



Summit Academy and Summit Academy High School
 Board Meeting Agenda
 1225 E 13200 S
 Draper, UT 84020
 August 18, 2022

Time	Items to Present
7:00 pm	Welcome
7:05 pm	Public Comment (Please limit comments to 2 minutes)
7:20 pm	Consent Agenda <ul style="list-style-type: none"> ● Board Meeting Minutes <ul style="list-style-type: none"> ○ April 14, 2022 - board work session (P) ○ June 16, 2022 - board meeting (P)
7:25 pm	Director's Report <ul style="list-style-type: none"> ● Joint LEAs <ul style="list-style-type: none"> ○ Recognition of the 6th Annual Summit Academy Schools retreat sponsors: <ul style="list-style-type: none"> ■ MACU ■ Oxygen Marketing ■ Gallagher ● Summit Academy <ul style="list-style-type: none"> ○ Summit Academy Preschool <ul style="list-style-type: none"> ■ 3 New Preschool Playgrounds were finished over the summer ■ Summer Camp was a huge success, we had a lot of positive parent feedback, many fun field trips, on the last day of camp we had a carnival with games, face painters and balloon twister. ■ Our morning 4-year-old classes are full with waitlists, the new afternoon classes are filling quickly! ■ Adding 3-year-olds to Independence and Bluffdale has had positive parent feedback, Bluffdale 3s, Draper 3s are full. Independence is on its way to be full soon. ○ Draper <ul style="list-style-type: none"> ■ Enrollment is up. We were able to open another full day Kindergarten class. We now have 2 like the other campuses. ■ Looking forward to having our “bring your parents to school night” for our 6th-8th graders. ■ Our School is 1:1 with devices for 5th-8th graders. They will be assigned their own Chromebooks this year.



SUMMIT ACADEMY

	<ul style="list-style-type: none"> ○ Independence <ul style="list-style-type: none"> ■ The Community Engagement team has been a huge success with great changes. Our team consists of the Mayor of Bluffdale, Mtech, Quench-it, and community parents ○ Bluffdale <ul style="list-style-type: none"> ■ We had a wildly successful Back to School Night. Happy children, happy parents, happy teachers ■ Our enrollment is currently at 498. We have increased 96 students since last May. ■ Our Spanish teacher has arrived safe and sound. Our community pulled together and helped with housewarming gifts and transportation around town. The Hoffman's hosted them for the first 2 weeks and we are very appreciative of the time that they gave. ■ We also managed to enroll 2 all-day kindergarten classes. We are off to a terrific start with our new Kindergarten teacher. ● Summit Academy High School <ul style="list-style-type: none"> ○ With the passing of our "Voice of the Bears" Jason Kupiec we are honoring his memory by naming our announcing box over the football stadium after him. We have also ordered stickers for our players helmets. At our Blue and Gold game we raised over \$3000 for his family. ○ Our HOSA club has received national recognition for being the top third in the country on getting donors for Be the Match. Our two teachers Dr. Marshall and Kelly Jones as well as three students are being flown to the headquarters in Minneapolis to be honored. ○ We are excited for the school year to start! We are introducing more opportunities for students by adding a German program, Foods and Nutrition, more PE classes such as yoga and dance, mythology, and more! It is exciting to be a BEAR!
8:00 pm	<p>Finance Report</p> <ul style="list-style-type: none"> ● Joint LEAs <ul style="list-style-type: none"> ○ July Financial Statement (<i>P</i>) ○ Unaudited FY22 Numbers (<i>P</i>) ○ Finance Update
8:30 pm	<p>Discussion and action items to review</p> <ul style="list-style-type: none"> ● Joint LEAs <ul style="list-style-type: none"> ○ 3502 Rehabilitation Act Section 504 Policy (<i>P</i>) ○ 4101 Benefits and Leave Policy (<i>P</i>) ○ 7102 Information Network Acceptable Use Policy (<i>P</i>) ○ 4202 Educator License Requirements (<i>P</i>) ○ 3303 Library (<i>P</i>) ○ 1207 Grievance Policy (<i>P</i>) ○ Literacy Plan (<i>P</i>) ○ Employee Handbook (<i>P</i>) ● Summit Academy High School <ul style="list-style-type: none"> ○ Distance Travel for Sports (<i>P</i>)
9:00 pm Board Members	<p>Committee Reports</p> <ul style="list-style-type: none"> ● Academic Committee ● Finance Committee ● Audit Committee ● Governance Committee



SUMMIT ACADEMY

	<ul style="list-style-type: none"> • Development Committee
9:25 pm	<p>Board Business</p> <ul style="list-style-type: none"> • Board Committee Assignments for New Board Members • Board member campus assignments • Exhibit A • Board ByLaws Review • Board Calendar Review • Board Recruitment • Training Needs • Training Log • Thank you cards • Schedule POG focus Group
9:45 pm	<p>Follow Up</p> <ul style="list-style-type: none"> • Table-top Exercises with Admin - June • 1/27/2022 Scott Pettit <ul style="list-style-type: none"> ◦ Risk assessment in July, Board review in August • Grad rate, ACT and APCE Data (November)
10:00 pm	<p>Closing Comments</p> <ul style="list-style-type: none"> • Next Board Meeting - September 15, 2022 7:00 PM
10:05 pm	<p>Closed Session</p> <ul style="list-style-type: none"> • Possible Closed Session in Accordance with the Open and Public Meetings Act for Purposes outlined in law. • Potential Action Items from Closed Session <p>(Select one from the following)</p> <ul style="list-style-type: none"> • Discussion for issues related to Summit Academy and Summit Academy High School • Discussion for issues related to Summit Academy • Discussion for issues related to Summit Academy High School <p>(Select from the following)</p> <ul style="list-style-type: none"> • for the purpose of discussion of the character, professional competence, or physical or mental health of an individual. • for the purpose of discussing pending or reasonable imminent litigation. • for the purpose to enter a strategy session to discuss the purchase, exchange or lease, or sale of real property. • for the purpose to enter discussion regarding deployment of security personnel, devices or systems. • for the purpose of investigating proceedings regarding allegations of criminal misconduct.

(P) Packet Materials

**In compliance with the Americans with Disabilities Act, individuals needing special accommodations (including auxiliary communicative aids and services) during this meeting should notify Summit Academy at 801-572-9007 at least 3 working days prior to the meeting.*



Summit Academy Board of Trustees

1225 E 13200 South

Draper, UT 84020

April 14, 2022

5:30 PM

(PENDING)

Welcome

The meeting was called to order at 5:30 pm with Jon Eborn, Chelsea Welch, Ramona Baik, Chris Lynn, Robyn Derbidge, Joel Woodruff, Bob Zentner, Marcia Whitman, and Director of Summit Michael Clark.

Work Session

Debby Llewelyn from the Utah Association of Public Charter Schools (UAPCS) is here to provide training to the Board Members of Summit Academy.

This is a Governance Best Practice Training. They have seen all different kinds of boards and they try to help them. Debby asks each board member to introduce themselves and to tell a bit about themselves.

Bob Zentner: 41 years in education, retired 6 years and on the board for 1.5 months

Michael Clark: Director of Summit for almost 2 years.

Chris Lynn: Served on the Board for 2.5 years.

Joel Woodruff: On the board 1.5 months

Marcia Whitman: On the board for 1.5 months

Robyn Derbidge: 20 Years as a public school teacher, son at Summit Academy High School. On the board for 1.5 months.

Jon Eborn: Has served on the board for 1.5 years.

Miss Llewelyn has a powerpoint presentation to help the discussion to move along. She likes to choose the best of each of the methods and ideas about board governance and there are some good podcasts. Its important that all board members have each other's phone numbers in case you need to hold and emergency board meeting. Everyone should sign a "Conflict of Interest Form." It is good for new board members to go back and read the board meeting minutes from the last year or more . You never want to step on a board without Looking at the most recent audit as well as confirming that the school has

Director and Officer liability Insurance. Mr. Clark confirms that the School does pay for this insurance. Ms. Llewelyn asks who gets to decide what lessons are taught? Teachers. Who takes care of the budget? Brad. Who takes care of professional development for teachers? Michael Clark. Who is responsible for the educational approach of the school, Director and Board. Who gets to decide if the school is open on Thanksgiving, Michael Clark, the board approves the days after proposed by Michael. Board members decide who gets to be on the board. The board evaluates the director. Who decides what parent responsibilities the parent organization has? Charter. If it isn't in the Charter, look at your policies. Who decides the curriculum? Michael and Board if there is a big change. It isn't always black and white. Ms. Llewelyn says that it is good to rely heavily on the administration for this. Jon Eborn states that there will

The Board's job is to hold the Director Accountable for the quality of performance. Mr. Zentner is asking about the instrument or tool used to evaluate the teachers. Chris Lynn states that Jordan uses JPass. The Board has decided the tool to evaluate Michael and Michael chooses the tool to evaluate his administrators.

A board wants to have their roles clearly defined. The board should be asking the questions "How Well" The administrator asks the question How Will. Bob Zentner read:

The Board's Primary Job is to set goals consistent with the schools Charter, Develop parameters or policies, fiscal responsibility, monitor achievement and compliance of executive and of itself in relation to those goals and parameters. The governing board is not the super director. Governance is much more than just not management.

A lot of boards are either over-stepping or are non-existent. Oftentimes a board member has a personal agenda. Most of the schools that have closed are because the Board is not doing anything. Chris Lynn read:

A board's role is to decide "How Well"

How well are our students performing Academically?

How well are we adhering to the approved budget?

How well are we following our Charter Agreement?

How well is the director overseeing, evaluating, and supporting staff.

Mr. Michael Clark read:

Management's role is to determine the "How Will" in achieving Board Goals, following policies, and established parameters.

How Will we ensure that our students are performing Academically?

How Will we meet the school's approved budget?

How will we ensure our teachers are performing well and being supported and given the tools and resources they need?

When developing Policy, the board needs to make sure that you are not breaking any Utah Education Laws. There are quite a few. When writing your policies, we ask that you not Pirate and don't treat State Code as a guideline. Make sure that you all complete the Open Meeting

Training. Have your agenda and meeting properly posted on the Public Notice Website. Be sure and document meetings.

What questions should you as board members ask at each meeting in regards to the budget. Mr. Zentner would ask where we are at with our budget. One of the best questions to ask our business manager is “ Please explain to me what this is, I have no idea what you are talking about.” That is the best question to ask if you don’t know. It's okay not to know everything. Robyn mentions that Brad is very good at explaining things.

Summit has a grievous policy.

For the Land Trust, if a committee submits a crazy plan that the board doesn’t approve, then the board would send it back to the committee.

Best Practice means that you clearly define terms and information to the director. You must hold your director accountable.

It is good for the Director to ask questions. When the Director starts making demands, it's not good.

The most important people at your school are your teachers and your staff. You need to recognize that and empower your director to support them and provide Professional Development and allow them to teach your kids.

The role of implementers:

The job of the staff is to achieve the goals set by the board and administration within the established parameters and policies.

Within those parameters, each employee should be free to decide the methods they use.

Leadership decides “What” gets done and those who actually do it need to be empowered to decide how to do it.

Administration holds the implementers accountable and then the board holds the director accountable for the performance of everyone in the entire school.

The Board is held accountable by the authorizer.

The Parent Organization is a supporting Role, not in charge of things.

The Board Chair and the Director can meet more frequently if necessary.

There are several videos put out by Brian Carpenter that would be really helpful. It is called board wiser. The authority of the whole board does not exist in each single board member. The board is an entity. Be careful of perceptions that may be out there. The public’s business needs to be done in public.

Sounds like most of the board members are coming to the Conference in Layton.

A Motion to adjourn the work session was given by Chris Lynn

A second was given by Marcia Whitman

Vote Yes- Jon Eborn, Chelsea Welch, Chris Lynn, Robyn Derbidge, Joel Woodruff, Bob Zentner, and Marcia Whitman.

