

Maria Montessori Academy Board of Directors Meeting



Date: Tuesday, June 28, 2022

Time: 5:30 PM

Location: Library, 2505 N. 200 E., North Ogden, UT 84414

The mission of Maria Montessori Academy is to provide an individualized grade K-9 education that promotes academic excellence founded on the authentic philosophy of Dr. Maria Montessori. MMA will craft each child's education in partnership with educators and parents to achieve higher levels of academic, personal and social achievement, thereby preparing students to become constructive contributors to their community.

AGENDA

CALL TO ORDER

CONSENT ITEMS

- May 10, 2022 Board Meeting and Closed Session Minutes
- June 6, 2022 Board Meeting and Closed Session Minutes

REPORTS

- Director Report
 - Positive Behaviors Plan Report
 - Attendance Policy Review and Data Report
 - Donations and Fundraising Policy Review
 - Student Conduct and Discipline Data Report
- Budget Report
 - Fraud Risk Assessment and Commitment to Ethical Behavior

DISCUSSION AND VOTING ITEMS

- Amended 2021-2022 Budget
- 2022-2023 Budget
- Board Member Terms and Elected Officers
- Electronic Resources Policy Renewal
- Early Learning Plan
- Sex Education Instruction Policy Review, Data, and Curriculum Materials Review Committee
- Charter School Therapy (CST) Independent Contractor Agreement
- Calcut Consulting Contract
- Roof Top Unit and Installation Expenses

In compliance with the Americans with Disabilities Act, persons needing auxiliary communicative aids and services for these meetings should call 801-444-9378.

OTHER ITEMS

- Calendaring
 - 2022-2023 Meeting Schedule
 - Board Meeting August 9, 2022 at 5:30 PM

TRAINING

- Utah Open and Public Meetings Act

CLOSED SESSION

- Closed session to discuss the character, professional competence, or physical or mental health of an individual pursuant to Utah Code 52-4-205(1)(a).

ADJOURN



EXECUTIVE SUMMARY

POSITIVE BEHAVIORS PLAN REPORT

The board approved the Positive Behaviors Plan and the required annual report detailing how the positive behaviors plan was implemented is provided for review.

ATTENDANCE POLICY REVIEW AND DATA

The school seeks to accurately monitor and record attendance information, annually review attendance data, and consider revisions to the attendance policy and procedures to encourage student attendance. No changes are recommended to the policy.

School Attendance
Maria Montessori LEA Admin
Date: 6/27/2022
From: 8/13/2021 To: 6/27/2022

School	Classes Enrolled	Classes Attended	Attendance Percentage	Classes Absent	Absent Percentage
Maria Montessori Academy	86,719	75,107	86.61%	11,612	13.39%
Overall Totals:	86,719	75,107	86.61%	11,612	13.39%

DONATION AND FUNDRAISING POLICY REVIEW

The Board will review this policy annually to ensure that adequate controls are in place. No changes are recommended to the policy at this time.

STUDENT CONDUCT AND DISCIPLINE POLICY REVIEW AND DATA

The provided report details all out-of-school suspensions and expulsions as required annually. No changes are recommended to the policy at this time.

Notes from administration: Our discipline went up in our Elementary, but it went significantly down in our Jr. High. The reason for the rise in discipline in our Elementary was due to students acclimating from Distant/Home School to all day school -- for this reason we increased our social skill classes. Due to the new structure in our Jr. High, we saw a dramatic reduction in student discipline with these students.

gender	grader	RaceCodeName	IsSpec	IsEcDi	Title	IsOutOfSchoolSuspension	Length of Time	Referred to Board
M	6	WH	N	Y	Bullying	Y	3	No
M	2	WH	N	N	Physical Aggression	Y	3	No
M	3	MU	Y	N	Disrespecting Adult	Y	1	No
M	3	MU	Y	N	Threat/Intimidation	Y	3	No
M	9	WH	N	N	Disrespecting Faculty	Y	1	No
M	1	WH	N	N	Fighting with Student	Y	1	No
M	1	WH	N	Y	Fighting with Student	Y	2	No
M	5	WH	Y	N	Disruptive Behavior	Y	1	No
M	9	WH	N	N	Weapon Possession	Y	5	No
M	6	WH	Y	N	Bullying	Y	2	No
M	1	WH	N	N	Fighting with Student	Y	1	No
M	5	WH	N	Y	Fighting with Student	Y	2	No
F	3	WH	N	Y	Physical Aggression	Y	1	No
F	4	WH	N	N	Disrespecting Student	Y	4	No
M	1	WH	Y	N	Bodily Fluids	Y	2	No
M	1	WH	Y	N	Bullying	Y	3	No
M	1	WH	Y	N	Fighting with Student	Y	1	No
M	1	WH	Y	N	Physical Aggression	Y	1	No
M	1	WH	Y	N	Physical Aggression	Y	1	No
M	2	WH	N	N	Physical Aggression	Y	1	No
F	3	WH	N	N	Fighting with Student	Y	1	No
M	7	WH	N	N	Defiance/Failure to Comply	Y	1	No
M	7	WH	N	N	Disrespecting Adult	Y	3	No
M	6	WH	N	N	Bullying	Y	1	No
M	3	WH	Y	N	Fighting with Student	Y	1	No
M	4	WH	Y	N	Fighting with Student	Y	1	No
M	2	WH	N	N	Disruptive Behavior	Y	2	No

FRAUD RISK ASSESSMENT ANNUAL COMMITMENT TO ETHICAL BEHAVIOR

Please review the Ethics Policy and then board members will be asked to sign the commitment to ethical behavior statement.

BOARD MEMBER TERMS AND ELECTED OFFICERS

Board members Mary Wurm and Sarah Foncesbeck terms end June 30, 2022 and are eligible for a four-year term renewal. Annually the board is required to elect officers to fill the positions of president, vice president, financial coordinator, and secretary.

ELECTRONIC RESOURCES POLICY

This policy is intended to ensure the safe and responsible use of the school's electronic resources. This policy must be reviewed and approved annually to ensure that it continues to meet needs. No changes are recommended to the policy at this time.

SEX EDUCATION INSTRUCTION POLICY REVIEW, DATA, AND COMMITTEE

Every two years the Board of Directors is required to review the policy and the [data regarding teen pregnancy, child sexual abuse, sexually transmitted diseases and sexually transmitted infections](#), and the number of pornography complaints or other instances reported in the school. No changes are recommended to the policy.

Notes from administration: There were no pornography complaints or discipline recorded in Aspire. There were three incidents that were investigated, and parents were notified and students were visited about appropriate computer conduct as well as digital citizenship.

Proposed committee membership composition:

- Assistant Director (oversees schoolwide social-emotional awareness)
- Two Faculty Members (One from Upper El. and One from Jr. High)
- Two Parents (One from Upper El. and One From Jr. High)
- One Parent Board Member

CHARTER SCHOOL THERAPY AGREEMENT & CALCUT CONSULTING CONTRACT

Notes from administration: In a previous board meeting speech services were approved. CTS (Occupational Therapy) and Calcut Psychology, like our speech services, have been with us before I was the director of the school. We've approved their required services over the past two years. Their services are a required part of our IEP process and accommodations needed. They are professional, competitiveness priced, and have done an amazing job at our school. We appreciate their continued loyalty and would ask the board to renew their contract for the upcoming school year. I love that they know our kids and our kids know them personally.

ROOF TOP UNIT AND INSTALLATION EXPENSES

A claim has been opened and the school deductible is \$1000. An adjustor has not yet been out to look at the unit. Estimations:

- New RTU \$7700
- Firetrol is time and material (no estimate yet). They will have to come back out to put in new duct detector(s).
- Roof membrane (hopefully no damage).

Maria Montessori Academy Board of Directors Meeting

Date: Tuesday, May 10, 2022

Location: 2505 N. 200 E., North Ogden, UT 84414



Board Members Present: Mary Wurm, Sarah Fannesbeck, Chalee Staheli, Evelyn Brown, Sandra Grant

Others Present: Micah Hirokawa, Stacey Phillips, Jon McQueary

The mission of Maria Montessori Academy is to provide an individualized grade K-9 education that promotes academic excellence founded on the authentic philosophy of Dr. Maria Montessori. MMA will craft each child's education in partnership with educators and parents to achieve higher levels of academic, personal and social achievement, thereby preparing students to become constructive contributors to their community.

MINUTES

CALL TO ORDER

- Sarah Fannesbeck called the board meeting to order at 5:39 PM.

PUBLIC COMMENT

- No public comment.

CONSENT ITEMS

- **April 12, 2022 Board Meeting and Closed Session Minutes, April 21, 2022 Board Meeting Minutes, and New Hires**

The positions the new hires will fill were explained.

Sandra Grant made a motion to approve the April 12, 2022 Board Meeting and Closed Session Minutes, the April 21, 2022 Board Meeting Minutes, and Zachary Winter and Emily Verschuren as new hires; Mary Wurm seconded. Motion passed; with votes as follows:

- Mary Wurm – AYE
- Sarah Fannesbeck – AYE
- Evelyn Brown – AYE
- Chalee Staheli – AYE
- Sandra Grant – AYE

REPORTS

- **Budget Report**

The finance committee met and provided an update on the current financial position of the school, including the monthly financials being provided in the next couple days, the work being completed to finalize the current budget, and the development of the upcoming budget. Employee agreements have been sent out. The school will

be paying for the independent audit through Eide Bailly and the engagement letter outlines the terms.

○ **Director Report**

Micah Hirokawa provided a video of the Redwoods trip and the Washington DC trip is underway. A written report was provided, and enrollment has increased from last year and the advertising is going well. The director evaluation has been completed and the process was helpful to review growth and areas of improvement.

DISCUSSION AND VOTING ITEMS

○ **Eide Bailly Audit Engagement**

Evelyn Brown made a motion to approve the Eide Bailly Audit Engagement; Sandra Grant seconded. Motion passed; with votes as follows:

- Mary Wurm – AYE
- Sarah Fannesbeck – AYE
- Evelyn Brown – AYE
- Chalee Staheli – AYE
- Sandra Grant – AYE

○ **2022-2023 School Land Trust Plan**

The plan is the same as last year and aligns to school goals, but allocations have been adjusted.

Chalee Staheli made a motion to approve the 2022-2023 School Land Trust Plan; Sandra Grant seconded. Motion passed; with votes as follows:

- Mary Wurm – AYE
- Sarah Fannesbeck – AYE
- Evelyn Brown – AYE
- Chalee Staheli – AYE
- Sandra Grant – AYE

○ **Teacher and Student Success Act (TSSA) Program Plan**

The plan is the same as last year and aligns to school goals.

Chalee Staheli made a motion to approve the Teacher and Student Success Act (TSSA) Program Plan; Sandra Grant seconded. Motion passed; with votes as follows:

- Mary Wurm – AYE
- Sarah Fannesbeck – AYE
- Evelyn Brown – AYE
- Chalee Staheli – AYE
- Sandra Grant – AYE

○ **Amended LEA-Specific Educator License Policy**

Changes to the policy include updating state rules and removing special education LEA-specific licenses.

Sandra Grant made a motion to approve the Amended LEA-Specific Educator License Policy; Mary Wurm seconded. Motion passed; with votes as follows:

- Mary Wurm – AYE
- Sarah Fannesbeck – AYE

- Evelyn Brown – AYE
- Chalee Staheli – AYE
- Sandra Grant – AYE
- **Amended Procurement Policy**
The policy changes were provided, and the policy is also reviewed periodically. Evelyn Brown made a motion to approve the Amended Procurement Policy; Chalee Staheli seconded. Motion passed; with votes as follows:
 - Mary Wurm – AYE
 - Sarah Fannesbeck – AYE
 - Evelyn Brown – AYE
 - Chalee Staheli – AYE
 - Sandra Grant – AYE
- **Something to Talk About Speech Therapy Services Contract**
The school has been contracted with Something to Talk About and would like to continue utilizing their services. Mary Wurm made a motion to approve the Something to Talk About Speech Therapy Services Contract; Chalee Staheli seconded. Motion passed; with votes as follows:
 - Mary Wurm – AYE
 - Sarah Fannesbeck – AYE
 - Evelyn Brown – AYE
 - Chalee Staheli – AYE
 - Sandra Grant – AYE

CALENDARING

- **Annual Retreat and Board Meeting June 11, 2022 at 8:30 AM**
The annual retreat and board meeting are scheduled.
- 2022-2023 Meeting Schedule**
The board reviewed the tentative meeting schedule, made adjustments, and will get it posted for public notice.
Micah Hirokawa left the meeting at 6:14 PM.

CLOSED SESSION

- Chalee Staheli made a motion to enter a closed session to discuss the character, professional competence, or physical or mental health of an individual pursuant to Utah Code 52-4-205(l)(a) to be held at Maria Montessori Academy; Mary Wurm seconded. Motion passed; with votes as follows:
 - Mary Wurm – AYE
 - Sarah Fannesbeck – AYE
 - Evelyn Brown – AYE
 - Chalee Staheli – AYE
 - Sandra Grant – AYE
 Entered closed session at 6:14 PM.

ADJOURN

- *Sandra Grant made a motion to adjourn the closed session and board meeting; Chalee Staheli seconded. Motion passed; with votes as follows:*
 - *Mary Wurm – AYE*
 - *Sarah Fannesbeck – AYE*
 - *Evelyn Brown – AYE*
 - *Chalee Staheli – AYE*
 - *Sandra Grant – AYE*

Closed session and board meeting adjourned at 6:31 PM.

DRAFT

**Maria Montessori Academy
Board of Directors Meeting
Closed Session Statement**



Date: Tuesday, May 10, 2022

Location: Library, 2505 N. 200 E., North Ogden, UT 84414

CLOSED SESSION SWORN STATEMENT:

At a duly noticed public meeting held on the date listed above, the board of directors for Maria Montessori Academy entered into a closed session for the sole purpose of discussing the character, professional competence, or physical or mental health of an individual in accordance with Utah Code Ann. 52-4-2(1)(a).

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

Signed on the 10th day of May, 2022, at _____, Utah.

Mary Wurm, Board Chair

Signature

Maria Montessori Academy Board of Directors Meeting

Date: Monday, June 6, 2022

Location: Library, 2505 N. 200 E., North Ogden, UT 84414



Board Members Present: Mary Wurm, Sarah Fannesbeck, Chalee Staheli, Evelyn Brown, Sandra Grant

Others Present: Micah Hirokawa, Stacey Phillips, Kim Dohrer, Kara Finley

The mission of Maria Montessori Academy is to provide an individualized grade K-9 education that promotes academic excellence founded on the authentic philosophy of Dr. Maria Montessori. MMA will craft each child's education in partnership with educators and parents to achieve higher levels of academic, personal and social achievement, thereby preparing students to become constructive contributors to their community.

MINUTES

CALL TO ORDER

- Mary Wurm called the board meeting to order at 8:35 AM.

CLOSED SESSION

- Sarah Fannesbeck made a motion to enter a closed session to discuss the character, professional competence, or physical or mental health of an individual pursuant to Utah Code 52-4-205(1)(a) to be held at Maria Montessori Academy; Chalee Staheli seconded.

Motion passed; with votes as follows:

- Mary Wurm – AYE
- Sarah Fannesbeck – AYE
- Evelyn Brown – AYE
- Chalee Staheli – AYE
- Sandra Grant – AYE

Entered closed session at 8:35 AM.

Micah Hirokawa left the meeting at 9:15 AM.

- Evelyn Brown made a motion to adjourn the closed session and return to open board meeting; Sandra Grant seconded. Motion passed; with votes as follows:

- Mary Wurm – AYE
- Sarah Fannesbeck – AYE
- Evelyn Brown – AYE
- Chalee Staheli – AYE
- Sandra Grant – AYE

Adjourned closed session at 9:43 AM.

DISCUSSION

- **Organizational Structure**
Tabled.

CALENDARING

- The annual board meeting will be held Tuesday, June 28, 2022 at 5:30 PM.

ADJOURN

- *Sarah Fannesbeck made a motion to adjourn the board meeting; Chalee Staheli seconded. Motion passed; with votes as follows:*
 - *Mary Wurm – AYE*
 - *Sarah Fannesbeck – AYE*
 - *Evelyn Brown – AYE*
 - *Chalee Staheli – AYE*
 - *Sandra Grant – AYE*
- Board meeting adjourned at 9:46 AM.

DRAFT

**Maria Montessori Academy
Board of Directors Meeting
Closed Session Statement**



Date: Monday, June 6, 2022

Location: Library, 2505 N. 200 E., North Ogden, UT 84414


CLOSED SESSION SWORN STATEMENT:

At a duly noticed public meeting held on the date listed above, the board of directors for Maria Montessori Academy entered into a closed session for the sole purpose of discussing the character, professional competence, or physical or mental health of an individual in accordance with Utah Code Ann. 52-4-2(1)(a).

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

Signed on the 6 day of June, 2022, at North Ogden, Utah.


