increase the cost of the fundraiser event.

- A. Activities that pose liability, safety, or risk concerns. These include but not limited to:
 - i. Bounce House
 - ii. Bounce Slide
 - iii. Mechanical or Animal Rides
 - iv. Objects thrown at people
 - v. Use of water tanks
 - vi. Trampolines
 - vii. Bungee Jumps

The following fundraisers are NOT allowed:

- A. Raffles or games of chance: School entities, including student clubs, are not authorized to participate in raffles because, unlike local SPO's, they are NOT nonprofit organizations exempt from state tax as defined in the franchise Tax Code.

VII. Group Fundraising

Funds raised in a required group fundraiser **must** benefit the group, team, or organization. If LEAs choose to require group fundraising for students to participate in an activity, class, or program, they must comply with all requirements in UCA 53G-7. As a fee, fundraising may be listed on the fee schedule per Board rule R277-407. The amount expected to be received, per student, through required group fundraising must be included as part of the maximum fee amount for an activity. As group fundraising is required and considered a fee, funds raised must provide a benefit to all individuals on the group, team, or organization. This means that fundraising funds cannot be used to only cover the cost of fee waiver students.



VIII. Individual Student Book Orders

In order to comply with the Utah State Tax Commission guidelines, the following procedures must be observed when ordering books for individual elementary students through mail order companies such as Troll Books, Scholastic, Weekly Readers, etc.

- A. Elementary students cannot be required to purchase books to be used as part of the curriculum. These books are to be used only for individual reading or free time activities. Student participation is voluntary.
- B. Students who wish to purchase books should:
 - 1. Complete the order forms.
 - 2. Attached a check or money order (NO CASH) made out to the book company.
 - 3. Return the order form and check (or money order) to their teacher or a volunteer. The order forms and checks are then sent directly to the publishers.

Following this procedure, the school is not responsible for collection and remittance of sales tax on these purchases.

- C. “Bonuses” received for the orders must remain with the school and cannot be accepted by an individual as a personal gift for initiating the purchase.
- D. The Principal and individual teachers must agree about class participation in mail order offers.

IX. Utah Sales Tax

- A. Utah law provides for a sales tax exemption on school fundraising sales if all of the following conditions are met:
 - 1. Funds are used by the school for the purpose of purchasing equipment or materials or to provide transportation.
 - 2. Fundraising activities are part of an officially school-sanctioned activity conducted in accordance with this policy.
 - 3. Funds are not used to directly or indirectly compensate a teacher or other school employees.
 - 4. Revenues from the fundraiser are deposited in a dedicated school account controlled by Summit Academy.
- B. For all sales made during school-sponsored fundraising activities that do not qualify for the sales tax exemption, schools shall charge, collect, and appropriately remit sales tax.

X. Limitations and Prohibitions

- A. Employees are not permitted to accept personal payments, bonuses, or gratuities from commercial fundraising organizations or individuals pursuant to **Utah Code 63-56-72** and **Utah Admin. Code R277-515**. Fundraising incentives, bonuses, etc., however, may be accepted if used to directly benefit students and/or programs.



- B. School-sponsored fundraising may not involve communication, advertising, and/or depictions of tobacco or alcoholic products or any other material or product that may not legally be used by school age children or is otherwise not in compliance with the state or Summit Academy rules; that may be harmful to the health and welfare of students; that may exploit or create undue intrusion into the classroom or home; that would detract from or interfere with student learning; that would conflict with the educational mission of Summit Academy; or that would commercialize or damage the image of Summit Academy.
- C. Schools may not sponsor or co-sponsor fundraising events with the intended or unintended effect of offering an undue advantage to any outside entity or otherwise circumventing Summit Academy policies or state laws regarding facility rentals, donations, booster clubs, access to students, etc. For example, an individual or entity shall not be allowed to profit commercially by promising a donation or a portion of event proceeds to a team, club, class, or program in exchange for free or reduced-rate use of facilities, work performed by students or district personnel, or some other advantage gained by using a public facility.
- D. School-sponsored fundraisers cannot require students to submit the personal information of other people, and students shall not be used to develop mailing or contact lists for any commercial or fundraising organizations.
- E. Schools shall ensure against selling during the school day, as part of a fundraiser, food and beverage items that do not meet nutrition standards for competitive foods unless exempted. To be exempted, the number of such fundraisers may not exceed three (3) per year with each fundraiser lasting no longer than five (5) consecutive days. If these conditions are not met, Summit Academy shall ensure that all food and beverage items sold as part of a fundraiser meet such nutrition standards. (See **Utah Admin. Code R277-719-5**.)