Motion carries

Adjourned at 6:54 p.m.



Summit Academy Board of Trustees

1225 E 13200 South

Draper, UT 84020

June 16, 2022

7:00 PM

(PENDING)

Welcome

The meeting was called to order at 7:04 pm with Jon Eborn, Chelsea Welch, Chris Lynn, Joel Woodruff, and Marcia Whitman.

Public Comment

Christina Pearson: We took and returned with 40 of our German students from Germany. It was an incredible trip and it was amazing! It was very successful and we look forward to going again in the future! They visited a concentration camp and some of the WWII monuments.

Consent Agenda

Board Meeting Minutes: June 2, 2022 - board meeting minutes

A Motion to approve the Consent Agenda Items was given by Chelsea Welch

A second was given by Marcia Whitman

Vote - Yes- Jon Eborn, Chelsea Welch, Chris Lynn, Joel Woodruff, and Marcia Whitman.

Motion carries

Director's Report

Joint LEA's

6th Annual Summit Academy Leadership Retreat June 20-June 21 We are excited and finalizing plans. Please come, It will be good for our staff to interact with board members.

Summit Academy

Summit Academy Preschool- Very Successful!

Independence Pre-K camp is full
Draper Pre-K camp only has two more openings
Kids camp 1-6 will average 60-65 kids a week

Draper- Lindy Hatch

Year end activities went great. Our 8th graders had a lot of fun at Lagoon
Preliminary RISE scores - we're pretty excited about the growth at our Junior High Most grades are up at 28% from last year.
Worked out budget to allow for one para in each classroom next year for grades K-5- That is something that every parent really wanted.

Independence- Lisa Cutler

Jogapalooza Fundraiser - reached 3 of its 4 benchmark goals and made a little over \$15K when we usually make 10K. This will help pay for our sound system. The top goal incentive was to shave a teacher's head and dye my hair, but they didn't quite reach that one.
Germany experience was great. The teachers were amazing! None of the students got Covid. The second big group had to find new flights and stay in Amsterdam an extra night with 45 people because a flight was canceled though-- and our German teacher team navigated it beautifully.
Summer learning has been going extremely smoothly. Teachers have been in charge of all of it, and I haven't had to do anything to help.

Bluffdale- Diana Brantley

Our year end RISE scores showed amazing growth for the 2nd year in a row. It looks like we are ahead of the state in some of our areas.
We have hired our 2nd grade Spanish teacher from Mexico City. She'll be arriving July 21st. We were able to open a 2nd all day kindergarten class. We are at 95, but would really like a hundred!
Ms. Welch mentioned that last meeting they had talked about some SEL Data and maybe having a school counselor come in and wondered what the status of that was and Mr. Clark said that they were still working on putting that together. He would like to get all of the reports in before they get that information out to them. He will be working with Alysha on that.

Summit Academy High School - Michael Clark

Graduation rate in the high 90%- Awesome number to have. Those seniors that leave school their senior year and do not graduate still counts against Summit, so we don't have a firm graduation rate.

German teacher is coming for the German bridge program. It is the most advanced language classes. They are college classes specifically designed for high school students.

Foods lab is currently being built. Over 200 students requested the course. Lan King will begin construction soon. It should be finished by the time that school starts.

Finance Report

Joint LEAs-

Summit Academy

Finance update

FY22 Final Budget Approval

Everything is right on track. The bond metrics are red, but he is not overly concerned since he has been in communication with the bondholders that this is a one time only situation. Nothing has changed since we went over everything last month. The bottom number is the most important.

FY23 Adopted Budget Approval

Finance Update

Summit Academy High School

FY22 Final Budget Approval

Everything is the same as last month with the exception of some teacher salary amounts.

FY23 Adopted Budget Approval

A Motion to approve the Fiscal Year 2022 budget for Summit Academy and Summit Academy High School was given by Marcia Whitman

A second was given by Joel Woodruff

Vote - Yes- Jon Eborn, Chelsea Welch, Chris Lynn, Joel Woodruff, and Marcia Whitman.

Motion carries

A Motion to approve the Fiscal Year 2023 budget for Summit Academy and Summit Academy High School was given by Joel Woodruff

A second was given by Chelsea Welch

Vote - Yes- Jon Eborn, Chelsea Welch, Chris Lynn, Joel Woodruff, and Marcia Whitman.

Motion carries

Discussion and Action items to review

Board Business

Exhibit A: Chelsea Welch is discussing this item. The only update rewrites the exception for the class size portion. The other discussion is regarding board composition. They gave us three suggestions. Mr. Clark recommends that the Charter and Bylaws be separate. Mr. Eborn recommends that they take the summer to get this very clear and written out before they vote on it. Chelsea Welch will write out the information in three different folders.

Joint LEAs-

1207 Grievance Policy - The board decides to hold off on this policy until August to make a few changes to this policy

6303 School Fee Policy and Fee Waiver Policy

A Motion to approve Policy #6303 the School Fee Policy and Fee Waiver Policy for Summit Academy and Summit Academy High School was given by Joel Woodruff

A second was given by Marcia Whitman

Vote Yes- Jon Eborn, Chelsea Welch, Chris Lynn, Joel Woodruff, and Marcia Whitman.

Motion carries

6201 School Meal Policy

A Motion to approve Policy #6201 School Meal Policy for Summit Academy and Summit Academy High School was given by Marcia Whitman

A second was given by Chelsea Welch

Vote Yes- Jon Eborn, Chelsea Welch, Chris Lynn, Joel Woodruff, and Marcia Whitman.

Motion carries

PTIF Account Resolution

We have two different accounts we keep money in, we realized that our old director's name was still on one of the accounts. We are adding two new people and the previous two people will be removed. We are adding Michael Clark and Brad Wilkinson.

A Motion to approve the change in the PTIF Account Resolution as Described by Brad Wilkinson for Summit Academy Preschool was given by Marcia Whitman.

A second was given by Joel Woodruff

Vote Yes- Jon Eborn, Chelsea Welch, Chris Lynn, Joel Woodruff, and Marcia Whitman.

Motion carries

Summit Academy

Math Curriculum: We are matching Draper Campus with the other two schools. It exceeds the \$50,000.00 spending cap. This is a six year payout. This is a resource for our teachers.

A Motion to approve the purchase of math curriculum was given by Chelsea Welch.

A second was given by Marcia Whitman

Vote Yes-Jon Eborn, Chelsea Welch, Chris Lynn, Joel Woodruff, and Marcia Whitman.

Motion carries

Summit Academy High School

State Travel for Sports- The Basketball team is traveling to Cedar City in June and the Football team is traveling to Cedar City in July for three days. They will be using SAHS buses.

A Motion to approve extended travel for Summit Academy High School was given by Marcia Whitman.

A second was given by Chelsea Welch

Vote Yes- Jon Eborn, Chelsea Welch, Chris Lynn, Joel Woodruff, and Marcia Whitman.

Motion carries

Committee Reports

Academic Committee: None

-

Finance Committee Joel states that health insurance rates are most likely to increase, so they are having to look at that and see what they want to do.

-

Audit Committee- None

Governance Committee- None

-

Development Committee- Robyn and Jon are working with some political leaders and some things that are happening that will affect Draper and how that will impact Bluffdale and Herriman. They are also hoping to get some donations. There is also new development coming in. Our schools should be bursting by 2025.

-

Board Business

Action Items -

Exhibit A - done previously in this meeting.

Board Bylaws Review

Board Calendar Review- We will set some dates to discuss this throughout the year.

Board Committee Assignments for New Board Members- We will begin recruiting new board members as Chris Lynn will be leaving the board after the September board meeting.

Annual Calendar

Follow Up

Table-top Exercises with Admin - June

1/27/2022 Scott Pettit

Risk assessment in July, Board review in August

Board Meeting Assessment

To our school Director, What is concerning you? Nothing to worry about right now.

Next meeting - August 18, 2022

Individual Meeting Assessment

A Motion to adjourn Summit Academy and Summit Academy High School Board Meeting was given by Chelsea Welch

A second was given by Marcia Whitman

Vote Yes- Jon Eborn, Chelsea Welch, Chris Lynn, Joel Woodruff, and Marcia Whitman.

Motion carries

Board Meeting adjourned at 9:12 p.m.



SUMMIT ACADEMY

Summit Academy and Summit Academy High School

Board of Trustees Meeting

8/18/2022

Director Report:

Academics:

Include information on academic such as: Testing results, Program Updates, Program Development, Early Literacy Program, data presented at MTSS meetings, etc

August

LEA: We are hearing from USBE that SY21 RISE data may be released as early as October. This is exciting to hear but unlikely given history. When RISE data is officially released, we will report to the board as we did in previous years.

SA:

SAHS: The CTE foods and nutrition class will be completed very soon. The supply chain is making it difficult to find materials for the project.

Enrollment:

Include information on enrollment such as: current numbers, October 1st count, exit data, etc

LEA: Current school year (SY21) enrollment numbers can be found [here](#).

SA:

SAHS:

Online:

Compliance Reports:

Include information regarding report submission such as: Assurances, School Fees, Health Curriculum, LAND Trust, etc

August

LEA: We have successfully completed our school fees corrective action plan

SA:

SAHS:

Policy Development and Implementation:

August

LEA: Several policies will come to the board in August including library policy, licensing policy, 504 rehabilitation policy, benefits and leave policy and information network acceptable use policy. We are currently reviewing and revising our discipline policy, bullying and hazing policy and safe schools policy for our September meeting.

SA:

SAHS:

Grants (supplemental to Finance Report):

(Include information regarding grants such as: any current grants, grant applications, grant reports, financial implications of failed grant applications, etc)

August

LEA: No updates

SA:

SAHS:

Procurements and Contracts (supplemental to Finance Report):

(Include information regarding Procurement and Contracts such as: proposed RFPs, current RFPs, proposed contracts, contracts up for review, current contract concerns, etc.)

August

LEA: No new updates

SA:

SAHS:

Safety

(Include information regarding Safety such as: COVID updates, safety inspections, drills, emergency response plan development, safety incidents, etc.)

August

LEA: We are reviewing our safety procedures and installing additional safety features at each campus. Visitors will be prevented from willfully entering any of the schools. To enter, visitors must be buzzed into the building by front office staff. Individuals without a specific purpose or reason to be on campus will be politely asked to leave. We are also emphasizing with out staff the importance of keeping exterior doors locked and not propped open. To assist with this, we will be putting a card scanner on frequently used exterior doors to make it easier for classes to come in and out for recess without having to prop the door open. We have also installed additional cameras at the campuses.

SA:

SAHS:

Staffing:

(Include information regarding staffing such as: hiring for administration positions, hiring for critical positions, staff contracts, staffing levels, staff changes (increasing, decreasing, eliminating positions), principal evaluations, data of teacher retention, etc)

August

LEA:

SA Draper: Draper had a retention rate of 83%. All key positions have been filled.

SA Independence: Independence had a retention rate of 83% All key positions are filled, and Independence is ready for school to begin on Tuesday.

SA Bluffdale: Bluffdale has a 95% teacher retention rate. All key positions are filled and Bluffdale is ready for school to start.

SAHS: SAHS had a retention rate of 77%. SAHS has been able to replace these teachers that have left, and the high school is ready for Tuesday.

Facilities:

(Include information regarding facilities such as: Facility Improvement, Facility Development, etc)

August

LEA: Typical maintenance was completed at each campus. Campuses are also being updated with additional safety features including a system to buzz visitors into the school keeping exterior doors always locked. Additional cameras were also installed at the end of last school year at each campus.

SAHS: The CTE foods and nutrition class is being completed. The LAN King project is working with through approvals and will get underway soon.

Marketing:

Include information regarding marketing such as: plan, timeline, cost, effect etc

August

LEA: No new updates

SA:

SAHS:

Campus Updates, Celebrations, and Events:

Include information regarding celebrations such as: campus specific issues, milestones, staff achievements, sports, activities, events, etc

LEA: Campus activities, events and celebrations can be found [here](#).