Mary Wurm, Board Chair


Signature

Maria Montessori Academy Positive Behavior Plan

Positive Behavior Specialist: Nicole Householder

Date plan was approved by Maria Montessori Academy, Board of Directors: 04/12/22

Programs we **already** have in place that focus on peer pressure, mental health, and creating positive relationships:

Name of Program:	How program addresses the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
<p>1. Red Ribbon Week * This has been a long-time tradition in our school and our parent group MAPA puts it on every year. Students have a great time and the message is clear.</p>	<p>Red Ribbon Week is a week out of the year that focuses specifically on community building and action planning for a drug-free life. The week focuses on student attitudes surrounding drugs, alcohol, and other substances, as well as attitudes surrounding one’s community and community connectedness. Students discuss themes regarding peer pressure and standing firm in making good, positive choices.</p>
<p>2. Social Skills Lunch Bunch * We started this last school year and continued it into this year. We are looking for a better curriculum as this program has really become popular and the results have been amazing. A new curriculum would really take this to the next level.</p>	<p>Students who are taught appropriate skills to manage trauma, mental health challenges, and chronic stress are more likely to build resilience within themselves and the family system.</p>
<p>3. SafeUT App. * This has been a great option when students feel nervous about sharing their concerns with family and would like to remain anonymous. It also is a great way for those who want to report something but do not want to do it in person. We are looking for more ways to train students on this option.</p>	<p>SafeUT app is a confidentiality reporting app, where students can report harm done to themselves or others. Through the SafeUT app, students who are experiencing suicidal ideation can connect with individuals trained in coping skills awareness and treatment. Students can talk to mental health experts. SafeUT provides posters to hang around the school as well as information for students to take home.</p>
<p>4. HOPE Squad * We did not have HOPE squad in the previous year. This program brought public speakers, created curriculum, and peer mentorship. We might have to have two cohorts because it was so big.</p>	<p>Students are taught appropriate skills to manage trauma, mental health challenges, and chronic stress are more likely to build resilience within themselves and the family system.</p>
<p>5. 4-H Utah State Extension Leadership * This was probably the most amazing improvement this year. We hope to continue to nurture this relationship. Our plans for next year is to have our 9th grade students enroll in their ambassador program.</p>	<p>Through 4-H Leadership and Healthy Living strategies youth will improvement their understanding and communication of the consequences of substance use, risk-taking, personal responsibility, and media influences in targeting youth and young adults through advertising and promotion. Increasingly use refusal skills when confronted with alcohol, tobacco, and other drugs use opportunities. Reduce their use of alcohol, tobacco, and other drugs among 10-17 year olds. Reduction the proportion of youth who drove drunk or rode with a drunk driver and reduce the proportion of youth who engaged in binge drinking. Increase the age and proportion of youth who remain alcohol, tobacco, and drug free.</p>
<p>6. Weber Health Services</p>	<p>Individual and group counseling services are made available to support students and families in a multitude</p>

<p>* These government services have been amazing on campus and off campus. Many students, parents, and faculty have taken advantage of their services.</p>	<p>of ways. Not only do students have access to services and support for general life stressors, students also have the opportunity to process trauma, suicidal ideations, and receive referrals for outside support when needed. These provisions allow for students to feel connected and cared about in the school environment and thus can lead to a decrease in the likelihood that students will use substances. Similarly, students who are provided appropriate services for trauma, mental health challenges, and chronic stress are more likely to build resilience within themselves and the family system.</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Programs we are **building** or adding to address peer pressure, mental health, and creating positive relationships:

Name of Program:	How program will address the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
<ol style="list-style-type: none"> 1. Stand for The Silent * This presentation was well attended. My only feedback is that we help our families to know that they will be attending a very strong message. I think that many were not totally prepared for the severity of his message. 2. Botvin Life Skills * We did this as a requirement. However, we will need more training and seek other ways to implement this program in the upcoming year. 	<ol style="list-style-type: none"> 1. Students have the power to make a difference and be a game-changer for their friends, their teachers, their school, and loved ones in their community because students know what many adults don't know. Students know about bullying, cyber bullying, violence, drugs, sex abuse, inappropriate relationships, and they know about other students who are struggling because they are being bullied or abused or having an ideation about suicide and self-harm. 2. The Botvin <i>LifeSkills Training</i> Elementary School program is a comprehensive, dynamic, and developmentally appropriate substance abuse and violence prevention program designed for upper elementary school students. This highly effective curriculum has been proven to help increase self-esteem, develop healthy attitudes, and improve their knowledge of essential life skills – all of which promote healthy and positive personal development and mental health. The Botvin <i>LifeSkills Training</i> Middle School program is a groundbreaking substance abuse and violence prevention program based on more than 35 years of rigorous scientific research. Proven to be the most effective evidence-based program used in schools today, <i>LifeSkills Training</i> is comprehensive, dynamic, and developmentally designed to promote mental health and positive youth development. In addition to helping kids resist drug, alcohol, and tobacco use, the <i>LifeSkills Training</i> Middle School program also effectively supports the reduction of violence and other high-risk behaviors.

Other programs, clubs, service opportunities and pro-social activities we **already** have in place:

Name of Program, Club, Service Opportunity, or Pro-Social Activities:	How program, club, etc. addresses the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
<ul style="list-style-type: none"> • Student Council • SafeUT App • After-school clubs and athletics • Parent Education Nights • Month assembly's and classroom circle • Jr. High Socratic Discussions • Dragon of The Month • Jr. High Musical • Peace Gardens • Literacy Night <p>* I feel that we have enough programs. I do not think we need to add to these programs. However, I do think we need to continue to develop them. We have just scratched the surface in their potential.</p>	<p>These programs and applications all promote pro-social behaviors and provide students with structured, supervised, and engaging activities for students within their school and community. Studies have found that structured activities such as these are important factors in mitigating substance use among students as they create protective factors against substance use.</p>

Other programs, clubs, service opportunities and pro-social activities we are **building** or adding:

Name of Program, Club, Service Opportunity, or Pro-Social Activities:	How program, club, etc. will address the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
<p>Jr. High SEL Program</p> <p>* This has been amazing, I look forward to seeing these rotations develop and improve.</p>	<p>Though the Jr. high teaches weekly lessons on social and emotional wellness, we are looking for a research-based program to better meet the needs of students. SEL is the vital framework through which people of all ages acquire skills in working towards their own unique goals, comprehending and managing their emotions, nurturing positive relationships, making informed choices, and feeling and exhibiting empathy. Learning SEL provides students and young people with the abilities required to succeed in life, both within their school and beyond.</p>
<ul style="list-style-type: none"> • Additional parent education nights • Community building nights • Additional school wide events, including after school activities. <p>* This has been amazing, I look forward to seeing these rotations develop and improve.</p>	<p>These activities and events will afford our students additional, positive social opportunities and experiences that will indirectly discourage substance abuse through appropriate peer and adult interactions.</p>

Maria Montessori Academy
Policy: Attendance Policy
Adopted: March 8, 2010
Revised: August 10, 2021



PURPOSE

Maria Montessori Academy (the "School") is committed to providing a quality education for every student. The School firmly believes that consistent attendance teaches students responsibility. Students learn the value of being punctual and prepared. Frequent absences and tardiness result in a loss of continuity of instruction. Also, frequent absences and tardiness prove disruptive for students, teachers, and staff. Excessive unexcused absences may lead to a student's permanent dismissal from the School.

Parents are expected to take a proactive role in ensuring their children attend school. We recommend families plan their vacation schedule around the existing School calendar. When possible, medical and dental appointments should take place outside of school hours and parents should notify the School in advance of any absence.

Parents and students are responsible for obtaining homework or assignments for the time period which the student is absent.

The School intends for this policy to be consistent with the provisions of Utah's compulsory education laws, Utah Code §§ 53G-6-201 through 53G-6-208, as well as Utah Administrative Code Rule R277-607.

This policy will be provided to parents/guardians annually and will be available for review by parents or interested parties.

POLICY

Definitions

"Absence" or **"absent"** means the failure of a school-age child assigned to a class or class period to attend a class or class period. "Absence" or "absent" does not mean multiple tardies used to calculate an absence for the sake of a truancy.

"Valid excuse" or "excused absence" means an absence resulting from:

- a) an illness, which may be either mental or physical, regardless of whether the school-age child or parent provides documentation from a medical professional;

- b) mental or behavioral health of the school-age child;
- c) a death of a family member or close friend;
- d) a scheduled family event or a scheduled proactive visit to a health care provider in accordance with Section 53G-6-803(5);
- e) a family emergency;
- f) an approved school activity;
- g) a preapproved extended absence for a family activity or travel, consistent with School policy; or
- h) an absence permitted by an individualized education program or Section 504 accommodation plan, developed pursuant to relevant law.

The Director has the discretion to consider other absences as "valid excuses."

"Valid excuse" or "excused absence" does not mean a parent acknowledgement of an absence for a reason other than those described above.

"Habitual truant" means a school-age child who:

- (1) is in grade 7 or above and at least 12 years old;
- (2) is subject to the requirements of Section 53G-6-202; and
- (3)(a) is truant at least ten times during one school year; or (b) fails to cooperate with efforts on the part of School authorities to resolve the school-age child's attendance problem as required under Section 53G-6-206.

"School-age child" means a minor who is at least six years old but younger than 18 years old and who is not emancipated.

"School day" means the portion of a day that school is in session in which a school-age child is required to be in school for purposes of receiving instruction.

"Truant" means a condition by which a school-age child, without a valid excuse, is absent for (a) at least half of the school day; or (b) if the school-age child is enrolled in a learner verified program, as that term is defined by the State Board of Education, the relevant amount of time under the School's Learner Validated Program Policy. A school-age child may not be considered truant under this policy more than one time during one day.

Attendance Requirements: Students are allowed a maximum of five (5) unexcused absences per year.

Excused Absences: An oral or written communication documenting a valid excuse must be received from the student's parents/guardian within one (1) business day of the absence in order for the absence to be excused. In the event of multiple consecutive absences, written communication must be received within one (1) business day of the student's return to school. In the event of an unforeseeable illness or emergency, the School should be notified as soon as reasonably possible.

Preapproved Extended Absence: A parent/guardian may request approval from the Director prior to a student's extended absence of up to ten (10) days per school year. The Director will approve the absence if the Director determines that the extended absence will not adversely impact the student's education.

Medical Documentation: The School may not require documentation from a medical

professional to substantiate a valid excuse that is a mental or physical illness.

Make-up Work: Make-up work is permitted for students who have excused absences. The teacher will provide the student or the parent/guardian with any make-up work upon request. Make-up work must be completed within a reasonable time-frame as determined by the teacher.

Tardiness: A student is tardy if he or she is not in the assigned classroom when the late bell rings. In general, tardiness will be handled on an individual basis with the teacher. If a student is chronically tardy, then the student may be referred to the administration. Elementary students are allowed five (5) tardies per quarter. Middle school students are allowed three (3) tardies per class each quarter.

Notification of Absences and Tardies: In the event a student is absent, parents/guardians will be notified by phone on the day of the absence. Parents and students are responsible for tracking the total number of absences and tardies. Parents will be notified when their student reaches the 4th unexcused absence of the year. Parents of elementary students will be notified when their child is tardy for the 4th time during a given quarter. Parents of Middle School students will be notified if their child is tardy for the 2nd time in a class for the given quarter. If the maximum limit for unexcused absences or tardiness is reached, the Director will attempt to schedule a meeting with the parents to review the situation and will outline the appropriate corrective action.

Grounds for an Appeal: Students who believe that all or part of their absences and/or tardies should be considered excused may provide a written request to the administrator to review their case.

Notice of Compulsory Education Violation

The School may issue a "notice of compulsory education violation" to a parent/guardian of a school-age child who is in grades 1 through 6 if the student is truant at least five (5) times during the school year.

This notice shall:

1. Direct the parent/guardian to meet with School authorities to discuss the student's attendance problem and cooperate with the Director and Board to secure regular attendance by the student;
2. Designate the School authorities with whom the parent is required to meet;
3. State that it is a class B misdemeanor for the student's parent or guardian to intentionally or without good cause fail to meet with the designated school authorities to discuss the student's attendance problems, or fail to prevent the student from being truant an additional five (5) more times during the remainder of the school year; and

4. Be served on the parent/guardian by personal service or certified mail.

If School personnel have reason to believe that, after a notice of compulsory education violation is issued, the parent or guardian has failed to make a good faith effort to ensure that the school-age child receives an appropriate education, the issuer of the compulsory education violation shall submit to the Division of Child and Family Services the report required by Utah Code Subsection 53G-6-202(8) (also in accordance with the School's Child Abuse and Neglect Reporting Policy).

Truancy Intervention Program

The School's Truancy Intervention Program is established to encourage good attendance and to facilitate the processing of chronically truant students through evidence-based alternative interventions or the juvenile court. Those efforts will include documented earnest and persistent efforts to resolve a student's attendance problems as follows:

- Annual notification of the School's attendance policies will be provided to the parents of all students at the time of registration.
- When a student's attendance is negatively affecting the student's learning, the classroom teacher will notify the student and/or the student's parent(s) of the concern. The teacher will set up a conference with the student and/or the student's parent(s) to identify and resolve any problems that prevent the student from attending school. The student's progress will be monitored.
- If meeting with the student and parent(s) does not adequately address the problems and the student's learning continues to suffer, then the school counselor or Director will work with the teacher and parent(s) in finding a solution to the problems that are preventing the student from attending to his/her learning. Efforts to resolve the problems may include, but are not limited to, the following: making adjustments to the curriculum or the schedule, counseling of the student by school authorities, considering alternatives proposed by the parent, or providing the parent with a list of community resources to help the family.
- The Director may consult with a parent/guardian to determine if mitigating circumstances such as medical or psychological problems indicate the use of intervention methods for resolving the attendance problems.
- In the event that the preceding interventions fail, a certified letter will be sent to the parent(s) requesting a formal meeting with the administrator to resolve the attendance problems. A copy of the letter and mailing certificates will be kept by the School.
- The Director will notify the student and a parent/guardian of the actions the School may take should the student be truant in the future.

Notice of Truancy

Consistent with Section 53G-6-203, the School may issue a notice of truancy to a

school-age child who is in grade 7 or above, at least 12 years old, and is truant at least five (5) times during the school year.

A notice of truancy will only be issued after the School has made earnest and persistent efforts to resolve student attendance problems, which efforts may include those set forth above.

A notice of truancy will:

1. Direct the school-age child who receives the notice of truancy, and the parent/guardian of the school-age child, to meet with School authorities to discuss the student's attendance problem and cooperate with the Director and Board to secure regular attendance by the student; and
2. Designate the School authorities with whom the school -age child and parent/guardian is required to meet.

A notice of truancy will be served on the parent/guardian by personal service or regular mail. The parent/guardian will have the right to appeal a notice of truancy in writing to the Director within ten (10) days of being issued.

Referrals for Habitual Truancy

In accordance with Utah Code § 53G-8-211(4), the School shall refer a school-age child for prevention and early intervention youth services, as described in Section 62A-7-104, by the Division of Juvenile Justice Services for being a habitual truant if the school-age child refuses to participate in an evidence-based alternative intervention described in Utah Code § 53G-8-211(3)(b), including:

- a mobile crisis outreach team;
- a youth services center operated by the Division of Juvenile Justice Services;
- a youth court or comparable restorative justice program; or
- other evidence-based interventions created and developed by the School or other governmental entities as set forth in Subsection 53G-8-211(3)(b)(v).

The School may refer a school-age child who is a habitual truant to juvenile court or a law enforcement officer or agency if the student refuses to participate in an evidence-based alternative intervention described in Subsection 53G-8-211(3)(b) and fails to participate in prevention and early intervention youth services provided by the Division of Juvenile Justice Services as provided above.

A referral to juvenile court or a law enforcement officer or agency will include:

1. Attendance records for the student;
2. A report of evidence-based alternative interventions used by the School before the referral, including outcomes;
3. The name and contact information of the School representative assigned to actively participate in the court process with the student and the student's family;
4. A report from the Division of Juvenile Justice Services that demonstrates the

- minor's failure to complete or participate in prevention and early intervention youth services as set forth in Utah Code § 53G-8-211(4); and
5. Any other information that the School considers relevant.

Review

The School's Board of Directors shall review this policy annually. The Board shall also annually review attendance data and consider revisions to this policy to encourage student attendance.

Maria Montessori Academy
Policy: Donations and Fundraising Policy
Adopted: September 10, 2013
Revised: January 12, 2021



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

Donations and Gifts

The School may not transfer or expend donated property in a manner contrary to donor restrictions imposed as a condition of making the donation. However, the School may not accept donations with the condition that the donation provide direct benefit to specific School employees, students, vendors, or service providers, or that the School purchase a specific brand of goods or services with the donated funds. The Director is responsible for ensuring that donor restrictions of accepted donations are complied with and that compliance can be verified. The Director will ensure that charitable donation receipts are provided to donors as necessary.

The Director must approve voluntary donations from private individuals or organizations in excess of \$1,000 and any donation involving donor restrictions prior to accepting the donation. The Board of Directors must approve any voluntary donations from private individuals or organizations in excess of \$10,000.

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

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

Fundraising

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

For the purposes of this policy, “School sponsored” means activities that are expressly authorized by the School’s Director or Board of Directors that support the School or

authorized curricular clubs, activities, sports, classes, or programs that are themselves School sponsored. School-sponsored activities must be managed or supervised by School employees. Activities sponsored by the School's parent organization are not School-sponsored activities, but the parent organization may be involved in and provided assistance in connection with School-sponsored activities.

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

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

not represent that they are acting as employees or representatives of the School.

13. The Director will ensure that charitable donation receipts are provided as necessary.
14. The School's employer identification number and sales tax exemption number may only be used by School personnel in connection with School-sponsored activities. No other entity, including the School's parent organization, may use these numbers.
15. Any School employee involved in managing or overseeing non-School-sponsored fundraising must disclose to the Director any financial or controlling interest in or access to bank accounts of the fundraising organization or company.
16. The School may cooperate with outside entities such as the parent organization in connection with non-School-sponsored fundraising activities. The School may allow these groups to use School facilities at little or no charge. At the Director's discretion, the School may provide some level of support or pay for small portions of these activities. The details of the arrangements for non-School-sponsored fundraising activities shall be understood and agreed to by the Director and the representatives of the outside entity. This must take into consideration the School's fiduciary responsibility for the management and use of public funds and assets.
17. The School is committed to principles of gender equity and compliance with Title IX guidance. The School commits to use all facilities, unrestricted gifts, and other available funds in harmony with these principles. The School reserves the right to decline or restrict donations, gifts, and fundraising proceeds, including those that might result in gender inequity or a violation of Title IX. Fundraising opportunities should be equitable for all students, comply with Title IX, and be in harmony with Article X of the Utah Constitution.

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

Review

The School will review this policy annually.

Signature:

Mary Wurm, Board Chair

Date



1. PURPOSE, BELIEFS, AND PHILOSOPHY

1.1 Purpose

The purpose of Maria Montessori Academy's (the "School") Student Conduct and Discipline Policy is to help all students develop positive relationships with other students and adults, take responsibility for their actions and learning, and develop the self-discipline necessary to create an environment that is characterized by physical and emotional safety in order to enhance learning for everyone.

The School will foster a school and community-wide expectation of good citizenship for students and a sense of responsibility in the school community for rules and standards of behavior.

The School will promote and require:

- student responsibility for learning and behavior in all grades;
- student conduct that produces a proper learning environment and respect for the personal, civil, and property rights of all members of the School community;
- parents and guardians of all students to assume proper responsibility for their students' behavior and to cooperate with School authorities in encouraging student self-discipline and discouraging behavior that is disruptive to the School's educational program.

1.2 Beliefs and Expectations

The School's beliefs and expectations set a positive and inviting culture for dealing with student behavior issues.