XI. Private Fundraisers

- A. A third party who wishes to conduct a fundraiser using school facilities, equipment, or other resources may do so provided they enter into a rental or other contractual arrangement with Summit Academy to use such resources.
- B. Private fundraisers using school facilities, equipment, or other resources may not be conducted during normal school operating hours.
- C. Private fundraisers must be approved by the Principal. In doing so, the Principal shall consider whether the private fundraiser will compete or otherwise interfere with school-sponsored fundraising activities.
- D. The funds raised belong to the third party and are not considered public funds.
- E. The third party retains all risk as well as all obligations to comply with State laws and/or requirements.

XII. References

Utah Admin. Code R277-719-5
Utah Admin. Code 53G-7



Utah Admin. Code R227-407

Utah Code 63-56-72

Utah Admin. Code R277-515

XIII. Attachments

N/A

XIV. Revision History and Approval Date

Version 1: September 2014: Original

Date of Approval

Version 2: November 2015

Version 3: April 7, 2022 : Formatting

Changes ; addition to Individual
fundraising

SUMMIT ACADEMY Bluffdale CAMPUS

FEE SCHEDULE 2021-2022

Fees Listed are the MAXIMUM amount allowed

(both in seat and online)

The maximum aggregate per year for each student is \$100.00*

Extra-Curricular Fees

Kindergarten Enrichment (Extended day kindergarten)

1 day per week	2 days per week	3 days per week	4 days per week	5 days per week
\$135	\$180	\$225	\$270	\$315

5th and 6th grade band

Spend Plan: Instructor

\$100

Summer Camp Registration (June 6th-July 29th Monday-Friday)

Spend Plan: Summer Camp t-shirt, field trips and water bottle

\$75

Pre-Kindergarten camp(4 year olds) 9:00am-12:30pm

1st-6th grades 9:00am-5:30pm

Spend Plan: Instructor

\$80/Weekly

\$225/Weekly

SUMMIT ACADEMY INDEPENDENCE CAMPUS

JUNIOR HIGH SCHOOL FEE SCHEDULE 2021-2022

Fees Listed are the MAXIMUM amount allowed for each activity

The maximum aggregate per year for each student is \$950.00*

Fees for Fully or Partially Enrolled Students

Registration Fee (both in seat and online)

Spend Plan: Student incentives, Locker upkeep, Science materials & supplies, Science Fair, PE balls, Jump ropes, other gym devices

Curricular Fees

Class Fee

Spend Plan: Only: **Foods** (food), **Art** (drawing, painting, clay and other materials),

Class Fee

Spend Plan: **Lego Robotics** (Lego League membership, robots, batteries)

State Honor Choir (by audition only)

Spend Plan: transportation and registration

Shakespeare Competition

Spend Plan: registration, hotel, dinner, shirt, play ticket

Lego Robotics Competition

Spend Plan: competition fee, lunch, t-shirt

Band/Choir

Spend Plan: Polo Shirt, Hoodie (optinal)

Hope Squad

Spend Plan: t-shirt or polo and hoodie

National Junior Honor Society

Spend Plan: Registration and shirt

Student Council

Spend Plan: jacket

Peer Leadership Team t-shirt or polo and hoodie

Spend Plan: t-shirt or polo and hoodie

Restaurant Field Trip

Lagoon Fee

Field Trip Fee

Field trip examples: Performing Arts, World Languages, Art, Forensics, Coding

Extra-Curricular Fees

Kindergarten Enrichment (Extended day kindergarten)

	1 day per week	2 days per week	3 days per week	4 days per week
	\$135	\$180	\$225	\$270

Afterschool Program

Regular Day	Short Day:
\$12.50 per	\$18.50 per day

Spend Plan: Teacher salary and supplies

Summer Camp Registration (June 6th-July 29th Monday-Friday)

Spend Plan: Summer Camp t-shirt, field trips and water bottle

Pre-Kindergarten camp(4 year olds) 9:00am-12:30pm

1st-6th grades 9:00am-5:30pm

Spend Plan: Instructor

Basketbal

Spend Plan: coaches, officials and t-shirt

Cross-Country

Spend Plan: coaches, officials and t-shirt

Soccer

Spend Plan: coaches, officials and t-shirt

Volleyball

Spend Plan: coaches, officials and t-shirt

Dances

Spend Plan: Decorations, refreshments

5th and 6th grade band

Spend Plan: Instruction

Non-waivable Fees (not included in maximum)