SA:

SAHS:

Miscellaneous:

Include information regarding additional items not covered in other categories.

August

LEA: No new updates

SA:

SAHS:

Director's Presentation at Board Meeting:

August

LEA:

Summit Academy Preschool

The 3 New Preschool Playgrounds were finished over the summer!

Summer Camp was a huge success, we had a lot of positive parent feedback, many fun field trips, on the last day of camp we had a carnival with games, face painters and balloon twister.

Our morning 4-year-old classes are full with waitlists, the new afternoon classes are filling quickly!

Adding 3-year-olds to Independence and Bluffdale has had positive parent feedback, Bluffdale 3s, Draper 3s are full. Independence is on its way to be full soon.

Summit Academy Draper

Enrollment is up. We were able to open another full day Kindergarten class. We now have two like the other campuses.

Looking forward to having our "bring your parents to school night" for our 6th-8th graders.

Our School is 1:1 with devices for 5th-8th graders. They will be assigned their own Chromebooks this year.

Summit Academy Independence

The Community Engagement team has been a huge success with great changes. Our team consists of the Mayor of Bluffdale, Mtech, Quench-it, and community parents.

Summit Academy Bluffdale

We had a wildly successful Back to School Night. Happy children, happy parents, happy teachers!

Our enrollment is currently at 498. We have increased 96 students since last May.

Our Spanish teacher has arrived safe and sound. Our community pulled together and helped with housewarming gifts and transportation around town. The Hoffman's hosted them for the first 2 weeks and we are very appreciative of the time that they gave.

We also managed to enroll 2 all-day kindergarten classes. We are off to a terrific start with our new Kindergarten teacher.

Summit Academy High School

With the passing of our “Voice of the Bears” Jason Kupiec we are honoring his memory by naming our announcing box over the football stadium after him. We have also ordered stickers for our players helmets. At our Blue and Gold game we raised over \$3000 for his family.

Our HOSA club has received national recognition for being the top third in the country on getting donors for Be the Match. Our two teachers Dr. Marshall and Kelly Jones as well as three students are being flown to the headquarters in Minneapolis to be honored.

We are excited for the school year to start! We are introducing more opportunities for students by adding a German program, Foods and Nutrition, more PE classes such as yoga and dance, mythology, and more! It is exciting to be a BEAR!!

SUMMIT ACADEMY SCHOOLS, INC

Draper

August 18.2022

TO: Summit Academy Schools, Inc Governing Board

FROM: Brad Wilkinson, Business Administrator

SUBJECT: Monthly Financial Statements through July 31, 2022

BACKGROUND INFORMATION

Each month financial statements are prepared for both Summit Academy, Inc, and Summit Academy High School. The purpose of this report is to transparently state the current financial outlook of each LEA. This report will show the following:

Adopted Budget, Revised Budget, Year to Date Actuals, and % of forecasts.

CURRENT CONSIDERATIONS

To review the financial statement and ask any questions that are pertinent.

Additionally, on this July Statement you will find Unaudited Actuals that will show how we ended FY22 school year.

IMPACT ON STUDENT ACHIEVEMENT

Each year the LEA's will prepare fiscal year budgets. The goal of each budget is to develop educational and operational goals in order to achieve academic success and fund other operations of the LEA. The financial statements presented will assist readers in reviewing and comparing financial data in order to achieve financial budget goals.

FINANCIAL IMPLICATIONS

No current financial implications of this informational document.

RECOMMENDATIONS

To review and ask any financial related questions pertaining to the 2022-23 school year.

DIRECTOR'S RECOMMENDATION:

Informational

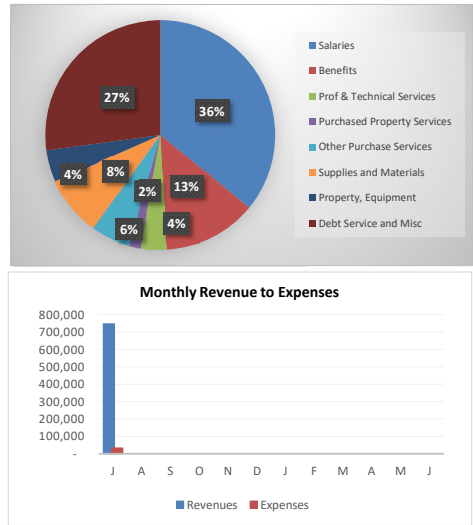


Financial Summary

as of July 31, 2022

8.3% through the Year BUDGET REPORT EXPENSES RATIOS

	Year-to Date Actuals	Approved Budget	Forecast	% of Forecast
Enrollment	550	550	550	
Revenue				
1000 Local	\$ 51,678	\$ 470,000	\$ 470,000	11%
3000 State	\$ 695,424	\$ 6,164,673	\$ 6,164,673	11%
4000 Federal (Reimbursement, Come Later)	\$ -	\$ 466,500	\$ 466,500	0%
Total Revenue	\$ 747,102	\$ 7,101,173	\$ 7,101,173	11%
Expenses				
100 Salaries	\$ (86,301)	\$ 2,403,231	\$ 2,403,231	-4%
200 Benefits	\$ (45,308)	\$ 884,964	\$ 884,964	-5%
300 Prof & Technical Services	\$ 1,004	\$ 249,243	\$ 249,243	0%
400 Purchased Property Services	\$ 3,337	\$ 106,000	\$ 106,000	3%
500 Other Purchase Services	\$ 40,461	\$ 372,500	\$ 372,500	11%
600 Supplies and Materials	\$ 10,317	\$ 563,500	\$ 563,500	2%
700 Property, Equipment	\$ 2,515	\$ 300,000	\$ 300,000	1%
800 Debt Service and Misc	\$ 106,811	\$ 1,818,309	\$ 1,818,309	6%
Total Expenses	\$ 32,836	\$ 6,697,747	\$ 6,697,747	0%
Net Income from Operations	\$ 714,266	\$ 403,426	\$ 403,426	
Operating Margin	95.6%	5.7%	5.7%	



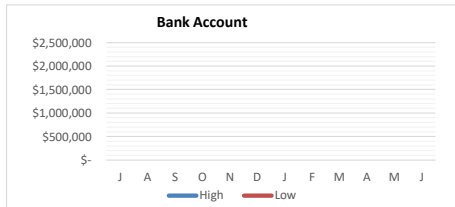
	Actual	Goal
Operating Margin	5.7%	3.0%
Debt Service Coverage	1.22	1.1
Days Cash on Hand	148	90
Building Payment %	25.4%	< 20%

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

CASH RESERVES ENROLLMENT

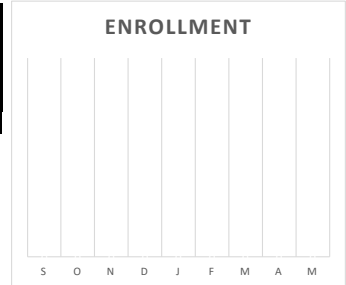
Unrestricted Cash Balance	\$ 2,042,010
Days Cash on Hand (Unrestricted/Restricted)	111

Ending Cash Balance	\$ 2,712,325
Days Cash on Hand (Unrestricted/Restricted)	148



	Actual Ytd	Forecast
Last Year Reserve Balance 6/30/20	\$ (3,036,856)	\$ (3,036,856)
Reserves Added this Year	\$ 714,266	\$ 403,426
	\$ -	\$ -
	\$ -	\$ -
	\$ -	\$ -
New Reserve Balance	\$ (2,322,590)	\$ (2,633,430)

	S	O	N	D	J	F	M	A	M
9									
10									
11									
12									
Total	0	0	0	0	0	0	0	0	0





Academies

Budget Detail Report	(2,062 Students)	(2,065 Students)		(2,065 Students)		% of Forecast
	FY22 Final Actuals	Changes	FY23 Forecast	FY 23	YTD	
Revenue						
1000 Local						
1420 Transfer from High School - Transportation	\$ 25,164		\$ 25,000			0.0%
1510 Interest on Investments	\$ 59,551		\$ 150,000	\$ 3,663		2.4%
1610 Sales to Students	\$ 11,195		\$ 375,000	\$ 240		0.1%
1710 Student Activities (Admissions, Store, Std Org Memb)	\$ 32,407		\$ 24,000			0.0%
1740 Fees	\$ 96,561		\$ 117,000	\$ 30		0.0%
1770 Fundraisers	\$ 150,540		\$ 76,000			0.0%
1910 Rentals	\$ 108,359		\$ 92,000			0.0%
1920 Contributions / Donations	\$ 24,878		\$ 23,000			0.0%
1930 Gain / Loss on Sale of Assets			\$ 2,000			0.0%
1950 Revenue from Other Schools (High School)	\$ 98,348		\$ 99,743			0.0%
1990 Miscellaneous	\$ 7,563		\$ 59,000	\$ 2,529		4.3%
1991 Preschool Income	\$ 933,979		\$ 954,464			0.0%
Informational						
Refinancing of Loan						#DIV/0!
Total 1000:	\$ 1,548,545	\$ -	\$ 1,997,207	\$ 6,462		0.3%
3000 State						
3010 Regular School Prgm K-12	\$ 6,786,894		\$ 7,034,016	\$ 591,390		8.4%
3020 Professional Staff	\$ 451,426		\$ 471,965	\$ 39,330		8.3%
3000 Teacher Bonus	\$ 33,000					
3021 Educator PD Grant			\$ 213,905			0.0%
3023 Technology Grant			\$ 238,229			0.0%
3100 ADK Grant			\$ 128,000			0.0%
3105 Special Education -- Add-On	\$ 2,501,749		\$ 2,386,215	\$ 198,851		8.3%
3110 Special Education -- Self-Contained	\$ 54,913		\$ 53,504	\$ 4,459		8.3%
3120 Special Education -- Extended Year	\$ 4,337		\$ 2,259	\$ 188		8.3%
3125 Special Education - State Programs	\$ 21,112		\$ 26,191	\$ 2,183		8.3%
3128 SpEd -- Extended Yr SpEd Stipends	\$ 6,076		\$ 3,600			0.0%
3129 CTE Comprehensive Counseling	\$ 35,543		\$ 40,000	\$ 7,790		19.5%
3129 CTE College & Career Awareness	\$ 13,223		\$ 12,000	\$ 951		7.9%
3211 Gifted and Talented						#DIV/0!
3230 Class Size Reduction - K-8	\$ 713,697		\$ 750,414	\$ 62,535		8.3%
3336 Enhancement for At-risk students	\$ 106,310		\$ 135,330	\$ 11,277		8.3%
3400 EL Software	\$ 12,779		\$ 13,851			0.0%
3410 Flexible Allocation	\$ 232,507		\$ 226,342	\$ 19,146		8.5%
3500 SafeUT Superuse	\$ 2,876					#DIV/0!
3520 School Land Trust	\$ 279,901		\$ 273,192	\$ 171,763		62.9%
3540 Counseling Grant	\$ 100,000		\$ 100,000			0.0%
3542 Mental Health Grant	\$ 100,804		\$ 75,000			0.0%
3627 ISIP Grant	\$ 19,300		\$ 21,000			0.0%
3637 Dual Immersion Grant / Critical Languages Prgm	\$ 22,500					#DIV/0!
3644 JBS STEM Endorsement Center Grants	\$ 116,192			\$ 5,297		#DIV/0!
3655 Digital Teaching & Learning DTL	\$ 84,664		\$ 145,000	\$ 5,961		4.1%
3674 Suicide Prevention	\$ 1,500		\$ 2,000			0.0%
3677 Computer Science	\$ 14,898		\$ 15,000	\$ 102		0.7%
3719 Charter School Local Replacement	\$ 5,474,927		\$ 5,994,736	\$ 491,139		8.2%
3725 Charter School Admin Costs	\$ 67,258					#DIV/0!
3770 School Lunch (Liquor Tax)	\$ 223,750		\$ 155,000	\$ 20,239		13.1%
3800 Electronic Cigarette	\$ 6,999			\$ 2,987		
3805 Early Literacy Program	\$ 134,305		\$ 111,812			0.0%
3806 TSSA (Teacher and Student Success Act)	\$ 389,607		\$ 462,866			0.0%
3807 TSSP (Tchr Sal Supplement Prgm)	\$ 17,853		\$ 7,000	\$ 23,209		331.6%
3810 Library Books & Electronic Res	\$ 2,476		\$ 2,351	\$ 196		8.3%
3868 Teacher Supplies & Materials	\$ 22,520		\$ 18,927			0.0%
3876 Educator Salary Adjustment	\$ 647,905		\$ 647,905	\$ 53,992		8.3%
3882 Beverly Taylor Sorenson Elem Arts	\$ 58,882		\$ 59,000			0.0%
Total 3000:	\$ 18,762,683	\$ -	\$ 19,826,610	\$ 1,712,985		8.6%
4000 Federal (Reimbursement, Falls behind)						
4522 IDEA Preschool			\$ 3,700	\$ 534		14.4%
4524 IDEA Part-B	\$ 421,406		\$ 250,000			0.0%
4524 Special Ed State Level Activity	\$ 33,026		\$ 25,000			0.0%
4560 National School Lunch Prgm	\$ 1,263,620		\$ 500,000			0.0%
4700 CARES Act	\$ 196,328		\$ 450,000			0.0%
4801 Title IA	\$ 24,466		\$ 45,000			0.0%
4860 Title IIA	\$ 34,081		\$ 25,500			
4860 MAAP	\$ 10,795					
4860 Title IVA	\$ 11,100		\$ 10,000	\$ 1,586		15.9%
Total 4000:	\$ 1,994,822	\$ -	\$ 1,309,200	\$ 2,120		0.2%
Total Revenue:	\$ 22,306,050	\$ -	\$ 23,133,017	\$ 1,721,567		7.4%