Beliefs:

- Punishment alone will not change behavior
- Much aggressive behavior is a relationship problem, not a behavior problem
- Adults must model the behaviors they expect from the students
- We expect conflicts, but we expect conflicts to be resolved and relationships mended

Expectations:

- Students will show respect for other students
- Students will show respect for adults
- Students will show respect for the building
- Adults will show respect for students
- Students will develop self-discipline

1.3 Procedural Philosophy

The School recognizes that establishing a procedural philosophy consistent with the desired positive school environment is as important as following legal and due process

procedures. The School's policy sets forth appropriate legal and due process procedures and will be followed within the context of the procedural philosophy outlined below:

Procedures:

When students are involved in conflicts with other students, they will:

- Work together to resolve the conflict
- Work to repair the relationship and build trust
- Be subject to additional consequences if they exhibit unsafe behaviors during the conflict

When students are involved in a conflict with or feel they have been treated unfairly by a member of the staff or a volunteer, they will:

- Report their feelings to their parent or to the administrator or counselor, who will work together to set up a conference with the student, the parent, an administrator or counselor, and the adult involved in order to resolve the conflict and mend the relationship

When students flagrantly disregard the safety of others, show blatant disrespect to others, or consistently behave in a disrespectful or unsafe way:

- The student will be subjected to consequences and positive behavior support to ensure that the student will make better choices in the future. Consequences might include:
 - In-School Suspension
 - Out of School Suspension
 - Expulsion
 - Restitution
 - Repayment for damages
- The student will work to earn back the trust of the school community by actions such as:
 - Genuine apology to injured or affected parties
 - Demonstration of appropriate behaviors following the incident
 - Repair or replace any damaged items

Due process to protect the rights of students will include:

- All students will be treated with dignity and respect as they go through correction procedures. The administration will see to it that their rights are protected through the process. If parents feel their student has not been treated fairly, they may request a hearing with the School's Board of Directors (the "**Board**") in accordance with the School's Grievance Policy.
- Parents will be notified when students are involved in situations that are deemed to be serious.
- Parents and students will be notified of the expectations, possible consequences, and the procedures involved in this policy at the beginning of each school year.

2. ENVIRONMENT

2.1 Safe School Environment

It is the School's policy to promote a safe and orderly school environment for all students and employees. Accordingly, the School holds all students, employees, and other adults

to the highest standards of behavior in the classroom, on School grounds, in School vehicles, and during School-sponsored activities. Criminal acts or disruptive behavior of any kind will not be tolerated, and any individual who engages in such activity will be subject to disciplinary action, criminal prosecution, or both.

2.2 Discrimination Prohibited

It is the School's policy to provide equal educational and employment opportunity for all individuals. Therefore, the School prohibits all discrimination on the basis of race, color, religion, sex, age, national origin, disability, or veteran status. Complaints of discrimination or unfair application of this policy should be submitted pursuant to the School's Grievance Policy.

3. DEFINITIONS

3.1 Suspension

For purposes of this policy, suspension is a temporary removal of a student from School and School-sponsored activities for a period of up to one (1) year. A student who is suspended may, at the Principal's discretion, have access to homework, tests, and other schoolwork through a home study program but will not be allowed to attend classes or participate in any School activities during the period of suspension.

3.2 Expulsion

For purposes of this policy, expulsion means the formal process of dismissing a student from School and excluding the student from all programs and activities for the period of expulsion. The School may work with parents to identify alternative educational placement and programs for the student where appropriate and feasible.

3.3 Change of Placement for Students with Disabilities under IDEA and Section 504

For purpose of the removal of a student with a disability from the student's current educational placement, a "change of placement" occurs if (a) the removal is for more than ten (10) consecutive school days or (b) the student is subjected to a series of removals that constitute a pattern because they total more than ten (10) school days in a school year or because of factors such as the length of each removal, the total amount of time the student is removed, and the proximity of the removals to one another. Any "change of placement" requires compliance with the procedures outlined in Section 10 of this policy.

3.4 Disruptive Student Behavior

For purposes of this policy, "disruptive student behavior" means the behavior identified as grounds for suspension or expulsion described in Section 4.1, below.

3.5 Parent

For purposes of this policy, "parent" means (i) a custodial parent of a school-age minor; (ii) a legally appointed guardian of a school-age minor; or (iii) any other person purporting to exercise any authority over the minor which could be exercised by a person described above.

3.6 Qualifying Minor

For purposes of this policy, "qualifying minor" means a school-age minor who: (i) is at least nine (9) years old; or (ii) turns nine (9) years old at any time during the school year.

3.7 School Year

For purposes of this policy, "school year" means the period of time designated as the school year by the Board in the calendar adopted each year.

4. GROUNDS FOR SUSPENSION, EXPULSION, OR CHANGE OF PLACEMENT

4.1 Suspension

4.1.1 A student may be suspended from School for any of the following reasons:

[a] frequent or flagrant willful disobedience, defiance of proper authority, or disruptive behavior, including, but not limited to: fighting; gang activity; noncompliance with School dress code; harassment, including sexual, racial, or religious harassment; the use of foul, profane, vulgar or abusive language; or other unreasonable and substantial disruption of a class, activity, or other function of the School;

[b] willful destruction or defacing of School property;

[c] behavior or threatened behavior that poses an immediate and significant threat to the welfare, safety, or morals of other students or School personnel or to the operation of the School;

[d] possession, distribution, control, use, sale, or arranging for the sale of an alcoholic beverage as defined in Utah law;

[e] possession, distribution, control, use, sale, or arranging for the sale of cigars, cigarettes, electronic cigarettes, or tobacco, as defined by Utah Code Ann. § 76-10-101;

[f] possession, distribution, control, use, sale, or arranging for the sale of contraband, including but not limited to real, look-alike or pretend weapons, fireworks, matches, lighters, alcohol, tobacco, mace, pepper spray, laser pointers, pornography, illegal drugs and controlled substances, drug paraphernalia, or any other material or item that has caused or will imminently cause substantial disruption to school operations;

[g] inappropriate use or possession of electronic devices in class or in any other way that substantially disrupts the educational environment;

[h] any criminal activity;

[i] any serious violation involving weapons, drugs, or the use of force, including those actions prohibited in Section 4.1.2 below, that threatens harm or causes harm to the School or School property, to a person associated with the School, or property associated with any such person, regardless of where it occurs; or

[j] bullying or hazing as defined in Utah Code Ann. § 53G-9-601 and/or the School's Bullying and Hazing Policy.

4.1.2 A student shall be suspended or expelled from School for

[a] any serious violation affecting another student or a staff member, or any serious violation occurring in a School building, in or on School property, or in conjunction with any School-sponsored activity, including:

(i) the possession, control, or actual or threatened use of a real weapon, explosive, or noxious or flammable material;

(ii) the actual or threatened use of a lookalike weapon with intent to intimidate another person or to disrupt normal School activities; or

(iii) the sale, control, or distribution of a drug or controlled substance as defined in Utah Code Ann. § 58-37-2, an imitation controlled substance defined in Utah Code Ann. § 58-37b-2, or drug paraphernalia as defined in Utah Code Ann. § 58-37a-3; or

[b] the commission of an act involving the use of force or the threatened use of force which if committed by an adult would be a felony or class A misdemeanor.

4.2 Expulsion

A student may be expelled from School for any violation listed under Section 4.1 of this policy if the violation is serious or persistent.

4.3 Weapons – Mandatory Expulsion for One Year – Utah Code Ann. § 53G-8-205(2)(b); 20 U.S.C. § 7151

4.3.1 Any student who commits an act for which mandatory suspension or expulsion is provided under Section 4.1.2, above, using a real or lookalike weapon, explosive, or noxious or flammable material shall be expelled from all School programs and activities for a period of not less than one (1) year, subject to the following:

[a] Within forty-five (45) days after the expulsion, the student and their parent or guardian shall appear before the Case Management Team (“**CMT**”), which consists of the Principal, a special education teacher, the School’s Title 1 specialist, and two classroom teachers and shall also include a Board designee when expulsions are considered.

[b] The CMT shall determine:

(i) what conditions must be met by the student and the student's parent(s) for the student to return to School;

(ii) if the student should be placed on probation in a regular school setting consistent with Utah Code Ann. § 53G-8-208, and what conditions must be met by the student in order to ensure the safety of students and faculty at the School; and

(iii) if it would be in the best interest of both the School and the student to modify the expulsion term to less than a year giving highest priority to providing a safe school environment for all students.

[c] For purposes of this policy, the term "firearm", "explosive", and "noxious or flammable material" include but are not limited to: guns, starter pistols, cap guns, bombs, bullets and

ammunition, gasoline or other flammable liquids, mace, pepper spray, matches, and lighters.

4.3.2 Students with Disabilities under IDEA and Section 504

Whenever a student receiving special education and related services under the Individuals with Disabilities Education Act (“IDEA”) or Section 504 of the Rehabilitation Act is determined to have carried a weapon to School or a School-sponsored activity, the procedures outlined in Section 10 of this policy must be followed.

4.4 Drugs and Controlled Substances – Mandatory Suspension or Expulsion – Utah Code Ann. § 53G-8-205(2)(a)

4.4.1 A student shall be suspended or expelled from the School for any of the following reasons:

[a] use, control, possession, distribution, sale, or arranging for the sale of an illegal drug or controlled substance (which includes alcohol), an imitation controlled substance, or drug paraphernalia in a School building, in a School vehicle, on School property, or in conjunction with any School-sponsored activity;

[b] misuse or abuse, distribution, sale or arranging for the sale of prescription medication at School or a School-sponsored activity; or

[c] misuse or abuse of over-the-counter remedies, or sharing, distribution, sale, or arranging for the sale of over-the-counter remedies. A student may possess and use medication at school only in accordance with the School's Administration of Medication Policy.

4.4.2 Students with Disabilities under Section 504

Any student identified as being disabled under either Section 504 of the Rehabilitation Act or the Americans with Disabilities Act who currently is engaging in the illegal use of drugs or alcohol shall be suspended or expelled to the same extent as non-disabled students for the possession, use, control, distribution, sale, or arrangement of the sale of illegal drugs, alcohol, or controlled substances on School property or in conjunction with any School-sponsored activity.

4.4.3 Drug Testing

[a] Any student who is reasonably suspected of violating Section 4.4 may be subject to a drug test for cause, arranged and paid for by the School.

[b] Any student who has been suspended or expelled for a violation of Section 4.4 may be required to provide a clean drug test and evidence of completion of drug assessment and/or drug counseling programs as a condition of readmission to School. Testing and counseling required as a condition of readmission rather than for the purpose of providing justification for the initial suspension or expulsion shall be arranged and paid for by the student's parent or guardian.

[c] Students who refuse to submit to required drug testing and counseling programs or to cooperate with School officials with respect to the sharing of appropriate information, may

be expelled from the School.

[d] Any student who is suspended or expelled for violation of Section 4.4 may be subject to random drug testing, at any time and for any reason, for a period of one year from the date of offense. If the student tests positive, he/she may be expelled from all School programs or activities. Any student who refuses consent for random drug testing under these conditions shall be expelled from all School programs or activities.

4.4.4 Students with Disabilities under IDEA

Whenever a student receiving special education and related services under IDEA knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at School or a School-sponsored activity, the procedures outlined in Section 10 of this policy must be followed.

4.5 Gangs

For purposes of this policy, "gang" means any ongoing organization, association or group of three or more persons, whether formal or informal, having as one its primary activities the commission of criminal acts, which has a unique name or identifiable signs, symbols, or marks, and whose members individually or collectively engage in criminal or violent behavior to persons or property, or who create an unreasonable and substantial disruption or risk of disruption of a class, activity, program, or other function of a school.

4.5.1 Gang Activity and Apparel Prohibited

Students who engage in any form of gang activity on or about School property, or at any School-sponsored activity may be suspended or expelled under the terms of this policy. For the purposes of this policy, "gang activities" include, but are not limited to any of the following:

[a] Wearing, possessing, using, distributing, displaying, or selling any clothing, jewelry, apparel, emblems, badges, tattoos or manner of grooming, accessories, symbols, signs, or other thing which is evidence of membership in or affiliation with any gang;

[b] Committing any act or omission or using any speech, either verbal or nonverbal, (flashing signs, gestures, hand shakes, etc.) that demonstrates membership in or a affiliation with a gang;

[c] Soliciting others for membership in a gang;

[d] Requesting any person to pay for "protection", claiming "turf", or otherwise intimidating, bullying, retaliating against, threatening, abusing, or harassing any person;

[e] Possessing a weapon, controlled substances, drug paraphernalia, or other contraband;

[f] Committing any illegal act; or

[g] Encouraging or inciting another person to act with physical violence upon any other person or cause damage to property.

4.5.2 Confiscation of Gang Items

Subject to the search and seizure provisions of this policy, gang paraphernalia, apparel, or weapons may be confiscated by School officials at any time.

4.5.3 Consultation with Law Enforcement Authorities

School officials shall consult with local law enforcement authorities and gang detectives whenever they have questions regarding gang-related clothing, apparel, or other gang activity.

4.6 Bullying, Cyber-Bullying, Harassment, Hazing, and Abusive Conduct

Bullying, cyber-bullying, harassment, hazing, and abusive conduct of students and employees are against federal law, state law, and School policy, and are not tolerated by the School. It is the School's intent to respond to school-related incidents by implementing prevention efforts where victims can be identified and assessed, and perpetrators educated, in order to create a safer school that provide a positive learning environment.

School administration has the authority to discipline students and employees for off-campus speech that causes or threatens a substantial disruption on campus, at School activities, or causes or threatens a significant interference with a student's educational performance or involvement in School activities.

Additional information regarding these issues are contained in the School's Bullying and Hazing Policy, which is available on the School's website.

4.7 Possession or Use of Electronic Cigarette Products

4.7.1 Students are prohibited from possessing or using electronic cigarette products, as defined by Utah Code Ann. § 76-10-101, on School property.

4.7.2 The Principal or their designee shall request the surrender of or confiscate electronic cigarette products as provided in Section 16 of this policy.

4.7.3 The Principal will ensure that any surrendered or confiscated electronic cigarette product is destroyed or disposed of. However, the Principal may allow the release of any surrendered or confiscated electronic cigarette product to local law enforcement if School personnel have a reasonable suspicion that the electronic cigarette product contains an illegal substance and local law enforcement requests that the School release it to them as part of an investigation or action.

5. AUTHORITY TO SUSPEND OR EXPEL

5.1 Authority to Suspend for Ten (10) School Days or Less for Regular Education Students

The Principal has the authority to suspend a regular education student for up to ten (10) school days. In considering whether to suspend a student, the Principal shall consider all relevant factors, including but not limited to, the severity of the offense, the student's age, disability, academic status and disciplinary record, parental capabilities, and community resources.

5.2 Authority to Suspend and Duration of Suspension for Students with Disabilities

The Principal has the authority to suspend a student with disabilities (504 or IDEA) for not more than ten (10) consecutive school days, and additional removals of not more than ten (10) total school days in that same school year for separate incidents of misconduct as long as those removals do not constitute a pattern resulting in a change of placement. The School need not provide services during periods of removal of ten (10) days cumulative or less if services are not provided to a student without disabilities who has been similarly suspended.

5.3 Authority to Suspend for Longer than Ten (10) Days or Expel for Regular Education Students

Regular education students may be suspended for longer than ten (10) days or expelled in accordance with the Due Process requirements of section 9, below.

Expulsions shall be reviewed by the CMT and the conclusions reported to the Board at least once each year if the parent/guardian of the expelled student has expressed a desire for the student to return to the School. However, this does not alter the effect of Section 13, below.

5.3.1 Parental Responsibility

If a student is suspended for a period longer than ten (10) days or expelled, the student's parent or legal guardian is responsible for undertaking an alternative education plan that will ensure that the student's education continues during the period of expulsion. School officials may assist the parent or guardian to determine how the student's education will continue through private education paid for by the parents, an alternative program offered by the local school district, or other alternatives that will reasonably meet the educational needs of the student. Costs of educational services that are not provided by the School are the responsibility of the student's parent or guardian.

5.3.2 The parent or guardian and designated School officials may enlist the cooperation of the Division of Child and Family Services, the juvenile court, law enforcement, or other appropriate government agencies in determining how to meet the educational needs of the student.

5.3.3 The School shall contact the parent or guardian of each student under age 16 who has been expelled from all School programs and services at least once a month to determine the student's progress if the parent/guardian of the expelled student has expressed a desire for the student to return to the School.

5.4 Authority to Institute Change of Placement for Student with Disabilities

Where the student is receiving special education services or accommodations on the basis of disability under IDEA, 504, or ADA, procedures outlined in the State of Utah Special Education Rules shall be followed, including prior written notice to parents or guardians regarding their procedural due process rights, before any long-term disciplinary action or change of placement takes place.

6. PROCEDURES FOR ADDRESSING DISRUPTIVE STUDENT BEHAVIOR – Utah

Code Ann. § 53G-8-210

6.1 Efforts to Resolve Disruptive Student Behavior Problems

6.1.1 Information About Resources. The School will provide to a parent of a student who engages in disruptive student behavior a list of resources available to assist the parent in resolving the student's disruptive behavior problem.

6.1.2 Procedures for Resolving Problems. The Principal or a teacher or counselor designated by the Principal will work with students who engage in disruptive student behavior according to the procedures identified in Section 7, below, in an attempt to help the student's behavior to improve and to prevent problems from escalating. Incidents of disruptive student behavior and attempts to resolve behavior issues will be documented.

6.2 Notice of Disruptive Student Behavior

6.2.1 Authorization. The Principal is authorized to issue notices of disruptive student behavior to students who are qualifying minors.

6.2.2 Criteria for Issuing Notice. The Principal will issue a "notice of disruptive student behavior" to a qualifying minor who:

[a] engages in "disruptive student behavior" that does not result in suspension or expulsion three times during the school year; or

[b] engages in disruptive student behavior that results in suspension or expulsion once during the school year.

6.2.3 Contents of Notice. The notice of disruptive student behavior will:

[a] require the qualifying minor and a parent of the qualifying minor to whom the notice is issued to (i) meet with School authorities to discuss the qualifying minor's disruptive student behavior; and (ii) cooperate with the Principal and the Board in correcting the student's disruptive student behavior; and

[b] be mailed by certified mail to, or served in person on, a parent of the qualifying minor.

6.2.4 Contesting Notice. A qualifying minor, or a qualifying minor's parent, may contest a notice of disruptive student behavior by requesting in writing, within ten (10) business days after receipt of the notice, a meeting with the CMT at which the parent and the CMT will discuss the facts related to the student's behavior, the basis of the parent's concerns with or objections to the issuance of the notice, and efforts that have been made to address the behavior problems.

6.3 Habitual Disruptive Student Behavior Notice

6.3.1 Criteria for Issuing Notice. The Principal may issue a "habitual disruptive student behavior notice" to a qualifying minor who:

[a] engages in disruptive student behavior that does not result in suspension or expulsion at least six times during the school year;

[b] (i) engages in disruptive student behavior that does not result in suspension or

expulsion at least three times during the school year; and (ii) engages in disruptive student behavior that results in suspension or expulsion at least once during the school year; or

[c] engages in disruptive student behavior that results in suspension or expulsion at least twice during the school year.