Yearbook (Hardcover)	\$30.00
Athletic Sweatshirts (Optional for each season or sport)	\$40.00
* Not including kindergarten enrichment	



\$75.00

\$10.00 per class

\$20.00 per class

\$45.00

\$85.00

\$20.00

\$55.00

\$55.00

\$22.00

\$80.00

\$55.00

Discounted Price

Discounted Price

\$10.00 - \$20.00

5 days per week

\$315

\$75

\$80/Weekly

\$225/Weekly

\$150.00

\$70.00

\$120.00

\$110.00

\$10.00

\$100.00

SUMMIT ACADEMY DRAPER CAMPUS
JUNIOR HIGH SCHOOL FEE SCHEDULE 2021-2022

Fees Listed are the MAXIMUM amount allowed for each

The maximum aggregate per year for each student is \$950.00

Fees for Fully or Partially Enrolled Students

Registration Fee (both in seat and online)

Spend Plan: Student incentives, Locker upkeep, Science materials & supplies, Science Fair, PE balls, Jump other gym devices

Curricular Fees

Class Fee

Spend Plan: Includes: Foods (food), Art (drawing and painting materials, Sculpture (scul

Choir **\$55**

Spend Plan: Polo Shirt, Hoodie

State Honor Choir (by audition only) **\$45**

Spend Plan: (fee includes: transportation and registration)

Choir Festival **\$85**

Spend Plan: transportation, Lagoon pass, entry fee

Hope Squad **\$55**

Spend Plan: t-shirt or polo and hoodie

National Junior Honor Society **\$30**

Spend Plan: Registration and shirt

Student Council **\$65**

Spend Plan: t-shirt or polo and jacket

La Caille Field Trip

Lagoon Fee

Field Trip Fee

Field trip examples: Maker's Space, Theatre, Musical Theatre, Stage Tech, Interior Design

Extra-Curricular Fees

Kindergarten Enrichment (Extended day kindergarten)

	per week	per week	per week	per week	5 days per week
		week			week
	\$135	\$180	\$225	\$270	\$315

Spend Plan: Teacher salary and supplies

Summer Camp Registration (June 6th-July 29th Monday- **\$75**

Spend Plan: Summer Camp t-shirt, field trips and water bottle

Pre-Kindergarten camp(4 year olds) 9:00am-12:30pm **\$80/Weekly**

SUMMIT ACADEMY DRAPER CAMPUS

School Fee Schedule 2022-2023

Fees listed are the maximum amount allowed for each activity

The maximum aggregate per year for each student without Kindergarten Enrichment and Summer Camp is \$972.00

The maximum aggregate per year for each student Kindergarten-5th Grade including Summer Camp and Kindergarten Enrichment is \$12,870.00

The maximum aggregate per year for each student 6th-8th Grade including Summer Camp is \$2,772

Fees for All Students 6th-8th Grade

Registration Fee	\$75
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Spend Plan: Student incentives, Locker upkeep, Science materials & supplies, Science Fair, PE balls, Jump ropes, other gym devices

6th-8th Grade Curricular Fees

Class Fee	\$10 per class
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Spend Plan: Includes: **Foods** (food), **Art** (drawing and painting materials, Sculpture (sculpting materials)

Band/Choir	\$55
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Spend Plan: Polo Shirt, Hoodie

State Honor Choir (by audition only)	\$45
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Spend Plan: (fee includes: transportation and registration)

Choir Festival	\$85
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Spend Plan: transportation, Lagoon pass, entry fee

Hope Squad	\$55
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Spend Plan: t-shirt or polo and hoodie

National Junior Honor Society	\$30
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Spend Plan: Registration and shirt

Student Council	\$65
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Spend Plan: t-shirt or polo and jacket

La Caille Field Trip	Discounted Price
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Lagoon Fee	Discounted Price
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Field Trip Fee	\$10 - \$20
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Field trip examples: Maker's Space, Theatre, Musical Theatre, Stage Tech, Interior Design

Extra-Curricular Fees Kindergarten-6th Grade

Summer Camp Registration (June 6th-July 29th Monday-Friday)	\$75
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Spend Plan: Summer Camp t-shirt, field trips and water bottle

Summer Camp Pre-Kindergarten camp(4 year olds) 9:00am-12:30pm	\$80/Weekly
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Summer Camp 1st-6th grades 9:00am-5:30pm	\$225/Weekly
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Spend Plan: Instructor, supplies

Afterschool Program Registration Fee (Kindergarten-5th Grade)	\$75
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after school till 5:45pm	Regular School Day \$13/Day	Early Out \$19/Day
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Spend Plan: teacher salary and supplies