Budget Detail Report	(2,062 Students)	(2,065 Students)		(2,065 Students)	% of Forecast
	FY22 Final Actuals	Changes	FY23 Forecast	FY 23 YTD	
Expenses					
100 Salaries					
112.00 District Administration	\$ 133,900		\$ 137,913	\$ 5,746	4.2%
114.00 Business Administrator	\$ 101,296		\$ 107,464	\$ 4,478	4.2%
115.00 Programs / Instructional Coaches	\$ 287,935		\$ 291,294	\$ 29,543	10.1%
121.00 Principals & Assistants	\$ 581,053		\$ 497,959	\$ (12,886)	-2.6%
131.00 Teachers	\$ 5,685,376		\$ 5,620,926	\$ (456,295)	-8.1%
133.00 Special Education Teachers	\$ 61,121		\$ 855,434	\$ (165,456)	-19.3%
132.00 Substitutes	\$ 189,365		\$ 220,000	\$ 13,199	6.0%
132.00 Other Support Services			\$ 75,000		0.0%
133.00 Attendance	\$ 75,236		\$ 46,568	\$ 1,940	4.2%
134.00 Coaching Stipends			\$ 12,500		0.0%
134.10 Educational Stipends	\$ 358,215		\$ 145,000	\$ 49,709	34.3%
142.00 Guidance Counselors	\$ 343,623		\$ 330,270	\$ (17,794)	-5.4%
143.00 Nurse	\$ 3,448		\$ 5,000		0.0%
145.00 Librarians	\$ 35,356		\$ 38,543		0.0%
152.00 Office Staff	\$ 287,542		\$ 357,911	\$ 713	0.2%
152.00 HR / Accounting / Mktg / Policy	\$ 159,033		\$ 135,000	\$ 11,330	8.4%
152.00 Special Education / CCGP Secretaries	\$ 39,792		\$ 7,321		0.0%
152.00 Board Secretary	\$ 5,188		\$ 3,000	\$ 1,565	52.2%
161.00 Testing Coordinator	\$ 60,100		\$ 61,903	\$ (2,504)	-4.0%
161.00 Classroom Paraprofessionals	\$ 1,264,592		\$ 1,005,856	\$ 22,055	2.2%
161.00 Special Education Paraprofessionals	\$ 28,277		\$ 455,407	\$ (93,691)	-20.6%
172.00 Bus Driver	\$ 56,730		\$ 70,000	\$ 1,866	2.7%
181.00 Facility Supervisor	\$ 50,126		\$ 46,568	\$ 1,940	4.2%
182.00 Custodial / Maintenance Personnel	\$ 240,726		\$ 245,897	\$ 28,971	11.8%
184.00 Technology Support	\$ 113,766		\$ 120,973	\$ 5,041	4.2%
190 Incentives	\$ 11,000		\$ 50,000		0.0%
191.00 Food Services Personnel	\$ 437,683		\$ 544,118	\$ (5,846)	-1.1%
100.00 Preschool Salaries & Wages	\$ 394,005		\$ 614,283	\$ 46,045	7.5%
Total 100:	\$ 11,004,484	\$ -	\$ 12,102,108	\$ (530,331)	-4.4%
200 Benefits					
210 URS Pension & 401k employer contributions	\$ 1,877,445		\$ 1,660,436	\$ (90,075)	-5.4%
220 Social Security & Medicare ER Match	\$ 804,592		\$ 797,885	\$ (40,249)	-5.0%
241 Health Insurance	\$ 961,768		\$ 968,109	\$ (59,031)	-6.1%
290 Health Savings Account (Employer)	\$ 77,720		\$ 80,000	\$ 6,292	7.9%
270 Worker's Compensation Fund	\$ 22,280		\$ 22,500	\$ 2,302	10.2%
280 Unemployment Insurance	\$ 2,476		\$ 10,000	\$ (151)	-1.5%
290 Pre School Benefits & Payroll Taxes			\$ 104,757		0.0%
Total 200:	\$ 3,746,281	\$ -	\$ 3,643,687	\$ (180,912)	-5.0%
300 Prof & Technical Services					
310 Professional Educational Services	\$ 7,369		\$ 2,500	\$ 693	27.7%
310 Bus Services			\$ 1,440		0.0%
310 Substitutes Services	\$ 71,297		\$ 94,000		0.0%
321 Support Services (Orion) (SpEd)	\$ 595,357		\$ 674,437		0.0%
323 Support Services (Not Orion) (SpEd)	\$ 93,595		\$ 105,000		0.0%
330 Employee Training & Development	\$ 100,115		\$ 60,000	\$ 240	0.4%
345 Business Manager Services	\$ 300		\$ 2,000		0.0%
349 Legal Services	\$ 5,960		\$ 5,000		0.0%
355 Technical Services (IT)	\$ 70		\$ 2,000		0.0%
352 Audit Services	\$ 27,500		\$ 28,000		0.0%
Total 300:	\$ 901,563	\$ -	\$ 974,377	\$ 933	0.1%
400 Purchased Property Services					
410 Water / Sewage / Garbage	\$ 81,435		\$ 78,000	\$ 6,751	8.7%
420 Cleaning Services (Vanguard Cleaning)	\$ 114,657		\$ 112,000	\$ 18,108	16.2%
431 Repairs / Maintenance / Monitoring	\$ 176,198		\$ 155,000	\$ 916	0.6%
432 Bus Repairs & Maintenance	\$ 22,574		\$ 30,000		0.0%
433 Repairs & Maintenance - Lunch Program	\$ 16,266		\$ 18,000		0.0%
435 Lawn Care & Snow Removal	\$ 44,260		\$ 92,500	\$ 6,216	6.7%
443 Copier Lease & Servicing & Mail Machine Rental	\$ 51,574		\$ 71,000	\$ 959	1.4%
450 Construction			\$ 2,500		0.0%
Total 400:	\$ 506,964	\$ -	\$ 559,000	\$ 32,950	5.9%

SUMMIT ACADEMY SCHOOLS, INC
Draper
Special Meeting, August 18, 2022

TO: Summit Academy Schools, Inc Governing Board

FROM: Michael Clark, Executive Director

SUBJECT: Rehabilitation Act Section 504 Policy #3502

BACKGROUND INFORMATION

Summit Academy Schools are committed to providing students with special health care needs public education. The Administration responsibility for developing regulations and guidelines to provide necessary health care services for students with special health care needs in accordance with state and federal law.

CURRENT CONSIDERATIONS

Please see the attached policy rewrite for board approval. Policy rewrite overseen by Special Education Director Jacque Schmidt to align with state requirements.

FINANCIAL IMPLICATIONS

None

RECOMMENDATIONS

It is respectfully requested that the Governing Board approve the Rehabilitation Act Section 504 Policy.

DIRECTOR'S RECOMMENDATION: Recommended Approval.



Rehabilitation Act Section 504 Policy

Policy Number: 3502

I. Policy

The Board of Trustees recognizes that students with special health care needs are entitled to public education. Therefore, the Board delegates to the Administration responsibility for developing regulations and guidelines to provide necessary health care services for students with special health care needs in accordance with state and federal law. (See Section 504 of the Rehabilitation Act of 1973, the Utah Nurse Practice Act, the Nurse Practice Act Rules, and Individuals with Disabilities Education Act of 1990.) No otherwise qualified individual with a disability shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any Summit Academy program or activity. Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. §794, et seq., and its implementing regulations, 34 C.F.R. Part 104, et seq. (“Section 504”), prohibits discrimination against students on the basis of their disability. If you have Section 504 questions, please contact the 504 Coordinator:

~~Summit Academy~~ 504 Director

13200 S. 1225 E.

Draper, UT 84020

Main Office: (801) 572-9007

Fax: (801) 826-572-9875

II. Definitions

- A. LEA: Local Education Agency - are legally responsible for compliance with or assurances regarding the following federal requirements, Utah State law, or Utah State Board of Education (USBE) Board rule. It includes all the schools that are governed by a particular authority.
- B. Director: The Director of Summit Academy Schools is responsible for all major decisions within the LEA.
- C. 504 Director: The 504 Director is responsible for the training and professional development of 504 Coordinators and conducts internal audits to ensure compliance within the LEA.
- D. 504 Coordinator: The 504 Coordinator is responsible for ensuring and facilitating the referral process, evaluations, eligibility determination, plan development and re-evaluations at a specific school
- E. Ameliorating Effects: Medication or devices, other than eyeglasses or contacts, to improve the symptoms related to the disability. This could be medications, braces, inhalers etc.



- F. RTI: Response to Intervention is a tiered process of instruction that allows schools to identify struggling students and provide appropriate instructional interventions, modifications and accommodations.
- G. RTI Team: The RTI Team is a group of educators, administrators and other staff members that are familiar with instructional strategies.
- H. Permission to Evaluate: Permission to Evaluate is written confirmation that the parent, legal guardian or adult student gives permission for formal and informal assessments to be completed.
- I. Evaluation: Assessments used to determine strengths and weaknesses as well as areas of need.
- J. Eligibility: Eligibility determination is the process of reviewing all formal and informal assessments and/or relevant information to determine if a student has a mental or physical impairment that substantially limits one or more major life activities or major bodily functions that creates a significant barrier to the student's ability to access the same education opportunities as their non-disabled peer.
- K. 504 Plan: A 504 plan is developed following eligibility determination to provide reasonable accommodations and/or special services.
- L. Grievance: A grievance is an official statement of a complaint over something believed to be wrong or unfair.
- M. Impartial Hearing: An impartial hearing is a formal process in which the parties present their case and refute evidence before an impartial hearing officer and panel who issue a written decision.
- N. Complainant: The person making the complaint in a hearing.
- O. Hearing Officer: LEA Director who facilitates the hearing
- P. Hearing Panel: A group of neutral members who are knowledgeable about Section 504, are not employed at the school the student is enrolled in, and have no conflict of interest.