6.3.2 Notice to Parents. Within five (5) days after the day on which a habitual disruptive student behavior notice is issued, the Principal shall provide documentation to a parent of the qualifying minor who receives the notice of the efforts made by a School representative under Section 7, below.

6.4 Responses to School-Based Behavior

6.4.1 Definitions.

[a] “Mobile crisis outreach team” means a crisis intervention service for minors or families of minors experiencing behavioral health or psychiatric emergencies.

[b] “Restorative justice program” means a school-based program or a program used or adopted by a school that is designed to enhance school safety, reduce school suspensions, and limit referrals to court, and is designed to help minors take responsibility for and repair the harm of behavior that occurs in school.

[c] “Youth court” means the same as that term is defined in § 78A-6-1203, including that it is a diversion program that provides an alternative disposition for cases involving juvenile offenders in which youth participants, under the supervision of an adult coordinator, may serve in various capacities within the courtroom, acting in the role of jurors, lawyers, bailiffs, clerks, and judges.

6.4.2 Alternative School-Related Interventions. The Board may establish or partner with a certified youth court program or establish or partner with a comparable restorative justice program. The School may refer a student to youth court or a comparable restorative justice program in accordance with § 53G-8-211.

6.4.3 Referrals of Minors. A qualifying minor to whom a habitual disruptive student behavior notice is issued under Section 6.3.1 may not be referred to the juvenile court. The School will follow § 53G-8-211 with respect to referring a minor who is alleged to have committed an offense on school property or that is truancy. In accordance with § 53G-8-211:

[a] if the alleged offense is a class C misdemeanor, an infraction, a status offense on School property, or truancy, the minor may not be referred to law enforcement or court but may be referred to alternative school-related interventions, including:

(i) a mobile crisis outreach team, as defined in § 78A-6-105;

(ii) a receiving center operated by the Division of Juvenile Justice Services in accordance with § 62A-7-104;

(iii) a youth court or comparable restorative justice program; or

(iv) other evidence-based interventions created and developed by the School or other

governmental entities as set forth in § 53G-8-211(3)(a)(v).

[b] if the alleged offense is a class B misdemeanor or a nonperson class A misdemeanor, the minor may be referred directly to the juvenile court by the Principal or the Principal's designee, or the minor may be referred to the alternative interventions described above. However, documentation of an alleged class B misdemeanor or a nonperson class A misdemeanor must be provided prior to referring the minor to the juvenile court.

7. ALTERNATIVES TO EXPULSION, OR CHANGE OF PLACEMENT FOR FREQUENT OR FLAGRANT DISRUPTIVE BEHAVIOR – Utah Code Ann. § 53G-8-207

A continuum of intervention strategies shall be available to help students whose behavior in School repeatedly falls short of reasonable expectations. Prior to suspending a student for more than ten (10) days or expelling a student for repeated acts of willful disobedience, defiance of authority, or disruptive behavior which are not so extreme or violent that immediate removal is warranted, good faith efforts shall be made to implement a remedial discipline plan to allow the student to remain in the School.

7.1 Before referring the student for long-term suspension, expulsion or change of placement under this Section, School staff should demonstrate that they have attempted some or all of the following interventions:

7.1.1 Talking with the student;

7.1.2 Class schedule adjustment;

7.1.3 Phone contact with the parent or legal guardian;

7.1.4 Informal parent/student conferences;

7.1.5 Behavioral contracts;

7.1.6 After-school make-up time;

7.1.7 Short-term in-school suspension (ISS);

7.1.8 Short-term at-home suspensions;

7.1.9 Appropriate evaluation;

7.1.10 Law enforcement assistance as appropriate.

7.2 Parental Attendance with Student – Utah Code Ann. § 53G-8-207(1)-(2).

As part of a remedial discipline plan for a student, the School may require the student's parent or guardian, with the consent of the student's teachers, to attend class with the student for a period of time specified by a designated School official. If the parent or guardian does not agree or fails to attend class with the student, the student shall be suspended in accordance with the provisions of this policy.

8. DUE PROCESS FOR SUSPENSIONS OF TEN (10) DAYS OR LESS

The following procedure shall apply to all students facing suspension of ten (10) school days or less:

8.1 The Principal shall notify the student's custodial parent or guardian of the following without delay: that the student has been suspended, the grounds for the suspension, the period of time for which the student is suspended, and the time and place for the parent or guardian to meet with the Principal to review the suspension.

8.2 The Principal shall also notify the non-custodial parent, if requested in writing, of the suspension.

8.2.1 Section 8.2 does not apply to the portion of School records that would disclose any information protected under a court order.

8.2.2 The custodial parent is responsible to provide the School a certified copy of any court order under subsection 8.2.1.

8.3 The Principal shall document the charges, evidence, and action taken.

8.4 The student shall be requested to present his/her version of the incident in writing. Students with disabilities or young students who are unable to write their own statements shall be accommodated through the use of tape recorder, scribe, etc.

8.5 If the student denies the charges, the student shall be provided with an explanation of the evidence and an opportunity to present his/her version of the incident to the Principal.

8.6 In general, the notice and informal conference shall precede the student's removal from the School.

8.7 If, in the judgment of the Principal, notice is not possible because the student poses a danger to a person or property or an ongoing threat of disrupting the academic process, he/she may be removed immediately. However, in such cases, the necessary notice and hearing shall follow as soon as possible.

9. DUE PROCESS FOR SUSPENSIONS OF MORE THAN TEN (10) DAYS AND EXPULSIONS

9.1 If the Principal believes that a student should be suspended for more than ten (10) days or expelled, the Principal shall refer the matter to the CMT.

9.2 Prior to sending the referral, but in no instance longer than ten (10) days after the suspension began, the Principal shall meet with the parent or guardian to discuss the charges against the student and the proposed discipline.

9.2.1 The Principal shall also notify the non-custodial parent, if requested in writing, of the possible suspension or expulsion as outlined in section 8.2 of this policy.

9.3 The referral to the CMT shall include all relevant documentation of the student's violation(s), including any written student statements, written witness statements, evidence of an informal school hearing, and evidence of a Principal meeting with parent or guardian and written parental input, as applicable.

9.4 Notice to Student and Parent/Guardian

If the CMT determines, after considering the totality of the circumstances, that a student should be suspended for longer than ten (10) school days or expelled, the Principal shall send written notice by certified mail, return receipt requested, to the student's parent or legal guardian, which includes all of the following elements:

9.4.1 a description of the alleged violation(s) or reason(s) giving rise to disciplinary action;

9.4.2 the penalty being imposed (duration of suspension or expulsion);

9.4.3 a statement that a due process hearing may be requested in writing within ten (10) working days of receipt of the notice;

9.4.4 a statement that, if a hearing is requested, the Board has the authority to appoint an impartial Hearing Officer(s), who may be an employee of the School;

9.4.5 a statement that the suspension or expulsion is taking effect immediately and will continue for the stated period unless a hearing is requested in a timely manner and the Hearing Officer determines otherwise;

9.4.6 the mailing date of the notice; and

9.4.7 a statement that, if a hearing is not requested within ten (10) working days after receipt of the notice, the School's decision to suspend or expel the student will be final, and the parent's right to oppose the School's decision will be waived.

9.5 Hearing Procedures

If a hearing is requested in response to the notice of expulsion, the following procedures shall apply:

9.5.1 After receipt of the request, the School shall schedule a hearing as soon as possible but not later than ten (10) school days following receipt of the request

9.5.2 A written Hearing Notice shall be sent to the parent or guardian informing the parent or guardian of:

[a] the name of the Hearing Officer;

[b] the date, place, and time of the hearing;

[c] the circumstances, evidence, and issues to be discussed at the hearing;

[d] the right of all parties to cross-examine witnesses subject to the Hearing Officer's determination that this right should be limited to protect student witnesses from retaliation, ostracism or reprisal;

[e] the right of any party to appeal to the entire Board within ten (10) working days following the decision if the party disagree with the Hearing Officer's decision;

[f] the right of all parties to examine all relevant records; and

[g] the right of all parties to representation by counsel or otherwise at the hearing.

9.5.3 The Hearing Officer shall conduct the hearing on the record and shall:

[a] ensure that a written record of the Hearing is made, a copy of which shall be provided to all parties upon request, with the cost borne by the School;

[b] consider all relevant evidence presented at the hearing;

[c] allow the right to cross-examination of witnesses, unless the Hearing Officer determines that this right should be limited to protect student witnesses from ostracism, retaliation or reprisal;

[d] allow all parties a fair opportunity to present relevant evidence; and

[e] issue a written decision including findings of fact and conclusions.

9.5.4 Hearing Rules

Formal Rules of Evidence do not apply to the Hearing, and no discovery is permitted. However, the following rules will apply:

[a] parties may have access to information contained in the School's files to the extent permitted by law;

[b] hearings shall be closed to the press and the public;

[c] documents, testimony, or other evidence submitted by the parties after the hearing will not be considered by the Hearing Officer;

[d] the Hearing Officer may excuse witnesses or parties or suspend or terminate a hearing if persons involved in the hearing are abusive, disorderly, disruptive, or if they refuse to abide by the rules and orders of the Hearing Officer; and

[e] parties may be represented by counsel or otherwise.

9.6 Appeals

9.6.1 Within ten (10) working days following receipt of the hearing Officer's written decision, either party may appeal the decision, in writing, to the entire Board.

9.6.2 Within ten (10) working days following receipt of the appeal, the Board shall rule on the appeal.

10. DUE PROCESS FOR CHANGE OF PLACEMENT OF STUDENTS WITH DISABILITIES

Where the student is receiving special education services or accommodations on the basis of disability under IDEA, 504 or ADA, procedures outlined in the Utah State Board of Education Special Education Rules shall be followed, including prior written notice to parents or guardians regarding their procedural due process rights, before any long-term disciplinary action or change of placement takes place.

10.1 Required Services

10.1.1 504 and ADA Students

When a determination is made that the conduct of a 504 or ADA student (but not a student who is disabled under IDEA) is not a manifestation of the student's disability pursuant to Section 10.5, the student shall be subject to the same disciplinary consequences as regular education students, up to and including expulsion from School; however, the School must continue to provide education services in accordance with guidelines established by the Utah State Office of Education.

10.1.2 IDEA

A school need not provide services during periods of removal to a student with a disability under IDEA who has been removed from his or her current placement for ten (10) school days or less in that school year if services are not provided to a student without disabilities who has been similarly removed.

If a student with a disability under IDEA has been removed from his or her current placement for more than ten (10) school days in the same school year, for the remainder of the removals the School shall provide services to the extent necessary to enable the student to progress in the general curriculum and appropriately advance toward achieving the goals set out in the student's IEP. School personnel, in consultation with the student's special education teacher, determine the extent to which services are necessary to enable the student to appropriately progress in the general curriculum and advance toward achieving the goals set out in the student's IEP.

10.2 Change of Placement for Weapons, Drugs, or Serious Bodily Injury

A student's IEP team may order a change in placement of a student with a disability to an appropriate interim alternative educational setting for the same amount of time that a student without a disability would be subject to discipline, but for not more than forty-five (45) days, if:

10.2.1 The student carries a weapon to or possesses a weapon at School, on School premises, or to or at a School-sponsored activity; or

10.2.2 The student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at School, on School premises, or at a School-sponsored activity; or

10.2.3 The student has inflicted serious bodily injury upon another person while at School, on School premises, or at a School-sponsored activity.

10.3 Change of Placement Due to Student's Serious Misconduct

School officials may request an expedited due process hearing in order to change the placement of a student with a disability to an appropriate interim alternative educational setting, recommended by the student's IEP team, for not more than forty-five (45) days. A hearing officer may order such a change, if he/she:

10.3.1 Determines that School officials have demonstrated by substantial evidence that maintaining the current placement of a student is substantially likely to result in injury to the student or others;

10.3.2 Considers the appropriateness of the student's current placement;

10.3.3 Considers whether School officials have made reasonable efforts to minimize the risk of harm in the student's current placement, including the use of supplementary aids and services; and

10.3.4 Determines that the interim alternative educational setting being recommended by School officials (1) has been selected so as to enable the student to continue to progress in the general curriculum, although in another setting, and to continue to receive those services and modifications, including those described in the student's current IEP, that will enable the student to meet the goals set out in that IEP: and (2) includes services and modifications designed to address the behavior at issue so that it does not recur.

10.4 Parental Notice

As soon as a decision is made by School officials to remove a student with a disability from his/her current placement for more than ten (10) school days, the student's parents must be notified of that decision and of all procedural safeguards outlined by law and School policy.

10.5 IEP Meetings for Manifestation Determination

10.5.1 Immediately, if possible, but in no case later than ten (10) school days after the date on which the decision is made to remove the student from the current placement, a review must be conducted of the relationship between the student's disability and the behavior subject to the disciplinary action.

10.5.2 The manifestation review must be conducted by the student's IEP team and other qualified School personnel.

10.5.3 In conducting the manifestation review, the IEP team may determine that the behavior of the student was not a manifestation of student's disability only if the IEP team:

[a] First considers, in terms of behavior subject to disciplinary action, all relevant information, including:

(i) Evaluation and diagnostic results, including the results or other relevant information supplied by the parents of the student;

(ii) Observations of the student; and

(iii) The student's IEP and placement; and

[b] Then determines whether:

(i) The conduct in question was caused by or had a direct and substantial relationship to the child's disability; or

(ii) The conduct in question was the direct result of the School's failure to implement the student's IEP.

10.5.4 If the IEP team determines that either of the standards above was met, the behavior must be considered a manifestation of the student's disability.

10.5.5 Determination that Behavior was not Manifestation of Disability

If the result of the manifestation review is a determination that the behavior of a student with a disability was not a manifestation of the student's disability, the relevant disciplinary procedures applicable to students without disabilities may be applied to the student in the same manner in which they would be applied to students without disabilities, except that a free appropriate public education must still be made available to the student if the student is suspended or expelled from School.

10.5.6 Determination that Behavior was Manifestation of Disability

If the result of the manifestation review is a determination that the behavior of a student with a disability was a manifestation of the student's disability, the student must remain in or be returned to the prior placement.

10.6 IEP Meetings for Functional Behavioral Assessments

10.6.1 Post-Discipline Functional Behavioral Assessments

If School officials have not conducted a functional behavioral assessment and implemented a behavioral intervention plan for the student before the behavior that results in a removal from School for longer than ten (10) school days or a change of placement to an interim alternative educational setting, School officials shall convene an IEP meeting to develop an assessment plan and appropriate behavioral interventions to address that behavior.

10.6.2 Pre-Discipline Behavioral Intervention Plans

If the student already has a behavioral intervention plan, the IEP team shall review the plan and modify it, as necessary, to address the behavior.

10.7 Placement During Appeals and Stay Put

10.7.1 If a parent requests a due process hearing to challenge the interim alternative educational setting or the manifestation determination, the student must remain subject to the disciplinary action pending the decision of the hearing officer or until the expiration of the forty-five (45) day period, whichever occurs first, unless the parent and School officials agree otherwise.

10.7.2 If a student is placed in an interim alternative educational setting and School personnel propose to change the student's placement after expiration of the interim alternative placement, during the pendency of any proceeding to challenge the proposed change in placement the student must remain in the current placement (the student's placement prior to the interim alternative education setting), unless School officials succeed in getting an order through an expedited hearing as described in Section 10.3.

11. ADMINISTRATIVE STUDENT CONDUCT AND DISCIPLINE PLAN

11.1 Elements of Plan

The Principal will develop, with input from administration, instruction and support staff, students, parents, and other community members, a Student Conduct and Discipline Plan. The plan shall be comprehensive, clearly written, consistently enforced, and include the following elements:

11.1.1 written standards for student behavior expectations, including school and classroom management;

11.1.2 effective instructional practices for teaching student expectations, including:

[a] self-discipline;

[b] citizenship;

[c] civic skills; and

[d] social skills;

11.1.3 systematic methods for reinforcement of expected behaviors;

11.1.4 uniform and equitable methods for correction of student behavior;

11.1.5 uniform and equitable methods for at least annual data-based evaluations of efficiency and effectiveness;

11.1.6 an ongoing staff development program related to development of:

[a] student behavior expectations;

[b] effective instructional practices for teaching and reinforcing behavior expectations;

[c] effective intervention strategies; and

[d] effective strategies for evaluation of the efficiency and effectiveness of interventions;

11.1.7 procedures for ongoing training of appropriate School personnel in:

[a] crisis intervention training;

[b] emergency safety intervention professional development; and

[c] School policies related to emergency safety interventions consistent with evidence-based practice;

11.1.8 policies and procedures relating to the use and abuse of alcohol and controlled substances by students;

11.1.9 policies and procedures, consistent with requirements of Rule R277-613 and the School's Bullying and Hazing Policy, related to:

[a] bullying;

[b] cyber-bullying;

[c] hazing;

[d] retaliation; and

[e] abusive conduct;

11.1.10 direction for dealing with bullying and disruptive students;

11.1.11 direction regarding the range of behaviors and the continuum of administrative procedures that may be used by school personnel to address student behavior, including students who engage in disruptive student behaviors as described in § 53G-8-210;

11.1.12 strategies to provide for necessary adult supervision;

11.1.13 notice to employees that violation of this rule may result in employee discipline or action;

11.1.14 gang prevention and intervention provisions in accordance with § 53E-3-509(1); and

11.1.15 provisions that account for the School's unique needs or circumstances, including:

[a] the role of law enforcement; and

[b] emergency medical services; and

[c] a provision for publication of notice to parents and school employees of policies by reasonable means;

11.1.16 procedures for responding to reports received through the School Safety and Crisis Line under § 53E-10-502(3).

11.2 Plan Consistent with this Policy

The administrative Student Conduct and Discipline Plan shall be consistent with this policy, including without limitation the provisions in Section 6 regarding notices of disruptive student behavior and the emergency safety intervention policies and procedures set forth in Section 18.

12. EXTRACURRICULAR ACTIVITIES

Participation in interscholastic athletics and other extracurricular activities is not a constitutionally protected civil right. Therefore, students who are suspended or expelled may lose the privilege of participation during the period of suspension/expulsion and may not be allowed to invoke due process procedures to challenge the denial of extracurricular participation.

13. RE-ADMISSION OF EXPELLED STUDENTS AND DENIAL OF ADMISSION BASED ON PRIOR EXPULSION – Utah Code Ann. §53G-8-205(3)

A student may be denied admission to the School if he or she was expelled from the School or any other school during the preceding twelve (12) months.

14. INVESTIGATIONS

Whenever the Principal has reason to believe that School rules or policies have been broken, he or she shall proceed with an investigation. However, if the Principal believes that laws have been broken or child abuse has occurred, he/she shall request appropriate authorities conduct an investigation.