Kindergarten Enrichment Registratoin Fee (Extended day kindergarten)	\$75
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1 day	2 days	3 days	4 days per	5 days per
per	per	per	week	week
week	week	week	week	week
\$135	\$180	\$225	\$270	\$315

Spend Plan: Teacher salary and supplies

Extra Curricular Fees Grades 6th-8th

Basketball	150.00
<i>Spend Plan: coaches, officials and t-shirt</i>	
Cross-Country	70.00
<i>Spend Plan: coaches, officials and t-shirt</i>	
Soccer	120.00
<i>Spend Plan: coaches, officials and t-shirt</i>	
Ultimate Frisbee	80.00
<i>Spend Plan: coaches, officials and t-shirt</i>	
Volleyball	110.00
<i>Spend Plan: coaches, officials and t-shirt</i>	
Dances	10.00
<i>Spend Plan: Decorations, refreshments</i>	

Non-waivable Fees (not included in maximum aggregate)

Yearbook (Hardcover)	30.00
Athletic Sweatshirts (Optional for each season or sport)	40.00

SUMMIT ACADEMY Bluffdale CAMPUS

FEE SCHEDULE 2022-2023

Fees listed are the maximum amount allowed

The maximum aggregate per year for each student without Kindergarten Enrichment and Summer Camp Kindergarten-5th Grade is \$0

The maximum aggregate per year for each student Kindergarten-5th Grade including Summer Camp and Kindergarten Enrichment is \$12,870.00

The maximum aggregate per year for each 6th grade student without Summer Camp is \$560

Extra-Curricular Fees Kindergarten-5th Grade

Summer Camp Registration (June 6th-July 29th Monday-Friday)	\$75
<i>Spend Plan: Summer Camp t-shirt, field trips and water bottle</i>	
Summer Camp Pre-Kindergarten camp (4 year olds) 9:00am-12:30pm	\$80/Weekly
Summer Campu 1st-6th Grades 9:00am-5:30pm	\$225/Weekly
<i>Spend Plan: Instructor, supplies</i>	
Kindergarten Enrichment (Extended day kindergarten)	\$75
1 day per week	\$135
2 days per week	\$180
3 days per week	\$225
4 days per week	\$270
5 days per week	\$315

Extra-Curricular Fees 6th Grade

6th/7th/8th grade band	\$100
<i>Spend Plan: Instructor</i>	
Basketball	\$150.00
<i>Spend Plan: coaches, officials and t-shirt</i>	
Cross-Country	\$70.00
<i>Spend Plan: coaches, officials and t-shirt</i>	
Soccer	\$120.00
<i>Spend Plan: coaches, officials and t-shirt</i>	
Volleyball	\$110.00
<i>Spend Plan: coaches, officials and t-shirt</i>	
Dances	\$10.00
<i>Spend Plan: tickets & refreshments</i>	

SUMMIT ACADEMY INDEPENDENCE CAMPUS
School Fee Schedule 2022-2023

Fees listed are the maximum amount allowed for each activity

The maximum aggregate per year for each student without Kindergarten Enrichment and Summer Camp is \$2,694

The maximum aggregate per year for each student Kindergarten-5th Grade including Summer Camp and Kindergarten Enrichment is \$15,564.00

The maximum aggregate per year for each student 6th-8th Grade including Summer Camp is \$4,494

Fees for All Students 7th-8th Grade

Registration Fee	\$75
<i>Spend Plan: student incentives, locker upkeep, science materials & supplies, science Fair, PE balls, jump ropes, other gym devices</i>	
7th-8th Grade Curricular Fees	
Class Fee	\$10/per class
<i>Spend Plan: Only: Foods (food), Art (drawing, painting, clay and other materials) Theater (costumes, props)</i>	
Class Fee	\$25/per class
<i>Spend Plan: Lego Robotics (Lego League membership, robots, batteries, t-shirt)</i>	
State Honor Choir (by audition only)	\$45
<i>Spend Plan: transportation and registration</i>	
Shakespeare Competition	\$150
<i>Spend Plan: registration, hotel, dinner, shirt, play ticket</i>	
Lego Robotics Competition	\$15
<i>Spend Plan: competition fee & lunch</i>	
Band/Choir	\$55
<i>Spend Plan: polo shirt, hoodie (optional)</i>	
Hope Squad	\$55
<i>Spend Plan: t-shirt or polo and hoodie</i>	
National Junior Honor Society	\$22
<i>Spend Plan: registration and shirt</i>	
Student Council	\$80
<i>Spend Plan: jacket</i>	
Peer Leadership Team	\$55
<i>Spend Plan: t-shirt or polo and hoodie</i>	
Restaurant Field Trip	Discounted Price
End of Year Field Trip (Lagoon, Boondocks, etc.) Fee	Discounted Price
Field Trip Fee	\$10 - \$40
<i>Field trip examples: Performing Arts, World Languages, Art, Forensics, Coding</i>	
Homebase/Advisory	\$20
<i>Spend Plan: t-shirt, class activities</i>	
German DLI Culture Class	\$10
<i>Spend Plan: crafts and food supplies</i>	