III. Administrative Regulation

The Administration may provide accommodations to students with special health care needs who require health-related services/interventions by Summit Academy and its personnel to enable their participation in the educational process. Section 504 of the Rehabilitation Act of 1973, commonly referred to as "Section 504," assures that disabled students have educational opportunities and benefits equal to those provided to nondisabled students. This policy shall be administered within health and safety parameters according to the following guidelines:



IV. Guidelines

A. Definition of Student Eligibility for Accommodations under Section 504

1. Students shall be considered as qualifying under Section 504 if the following conditions apply:

- A. ~~A physical or mental impairment; (and)~~ The student has a physical or mental impairment that substantially limits any major life activities or major bodily functions and the disability creates a significant barrier to the student's ability to access the same educational opportunities afforded to non-disabled students. 29 USC 705 (20)(b). In addition, a student is protected from discrimination on the basis of a disability under Section 504 if he/she is regarded as having a disability or has a history of a disability. 29 USC 705 (20)(b)(iii).
- B. The impairment substantially limits a Major life, and, thereby, creates a significant barrier to the student's ability to access the same educational opportunities afforded to non-disabled students. 29 USC 705 (20)(b).
- C. Major life activities include, but are not limited to: caring for oneself, performing manual tasks, breathing, hearing, learning, seeing, speaking, walking, and working.
- D. **Physical and mental impairments include, but are not limited to, anxiety, depression, attention deficit disorder (ADD), obesity, central auditory processing disorder, heart malfunctions, major concussions, urinary conditions, blood disorders, chronic fatigue syndrome, school phobia, respiratory conditions such as asthma, epilepsy, cancer, birth defects, tuberculosis, diabetes, and food allergies.**

~~1.3. Both sections (1) and (2) must be met before a student qualifies for accommodations under Section 504.~~

- E. Summit Academy will NOT consider the ameliorating effects of medication or devices ~~mitigating measures (other than ordinary eyeglasses or contact lenses)~~ that the student is using for his/her impairment.

2. In addition, a student is protected from discrimination on the basis of a disability under Section 504 if he/she is regarded as having a disability or has a history of a disability. 29 USC 705 (20)(b)(iii).

V. Referral and Evaluation Procedures for Students with Disabilities

A. Referral



1. Any student who is believed to need reasonable accommodations or special services in order to have his/her individual educational needs met to the same degree as the needs of non-disabled peers may be referred by a parent, teacher, administrator, or other certificated school employee for consideration of Section 504 eligibility. Referrals must be submitted in writing to the principal or the school's designated 504 Coordinator. Documentation of evidence that the student may have an impairment that limits access to educational opportunity is required. Evidence may include, but is not limited to, reports from physicians or other health providers, reports from psychologists, therapists or other mental health professionals, or teacher observations.
2. In cases where a student is experiencing academic and/or behavioral difficulties, the school's 504 Coordinator should first consider a review by the school Response to Intervention Team (RTI Team) to discuss and evaluate the student's needs. The RTI Team may evaluate the student's needs unless it is obvious that the disability is at issue.
 - A. Members of the RTI Team may include, but are not limited to:
 1. school administrator,
 2. school psychologist
 3. counselor,
 4. school nurse, or
 5. other school staff that are knowledgeable about the student and the disability
 - B. The use of interventions to resolve a student's needs should be clearly communicated, preferably in writing, by the school's RTI Team to the parent/legal guardian or adult student.
 - C. The RTI team reviews available information and data, suggests appropriate classroom interventions, and proposes appropriate mitigating measures to help correct the difficulties encountered by the student.
 - D. The parent, legal guardian or adult student will be given written progress reports.
 - E. The parent, legal guardian or adult student will be given a final progress report no more than 60 days following the implementation of the interventions, modification and/or reasonable accommodations.



- F. Following the final progress report, the RTI Team will provide the 504 Coordinator with all documented information that will be used as relevant information when determining eligibility.
- 3. After the school's 504 Coordinator has received a signed copy of the "Section 504 Permission to Evaluate" form, the school 504 Coordinator will determine which individuals are to serve on the 504 Team.
 - A. The 504 Team shall consist of a group of persons knowledgeable about:
 - 1. The student
 - 2. The disability
 - 3. Interpretation of evaluation data
 - 4. Commitment of school district resources (if applicable) for any required accommodation and/or special services.
 - B. The parent/legal guardian or adult student should be a member of the 504 Team. While the parent/legal guardian or adult student are not required members of a 504 Team, Summit Academy encourages their participation.
 - C. The 504 Team's role is to review the nature of the student's impairment and determine how it affects educational access.

VI. Notice of Rights and Release of Information

- 1. Upon receipt of a referral from a parent, legal guardian, adult student, teacher, administrator, or other certificated school employee, the 504 Coordinator shall send:
 - A. A written acknowledgment of receipt to the person making the referral; and a copy of the LEA's written "Notice of Parent and Student Rights under Section 504 and the ADA,"
 - B. A "Consent to Evaluate" form. If additional information is needed, the parent, legal guardian or adult student may be asked to:
 - 1. Sign a "Release of Information " form
 - 2. Have their physician or qualified health professional complete the "Section 504 Information Report." This information helps facilitate direct and indirect communication between school personnel and the student's medical or mental health service providers.
 - 3. The parent, legal guardian or adult student may bring relevant medical information directly to the school 504 Coordinator without a medical release.
 - C. A parent, legal guardian or adult student will receive written notification from the



504 Coordinator regarding Section 504 as it applies to the student for any of the following events:

1. Referral for evaluation or reevaluation;
2. Decisions regarding eligibility;
3. Decisions regarding accommodations and/or special services; or
4. Decisions regarding placement; and any significant change in placement.

VII. Evaluation

1. Prior to any student receiving reasonable accommodations and/or special services, the LEA requires an appropriate evaluation of any student who, because of their disability, needs or is believed to need reasonable accommodation and/or special services. The evaluation is designed to aid the 504 Team in determining if there is a substantial limitation that creates a significant barrier to the student's ability to access the same educational opportunities afforded to non-disabled students. 29 USC 705 (20)(b).
 - A. When a student's impairment limits their ability to function in areas other than learning, such as medical impairments such as asthma, cancer, diabetes, etc., breathing, walking, seeing, hearing, and many others, the 504 Team may determine that a review of all relevant data, that may be provided by teachers, parents, and healthcare professionals, is sufficient. The determination will consider the impact of the disability in the educational setting, during extra curricular activities, and the impact of education demands in the home.
 - B. When a student's impairment is a type that may limit learning directly in a substantial way (e.g., ADD, depression, learning disability, etc.), the 504 Team will consider the need for an educational evaluation. The 504 Team may determine that a review of relevant data is sufficient.
2. After the schools receives a parent, legal guardian or adult student Consent to Evaluate and at the request of the principal or 504 Director, appropriate school, LEA or contracted personnel shall initiate a prompt evaluation of the student's disability and the manner in which it affects his/her major life activities and/or educational performance.
3. An evaluation will occur prior to any decision to significantly change the eligible student's placement.

VII. Eligibility Determination

1. Eligibility

- A. Following the evaluation and gathering of all relevant data, the 504



Team shall meet to determine the student's eligibility for reasonable accommodations and special services under Section 504 and the ADA. The school team shall consider all applicable information and draw upon evidence from a variety of sources, including but not limited to:

1. Data from aptitude and achievement tests;
2. Grades and other measures of educational performance;
3. Teacher and/or school personnel observations and recommendations;
4. Parent observations and recommendations;
5. The student's physical condition and medical status, as reported by qualified health care providers;
6. Health care plan; and/or
7. The student's adaptive behavior (Functional Behavior Assessment - FUBA or Behavior Intervention Plan - BIP).

2. Written Decision

- A. When a full educational evaluation, that may include formal assessments and/or standardized testing, is deemed necessary, the 504 Team will meet within 45 school days of receiving the Consent to Evaluate to consider all relevant information and determine the student's eligibility. The 504 Team shall issue a written decision regarding the student's eligibility for reasonable accommodations and/or special services using the LEA's "Identification Form." The parent, legal guardian, or adult student will be provided with a copy of the document.
- B. When a full educational evaluation is deemed unnecessary and after the collection of all relevant information is completed, the 504 Team will meet within 15 school days to consider all relevant information and determine the student's eligibility. The 504 team shall issue a written decision regarding the student's eligibility for reasonable accommodations and/or special services using the LEA's "Identification Form." The parent, legal guardian, or adult student will be provided with a copy.
- C. . Should the 504 Team determine that the impairment, that limits a major life activity and/or bodily function, does not significantly create a barrier to the student's ability to access the same educational opportunities afforded to non-disabled students, the 504 Team shall document the finding in writing, and provide to the parent, legal guardian or adult student:
 1. A copy of the Identification Form



2. A copy of supporting evidence
3. Written notice of the LEA's Section 504 Parent & Student Rights and Safeguards

3. Reevaluation

For students deemed eligible for reasonable accommodations and/or special services under Section 504 and the ADA, the school shall initiate a re-evaluation of the student's needs every 3 years or when a significant change of placement is contemplated.

4. Section 504 Plan

- A. If the 504 Team, including a school administrator that has authorizing authority, determines that the impairment substantially limits a major life activity and/or bodily function to a degree that it creates a significant barrier to the student's ability to access the same educational opportunities afforded to non-disabled students, the 504 Team will develop a Section 504 Plan using all relevant information. The 504 Plan will include:
 1. Description of the student's disability with the possible impacts the disability may have in the educational, extra-curricular or home setting.
 2. Subjective information that may include the student's behaviors, class and peers interactions, how particular accommodations and/or services are working.
 3. Objective information describing the student's performance in the educational and extra-curricular environments that is evidenced based. (grades, attendance records, time in class/time out of class, assignment and test completion).
 4. Explain how the disability is creating significant barriers in the general education, extra-curricular and home settings.
 5. Describe how the 504 Team plans to move forward with the relevant information.
- B. The school 504 Coordinator will provide a copy of the 504 Plan to the parent, legal guardian or adult student and give notification to all staff members that are required to provide, and have a need to know they may need to provide, the necessary reasonable accommodations and/or special services as determined by the 504 Team.

5. Concerns and Grievances

- A. The best solutions to parent, legal guardian or adult student concerns occur at



the school level. The first step in resolving a complaint should involve the school principal and/or school 504 Coordinator, working with the parent, legal guardian or adult student to find a mutually acceptable resolution of the concern(s). When concern(s) cannot be resolved informally, the parent, legal guardian or adult student may seek formal resolution under the Summit Academy School's 504 grievance process. The parent, legal guardian or adult student will be referred to the following steps in the complaint resolution process.

B. LEA Investigation

1. If any person believes that the school or any of its staff have not followed the regulations of Section 504 of the Rehabilitation Act, he/she may initiate a grievance with the 504 Director by filling out the "Section 504 Grievance Form" found on the school website.
2. A person filing the complaint must submit the 504 Grievance Form in person or electronically to the 504 Director.
3. The 504 Director will acknowledge the receipt and respond to the complaint, in writing, to the complainant within ten (10) school days.
4. Upon receiving the 504 Grievance Form, the 504 Director will provide a copy of the 504 grievance procedures, to the complainant, and investigate all concerns in accordance with Section 504 of the Rehabilitation Act.
5. The 504 Director will review the grievance and meet with the complainant to hear their concern/s.

C. Mediation

1. If the concern is not resolved at step one, and both parties agree, the 504 Director will coordinate a mediation between the parties involved in an effort to resolve the complaint/s.
2. Should the mediation resolve the complaint, no further action is needed. The results of the meeting will be dated and documented, in writing, then shared with both parties within (10) school days.
3. If the mediation does not resolve the complaint, the 504 Director will inform the complainant of their right to an impartial hearing.