14.1 General Investigation Guidelines for Principal

The Principal has the authority and duty to conduct investigations and to question students pertaining to infractions of school rules, whether or not the alleged conduct is a violation of criminal law. The Principal shall conduct investigations according to the following general guidelines:

14.1.1 The Principal shall conduct investigations in a way that does not unduly interfere with School activities.

14.1.2 The Principal shall separate witnesses and offenders in an attempt to keep witnesses from collaborating their statements and have all parties provide separate statements concerning the incident under investigation; written statements are preferable, if possible.

14.1.3 The Principal shall advise students suspected of wrongdoing orally or in writing of the nature of the alleged offense.

14.1.4 Students must be provided an opportunity to give their version of the incident under investigation; however, refusals to respond or provide information should be respected.

14.1.5 When questioning students as part of an investigation, School staff should have another adult present whenever possible.

14.1.6 The Principal shall accommodate students with disabilities and young children unable to write their own statements through use of tape recorders, scribes, etc.

14.1.7 All students involved in the investigation shall be instructed that retaliation is prohibited. Any act of reprisal against any person who has testified, assisted, or participated in any manner in an investigation, proceeding, or hearing is strictly prohibited and subject to disciplinary action.

14.1.8 When the investigation is completed and if it is determined that disciplinary action may be in order, due process requirements must be met. Specifically, the student must be given proper notice of the charges against him/her and the disciplinary action being recommended, as well as a fair opportunity to present his or her version of the facts.

14.2 Coordination with Law Enforcement

The Principal has the responsibility and the authority to determine when the help of law enforcement officers is necessary, as outlined in this policy and Utah State law.

14.2.1 The School administration may invite law enforcement officials to the School to:

[a] conduct an investigation of alleged criminal conduct on the School premises or during a School-sponsored activity;

[b] maintain a safe and orderly educational environment; or

[c] maintain or restore order when the presence of such officers is necessary to prevent injury to persons or property.

14.2.2 Investigation of Criminal Conduct

During an investigation for violation of School rules, it may become evident that the incident under investigation may also be a violation of criminal law. If the School official has reason to suspect that a criminal act has been committed and, in the opinion of the Principal, law enforcement should be notified, the following procedure should be followed:

[a] The Principal shall request that law enforcement officers conduct an investigation during school hours and question students who are potential witnesses to the alleged criminal behavior.

[b] The School official shall inform the student's parent or legal guardian as soon as possible that the student may have committed a criminal act and that law enforcement authorities have been notified.

[c] Unless circumstances dictate otherwise, questioning of the student by School officials shall not begin or continue until the law enforcement officers arrive.

[d] Reasonable attempts shall be made to contact the student's parents or legal guardian who, unless an emergency exists, shall be given the opportunity to meet with the student and to be present with the student during questioning by law enforcement authorities.

[e] The Principal shall document the contact or attempted contact with the student's parents or legal guardian. If the Principal cannot contact the student's parent or guardian, or if the parent or guardian is unable to be present with the student for questioning, the principal or principal designee will act in lieu of parent, if no parent or guardian is available during the law enforcement investigation and shall be present and document generally what occurs during the interview.

[f] The student shall not be questioned by law enforcement unless or until he/she has received Miranda warnings from the officer.

[g] If the parent or student refuses to consent to questioning by law enforcement authorities, the law enforcement authorities shall determine the course of action to be pursued.

14.2.3 Investigation Initiated by Law Enforcement Authorities

School officials shall cooperate with law enforcement authorities who are carrying out official duties such as investigating crimes, serving subpoenas, etc.

[a] When law enforcement officers can show a need to do so, they shall be permitted to conduct an investigation on School grounds during School hours.

[b] Such a need will ordinarily be shown if delay in police investigation might result in danger to a person, flight from jurisdiction by a person reasonably suspected of a crime, or destruction of evidence. In such cases:

(i) The officers shall be required to get prior approval of the Principal or other designated person before beginning an investigation on School premises.

(ii) The Principal shall document the circumstances warranting the investigation as soon as practical.

(iii) Alleged criminal behavior related to the School environment brought to the Principal's attention by law enforcement officers shall be dealt with under the provisions of Section 14.1.

(iv) Law enforcement officials (investigating School-related or student-related crimes) may not have access to student education records, aside from directory information, unless they have a subpoena or court order or permission from parent or guardian.

(v) Directory information is limited to a student's name, home address, date of birth, phone number, class schedules and parents' address and phone numbers for use in case of emergency.

14.2.4 Release of Student to Law Enforcement Official

[a] Students may not be released to law enforcement authorities voluntarily by School officials unless the student has been placed under arrest or unless the parent or legal guardian agree to the release.

[b] When students are removed from School for any reason by law enforcement authorities, every reasonable effort shall be made to contact the student's parent or legal guardian immediately except in cases of child abuse and neglect. Such effort shall be documented.

[c] The Principal shall immediately notify the Board of the removal of a student from School by law enforcement authorities.

[d] Where it is necessary to take a student into custody on School premises, the law enforcement officer shall contact the Principal and relate the circumstances necessitating such action.

[e] Whenever the need arises to make arrests or take students into custody on School premises, the Principal shall make reasonable efforts to consult and confer with the law enforcement officers as to how an arrest is to be made.

[f] When possible, the Principal shall have the student summoned to the Principal's office before the student is taken into custody.

[g] When a student has been taken into custody or arrested on School premises without prior notification to the Principal, the School staff present shall encourage the law

enforcement officers to tell the Principal of the circumstances as quickly as possible. If the officers decline to tell the Principal, the School staff members present shall immediately notify the Principal.

14.2.5 Quelling Disturbances of School Environment

Law enforcement officers may be requested to assist in controlling disturbances of the School environment that a Principal has found to be unmanageable by School personnel and that has the potential of causing harm to students and other persons or to property. Such circumstances include situations where a parent or member of the public exhibits undesirable or illegal conduct on or near School grounds or at a School-sponsored activity and who refuse to abide by a Principal's directive to leave the premises.

15. INVESTIGATION OF CHILD ABUSE AND NEGLECT

Utah law requires that whenever any person, including any School employee, has reason to believe that a child has been subjected to incest, molestation, sexual exploitation, sexual abuse, physical abuse, or neglect, or observes a child being subjected to conditions or circumstances which would reasonably result in such, he/she shall immediately notify the nearest peace officer, law enforcement agency, or office of the Division of Child and Family Services in accordance with the School's Child Abuse and Neglect Reporting Policy.

16. SEARCHES OF PERSON OR PROPERTY

Given the School's custodial and tutelary responsibility for children, and the Board's intent to preserve a safe environment for all students and staff, the Board recognizes that School officials must have the authority to conduct reasonable searches of students and student property. School officials engaging in searches of students and property shall abide by the following guidelines:

16.1 General Guidelines for Searches of Person or Property

16.1.1 Student Lockers

Students have no right or expectation of privacy in school lockers. While lockers are under the joint control of students and the School, lockers are solely School property and may be searched at any time by School officials with or without cause. Once a locker is opened for search, any search of student belongings contained within the locker must comply with the guidelines for searches of personal belongings in Section 16.2 of this policy.

16.1.2 Searches of Students and Student Property

Searches of a student's person, personal property (coats, hats, backpacks, book bags, purses, wallets, notebooks, gym bags, etc.) may be conducted whenever the student's conduct creates a reasonable suspicion that a particular School rule or law has been violated and that the search is reasonably related to the suspicion and not excessively intrusive in light of the age and sex of the student and nature of the infraction. Circumstances warranting a search include those in which School officials have a reasonable suspicion that the student or student property is concealing items including but not limited to weapons, drugs, alcohol, tobacco, unsafe contraband, pornography, pagers

or lost/stolen/misplaced items.

16.2 Searches of Personal Belongings

16.2.1 Personal belongings may be searched by School officials whenever School officials have a reasonable suspicion to believe a student is concealing evidence of a policy violation or criminal activity and the items being searched are capable of concealing such evidence. The student may be asked to open personal belongings and to turn over personal property for search by a School official. All searches of student property by School officials shall be witnessed by an objective third party (such as another teacher, or police officer) to observe that the search is not excessively intrusive.

16.2.2 All contraband discovered in a search by School officials shall be immediately confiscated and turned over to law enforcement officers if School officials have reason to believe the contraband is related to the commission of a criminal act.

16.3 Searches of Person

16.3.1 School officials shall make sure the search meets the following guidelines:

[a] The search shall be conducted in a private area of the School by a School official of the same sex as the student being searched;

[b] The search shall be observed by an objective third party of the same sex as the student being searched (i.e., Principal, teacher, police officer);

[c] School officials may ask the student to remove his/her hat, coat, shoes and socks, turn pockets inside out, and roll up sleeves to see if the student is hiding contraband;

[d] Under no circumstances may School officials require students to remove any other items of clothing or touch students in any way during the search.

[e] If this limited search does not turn up suspected contraband and School officials have reasonable suspicion that the student is concealing contraband in his/her inner clothing (i.e., hiding drugs, weapons or other contraband underneath shirts, pants or underwear), law enforcement officers shall be summoned immediately to conduct further search and investigation.

[f] In general, all questioning and searching of students conducted by law enforcement officers shall proceed according to the investigation guidelines in Section 14 of this policy.

16.4 Documentation of Searches

School officials shall thoroughly document the details of any search conducted of a student's property or person. Documentation shall be made at the time of the search, or as soon as possible thereafter, and shall include the following:

16.4.1 The time, place and date of the search;

16.4.2 The reasonable suspicion giving rise to the search (what did School officials suspect to find during the search);

16.4.3 The name and title of individuals conducting and observing the search;

16.4.4 A statement about evidence that was found or not found as a result of the search;

16.4.5 A statement about who took possession of contraband (i.e., police, school, etc.);

16.4.6 Information regarding the attempts of School officials to notify parents about the search.

17. RECORDS—INTERAGENCY COLLABORATION – 20 U.S.C. § 1232g(h)(i)-(2); Utah Code Ann. § 53G-8-402 to -405

17.1 Board and Principal Notification by Juvenile Court and Law Enforcement Agencies.

17.1.1 Within three (3) days of being notified by the juvenile court that a juvenile has been adjudicated or of being notified by a law enforcement agency that a juvenile has been taken into custody or detention for a violent felony, defined in Utah Code Ann. § 76-3-203.5, or an offense in violation of Title 76, Chapter 10, Part 5 Weapons, the President of the Board shall notify the Principal.

17.1.2 Upon receipt of the information, the Principal shall make a notation in a secure file other than the student's permanent file; and, if the student is still enrolled in the School, the Principal shall notify staff members who should know of the adjudication, arrest or detention.

17.1.3 Staff members receiving information about a juvenile's adjudication, arrest or detention may only disclose the information to other persons having both a right and a current need to know.

17.2 Student Discipline Records/Education Records

School officials may include appropriate information in the education record of any student concerning disciplinary action taken against the student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community.

17.2.1 Disclosure of Discipline Records to Other Educators

School officials may disclose student discipline information described above to teachers and other School officials, including teachers and school officials in other schools, who have legitimate educational interests in the behavior of the student.

17.2.2 Disclosure of Discipline Records to Other Agencies

School officials shall not release personally identifiable student discipline records to other government agencies, including law enforcement agencies, unless the agency produces a subpoena or court order (need for standing court order from juvenile court), or unless the student's parent or guardian has authorized disclosure.

18. EMERGENCY SAFETY INTERVENTIONS

A School employee may not subject a student to physical restraint or seclusionary time out unless utilized as a necessary emergency safety intervention (“ESI”) in compliance with this Section.

18.1 Definitions

18.1.1 An “ESI” is the use of seclusionary time out or physical restraint when a student presents an immediate/imminent danger of physical violence/aggression towards self or others likely to cause serious physical harm. An ESI is not for disciplinary purposes.

18.1.2 “Physical restraint” means a personal restriction that immobilizes or significantly reduces the ability of a student to move his or her arms, legs, body, or head freely.

18.1.3 “Physical escort” means a temporary touching or holding of the hand, wrist, arm, shoulder, or back for the purpose of guiding a student to another location.

18.1.4 “Seclusionary time out” means that a student is placed in a safe enclosed area, isolated from adults and peers, and the student is, or reasonably believes, he or she will be prevented from leaving the area. The safe enclosed area must meet the fire and public safety requirements described in R392-200 and R710-4.

18.2 General Procedures

18.2.1 Teachers and other personnel who may work directly with students shall be trained on the use of effective alternatives to ESI as well as the safe use of ESI and a release criteria.

18.2.2 An ESI shall:

[a] be applied for the minimum time necessary to ensure safety;

[b] implement an appropriate release criteria;

[c] be discontinued as soon as imminent danger of physical harm to self or others has dissipated;

[d] be discontinued if the student is in severe distress;

[e] never be used as punishment or discipline;

[f] be applied consistent with the School’s administrative Student Conduct and Discipline Plan; and

[g] in no instance be imposed for more than 30 minutes.

18.3 Students with Disabilities Receiving Special Education Services

18.3.1 Use of ESI for a student with a disability receiving specialized educational services under IDEA or Section 504 shall be subject to all applicable state and federal laws, including Least Restrictive Behavioral Interventions (LRBI) policies and procedures for special education/504 programs.

18.3.2 Additionally, ESIs written into a student’s IEP as a planned intervention are

prohibited unless school personnel, the family, and the IEP team agree less restrictive means which meet the circumstances described in R277-608-5 have been attempted; a Functional Behavioral Assessment has been conducted; and a positive behavior intervention plan based on data analysis has been written into the plan and implemented.

18.4 Physical Restraint

18.4.1 A School employee may, in accordance with Section 18.2.2 and when acting within the scope of employment, use and apply physical restraint as an ESI in self defense or as may be reasonable and necessary under the following circumstances:

[a] to protect the student or another person from physical injury;

[b] to remove from a situation a student who is violent;

[c] to take possession of a weapon or other dangerous object in the possession or under the control of a student; or

[d] to protect property from being damaged, when physical safety is at risk.

18.4.2 When an employee exercises physical restraint as an ESI on a student, the following types of physical restraint are prohibited:

[a] prone, or face-down;

[b] supine, or face-up;

[c] physical restraint which obstructs the airway or adversely affects the student's primary mode of communication;

[d] mechanical restraint, except for seatbelts or safety equipment used to secure students during transportation, other appropriate protective or stabilizing restraints, and devices used by a law enforcement officer in carrying out law enforcement duties; or

[e] chemical restraint, except as prescribed by a licensed physician and implemented in compliance with a student's Health Care Plan.

18.4.3 Nothing in this Section prohibits a School employee from using less intrusive means, including a physical escort, to address circumstances described in Section 18.4.1.

18.5 Seclusionary Time Out

A School employee may, in accordance with Section 18.2.2 and when acting within the scope of employment, place a student in seclusionary time out as an ESI under the following circumstances:

18.5.1 the student presents an immediate danger of serious physical harm to self or others;

18.5.2 any door remains unlocked; and

18.5.3 the student is within line sight of the employee at all times.

18.6 Notification

18.6.1 If an ESI is used, the School or employee shall immediately notify the student's parent/guardian and School administration.

18.6.2 In addition to providing the notice described in Section 18.6.1, if the ESI is applied for longer than fifteen minutes, the School shall immediately notify the student's parent/guardian and School administration.

18.6.3 Parent notifications made under this Section shall be documented in the student information system as required by R277-609-8(3)(d)).

18.6.4 Within 24 hours of using ESI, the School shall notify the parent/guardian that they may request a copy of any notes or additional documentation taken during the crisis situation.

18.6.5 Upon request of a parent/guardian, the School shall provide a copy of any notes or additional documentation taken during a crisis situation.

18.6.6 A parent/guardian may request a time to meet with School staff and administration to discuss the crisis situation.

18.7 Emergency Safety Intervention (ESI) Committee

18.7.1 The School shall establish an ESI committee that includes:

[a] at least two administrators (if there are at least two administrators employed by the School);

[b] at least one parent of a student enrolled in the School, appointed by the School's Principal; and

[c] at least two certified educational professionals with behavior training and knowledge in both state rules and the School's conduct and discipline policies.

18.7.2 The ESI committee shall:

[a] meet often enough to monitor the use of ESI within the School;

[b] determine and recommend professional development needs;

[c] develop policies for dispute resolution processes to address concerns regarding disciplinary actions; and

[d] create and communicate methods for evaluation of the efficiency and effectiveness of the Schools' rules and standards.

18.7.3 The School shall collect, maintain, and periodically review the documentation or records regarding the use of ESI in the School.

18.7.4 The School shall annually provide documentation of any School use of ESI to the

State Superintendent of Schools.

18.7.5 The School shall submit all required UTREx discipline incident data elements to the State Superintendent of Schools no later than June 30, 2018. Beginning in the 2018-19 school year, the School shall submit all required UTREx discipline incident data elements as part of the LEA's daily UTREx submission.

18.8 Corporal Punishment

School employees may not inflict or cause the infliction of corporal punishment upon a student. School personnel who inflict corporal punishment on a student will be subject to discipline up to and including termination.

19. TRAINING

19.1 All new employees shall receive information about this policy and the administrative Student Conduct and Discipline Plan at new employee orientation. All other employees shall be provided information on a regular basis regarding this policy, the Student Conduct and Discipline Plan, and the School's commitment to a safe and orderly school environment.

19.2 Employees who have specific responsibilities for investigating, addressing, and resolving issues addressed in the policy shall receive annual training on this policy and related legal developments.

19.3 The Principal shall be responsible for informing students, parents, and staff of the terms of this policy and the Student Conduct and Discipline Plan, including the procedures outlined for investigation and resolution of violations.

20. POLICY AND PLAN DISSEMINATION AND REVIEW

20.1 The School shall compile an annual report of all out-of-school suspensions and expulsions and submit it to the Board. For each suspension or expulsion, the report shall indicate the student's race, gender, disability status, and age/grade, as well as the reason for the discipline, the length of the discipline, and a statement as to whether the student was referred to the Board.

20.2 A summary of this policy and the Student Conduct and Discipline Plan shall be posted in the School, and the policy and plan will be posted on the School's website. The policy or a summary of the policy and the plan or summary of the plan shall also be published in student registration materials, student and employee handbooks, and other appropriate school publications as directed by the Board.