Extra-Curricular Fees

Summer Camp Registration (June 6th-July 29th Monday-Friday)	\$75															
<i>Spend Plan: Summer Camp t-shirt, field trips and water bottle</i>																
Pre-Kindergarten camp (4 year olds) 9:00am-12:30pm	\$80/Weekly															
1st-6th grades 9:00am-5:30pm	\$225/Weekly															
<i>Spend Plan: Instructor, supplies</i>																
Kindergarten Enrichment Registratoin Fee (Extended day kindergarten)	\$75															
	<table border="0"> <tr> <td>1 day per week</td> <td>2 days per week</td> <td>3 days per week</td> <td>4 days per week</td> <td>5 days per week</td> </tr> <tr> <td></td> <td align="center">\$135</td> <td align="center">\$180</td> <td align="center">\$225</td> <td align="center">\$270</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td align="center">\$315</td> </tr> </table>	1 day per week	2 days per week	3 days per week	4 days per week	5 days per week		\$135	\$180	\$225	\$270					\$315
1 day per week	2 days per week	3 days per week	4 days per week	5 days per week												
	\$135	\$180	\$225	\$270												
				\$315												
<i>Spend Plan: Teacher salary and supplies</i>																
Afterschool Program Registration Fee (Kindergarten-5th Grade)	\$75															
after school till 5:45	<table border="0"> <tr> <td>Regular School Day:</td> <td>Early Out:</td> </tr> <tr> <td align="center">\$13 per day</td> <td align="center">\$19 per day</td> </tr> </table>	Regular School Day:	Early Out:	\$13 per day	\$19 per day											
Regular School Day:	Early Out:															
\$13 per day	\$19 per day															
<i>Spend Plan: teacher salary and supplies</i>																

Extra Curricular Fees Grades 6th-8th

Basketball	\$150.00
<i>Spend Plan: coaches, officials and t-shirt</i>	
Cross-Country	\$70.00
<i>Spend Plan: coaches, officials and t-shirt</i>	
Soccer	\$120.00
<i>Spend Plan: coaches, officials and t-shirt</i>	
Volleyball	\$110.00
<i>Spend Plan: coaches, officials and t-shirt</i>	
Dances	\$10.00
<i>Spend Plan: tickets & refreshments</i>	
6th, 7th & 8th Grade Band	\$100.00
<i>Spend Plan: Instruction</i>	
After School Science	\$5 per event
<i>Spend Plan: science supplies</i>	
HOSA	\$30.00
<i>Spend Plan: t-shirt and organization membership</i>	
HOSA Competition (optional)	\$40.00
<i>Spend Plan: competition entrance fee</i>	
HOSA Fall Leadership Conference	\$50.00
<i>Spend Plan: entrance fee</i>	
HOSA Spring Leadership Conference (optional)	\$150.00
<i>Spend Plan: hotel, transportation, food</i>	
HOSA International Leadership Conference (optional)	\$1,250.00
<i>Spend Plan: hotel, transportation, food</i>	

Non-waivable Fees (not included in maximum)

Yearbook (Hardcover)	\$30.00
Athletic Sweatshirts (Optional for each season or sport)	\$40.00

1st-6th grades 9:00am-5:30pm

\$225/Weekl

Spend Plan: Instructor

Athletic Sweatshirts (Optional for each season or sport)

40.00

Basketball

150.00

Spend Plan: coaches, officials and t-shirt

Cross-Country

70.00

Spend Plan: coaches, officials and t-shirt

Soccer

120.00

Spend Plan: coaches, officials and t-shirt

Ultimate Frisbee

80.00

Spend Plan: coaches, officials and t-shirt

Volleyball

110.00

Spend Plan: coaches, officials and t-shirt

Dances

10.00

Spend Plan: Decorations, refreshments

Non-waivable Fees (not included in maximum)

Yearbook (Hardcover)