D. Impartial Hearing



1. If the 504 Director's mediation effort, or written response, fails to resolve a complainant's concern/s, the complainant may request an impartial hearing.
 - a. A written request for an impartial hearing must be filed with the 504 Director within ten (10) school days of receiving a written response from the 504 Director or the date of mediation.
 - b. The Director shall schedule a hearing before the LEA 504 Hearing Panel or a non-LEA Hearing Officer
2. Impartial Hearing
 - a. At the hearing the complainant may be represented by legal counsel. Notice of legal counsel attendance must be given, in writing, to the Director (5) days prior to the hearing.
 - b. The complainant and 504 Director may make statements and present evidence relevant to the concerns
 - c. The Hearing Panel shall consist of impartial members who are not an employee of the school in which the student is enrolled. Hearing Panel members will include:
 - 1) The LEA Director who will act as the hearing officer and conduct the meeting. A school principal
 - 2) 504 Coordinator
 - 3) A general education teacher
 - 4) When appropriate, a school nurse or a person knowledgeable about the disability (that was not part of the student's 504 Team.)
 - d. The Hearing Panel will be selected by the LEA and meet the following criteria:
 - 1) Must be knowledgeable about Section 504
 - 2) Must not be an employee at the school the student is enrolled;
 - 3) Must not have a personal or professional conflict of interest.
 - e. The Hearing Panel shall be provided a copy of the grievance and the 504 Director's written response.



- f. The decision of the Hearing Panel shall constitute the final administrative decision on the Section 504 matter.
- g. The decision of the Hearing Panel shall be communicated to the parent, legal guardian or adult student, in writing within ten (10) school days.

A complainant may file a complaint with the Office of Civil Rights (OCR) at any time before, during or after the LEA's grievance procedures. The contact information for the regional office is as follows:

U.S. Department of Education
Office for Civil Rights, Region VIII
Federal Building, Suite 310
1244 Speer Boulevard
Denver, Colorado 80204-3582
Phone: 303-844-5695

VII. References

N/A

VIII. Attachments

N/A

IX. Revision History and Approval Dates

Version 1: OCT 2015: Original Date of Approval

Version 2: 18August2022:



~~B. Section 504 Eligibility Determination~~

~~1. Any parent or legal guardian, teacher, counselor, or other school staff member who believes that a student needs accommodation for a qualifying disability can request an evaluation. The individual must fill out a “Referral Form” and submit it to the school’s 504 Coordinator.~~

~~2. In cases where a student is experiencing academic and/or behavioral difficulties, the school’s 504 Coordinator should first consider a review by a Response to Intervention (RTI) Team to discuss and evaluate the student’s difficulties.~~

~~2.1. The school’s Administrator determines which individuals are to serve on the RTI Team (parent/legal guardian may be a member of the RTI Team).~~

~~2.2. The formation of the RTI Team and the use of early interventions should be clearly communicated, preferably in writing, by the school’s 504 Coordinator to the parent/legal guardian of the student.~~

~~3. The RTI Team reviews available information and data, suggests appropriate classroom interventions, and proposes appropriate mitigating measures to help correct the difficulties encountered by the student. If the early interventions are successful, the RTI Team will continue to implement any necessary interventions and monitor the student under an informal intervention plan, as may be appropriate under the circumstances. If the early intervention strategies are unsuccessful, the RTI Team should make a referral for evaluation under Section 504, special education, Title I, or other appropriate school program.~~

~~4. If the RTI Team makes a referral for evaluation under Section 504, the school’s 504 Coordinator will send the “Section 504 Written Prior Notice,” “Section 504 Permission to Evaluate,” and “Procedural Safeguards” forms to the student’s parent(s) or legal guardian(s).~~

~~5. After the school’s 504 Coordinator has received a signed copy of the “Section 504 Permission to Evaluate” form, the school 504 Coordinator will determine which individuals are to serve on the Section 504 Team.~~

~~5.1. The Section 504 Team shall consist of a group of persons knowledgeable about: 1) the student; 2) the disability; 3) interpretation of evaluation data; and 4) someone who can commit school district resources (if applicable) for any required accommodation.~~

~~5.2. The RTI Team may also be able to serve as the Section 504 Team.~~

~~5.3. The student’s parent/legal guardian should be a member of the Section 504 Team. While parents are not required members of a Section 504 Team, Summit Academy encourages parental participation.~~

~~5.4. The Section 504 Team’s role is to review the nature of the student’s impairment and determine how it affects educational access.~~



6. After evaluating the applicable information, the school 504 Coordinator, along with the 504 team members, will complete the “Section 504 Eligibility Determination” and provide a copy to the parent/legal guardian of the student.

6.1. If the Section 504 Team determines that the impairment does NOT substantially limit a major life activity and, thereby, creates a significant barrier to the student’s ability to access the same educational opportunities afforded to non-disabled students, the school 504 Coordinator will also provide the parent/legal guardian with a copy of the “Internal Grievance Form.”

7. If the Section 504 Team determines that the impairment does substantially limit a major life activity and, thereby, creates a significant barrier to the student’s ability to access the same educational opportunities afforded to non-disabled students, the team will create a Section 504 Accommodation Plan for the student that outlines the appropriate student accommodations.

7.1. The school 504 Coordinator will provide a copy of the Section 504 Accommodation Plan to the parent/legal guardian of the student and the Section 504 Coordinator.

C. Notification

Parent(s) or legal guardian(s) will receive a written notification with regard to Section 504 as it applies to his/her student for any:

1. Referral for evaluating or reevaluation;
2. Decisions regarding eligibility;
3. Available accommodations;
4. Placement; and
5. Any significant change in placement.

D. District Review and Right of Appeal

1. Level One:

1.1. If the parent/legal guardian disagrees with the 504 Team’s identification, evaluation, determination or proposed 504 Accommodation Plan for the student, the parent/legal guardian is encouraged to first meet with the school 504 Coordinator to discuss any concerns.

1.2. If an informal discussion with the school 504 Coordinator fails to resolve the parent or legal guardian’s concern, the parent/legal guardian can file a completed Internal Grievance Form with the Section 504 Coordinator. The parent/legal guardian can elect to file a written grievance with the Section 504 Coordinator without first holding the informal discussion. The Section 504 Coordinator will respond, in writing, to the parent/legal guardian’s grievance and mail or hand-deliver the completed Internal (School) Grievance Response within ten (10) business days.

2. Level Two:



~~2.1. If the Section 504 Coordinator's response fails to resolve the parent or legal guardian's concern, the parent/legal guardian must file a completed Request For Impartial Hearing with the Director's designee, the Section 504 Coordinator, within ten (10) working days of the date of the receipt of Internal (School) Grievance Response from the Section 504 Coordinator. If the parent/legal guardian fails to meet the ten (10) working day deadline, he or she will have waived any right to appeal the Section 504 Coordinator's decision.~~

~~2.2. The Section 504 Coordinator shall arrange for an impartial hearing within fifteen (15) working days of receipt of the Request for Impartial Hearing.~~

~~2.3. A Section 504 Hearing Panel shall be appointed, consisting of (1) the Director; (2) a school principal or school 504 coordinator (other than the principal or coordinator of the student's school); and a school counselor (other than the counselor of the student's school). None of the individuals on the Section 504 Hearing Panel can have served on the student's Section 504 Team.~~

~~2.4. At the hearing, the parent/legal guardian may be represented by counsel.~~

~~2.5. The parent/legal guardian will be provided with an opportunity to review any relevant records maintained by Summit Academy pursuant to FERPA and Section 504.~~

~~2.6. The hearing will be two hours maximum.~~

~~2.7. At the end of the hearing, the panel may give an oral decision or take the matter under advisement. A written Section 504 Hearing Panel decision shall be provided to the parent/legal guardian within ten (10) working days of the hearing.~~

3. Level Three:

~~3.1. If the hearing with the Section 504 Hearing Panel fails to resolve the parent or legal guardian's concern, the parent/legal guardian may file a request for review from the Summit Academy Board of Trustees.~~

~~3.2. A written request for a Board review must be received by the Director within ten (10) working days of the date the Section 504 Hearing Panel's decision is postmarked. The Director will forward the request to the Board.~~

~~3.3. The Board review shall be upon the record made during the hearing before the Section 504 Hearing Panel. If, after reviewing the record, including the Section 504 Hearing Panel's decision and findings of fact, the President of the Board or a designee may issue a written request setting forth the particular need for additional testimony, argument and/or evidence.~~

~~3.4. The administration will notify the parent/legal guardian if the Board determines to hear additional testimony or argument and/or evidence. An additional hearing will be two hours maximum.~~

~~3.5. The Board shall issue its decision and findings of fact that support its decision or the Board may adopt the findings of fact prepared by the Section 504 Hearing Panel. 3.6. The Decision of the Board is final.~~



4. The parent/guardian may file a complaint with the Office for Civil Rights (OCR) at any time before, during, or after Summit Academy's grievance procedures. The contact information for the regional office is as follows:

Office for Civil Rights
U.S. Department of Health and Human Services
999 18th Street, Suite 417
Denver, CO 80202
Voice Phone (800) 368-1019
FAX (303) 844-2025
TDD (800) 537-7697

X. ~~References~~

N/A

XI. ~~Attachments~~

N/A

XII. ~~Revision History and Approval Dates~~

Version 1: OCT 2015: Original Date of Approval

SUMMIT ACADEMY SCHOOLS, INC
Draper
Special Meeting, August 19, 2022

TO: Summit Academy Schools, Inc Governing Board

FROM: Michael Clark, Executive Director

SUBJECT: Benefits and Leave Policy #4101

BACKGROUND INFORMATION

Summit Academy Schools are committed to providing a working and educational environment. The Benefits and Leave Policy puts guidelines in place to help ensure that benefits and leave for employees are given in the correct amount days to their calendar contract.

CURRENT CONSIDERATIONS

Please see the attached policy for board approval. **Red line** of Life Insurance policy that is new to Summit Academy Employees giving them a \$25,000 policy at no cost with the option to add additional coverage for employee and or family members.

FINANCIAL IMPLICATIONS

None

RECOMMENDATIONS

It is respectfully requested that the Governing Board approve the Benefits and Leave Policy till the 2025 school year.

DIRECTOR'S RECOMMENDATION: Recommended Approval.



SUMMIT ACADEMY
Benefits and Leave Policy
Policy Number: 4101

I. Policy

The Summit Academy Board of Trustees has established general guidelines for the extension of benefits and leave to employees

II. Definitions

- A. Full-time Employee: Any employee whose employment agreement requires a minimum of 40 hours of work per week during the school year.
- B. Day: The amount of time an employee's employment agreement requires in a 24-hour period. For example, if an employee is required to work 4 hours a day according to their employment agreement, then a day equals 4 hours.
- C. Immediate Family: Includes spouse, son, daughter, parents, son-in-law, daughter-in-law, parent-in-law, or a person who is residing in the employee's household at the time of the illness or death. Special circumstances may be appealed to the Principal for consideration of immediate family status.
- D. School Year: A total of no more than 180 teaching days, plus up to 6 additional in- service and/or testing days in a fiscal year. See the school calendar for the current year for additional details.
- E. Fiscal Year: July 1 through June 30
- F. Mid-term Employee: Any employee hired after a school year has started. Mid-term employees will receive leave on a prorated basis for the remainder of the school. Full- time mid-term employees are eligible for health insurance benefits the first of the month after 30 days from the date of hire.

III. Health Insurance Benefits

Insurance benefits are available to all full-time Summit Academy Schools employees. Benefits are subject to change and benefit documentation will be distributed to all employees at the beginning of each school year.

IV. Salary and Wages

Pay increases will be determined on an annual basis pending state legislative funding and merit.

V. Retirement Benefits

Summit Academy Schools participates in Utah Retirement Systems. For those employees who are eligible according to URS rules, a non-contributory public employee retirement program that includes a pension plan and/or a 401(k) employer contribution occurring each payday. Contribution rates are set by Utah Retirement Systems and subject to change on an annual basis from time to time.

VI. Life Insurance

Summit Academy offers a \$25,000 life insurance policy to those employees who receive URS benefits at no cost to the employee. Options available to purchase additional coverage for self, spouse, and children.