20.3 This policy and the plan shall be reviewed as necessary with appropriate revisions recommended to the Board.

Signature:

Board President

Date

Maria Montessori Academy Statement of Activities

Created on June 11, 2022

For Prior Month

Maria Montessori Academy

	Annual June 30, 2022 Budget	Year-to-Date May 31, 2022 Actual	% of Budget
Net Income			
Income			
Revenue From Local Sources	82,000	54,576	66.6 %
Revenue From State Sources	3,095,761	2,936,699	94.9 %
Revenue From Federal Sources	290,519	29,291	10.1 %
Total Income	3,468,280	3,020,566	87.1 %
Expenses			
Instruction/Salaries	1,426,094	1,234,567	86.6 %
Employee Benefits	361,218	303,485	84.0 %
Purchased Prof & Tech Serv	410,000	322,752	78.7 %
Purchased Property Services	173,200	148,013	85.5 %
Other Purchased Services	89,757	137,099	152.7 %
Supplies & Materials	157,509	273,603	173.7 %
Property	18,713	0	0.0 %
Debt Services & Miscellaneous	787,580	717,203	91.1 %
Total Expenses	3,424,071	3,136,722	91.6 %
Total Net Income	44,209	(116,156)	(262.7) %

Maria Montessori Academy
Statement of Financial Position
Created on June 11, 2022
For Prior Month

	Period Ending 05/31/2022	Period Ending 05/31/2021
	Actual	Actual
Assets & Other Debits		
Current Assets		
Operating Cash	1,606,733	1,761,246
Accounts Receivables	1,976	66,041
Other Current Assets	0	3,008
Total Current Assets	1,608,709	1,830,295
Net Assets		
Fixed Assets	12,447,214	12,438,502
Depreciation	(2,232,306)	(1,915,197)
Total Net Assets	10,214,908	10,523,305
Total Assets & Other Debits	11,823,617	12,353,600
Liabilities & Fund Equity		
Current Liabilities	34,981	35,530
Long-Term Liabilities	10,986,701	11,147,413
Fund Balance	918,091	868,699
Net Income	(116,156)	301,958
Total Liabilities & Fund Equity	11,823,617	12,353,600

Fraud Risk Assessment

Continued

*Total Points Earned: 355/395 *Risk Level: Very Low Low Moderate High Very High
> 355 316-355 276-315 200-275 < 200

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

*Entity Name: Maria Montessori Academy

*Completed for Fiscal Year Ending: 2022

*Completion Date: _____

*CAO Name: Micah Hirokawa

*CFO Name: Chalee Staheli

*CAO Signature: _____

*CFO Signature: _____

*Required

Basic Separation of Duties

See the following page for instructions and definitions.

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

* MC = Mitigating Control

Board Member Annual Commitment to Ethical Behavior

I understand that as a board member of Maria Montessori Academy, I should always engage in ethical behavior. I have read the school's Ethics Policy and am committed to abiding by the policy, conducting myself consistent with high standards of ethics, and complying with applicable law.

Signature _____
Mary Wurm

Date

Signature _____
Sarah Fannesbeck

Date

Signature _____
Chalee Staheli

Date

Signature _____
Evelyn Brown

Date

Signature _____
Sandra Grant

Date

Maria Montessori Academy
Policy: Ethics Policy
Adopted: September 10, 2013



Maria Montessori Academy (the “School”) adopts this policy to ensure that individuals associated with the School, including Board Members and employees, conduct themselves consistent with high standards of ethics and with applicable law.

Any allegation of a violation of this policy should be reported to the School’s Board of Directors in accordance with the School’s Staff Grievance Policy or Parent Grievance Policy, as applicable. The Board will ensure that all allegations of ethics violations are promptly investigated and that appropriate action is taken based on the results of the investigation.

No Board Member or School employee may violate Utah Code 76-8-105, which precludes the solicitation or receipt of a bribe.

No Board Member or School employee may violate the Utah Public Officers’ and Employees’ Ethics Act (Utah Code 67-16-1, et seq.), which, among other requirements, precludes Board Members and School employees from:

(a) accepting employment or engaging in any business or professional activity that he/she might reasonably expect would require or induce him/her to improperly disclose controlled information that he/she has gained by reason of his/her official position;

(b) disclosing or improperly using controlled, private, or protected information acquired by reason of his/her official position or in the course of official duties in order to further substantially his/her personal economic interest or to secure special privileges or exemptions for himself/herself or others;

(c) using or attempting to use his/her official position to:
(i) further substantially his/her personal economic interest; or
(ii) secure special privileges or exemptions for himself/herself or others;

(d) accepting other employment that he/she might expect would impair his/her independence of judgment in the performance of his/her public duties;

(e) accepting other employment that he/she might expect would interfere with the ethical performance of his/her public duties; or

(f) except as otherwise allowed in the law, knowingly receiving, accepting, taking, seeking, or soliciting, directly or indirectly for himself/herself or another a gift of substantial value or a substantial economic benefit tantamount to a gift:

(i) that would tend improperly to influence a reasonable person in the person's position to depart from the faithful and impartial discharge of the person's public duties;

(ii) that he/she knows or that a reasonable person in that position should know under the circumstances is primarily for the purpose of rewarding him/her for official action taken; or

(iii) if he/she recently has been, is now, or in the near future may be involved in any governmental action directly affecting the donor or lender, unless a disclosure of the gift, compensation, or loan and other relevant information has been made in the manner provided in Utah Code 67-16-6.

Licensed educators of the School must comply with Utah Educator Standards contained at R277-515-3 pertaining to the ethical conduct required of all licensed educators in the state of Utah.

Signature:

Preston Allen, Board Chair

Date

Maria Montessori Academy
Proposed Initial FY23 Budget and Final FY22 Budget
For Approval at June 28, 2022 Board Meeting

Accounts	Actual FY2021 Results	Original FY2022 Budget	Current P&L Through 4-30-22	Proposed FY2022 Amended	Proposed FY2023 (All Funds)
Income					
1000 - Revenue From Local Sources	34,295	82,000	47,606	54,913	54,000
3000 - Revenue From State Sources	3,154,255	3,095,761	2,674,478	3,196,587	3,554,373
4000 - Revenue From Federal Sources	206,900	290,520	29,291	520,649	271,972
5000 - Other Financing Sources					
Total Income	3,395,449	3,468,280	2,751,375	3,772,149	3,880,345
Gross Margin	3,395,449	3,468,280	2,751,375	3,772,149	3,880,345
Gross Margin %	100.0%	100.0%	100.0%	100.0%	100.0%
Expenses					
0100 - Salaries	1,426,281	1,426,094	1,063,568	1,501,873	1,732,942
0200 - Employee Benefits	356,198	361,219	267,326	389,259	431,686
0300-Purchased Professional and Technical Services	331,152	410,000	315,455	440,900	422,364
0400-Purchased Property Services	147,552	173,200	140,714	186,863	180,200
0500-Other Purchased Services	37,770	89,758	123,404	159,695	120,700
0600-Supplies and Materials	111,123	157,509	185,650	301,200	179,867
0700-Property	8,713	18,713	0	0	0
0800-Debt Service and Miscellaneous	780,239	787,580	652,542	789,780	789,580
Total Expenses	3,199,028	3,424,071	2,748,659	3,769,570	3,857,339
Net Income	196,421	44,209	2,716	2,579	23,006
Net Income %	5.8%	1.3%	0.1%	0.1%	0.6%
EBITDA	196,421	44,209	2,716	2,579	23,006
EBITDA %	5.8%	1.3%	0.1%	0.1%	0.6%

Notes:

Budget based on 385 students; Enrollment may be higher on Oct. 1, but I took a conservative approach.
For Example if enrollment is 410 then there would be an increase of approx. \$155,000 in unrestricted State Funds.

Name	Position	Term Expires	Date Appointed	Date Renewed
Mary Wurm	President	July 1, 2022	March 11, 2014	June 16, 2018
Sarah Fannesbeck	Vice President	July 1, 2022	November 13, 2018	
Evelyn Brown	Member	July 1, 2024	January 14, 2020	
Chalee Staheli	Financial Coordinator	July 1, 2024	January 14, 2020	
Sandra Grant	Member	July 1, 2025	January 11, 2022	
<i>Micah Hirokawa</i>	<i>Director</i>	N/A	N/A	

Audit Committee	Board Chair/Finance
Budget Officer	Director
CSSBO	?



Purpose

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

Electronic Devices

The School recognizes that various forms of electronic devices are widely used by both students and employees and are important tools in today’s society. The School seeks to ensure that the use of electronic devices, both privately-owned devices and devices owned by the School, does not cause harm or otherwise interfere with the learning, safety, or security of students or employees.

Definitions

“**Electronic Devices**” means electronic media, communication devices, transmitters, receivers or players, including but not limited to mobile phones with or without video or picture-taking capability, electronic music or video players, iPods, tablets, iPads, and electronic gaming devices.

“**School day**” means the hours that make up the School day according to the School’s schedule.

“**School-sponsored activities**” means field trips, curricular and extracurricular activities, and extended School-sponsored trips or activities, including School-provided transportation to and from such activities.

“**Instructional time**” means the hours during the School day designated by the School for class instruction.

Student Use of Electronic Devices

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

- Electronic devices may not be used to view, access, download, store, or transmit pornography or other obscene or inappropriate material.
- Electronic devices may not be used to bully, threaten, embarrass, harass, or intimidate other students, teachers, volunteers, School guests, or School employees.
- Electronic devices may not be used during quizzes, tests, and standardized assessments except as otherwise provided herein.
- Electronic toys are not allowed in the School.
- Students may not have electronic devices in their possession during the School day or at School-sponsored activities unless approved by the Director.

Exceptions

The Principal may give permission for a student to possess an electronic device for good cause, including medical reasons, if the device does not distract from the instructional or educational process and is not otherwise used inappropriately.

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

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

Electronic devices may be used in the event of an emergency during the limited period of the emergency in order to protect the safety of a student or School employee, visitor or volunteer.

Parents may make other individualized requests for exceptions to this policy to the Principal.

Consequences for Violation

A student will receive one warning prior to discipline for violating this policy unless the violation involves cheating or constitutes a violation of the School's Safe Schools Policy or Bullying and Hazing Policy or at the discretion of the Principal. On the second violation of this policy, a privately-owned electronic device will be confiscated, labeled, and held in a secure location. The Principal, teachers, and other individuals designated by the Principal may confiscate privately-owned electronic devices under this policy.

An individual other than a student that finds or confiscates a privately-owned electronic device may search the device for the purpose of determining the device's owner. Students may not search electronic devices. Electronic devices that are used inappropriately may be subject to search by the Principal if there is a reasonable suspicion that the device contains obscene or pornographic material or has been used to cheat or to threaten, embarrass, harass, or intimidate other students, teachers, volunteers, School guests, or School employees.

The School is not responsible for loss, damage or theft of any privately-owned electronic devices. The School will make reasonable efforts to notify parents/guardians that the School has a student's electronic device in its possession. Parents/guardians who show identification may retrieve confiscated electronic devices during School hours or by appointment. The School will retain un-retrieved electronic devices until the end of the School year, at which the devices will be disposed of in a manner that ensures that no data stored on the device may be retrieved.

The Principal may impose additional disciplinary consequences for a student's violation of this policy, considering the nature of the violation and other disciplinary actions in which the student has been involved. Such disciplinary actions may include:

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

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

Notice of the Policy

The School will give parents and students written notice of this policy annually. Written notice may be satisfied by posting the policy on the School's website, publishing the policy in a School handbook, sending the policy to the student's home, or any other reasonable means.

Creative and Innovative Uses for Electronic Devices

Teachers and other School employees are encouraged to use electronic devices creatively in order to effectively communicate with students and parents/guardians and to enhance instruction. Creative uses might include notifying absent students of assignments, communicating with parents when students excel or if they are behind or

absent, notifying students and parents of news articles or events that would enhance the learning experience, providing feedback to students on tests and assignments, parents notifying the School when students are absent or tardy.

Other Provisions

Picture taking or sound or video recording by students is prohibited in School unless authorized by a teacher or the Principal. Picture taking or sound or video recording by students is prohibited in private areas of the School such as locker rooms, counseling sessions, washrooms, and dressing areas.

Students bring electronic devices on School property at their own risk. The School is not responsible for lost, stolen or damaged electronic devices.

Students are responsible for their own electronic devices and may be subject to discipline if their device is misused by another.

Parents, guests and visitors to the School may use electronic devices at School and at School-sponsored activities only in accordance with rules established by the Principal. Such individuals who use the School's electronic resources may not use such resources to access inappropriate material or information.

Internet Safety

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

Definitions

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

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

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

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

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

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

Access to Inappropriate Material

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

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

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

Inappropriate Network Usage

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

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

Education, Supervision and Monitoring

It shall be the responsibility of all School employees to educate, supervise and monitor appropriate usage of the School’s online computer network and access to the Internet in accordance with this policy, the Children’s Internet Protection Act, the Neighborhood Children’s Internet Protection Act, and the Protecting Children in the 21st Century Act. This includes educating students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, as

well as cyberbullying awareness and response. The School will also provide information regarding these matters to parents/guardians.

Student Acceptable Use of School Electronic Resources

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

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

In order to use the School's electronic resources, students must be willing to abide by the rules of acceptable use. Use of the School's electronic resources is a privilege, and students have no expectation of privacy in connection with their use of the School's electronic resources. Students who abuse this privilege by actions such as damaging the School's electronic resources; violating copyrights; bullying, hazing, intimidation, harassment and threats; accessing pornography or other obscene or inappropriate material; inappropriate language; gambling; unauthorized games; or other unauthorized or inappropriate use, will be subject to discipline. Violation of policies and rules regarding use of the School's electronic resources may also result in confiscation of School-issued devices and denial of access to the School's electronic resources. This may result in missed assignments, inability to participate in required assignments and assessments, and possible loss of credit or academic grade consequences.

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

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

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

The Principal shall ensure that additional rules and procedures regarding students' use of the School's electronic resources are established and clearly communicated to students and their parents/guardians. The Principal shall ensure that students receive appropriate training regarding these rules and procedures.

Staff Acceptable Use of School Electronic Resources

Improper use of the School's electronic resources by employees has the potential to negatively impact students, damage the School's image, and impair the School's electronic resources. Therefore, this policy is intended to govern employees' and volunteers' use of the School's electronic resources, and employees must agree to these terms as a condition of employment.

At-Will Employment

Nothing in this policy is intended to create additional rights for any employee or to otherwise alter or amend the at-will nature of the employment relationship between the School and any employee.

The School's Rights

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

1. All data, files, programs, and materials downloaded with or used, sent, received, or stored upon the School's electronic resources are the School's property, and the School may deal with such items as it deems appropriate.
2. The School may log network use and monitor server space utilization by users and assumes no responsibility or liability for files deleted due to violation of server space allotments.
3. The School may remove a user account on the network with or without notice.
4. The School may monitor all user activities on the School's electronic resources, including but not limited to real-time monitoring of network activity and/or maintaining a log of Internet activity for later review.
5. The School may provide internal and external controls of network usage as appropriate and feasible, including but not limited to restricting online destinations through software or other means.
6. The School may limit or restrict, with or without notice, access to the School's electronic resources for those who do not abide by this policy or other direction governing the use of the School's electronic resources.

7. The School may determine, in its sole discretion, what materials, files, information, software, communications, and other content or activity are permitted or prohibited.
8. The School may delete or remove, with or without notice, any files, programs, data or other materials from any of the School's electronic resources.
9. The School may provide additional policies or guidelines regarding acceptable use of electronic resources.

Employees' Responsibilities Regarding Students' Use of Electronic Resources

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

User Responsibilities

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

Employees may use privately-owned electronic devices at School or at School-sponsored activities in accordance with rules and procedures established by the Principal.

Violation of this policy is grounds for discipline, up to and including termination. The School may also notify law enforcement as appropriate, and such actions may subject an employee to criminal penalties.

Acceptable Use

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

1. All use of the School's electronic resources, including but not limited to use of computers and other electronic devices, use of e-mail, and network and Internet access must be consistent with the School's mission.
2. Network accounts are to be used only by the authorized user of the account for the authorized purpose.

3. Users must take reasonable steps to protect the privacy of students, School employees and other members of the School community and must strictly maintain the confidentiality of information regarding such individuals.
4. Use of the School's electronic resources, whether inside or outside the School, must comply with the School's employee handbook, as established from time to time.
5. Employees must comply with applicable copyright laws, ethical rules, and other applicable laws and regulations.
6. Users must exercise appropriate professional judgment and common sense when transporting files to and from school, keeping in mind copyright and other legal issues, as well as ensuring that the non-School to or from which files are being transferred are employing appropriate virus-control technologies.
7. Users must exhibit professionally appropriate behavior when using the School's electronic resources in order to professionally represent and preserve the image the School.
8. Users must take reasonable precautions to protect the School's electronic resources in order to reduce repair costs, maintain the integrity of the network, and protect the School's assets. Employees who damage School electronic resources may be financially responsible for the cost of repair or replacement.
9. From time to time, the School will make determinations on whether specific uses of the School's electronic resources are consistent with the intent of this policy.

Unacceptable Use

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

1. Excessive use of the School's electronic resources for personal matters. "Excessive use" includes but is not limited to use of electronic resources in a manner that interferes with an employee's performance of work-related responsibilities or with the functioning of the School's electronic resources.
2. Use of the School's electronic resources in connection with social networking sites for non-academic purposes is prohibited.
3. Use of the School's electronic resources for commercial or for-profit purposes.
4. Use of the School's electronic resources for product advertisement or political lobbying.
5. Personal electronic devices may only be connected to the School's network with appropriate authorization.
6. Intentionally seeking information on, obtaining copies of, or modifying files, other data, or passwords belonging to other users, or impersonating or misrepresenting other users of the School's network.
7. Unauthorized use or disclosure of personal student information in violation of the Family Educational Rights and Privacy Act, 34 CFR, Part 99.
8. Use of the School's electronic resources in a manner that disrupts the use of the network by others.
9. Destroying, modifying, or abusing the School's electronic resources in any way.

10. Use of the School's electronic resources in a manner that threatens or impairs the integrity or security of the network.
11. Use of the School's electronic resources for hate mail, chain letters, harassment, discriminatory remarks, and other antisocial behaviors.
12. Downloading or installation of any software, including shareware and freeware, for use on the School's electronic resources without the approval of the Principal or designee.
13. Use of any software on the School's electronic resources in violation of the applicable license or use agreement.
14. Use of the School's electronic resources to access, process, store, send or receive pornographic, sexually explicit or otherwise inappropriate material (as determined by the Principal).
15. Use of the School's electronic resources for downloading entertainment software, files or other material not related to the mission of the School. This prohibition pertains to freeware, shareware, copyrighted commercial and non-commercial software, and all other forms of software and files not directly related to the instructional and administrative purposes of the School.
16. Downloading, copying, otherwise duplicating, and/or distributing copyrighted materials without the specific written permission of the copyright owner, except that duplication and/or distribution of materials for educational purposes is permitted when such duplication and/or distribution would fall within the Fair Use Doctrine of federal copyright law.
17. Use of the School's electronic resources for any unlawful purpose.
18. Use of the School's electronic resources to intentionally access, process, store, send or receive materials containing profanity, obscenity, racist terms, or other harassing, abusive, intimidating, threatening, discriminatory or otherwise offensive language or images.
19. Use of the School's electronic resources for playing games unless it is for instructional purposes or otherwise approved by the Principal or designee.
20. Participating in activities, including but not limited to the preparation or dissemination of content, which could damage the School's professional image, reputation and/or financial stability.
21. Permitting or granting access to the School's electronic resources, including but not limited to granting use of an e-mail or network account or password, to another individual, including but not limited to someone whose access has been denied or terminated.
22. Portable data storage devices may only be used to backup or transport files and data between computers and use of such devices for the operation of unauthorized portable applications is prohibited.
23. Establishing connections to live communications, including text, voice, or video, may only be done in a manner approved by the Principal or designee.
24. Malicious use of the School's electronic resources to develop programs that harass other users or infiltrate a computer or computing system and/or damage the software components of a computer or computing system.

Disclaimer

1. The School cannot be held responsible for information that is retrieved via the network.
2. Pursuant to the Electronic Communications Privacy Act of 1986 (18 U.S.C. § 2510, et seq.), notice is hereby given that there are no facilities provided by the School's system for sending or receiving private or confidential electronic communications. System administrators have access to all mail and will monitor messages. Messages relating to or in support of illegal activities will be reported to the appropriate authorities.
3. The School is not responsible for any damage users may suffer, including loss of data resulting from delays, non-deliveries, or service interruptions caused by the School's negligence or your errors or omissions.
4. Use of any information obtained is at the user's own risk.
5. The School makes no warranties (expressed or implied) with respect to:
 - o The content of any advice or information received by a user, or any costs or charges incurred as a result of seeing or accepting any information;
 - o Any costs, liability, or damages caused by the way the user chooses to use his or her access to the network.
6. The School reserves the right to change its policies and rules at any time.

Privacy

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

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

Signature:



Preston Allen, Board Chair

March 11, 2014
Date

**Staff Acceptable Use of School Electronic Resources
Acknowledgement of Receipt and Understanding**

I hereby certify that I have read and fully understand the contents of the School's policies regarding use of the School's electronic resources. Furthermore, I have been given the opportunity to discuss any information contained therein or any concerns that I may have. I understand that my employment and continued employment is based in part upon my willingness to abide by and the School's policies, rules, regulations and procedures. I acknowledge that the School reserves the right to modify or amend its policies at any time, without prior notice. I acknowledge that these policies do not create any promises or contractual obligations between the School and its employees and that my employment with the School continues to be at will. My signature below certifies my knowledge, acceptance and adherence to the School's policies, rules, regulations and procedures regarding the use of its electronic resources. I acknowledge that violation of any of these policies may be grounds for discipline, up to and including termination.

Employee Signature

Employee Name

Date



EARLY LEARNING PLAN 2022-2023

LEA Name: Maria Montessori Academy

Date of Expected Local Board Approval: June 28, 2022

Directions:

- *To support LEAs in successful completion of this plan, a Look Fors Document has been created and can be found here: https://docs.google.com/document/d/1GsmMc88Gnk7-a03K70KGODi5ad_0Y2Ti/edit?usp=sharing&ouid=111364743146836537372&rtpof=true&sd=true*
- *Submission of an Early Learning Plan (sections A, B, and C) is required for each LEA regardless of applying for funding.*

Funds Being Applied for: Check all that apply. ([Estimated Funding and Matching Amounts](#))

Early Literacy Program Funds

DISTRICT ONLY - Matching Funds:

Program	Amount Matching	Levy
<input type="checkbox"/> Low Income Program		
<input type="checkbox"/> Guarantee Program		

Submission of Early Learning Plan: [Pathways to Early Learning Program \(ELP\) Plan Submission and Approval](#)

- Submission on or before August 1st: For ELP **preapproval**, submit the following to earlylearning@schools.utah.gov **by August 1st.**
 - ELP Plan as a WORD document
- Submission after August 1st: For ELP **final approval**, submit the following in [Utah Grants](#) **no later than September 1st by 5 p.m.**
 - Early Literacy budget,
 - Final ELP plan (as an attachment),
 - Local board minutes (as an attachment)
- Goals must be submitted into the [Data Gateway - Early Literacy Page](#) **no later than September 1st by 5 p.m.**

SECTION A: EARLY LITERACY

1. List your evidence-informed core curriculum program(s) for grades K-3 literacy in the following areas:

**SB 127: Districts and charters are required to provide instructional materials that are evidence-informed for core instruction and evidence-based for intervention and supplemental instruction.*

Core Area	*Evidence-Informed Curriculum(s) (defined in SB 127 as: (i) is developed using high-quality research outside of a controlled setting in the given field, and (ii) includes strategies and activities with a strong scientific basis for use)
Phonological Awareness	Heggerty and SuperKids Reading Program
Phonics	Superkids and Words Their Way
Fluency	Superkids and Reading for All Learners
Vocabulary	Superkids and Words Their Way
Comprehension	Superkids and Reading for All Learners
Oral Language	Superkids Reading Program
Writing	Superkids and Step Up to Writing

2. List the assessments used in K-3 literacy for each section below.

**SB 127: If Acadience Reading or a supplemental reading assessment indicates a student lacks competency in a reading skill, or is behind other students in the student's grade in acquiring a reading skill, the school district or charter school is required to administer diagnostic assessments to the student to target interventions to meet students' individual needs.*

Screener(s):

- Acadience Reading (Dynamic Measuring Group) - The Acadience reading assessment will be administered to students in grades K-3 three times annually to assess the acquisition of students' early literacy skills.
- The KEEP assessment for kindergarten will be administered at the beginning and end of the school year. The KEEP provides insights into current levels of academic and social and emotional performance upon entry and exit from kindergarten. It identifies effective instructional practices or strategies for improving student achievement outcomes in a targeted manner.

Diagnostic(s):

**Defined in SB 127: "Diagnostic assessment" means an assessment that measures key literacy skills, including phonemic awareness, sound-symbol recognition, alphabet knowledge, decoding and encoding skills, and comprehension, to determine a student's specific strengths and weaknesses in a skill area.*

Assessing Phonics:

- PAST
- CORE Phonics
- Words Their Way
- SIPPS assessment

Assessing Reading:

- Multiple Measures (CORE Assessments)
- Complimentary Beginning and Advanced Diagnostic Decoding Surveys
- IXL English Language Arts diagnostic assessment
- Basic Reading Inventory (IRI)
- DIBELS Deep
- easyCBM

Progress Monitoring:

**SB 127: Districts and charters are required to administer formative assessments and progress monitoring at recommended levels for the benchmark assessment to measure the success of the focused intervention;*

Progress monitoring includes:

- Acadience Reading
- CBM from Superkids
- IXL

3. List your K-3 tier 2 and tier 3 evidence-based literacy curriculum programs and/or strategies and answer the question below.

**SB 127: Districts and charters are required to provide instructional materials that are evidence-informed for core instruction and evidence-based for intervention and supplemental instruction.*

**Evidence-based is defined in SB 127 as: means that a strategy demonstrates a statistically significant effect, of at least a 0.40 effect size, on improving student outcomes based on: (i) strong evidence from at least one well-designed and well-implemented experimental study or (ii) moderate evidence from at least one well-designed and well-implemented quasi-experimental study.*

Tier 2 Evidence-based Curriculum Program(s) and/or strategies:

Maria Montessori Academy will provide the following curriculum-based instruction and strategies for students in Tier 2:

- Reading Horizons
- KPALS and PALS 1-3
- Supplemental materials from the SuperKids program (tier 1 curriculum)
- Reteaching materials
- Small groups instruction
- Daily interventions

Tier 3 Evidence-based Curriculum Program(s) and/or strategies:

Maria Montessori Academy will provide the following curriculum-based instruction and strategies to students in Tier 3. Tier 3 system will be based on diagnostic data from:

- Reading Horizons
- SIPPS
- Early Reading Intervention (Reading Street)
- Reading Horizons
- Road to the Code
- Road to Reading
- Small group instruction
- Daily interventions

Briefly describe how you ensure intervention is aligned to students’ needs?

Based on the outcomes of the diagnostic assessment given for each student, we assign an intervention program that meets the specific skill deficits. Further assessments determine the effectiveness of the intervention and inform instruction.

SECTION B: EARLY MATHEMATICS

1. What evidence-based curriculum is being used in tier 1 core instruction for K-3 mathematics?

Maria Montessori Academy will use the following TIER 1 curriculum for mathematics for the 2022-23 SY.

- K-3 math curriculum will encompass a certified Montessori Math program
- Jo Boaler’s Youcubed curriculum
- Math in Focus
- Digital resources including Khan Academy, Khan Academy for Kids, and IXL

2. Describe how the following mathematical components are incorporated in tier 1 instruction in grades K-3.

Mathematical Components	Evidence-based Strategies
<p>Conceptual Understanding: the comprehension and connection of concepts, operations, and relations.</p>	<ul style="list-style-type: none"> ● Teachers will engage in number talks, small group instruction through modeling both of teacher and student, ● Students will use hands-on didactic Montessori materials/manipulatives as concrete tools to support understanding of abstract mathematical concepts. ● Students receive direct instruction in mathematical concepts and are supported in further independent exploration and mastery with support from the teacher ● Students will have multiple pathways of experimentation with math concepts through Youcubed (Jo Boaler curriculum).
<p>Procedural Fluency: the meaningful, flexible, accurate, and efficient use of procedures to solve problems.</p>	<ul style="list-style-type: none"> ● Procedural Fluency will be supported through direct instruction using Montessori materials/ manipulatives, many of which are self-correcting. These materials support deep understanding of mathematical patterns and multiple methods for solving problems. ● Procedural Fluency will also be supported through Khan Academy, Khan Academy kids, and IXL

	<ul style="list-style-type: none"> ● Students will be led through number talks, fluency games, and group work
<p>Strategic and Adaptive Mathematical Thinking: the ability to formulate, represent, and solve mathematical problems with the capacity to justify the logic used to arrive at the solution.</p>	<ul style="list-style-type: none"> ● Students will participate in multiple pathway experimentation using the Montessori method and manipulatives as it applies to the world around us. ● Students will be able to apply mathematics within multi-discipline instruction/ practice. ● Off-campus learning experiences such as visits to local businesses, industry, and forms of entrepreneurship will be implemented into mathematical practice, critical thinking, and application. ● Teachers will monitor and facilitate mathematical experimentation as it applies to the world around us and everyday life.
<p>Productive Disposition: the ability to see mathematics as useful and worthwhile while exercising a steady effort to learn mathematics.</p>	<ul style="list-style-type: none"> ● Teachers will undergo the Professional Development provided by Youcubedb (Jo Boaler math) in order to increase a love for mathematics and obtain methods, strategies, and philosophies that reduce anxiety and apprehension towards mathematics. ● Teachers will engage in purposeful mathematical conversations outside of specific math instruction and work towards fully integrating the language of math into everyday use. ● Montessori materials/manipulatives will be used by students who will develop deeper concentration skills and determination in completing complex problems.

3. Briefly discuss how mathematics assessments (screeners, diagnostics, and progress monitoring) are used to make instructional decisions and how they are used to ensure that instruction and interventions are aligned to students' learning needs.

Grade-level screening tools are used to identify students who are achieving below grade level including MATH U SEE, Acadience Math, and easyCBM.

Students who perform below grade level are further assessed using diagnostic tools through MAP, Khan Academy, and IXL to determine the learning gaps and to inform instruction. Instruction is given that is directly related to learning needs identified in screeners.

Progress is monitored using IXL, Acadience Math, and easyCBM to determine the effectiveness of the intervention in closing specific learning gaps.

Regular screening using the BOY, MOY, and EOY Acadience Math and easyCBM grade-level assessments determine if students in interventions have gained the skills needed to perform on grade level or if they will continue to receive interventions.

4. List your K-3 tier 2 and tier 3 mathematics intervention programs/strategies and answer the question below.

Tier 2 Intervention Program(s)/strategies:

Students' learning gaps, as identified in assessment, are addressed in small group interventions led by teachers and support staff. IXL, Khan Academy, and Khan Academy Kids are used in conjunction with direct instruction to provide further support and assessment.

Based on the formative and summative assessments, as students exhibit small but recognizable deficits within

mathematics a student will receive up to 6 weeks of intervention/ additional services, at which time they will receive an assessment of progress. Unless Acadience or other assessments show within the intervention that the the deficit is more severe, the student will return back to tier 1. Once the student achieves grade level they are able to exit tier 2 back into tier 1.

Tier 3 Intervention Program(s)/strategies:

Assessments identify learning gaps that are addressed through small group direct instruction. Khan Academy, Khan Academy Kids, and IXL are used to support instruction and assess student understanding of taught concepts. They are also used to track progress in closing learning gaps.

If a student does not improve within the 6-week intervention time frame then formative assessments will be reapplied with additional resources such as one on one instruction and assessments conducted by the schools instructional coach and further testing if approved by parents through special education services.

Briefly describe how you ensure intervention is aligned to students' needs?

Based on the outcomes of the Acadience Math screener and additional diagnostic assessments given for each student demonstrating intervention needs, we assign an intervention program that builds on the strengths the student exhibited in their assessments. Further assessments are conducted to determine progress and the effectiveness of the interventions.

SECTION C: LOCAL GOALS

Goals must be measurable, address current performance gaps in student literacy and math data, and include specific strategies for improving outcomes.

Videos to support goal writing: [Analyzing Data and Identifying Areas of Need](#) and [Writing Goals](#)

Goal Sentence Frame:

By [date], [who is responsible] will [what will change and by how much--measurable] by [how--which evidence-based strategy(ies) will be used] to [why—for what purpose].

1. Early Literacy Goal (required)

By **May 20, 2023**, **Maria Montessori Academy** will maintain the percentage of kindergarten students who are at or above benchmark on PSF (phoneme segmentation fluency) from MOY to EOY by implementing a phonics instruction program, phonemic awareness instruction, such as Heggerty, and providing ongoing professional learning and job-embedded instructional coaching with all kindergarten teachers, including; classroom observations, feedback on the implementation of the explicit phonemic awareness, and professional development in the phonics curriculum to maintain the number of students scoring at or above benchmark at the end of the year.

2. Early Mathematics Goal (required)

By **May 20, 2023**, **Maria Montessori Academy** will increase the percentage of 1st-grade students scoring at or above benchmark on Acadience Math Composition from BOY to EOY by 4% through

ongoing progress monitoring, data evaluation, and professional development to increase the number of students meeting and exceeding benchmark expectations.

3. Early Literacy or Mathematics Goal (required)

Literacy Goal

Mathematics Goal

By **May 20, 2023**, Maria Montessori Academy will increase the percentage of 1st graders scoring at or above benchmark on NWF/ WWR from BOY to EOY by 9% through direct instruction supported by core programs, including phonics and phonemic awareness, to increase the number of students meeting or exceeding benchmark expectations.

General Assurances: Check the box below.

The LEA assures that it is in compliance with State Code [53F-2-503](#), [53E-4-307.5](#), [53G-7-218](#), [53E-3-521](#) and Utah Board Rule [R277-406](#) applicable to this program.

By submitting this form, I certify the information I provided on and in connection to this application is true, accurate and complete. I also understand that any false statements on this application I file with the Utah State Board of Education may be grounds for disqualification for Early Literacy Program funds.

Maria Montessori Academy
Policy: Sex Education Instruction Policy
Approved: November 13, 2018



Policy

The purpose of this policy is to ensure that the Sex Education Curriculum taught at Maria Montessori Academy (the "School") is compliant with state law. The School will comply with applicable state law regarding the presentation of sex education instruction or instructional programs.

"Sex education instruction or instructional programs" means any course, unit, class, activity or presentation that provides instruction or information to students about sexual abstinence, human sexuality, human reproduction, reproductive anatomy, physiology, pregnancy, marriage, childbirth, parenthood, contraception, HIV/AIDS, sexually transmitted diseases, or refusal skills, as defined in Utah Code § 53G-10-402. While these topics are most likely discussed in courses such as health education, health occupations, human biology, physiology, parenting, adult roles, psychology, sociology, child development, and biology, this policy applies to any course or class in which these topics are the focus of discussion.

Every two years the Board of Directors will (a) review this policy; and (b) review data for the county in which the School is located regarding teen pregnancy, child sexual abuse, sexually transmitted diseases and sexually transmitted infections, and the number of pornography complaints or other instances reported in the School.

Administrative Procedures Sex Education Instruction Procedures

These administrative procedures are established pursuant to the Sex Education Instruction Policy adopted by the School's Board of Directors.

In accordance with state law, all sex education instruction or instructional programs will comply with the requirements of Utah Code § 53G-10-402 through -403 and Utah Admin Code R277-474. Specifically, the School will:

- teach sexual abstinence before marriage and fidelity after marriage as methods for preventing certain communicable diseases;
- teach personal skills that encourage individual choice of abstinence and fidelity; and
- obtain prior parental consent before any sex education instruction, maturation education, or other instructional program.

The Director will establish a curriculum materials review committee composed of parents, schools employees, and others selected by the Director. If possible, the committee will also include health professionals and school health educators. The committee will have at least as many parents as school employees. The committee will select officers and is subject to the Utah Open and Public Meetings Act. The School's Board of Directors will review and approve the membership of the committee on or before August 1 each year. If the School's Board of Directors is composed of a majority of parents, it may elect to act as the committee.

The curriculum materials review committee will meet on a regular basis, as determined by the members of the committee, select officers for the committee and designate a committee chair, and comply with the Open and Public Meetings Act. The committee will review and make recommendations to the School's Board of Directors regarding instructional materials to be used by the School in connection with sex education instruction or a maturation education program. Program materials and guest speakers supporting instruction on these topics must also be reviewed and approved by the curriculum materials review committee.

Instructional materials used by the School in connection with sex education instruction or a maturation education program must be approved by the School's Board of Directors. These materials will comply with the requirements of applicable law and will be available for parents to review for a reasonable period of time prior to consideration for adoption by the Board of Directors.

The following topics may not be taught in the School:

- The intricacies of intercourse, sexual stimulation or erotic behavior;
- The advocacy or encouragement of the use of contraceptive methods or devices;

- or
- The advocacy of premarital or extramarital activity.