VII. Personal / Sick Leave

Personal / Sick Leave

Full-time employees of Summit Academy Schools will receive 3 days of paid personal / 7 days paid sick leave per school year. Part-time certified employees will receive prorated paid personal/sick leave based on the work hours outline in their employment agreement. Full-time employees who work a 12-month schedule will receive 15 days of paid personal / 12 days paid sick leave due to their extended work schedule. Mid-term employees will receive prorated personal / sick leave based on the days remaining in the school year.

Using Personal / Sick Leave

Except in unusual circumstances, or unexpected illness or injury, prior notification must be given to the immediate supervisor at least one day in advance. **Employees shall complete an Absence Request Form, which is approved by Administration, in order to receive full pay for work missed.**

Personal leave may only be taken the day before or after a school holiday or during the first five days and last five days that students are in school for the following reasons.

- Observance of religious holidays which fall on a regularly scheduled school calendar workday
- Weddings of immediate family
- Graduations of immediate family
- Required court appearances
- Funerals for a death not covered by bereavement leave
- Conferences and conventions which relate to the individual employee's work assignment and are not covered by professional leave

Employees who take leave the **day before and / or the day** after any scheduled school holiday may be required to pay for a substitute.

Employees may accrue a maximum of 1.5 times ~~there~~ **their** total annual accrue.

- 184-186 calendar = 7 days x 1.5 with a cap of 10.5
- 220 calendar = 7 days x 1.5 with a cap of 10.5
- 261 calendar = 12 days x 1.5 with a cap of 18

Notification of Absence

Employees are required to notify Administration as soon as they know that they will be absent from work and to give appropriate assistance in finding a substitute to cover the absence(s).

Unpaid Leave

Employees are discouraged from taking additional personal / sick leave over the allotted time given per job type. When employees exceed their allotted personal / sick days, additional days requested will be classified as unpaid leave.

Pandemic Guidelines

In the case of a pandemic or other outbreak of a highly communicable disease, exceptions to the Benefits and Leave Policy will be made so the employee will not be penalized for remaining home due to illness. This exception is made in order to encourage staff to remain home when ill and will be made at the discretion of the employee's supervisor.



VIII. Bereavement Leave

In the event of a death in the immediate family, an employee may be granted bereavement leave according to the following guidelines.

- Employees may be granted up to 5 days bereavement leave without pay deduction in the event of the death of a spouse or child.
- Employees may be granted up to 3 days bereavement leave without pay deduction in the event of the death of any other immediate family member.
- Two additional days of bereavement leave may be granted if travel time is needed. Travel must be in excess of 350 miles one way to qualify for additional days. Employees must provide travel verification to their immediate supervisor.
- If the death of an employee's mother or father results in the loss of the only remaining parent, by 3 additional personal leave days may be taken to deal with estate issues. The 3 additional days must be taken within one calendar year of the parent's death.

IX. Long Term Leave

Long term leave is defined as unpaid leave for pregnancy, post-childbirth maternity or paternity, adoption, employee long-term illness, and any other reasons required by law. Pursuant to the Family Medical Leave Act (FMLA), the school may require certification from a qualified medical professional to document the reason for the leave and/or to verify the employee's ability to return to work. Such leave may be given for a maximum of up to 12 consecutive weeks, or longer if required by law. Such leave is available to full-time employees who have been employed by Summit Academy Schools for at least one full school year. FMLA requires an employee to provide 30 days advanced notice when the leave is foreseeable.

X. Jury or Witness Duty

Employees are required to provide the Principal with copies of court notices or subpoenas as soon as possible after receiving such notification. Summit Academy Schools will pay an employee an equivalent to their regular pay during the jury or witness leave period.

XI. Military Leave

Any full-time employee who is a member of a reserve component of the armed forces of the United States, and pursuant to military orders enters federal or state active duty, active duty for training, or inactive duty training, shall, upon written request, be granted a leave of absence from employment for a period not to exceed five (5) years.

XII. References

Family Medical Leave Act (FMLA)

XIII. Attachments

N/A

XIV. Revision History and Approval Date

Version 1: July 2007: Effective

Version 2: November 2015: Updated

Version 3: July 16, 2020: Updated Personal / Sick Leave and added Pandemic Guidelines in section VI

Version 4: August 19, 2021: Added Unpaid Leave in section VI



Version 5: 3March2022: Update Leave time with rollover time.

Version 6: 18August2022: Added Life insurance

SUMMIT ACADEMY SCHOOLS, INC
Draper
Special Meeting, August 18, 2022

TO: Summit Academy Schools, Inc Governing Board

FROM: Michael Clark, Executive Director

SUBJECT: Information Network Acceptable Use Policy #7102

BACKGROUND INFORMATION

Summit Academy Schools are committed to providing a working and educational environment. The Information Network Acceptable Use Policy sets guidelines for users on electronic while they are on the Summit Academy Internet.

The noun student was changed to user due to the update in the school internet and firewall security. The internet access was changed to a student and guest. With this change the update to the policy is necessary to cover all users under the Information Network Acceptable Use Policy.

CURRENT CONSIDERATIONS

Please see the attached policy for board approval. **Red line** of noun change to update the policy to cover all users of the internet.

FINANCIAL IMPLICATIONS

None

RECOMMENDATIONS

It is respectfully requested that the Governing Board approve the Information Network Acceptable Use Policy till the 2025 school year.

DIRECTOR'S RECOMMENDATION: Recommended Approval.



Information Network Acceptable Use Policy

Policy Number: 7102

I. Purpose

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

II. Policy

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

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



1. Expectation of Privacy

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

2. Discussion/Submission

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

3. Disciplinary Action

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

4. Service Disclaimer.

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

III. References

Utah State Code 53G-7-1002

IV. Attachments

Information Network Acceptable Use Policy Student Signature of Agreement

V. Revision History and Approval Date

Version 1: August 2010: Original date of approval

Version 2: November 21, 2019: Approved

Version 3: August 18, 2022: Change in Noun



STUDENT USER SIGNATURE of AGREEMENT Information Network Acceptable Use Policy

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

Student Name _____ Grade _____

School _____ Date _____

Parent/Legal Guardian Agreement

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

Parent/Legal Guardian Signature _____ Date _____

SUMMIT ACADEMY SCHOOLS, INC
Draper
Special Meeting, August 18, 2022

TO: Summit Academy Schools, Inc Governing Board

FROM: Michael Clark, Executive Director

SUBJECT: Educator License Requirements #4202

BACKGROUND INFORMATION

Summit Academy Schools are committed to providing highly qualified teachers. USBE rules outline requirements and procedures for obtaining educators licenses required for employment as a licensed educator.

CURRENT CONSIDERATIONS

Please see the attached policy for board approval. Review of policy by Alana Johnson Director of Teacher Development. Request to remove duplication policy Educator's Certificates Qualifications. No other updates needed to policy.

FINANCIAL IMPLICATIONS

None

RECOMMENDATIONS

It is respectfully requested that the Governing Board approve the Educator License Requirements.

DIRECTOR'S RECOMMENDATION: Recommended Approval.



Educator License Requirements

Policy Number: 4202

I. Policy

- A. The Summit Academy Board of Trustees is committed to compliance with Utah State Board of Education (USBE) rules outlining requirements and procedures for obtaining educator licenses required for employment as a licensed educator.
- B. The Summit Academy Board of Trustees also recognizes the license structure of an LEA-specific educator license to allow local ~~Districts~~ LEA to determine specific license areas of concentration and endorsement in accordance with R277-301 (7).
- C. The Summit Academy Board of Trustees recognizes the requirements of content knowledge and pedagogical requirements for licensed educators, including required criminal background checks and ethics review.
- D. The Board authorizes the Superintendent and ~~District~~ LEA-Administration to establish administrative regulations consistent with this policy, subject to review and approval by the Board.

II. Definitions

- A. Associate Educator License (USBE): a license issued to an individual completing the requirements to receive a Professional Educator License. Individuals may be working as an intern, enrolled in a university program, enrolled in a career and technical education (CTE), or an Alternate Pathway to Professional Educator License (APPEL). The requirements of an associate educator license are outlined in R277-301-4. An associate educator license, license area, or endorsement is valid for ~~two~~ three years.
 - 1. The general requirements include:
 - a. completion of a criminal background check;
 - b. completion of an ethics review within one calendar year of application; and
 - c. one of the following:
 - i. a bachelor's degree or higher from a regionally credited institution;
 - ii. current enrollment in a university Board-approved educator program that will result in a bachelor's degree or higher from a regionally credited institution; or
 - iii. skill certification in a specific CTE area.
 - 2. An educator with an associate educator license may upgrade to a professional educator license at any time prior to expiration of the associate educator license if the educator meets all the requirements of R277-301-5.
- B. Professional Educator License (USBE): A license issued to an individual who has demonstrated all of the State established competencies to be an educator. The requirements for a professional educator license are outlined in R277-301-5. A professional educator license, license area, or endorsement is valid for five (5) years.
 - 1. The general requirements for a professional educator license include:
 - a. all general requirements for an associate educator license under R277-301-4.
 - b. completion of a bachelor's degree or higher from a regionally accredited institution; or skill certification in a specific CTE area; and
 - c. one of the following;



- i. a recommendation from a USBE Board-approved educator preparation program; or
 - ii. a standard educator license in the area issued by a licensing jurisdiction outside of Utah that is currently valid or is renewable consistent with Section 53E-6-307.
- C. Local Education Agency (LEA)-specific Educator License: An individual, approved by the Board of Education who has met locally defined competencies to be an educator, and approved by LEA application to USBE.
- D. License Areas of Concentration: means a designation on a license of the specific educational setting or role for which the individual is qualified, to include the following:
 - 1. Early Childhood;
 - 2. Elementary;
 - 3. Secondary;
 - 4. Educational Leadership;
 - 5. Career and Technical Education or “CTE”;
 - 6. School Counselor;
 - 7. School Psychologist;
 - 8. Special Education;
 - 9. Preschool Special Education;
 - 10. Deaf Education;
 - 11. Speech-Language Pathologist;
 - 12. Speech-Language Technician;
 - 13. School Social Worker; and
 - 14. Communication Disorders.
- E. Endorsement: means a designation on a License Area of Concentration earned through demonstrating required competencies established by the State Superintendent of Public Instruction that qualifies the individual to: provide instruction in a specific content area; or apply a specific set of skills in an education setting.
- F. Mentor: A trained educator who holds a professional educator license, and shall where possible:
 - ~~1. perform substantially the same duties as the mentored educator with release time work as a mentor; or~~
 - 2. be assigned as an instructional coach or equivalent position.

III. Administrative Regulations

- A. Local Education Agency (LEA)-specific Educator License
 - 1. The general requirements for an LEA-specific Educator License include:
 - a. completion of a criminal background check and clearance in accordance with R277-214;
 - b. completion of an educator ethics review as described in R277-500 within one calendar year of the application;



- ~~c. completion of a bachelor's degree or higher from a regionally accredited college or university; and/or demonstrated content knowledge and pedagogical requirements by:
 - ~~i. successfully passing an assessment; or~~
 - ~~ii. by demonstrated experience.~~~~

- 2. Approval: An application for an LEA-specific Educator License must receive approval by the Summit Academy Board of Trustees in a public meeting no more than 60 days prior to the LEA application to USBE.
 - a. The request for approval must include the rationale for the appointment of an LEA-Specific license.