The School will comply with the Utah Family Educational Rights and Privacy Act, Utah Code § 53E-9-202 through -203 and obtain parental consent prior to any sex education instruction, maturation education, or other instructional program. At no time will a student be in the classroom during any sex education instruction, maturation education, or other instructional program unless an approval form signed by the student's parent/guardian is on file. The parental notification form will:

- a) explain a parent's right to review proposed curriculum materials in a timely manner;
- b) request the parent's permission to instruct the parent's student in identified course material related to sex education or maturation education;
- c) allow the parent to exempt the parent's student from attendance for a class period where identified course material related to sex education instruction or maturation education is presented and discussed;
- d) be specific enough to give parents fair notice of topics to be covered;
- e) include a brief explanation of the topics and materials to be presented and provide a time, place and contact person for review of the identified curricular materials;
- f) be retained on file with affirmative parental consent for each student prior to the student's participation in discussion of issues protected under Section 53G-10-402; and
- g) be maintained at the School for a reasonable period of time.

Instructors may not intentionally elicit comments or questions about matters subject to parental consent requirements. Additionally, instructors' responses to questions spontaneously raised by students must be brief, factual, objective and in harmony with content requirements of this policy and state law. Responses must also be age appropriate and limited in scope to that reasonably necessary under the circumstances.

The School will ensure that all educators with any responsibility for any aspect of sex education instruction will receive appropriate professional development outlining the sex education curriculum and the criteria for sex education instruction. The School will ensure that educators receive this professional development at least once every three years. Additionally, the School will ensure that such educators are familiar with requirements of the Utah Family Educational Rights and Privacy Act.



charterschoolot@gmail.com

Diane Peake, OTR/L, 801-644-4212

4909 Glasmann Way, South Ogden, UT 84403

Independent Contractor Agreement

2022-2023 School Year

This Independent Contractor Agreement (the “Agreement”) is effective as of the 1st day of August 2022 (the “Effective Date”) by and between Maria Montessori Academy (“School”) and Charter School Therapy (“CST”), Federal Tax ID No. 47-1401775.

AGREEMENT

NOW THEREFORE, in consideration of the foregoing and of the mutual covenants and agreements set forth in this Agreement, School and CST hereby mutually covenant and agree as set for the below.

1. Term

CST will provide those Services (as that term is defined in Section 2 below) for the 2022–2023 school year. The Services will terminate on June 30, 2023. If School and CST agree, in writing, to continue this Agreement into a subsequent school year, the terms of this Agreement will remain in full force and effect unless and until the earlier of (a) the parties enter into a new agreement regarding the subject matter hereof or (b) the parties terminate this Agreement as set forth in Section 6 hereof.

2. Contract Service

CST will provide to School the following services (“Services”) for students: screenings, evaluations, consultations, Individualized Education Plan (“IEP”) meetings as therapists are available, training for staff or parents, virtual services/packets, kindergarten screening, pre-referral to Special Education services, training for professional development to staff or parents, after school programming for student handwriting skills and/or motor skills programming, and administrative time for therapy and direct services, including work completed off-site that is directly related the Services, such as documentation, scoring evaluations, writing evaluation reports, updating IEP documentation, session preparation time, and any additional services as described in Exhibit A. (If no additional services are listed in Exhibit A, School acknowledges that there are no additional services.). CST and its subcontractors will create and maintain records of the Services provided to each student. CST agrees to comply with all State and Federal Special Education law where applicable. CST agrees to maintain its own professional liability insurance. Any subcontractor CST contracts with to provide services under this Agreement will have current, applicable professional credentials pursuant to State and local law.

CST will provide evaluation and therapy supplies used during direct or virtual service. Items to be used by the student at the school outside of the time of service may be lent by CST occasionally.

School will be required to purchase any additional therapy supplies requested or required by School. Any supplies purchased by School would remain school property.

CST has developed and is following COVID-19 safety protocols as mandated including, but not limited to wearing masks, sanitizing materials and equipment between appointments, and providing one-time use materials when applicable. Where the School requests additional materials for one-time use beyond those normally provided by CST, School will be required to purchase such additional supplies requested or required by School.

3. School Obligations

School shall be solely responsible for its own compliance with (i) all applicable State, local, and federal laws and regulations, including but not limited to all applicable education and special education laws and regulations; and (ii) all School and school district policies and procedures.

4. Maintenance of Records

CST shall maintain or supervise the maintenance of all records necessary to properly account for CST's performance and the payments made by School to CST under this Agreement. These records shall be retained by CST for at least six (6) years after final payment, or until all audits initiated within the six (6) years have been completed, whichever is later. CST agrees to allow, at no additional cost, the State of Utah, federal auditors, and School staff, access to all such records.

5. Payments

School will pay CST \$79.00 per hour for the Services. There is a one (1) hour minimum charge for all Services completed on-site. CST will send a monthly invoice ("Invoice") for the Services within the first three (3) business days of each month. School shall pay the sums due under the Invoice within thirty (30) days after the date of the Invoice.

If a student fails to attend an appointment for virtual Services, CST will attempt to reach parents by phone, text, and email. If CST is unable to reach a student receiving virtual Services, CST will send a therapy packet of work relating to their IEP goals with a reminder for the student's next appointment. For students who fail to attend virtual Services appointments, CST will charge for the full amount of the Service time, plus a fifteen (15) minute administrative charge for the time spent attempting to contact the parent and/or student and sending the reminder packet. If a parent cancels the appointment less than twenty-four (24) hours in advance of the appointment, CST will provide the student with an email packet of therapeutic activities. For parents who cancel less than twenty-four (24) hours in advance of the appointment, CST will charge for fifty percent (50%) of the Service time.

If School fails to make any payment when due then, in addition to all other remedies that may be available:

(a) CST may charge interest on the past due amount at the rate of 1.5% per month, calculated daily and compounded monthly or, if lower, the highest rate permitted under applicable law;

(b) School shall reimburse CST for all costs incurred by CST in collecting any late payments or interest, including attorneys' fees, court costs, and collection agency fees; and

(c) if such failure continues for thirty (30) days following written notice thereof, CST may suspend performance of the Services until all past due amounts and interest thereon have been paid,

without incurring any obligation or liability to School by reason of such suspension, provided, however, that CST will perform any missed Services at its regular hourly rate once all past due amounts and interest thereon have been paid.

6. Termination

This Agreement may be terminated by either party for any or no reason on thirty (30) days written notice to the other party. CST reserves the right to terminate this Agreement immediately in the event that School materially breaches any provision of this Agreement, including, but not limited to Sections 3 and 5 herein. Notice shall be given by Certified Mail, addressed as follows:

For School:

Maria Montessori Academy
2505 N 200 E, North Ogden, UT 84414

For CST:

Diane Peake
4909 Glasmann Way
South Ogden, UT 84403

or to such other address a party may specify to the other in writing.

7. Miscellaneous

a. Severability. In the event a court of competent jurisdiction determines that any portion of this Agreement is in violation of any statute or public policy, then only the portions of this Agreement which violate such statute or public policy shall be stricken. All portions of this Agreement which do not violate any statute or public policy shall continue in full force and effect. Further, any court order striking any portion of this Agreement shall modify the stricken terms to give as much effect as possible to the intentions of the parties under this Agreement.

b. Governing Law and Mandatory Venue. This Agreement shall be governed by the laws of the State of Utah without regard to any conflict of law provisions. All claims or disputes arising hereunder or in any way relating to this Agreement shall be subject to the exclusive jurisdiction of the state or federal courts situated in Weber County, State of Utah, and each party hereby submits him/her/itself to the personal jurisdiction and mandatory venue of such courts. If any party violates this provision and files suit in another forum, the other party shall be entitled to anti-suit injunctive relief in the state and federal courts situated in Weber County, State of Utah, enjoining the action in the improper forum.

c. Successors and Assigns. This Agreement shall inure to and bind the heirs, devisees, executors, administrators, personal representatives, successors, and assigns, as applicable, of the respective parties hereto.

d. Entire Agreement; Amendment. This Agreement constitutes the entire agreement and understanding between the parties with respect to the subject matter hereof, and supersedes all prior agreements and understandings with respect thereto. Notwithstanding any Utah statutory or common

law to the contrary, this Agreement can be amended or modified only in a writing signed by CST and School, whether or not a claimed modification is supported by separate consideration.

e. No Waiver. No waiver by either party at any time of any breach by the other party of, or compliance with, any condition or provision of this Agreement to be performed by the other party shall be deemed a waiver of similar or dissimilar provisions or conditions at the same time or any prior or subsequent time. In addition, no course of dealing between the parties, nor any delay in exercising any rights or remedies hereunder or otherwise, shall operate as a waiver of any of the rights or remedies of the parties.

f. Headings. The headings of articles and paragraphs used in this Agreement are for convenience only and are not part of its operative language and shall not be used to affect the construction of any provisions hereof.

g. Attorney's Fees and Costs. If a legal action or other proceeding is brought by CST or School for enforcement of this Agreement, the prevailing party shall be entitled to recover reasonable attorney's fees, costs, and expenses incurred, in addition to any other relief to which such party may be entitled under applicable law.

Remainder of this page left intentionally blank.

[Signature page to follow]

IN WITNESS WHEREOF, the parties have executed this Agreement as of the Effective Date.

Charter School Therapy

By: *Diane Peake, OTR/L*

6/4/2022

Its: Charter School Therapy Owner

Date

Maria Montessori Academy

By: _____

Its: _____

Date

Exhibit A

Additional Services

CST will provide the following Occupational Therapy Services: Evaluations, direct services, indirect services, virtual services, therapy packets, consultations, documentation, screenings, kindergarten screenings, pre-referral to Special Education services, staff and/or parent trainings, attending IEP or staff meetings as requested and available, after school programing for student handwriting skills and/or motor skills, program development, ESY (Extended School Year) and administrative time for services , including work completed off site that is directly related to the Services, such as documentation, , scoring test protocols ,writing evaluation reports, updating IEP documentation for goals and present levels and session preparation time.

CST will provide the following Physical Therapy Services: Evaluations, direct services, indirect services, virtual services, therapy packets, consultations, documentation, screenings, kindergarten screenings, pre-referral to Special Education services, staff and/or parent trainings, attending IEP or staff meetings as requested and available, after school programing for student motor skills, program development, ESY (Extended School Year) and administrative time for services , including work completed off site that is directly related to the Services, such as documentation, scoring test protocols ,writing evaluation reports, updating IEP documentation for goals and present levels and session preparation time.

If, at any time, School has questions or concerns about the Services, charges for the Services, or other items related to the Agreement, please contact Diane Peake at charterschoolot@gmail.com.

CALCUT CONSULTING CONTRACT FOR SERVICES

Provider Name: Jennifer Calcut
Ph#: 801-430-3911
Business Name: Calcut Consulting
Address: 5420 South 4225 West Roy, Utah 84067

Services to be billed at a rate of \$103.00 an hour. This rate includes administration, testing protocols, scoring and interpretation, report writing, consultation, trainings, counseling services and attending IEP meetings.

School Psychologist

Testing Available

- WISC-V
- WAIS-IV
- WPPSI-V
- KTEA
- WAIT
- Raven's Progressive Matrices
- Weschler Non-Verbal
- ADOS-2
- BASC-3
- SSIS
- ASRS
- Conners
- Vineland Adaptive Behavior Scales
- Personality Scales for Adolescents
- Executive Functioning Batteries
- FUBA and BIP

Trainings

- TBRI for Teachers Trauma Informed Care
- Reading and Interpretation of Testing for Teachers
- Team Building for teachers and staff utilizing the Enneagram

Counseling Services

- Provided by DOPL Licensed Therapists
- Zones of Emotional Regulation
- Social Thinking Skills

The contract is for the school year 2022-2023 and continuing into year 2023-2024 and is renewable yearly. The contract is for three days of services providing by the School Psychologist and other licensed professionals. This agreement may be terminated by either party by giving a 30-day written notice. Payment for all services will be made within a 30-day period, after the invoice is received. A late fee of 15.00 dollars per every 15 days after the billing due date will be charged.

Provider Signature

Date

School Signature



MARIA MONTESSORI ACADEMY BOARD MEETING CALENDAR

Below are the tentative Maria Montessori Academy Board Meeting dates for the 2022-2023 school year. Meetings are tentatively scheduled for the second Tuesday monthly. These dates are subject to change or cancelation and additional meetings may take place. Please note that meetings will generally be held at 2505 N. 200 E.; North Ogden, UT 84414, but may also be held electronically or at different locations as needed by the Board of Directors. All meetings will be posted on the Utah Public Meeting Notice website at least 24 hours in advance.

August 9, 2022 at 5:30 PM

September 13, 2022 at 5:30 PM

October 11, 2022 at 5:30 PM

November 8, 2022 at 5:30 PM

December 13, 2022 at 5:30 PM

January 10, 2023 at 5:30 PM

February 21, 2023 at 5:30 PM

March 14, 2023 at 5:30 PM

April 11, 2023 at 5:30 PM

May 9, 2023 at 5:30 PM

June 17, 2023 at 8:30 AM

Utah Open & Public Meetings Act Annual Training Materials

DEFINITIONS

Public Policy: it is the intent of the Open and Public Meetings Act (the “Act”) that public bodies take their actions *and* conduct their deliberations openly.

A “**Meeting**” is defined as (i) the “convening” of a public body (ii) with a “quorum” present. This includes a workshop or an executive session, whether in person or by means of electronic communications.

Electronic Message Transmissions. The Act does not restrict a board member from transmitting an electronic message to other board members at a time when the board is not convened in an open meeting. (Remember, electronic messages are subject to the Government Records Access Management Act and the Act’s definition of a “meeting.”)

“**Convening**” means the calling together of the board by a person authorized to do so for the purpose of discussing, receiving comments from the public about, or acting upon a matter over which the board has jurisdiction or advisory power.

A “**Quorum**” is defined by the organization’s bylaws.

NOTICE REQUIREMENTS

Notice of public meetings must be: (i) posted at the principal office, or if that does not exist, at the building where the meeting is to be held; (ii) posted on the Utah Public Notice Website (www.utah.gov/pmnl/); and (iii) provided to newspaper/media (accomplished by posting on the Utah Public Notice website).

- 1) Notice must be provided no less than 24 hours prior to the meeting.
- 2) Notice must include the meeting agenda, date, time, and place.
- 3) Annual Notice. If regular meetings are scheduled in advance over the course of a year, the board must give notice at least once each year of its annual schedule (date, time, place).
- 4) Agendas. The agenda must provide reasonable specificity of each topic that will be considered at the board meeting.

Public Comment. At the discretion of the board chair, a topic raised by the public can be discussed during the meeting even if it was not included on the agenda. However, the board cannot take final action on a topic unless it was included on a properly noticed agenda.

- 5) Emergency Meetings. If the board holds an “emergency meeting,” as defined by §52-4-202(5), the notice requirements above do not apply. Emergency meetings are limited to unforeseen circumstances that require immediate consideration, and the best practicable notice is still required.

ELECTRONIC MEETINGS - A board can hold an electronic meeting if it has adopted a resolution/rule/ordinance governing the use of electronic meetings (satisfied by adopting Electronic Meetings Policy).

- 1) Electronic Meeting Notice Requirements. In addition to the public notice requirements for a regular meeting, notice for an electronic meeting must also include: (i) written notice at the anchor location (unless no anchor location exists in accordance with the exception below); and (ii) 24 hr. minimum notice to board members with a description of how they will be connected to the meeting.
- 2) Anchor Location Requirements. When holding an electronic meeting, the board must identify an “anchor location” and provide space where members of the public can attend the open portions of the meeting. The anchor location must be in the building/location where the board would normally meet if they were not holding an electronic meeting.

Exception to Anchor Location Requirement: No anchor location is required if the board chair determines: (i) that having an anchor location presents a substantial risk to the health or safety of those present at the anchor location; or (ii) the location where the board would normally meet has been ordered closed for public health/safety reasons. If no anchor location will be made available under this exception, the public notice for the meeting must include a statement of the chair’s risk determination, a summary of the facts supporting the determination, and information on how the public can attend electronically. The determination is valid for 30 days.

REQUIRED OPEN MEETING RECORDS - Written minutes and a recording shall be kept for all open meetings.

- 1) Written Minutes. Minutes must include the following:
 - a) the date, time and place of the meeting;
 - b) the names of members present and absent;
 - c) the substance of all matters proposed, discussed or decided (or audio link);
 - d) a record, by individual member, of each vote taken;
 - e) the name of any person who provides comments to the board, as well as a brief summary (or audio link) of their comment; and

- f) any information that a board member asks to be entered in the minutes.

Note: Pending minutes must indicate they are not approved.

- 2) Audio Recording. The board must maintain a complete and unedited recording of all open portions of each meeting.

Note: members of the public can record the meeting so long as it does not interfere with the meeting.

- 3) Public Availability of Records:

- a) *Pending Minutes*: must be made available within a reasonable time after the meeting.
- b) *Approved Minutes & Meeting Materials*: within three (3) business days after approving written minutes, the board must: (i) post the approved minutes *and* meeting materials distributed at the meeting to the Public Notice Website; and (ii) make both available at the primary office.

Note: If an individual presents or provides electronic information related to an agenda item, the board shall require a copy to be included in the public record.

- c) *Recording*: within three (3) business days, make the audio recording available to the public.

CLOSED SESSION REQUIREMENTS - A meeting is open to the public unless closed under §52-4-204, -205, -206.

- 1) A meeting may be closed to the public by a 2/3 majority vote to close.
- 2) Closed Session Voting. No vote can be taken in a closed meeting, except for a vote to end the closed meeting and return to an open meeting (requires a majority vote).
- 3) Permissible Reasons for Closed Session. Discussions regarding: an individual's character, competence, mental health; collective bargaining; pending or imminent litigation; sale/purchase of real property; security personnel, devices or system discussions; investigative proceedings for criminal misconduct; or when acting as the evaluation committee, protest officer, or appeals committee under the procurement code.
- 4) Public Record of Closed Session. The public minutes and recording must include: (i) the reason(s) for holding the closed session; (ii) the location; and (iii) the vote, by name, of all members for or against closing the meeting.

5) Closed Session Records:

- a) *Recording Requirement.* Closed meetings must be recorded in their entirety *unless* the meeting was closed to discuss: (i) the character, professional competence or physical/mental health of an individual; or (ii) to discuss security personnel, devices or systems.

The closed session recording must include: (i) the date, time and place of the closed meeting; (ii) the names of members present and absent; and (iii) the names of all others present in the closed session unless disclosure infringes on the confidentiality purposes of the closed meeting.

Note: if the meeting was not recorded under the exceptions noted above, the board chair/president must sign a sworn statement affirming that the sole purpose for closing the closed meeting was to discuss one of the exempt purposes.

- b) Closed session minutes are optional.
- c) Closed session recordings and minutes are “protected records” under Utah’s Government Records Access Management Act.