B. License and Endorsement Areas

- ~~1. An LEA-specific Educator License may be offered in the areas of Special Education or Preschool Special Education for the 2020-2021 year only. In accordance with R277-301, an LEA-specific Educator License may not be offered in the areas of Special Education or Preschool Special Education.~~
- 2. An LEA-specific Educator License, is limited to the following license areas:
 - a. Early Childhood;
 - b. Elementary;
 - c. Secondary;
 - d. Career and Technical Education or "CTE";
 - e. Speech-Language Pathologist;
 - f. Speech-Language Technician;
 - g. School Social Worker; and
 - h. Communication Disorders.
- 3. An LEA-specific Endorsement includes all USBE Endorsement areas.
- 4. An LEA-specific Educator License/Endorsement is valid for one, two, or three years in accordance with the LEA application to the USBE.
- 5. In accordance with R277-301 (7) an LEA-specific Educator License is valid only within the Summit Academy Schools and expires immediately upon employment separation.

C. LEA-Specific Educator Training, Mentoring, and Support

- 1. Within the first year of employment, the educator must complete the following training:
 - a. educator ethics;
 - b. classroom management and instruction;
 - c. basic special education law and instruction; and
 - d. Utah Effective Teaching Standards described in R277-530.
- 2. The educator must participate in the ~~District~~ LEA's Mentoring Program.
 - a. The District shall provide at least a three-year mentoring program by a trained mentor educator who:
 - i. holds a professional educator license and where possible;
 - ii. performs substantially the same duties as the educator ~~with release-time to work as a mentor~~; or
 - iii. is assigned as an instructional coach or equivalent position.



- iv. The assigned mentor shall assist the educator to meet the Utah Effective Educator Standards established in Rule R277-530, but may not serve as an evaluator of the educator.
3. The mentoring program shall include:
 - a. A formal Professional Learning Plan and support in meeting the requirements of a professional license area; and
 - b. On-going training on educator ethics and special education.

IV. Notification of LEA-Specific Educator License

- A. The District LEA shall post LEA-specific Educator Licenses, license areas, or endorsements on each school’s website. The post shall include:
1. A disclosure of the fact that the school employs LEA-specific educator licenses, license areas, or endorsements;
 2. The percentage of the types of licenses, licenses areas, and endorsements held by educators employed in the school based on the employees’ FTE in the Comprehensive Administration of Credentials for Teachers in Utah Schools (CACTUS); and
 3. A link to the Utah Educator Look-up tool.

V. References

Utah Admin Code R277-301. Educator Licensing
Section 53E-6-307
Utah Admin Code R277-214
Utah Admin Code R277-500
Utah Admin Code R277-530

VI. Attachments

N/A

VII. Revision History and Approval Date

Version 1: July 16, 2020: Original date of approval
Version 2: August 18, 2022 : Update, addition to Administrative Regulation

SUMMIT ACADEMY SCHOOLS, INC
Draper
Special Meeting, August 18, 2022

TO: Summit Academy Schools, Inc Governing Board

FROM: Michael Clark, Executive Director

SUBJECT: Library Policy #

BACKGROUND INFORMATION

Summit Academy Schools are committed to providing students with education materials that will support and enhance student learning.

CURRENT CONSIDERATIONS

Please see the attached policy for board approval.

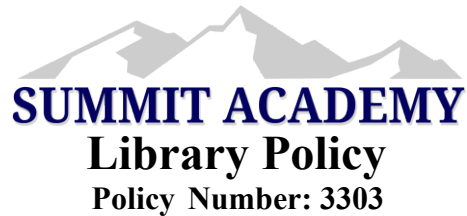
FINANCIAL IMPLICATIONS

None

RECOMMENDATIONS

It is respectfully requested that the Governing Board approve the Library Policy.

DIRECTOR'S RECOMMENDATION: Recommended Approval.



SUMMIT ACADEMY
Library Policy
Policy Number: 3303

I. Purpose

Summit Academy LEA and Summit Academy High School LEA are committed to providing students with educational materials that will support and enhance student learning. Summit Academy values libraries and library staff who select, maintain, and preserve rich repositories of balanced, relevant, age-appropriate, and varied educational sources for students.

This policy specifies the process for identifying materials to be included or disqualified from use in libraries and schools based on Section 53G-10-103, *Sensitive Instructional Materials*, state and federal law, Board Rule R277-217, *Educator Standards and LEA Reporting*, or based on age-appropriate content.

II. Definitions

- A. “Sensitive Materials” means any printed or digital material described as pornographic in Sections 76-10-1201, 76-10-1203, or 76-10-1227.
- B. “Review Committee” means a group of LEA staff selected to review library materials for sensitive content, as described in this policy.

III. Policy

Selection of Materials for Library Collection

- A. The campus librarian or designated staff member will initially select all library materials under the direction of the Summit Academy Board of Trustees, including gifts and donations consistent with this policy using the following criteria:
 - 1. Seek recommendations and work collaboratively with parents, patrons, and others in the school community during the selection process.
 - 2. Create a collection that reflects diversity of ideas; and
 - 3. Create a collection that adheres to the law.
- B. Electronic databases and other web-based searches and content will be filtered through Summit Academy’s state-required internet filter.
- C. Gifts and donations will be reviewed following selection criteria and will be accepted or rejected using the same criteria; and
- D. The responsibility for final material selection rests with trained library personnel under the direction of the Summit Academy Board of Trustees using the following criteria:
 - 1. Overall purpose and educational significance;
 - 2. legality;
 - 3. age and developmental appropriateness;
 - 4. timeliness and/or permanence;
 - 5. readability and accessibility for intended audience;
 - 6. artistic quality and literary style;
 - 7. reputation and significance of author, producer, and/or publisher;
 - 8. variety of format with efforts to incorporate emerging technologies; and
 - 9. quality and value commensurate with cost and/or need.
- E. A record of reviewed materials will be maintained by each campus of Summit Academy and include:
 - 1. The name of the school;



2. the title and author of the material;
3. all available formats of the materials (digital/hard copy/etc.);
4. the intended use of the material;
5. the date the material was reviewed;
6. and the staff member's name and title that reviewed the material.

Library Collection Maintenance

- A. Library materials will be maintained consistent with the criteria for the selection of library materials listed above, state and federal laws, including Utah Code Ann. Section 53G-10-103, and represent varying viewpoints.
- B. The school librarian or designated staff member will inventory the school library collection and equipment each year.
 1. The inventory may be used to determine losses and remove damaged or worn materials to be considered for replacement.
 2. The inventory may also be used to deselect and remove materials that are inconsistent with the law, or that are no longer relevant to the curriculum or of interest to students.
 3. Identify gaps or deficits in the library's collection.

Library Materials Review Process

- A. Summit Academy will ensure that each campus within the LEA approves the least restrictive, transparent process for a library materials review request to be made in physical or electronic formats.
- B. A library materials review request of material may only be made by:
 1. A parent of a student that attends the school;
 2. a student who attends the school; or
 3. an Employee of the school.
- C. If challenges become unduly burdensome, Summit Academy may limit the number of challenges an individual may make in the course of a school year.
- D. A library materials review may be based upon the concern that the material is a sensitive material as defined in Section 53G-10-103, or upon concerns that the age-appropriateness of content.
- E. The identity of the requestor will be protected and kept confidential from all individuals outside of the review process outlined in this policy, to the extent possible.
- F. Summit Academy will ensure each campus provides access to a Library Materials Review Request Form (See Appendix A).
- G. The requestor must provide all information requested on the form including the requestor's complaint or objection to the library material.
- H. The material that is subject to a review request will have restricted access by maintaining the material away from direct student access until the processes described in this policy are completed. Individual students may gain access to the material with prior parent/guardian written permission only. A list of restricted materials shall be made available to the public.
- I. The material's access level will be consistent in all schools within Summit Academy until a final determination is made regarding the material.
- J. Upon receipt of a request for review, the principal or their designee will acknowledge the receipt of the request, create a case number for the review, and convene a Review Committee within a reasonable time according to the procedure outlined below:
 1. A Review Committee will include a reasonable and an odd number of individuals.
 2. Members of the committee will include:



- i. A facilitator chosen by the Director of Summit Academy;
 - ii. at least one administrator or designee;
 - iii. a licensed teacher at the campus who is currently teaching English language arts or a subject relevant to the challenged material;
 - iv. a licensed teacher or school librarian;
 - v. parents of current students at the school that number at least one more than the LEA employees on the Committee including parents reflective of the school community as required in Subsection 53G-10-103(3).
- K. The Review Committee will determine the amount of time needed for an adequate review of the material to make a thorough and thoughtful decision and inform the requestor of the determined timeline with a preference for 30 days where possible and no longer than 60 school days.
- L. The Review Committee may request that the Summit Academy Board of Trustees determine the maximum amount of time allowed for review and determination.
- M. Members of the Review Committee will receive materials to complete the review process, including the following:
 1. Access to the complete work that includes the material being challenged;
 2. a copy of the submitted Materials Review Request Form;
 3. a copy of this policy;
 4. relevant information about the title compiled and shared by the library staff, including the reason for initial approval of the material; and
 5. recorded public comment as described below in Subsection O.
- N. Prior to a decision of the Review Committee the school conducting the review will provide an opportunity for public comment regarding the material at a governing board meeting.
- O. The school conducting the review will provide notice to parents about the opportunity to provide public comment and include the name of the material that is the subject of the materials review at least 48 hours prior to the scheduled meeting for public comment.
- P. The school conducting the review will record all public comments, including written comments received, and make those comments available to the Review Committee within 48 hours of the public comment meeting.
- Q. The Review Committee will schedule meetings as determined by the Review Committee and maintain the minutes of each meeting.
- R. The notes from each meeting will be retained by Summit Academy and the school conducting the review along with all relevant documentation and the final determination.
- S. The Review Committee will determine whether the material constitutes sensitive material consistent with Section 53G-10-103, this policy, and the guidance letter provided by the Attorney General's Office dated June 1, 2022. (Attached)
- T. In deciding whether the material constitutes sensitive material, the Committee must:
 1. Consider all elements of the definitions of pornographic or indecent materials as defined in Utah Code Sections 76-10-1235, 76-10-1201, 76-10-1203, and 76-10-1227; and
 2. whether the material is age appropriate due to vulgarity or violence.
- U. In deciding whether the material is age appropriate due to vulgarity, violence, or content, the Committee must consider the material taken as a whole and consider whether it has serious literary, artistic, political, or scientific value for minors, which may include the following objective criteria:
 1. Reliable, expert review of the material or other objective sources;
 2. committee members' experience and background; and
 3. community standards.



- V. In deciding whether the material taken as a whole has serious literary, artistic, political, or scientific value as described in Subsection U., the Committee should consider that:
 - 1. Serious value does not mean any value; and
 - 2. greater protections should exist concerning content for a library in an elementary or middle school setting.
- W. The Review Committee will make a final determination of the reviewed material as follows:
 - 1. **Retained:** the determination to maintain access in a school setting to the challenged material for all students.
 - 2. **Restricted:** the determination to restrict access in a school setting to the challenged material for certain students as determined by the Review Committee.
 - 3. **Removed:** the determination to prohibit access in a school setting to the challenged material for all students.
- X. The decision of the Review Committee will be determined by majority vote.
- Y. A piece of material may not be reviewed again for three school years following the Review Committee's determination.
- Z. The final determination of the Review Committee will be communicated to the requestor and appropriate employees within 5 school days of the decision being made.
- AA. Summit Academy will maintain a list of all materials that receive a "removed" determination and make the list available to all campuses with Summit Academy.
- BB. Decisions of all challenged books will be communicated to all campuses within Summit Academy whether retained, restricted, or removed.

Appeals Process

- A. The original requestor or another individual who was not on the Review Committee may appeal the determination of the Review Committee in writing to the Director of Summit Academy within 15 business days of receipt of the Review Committee's final determination using an Appeal Request Form (See Appendix B).
- B. If an appeal is filed with the Director of Summit Academy, the Summit Academy Board of Trustees will act as the Appeals Committee.
 - 1. The Summit Academy Board of Trustees (Appeal Committee) may add a parent or school administrator who did not participate in the initial Review Committee, only as necessary to have an odd number of members.
- C. If there is not an appeal of the Review Committee's recommendation, the Review Committee's recommendation is the final determination for the challenged material.
- D. The Appeals Committee will determine the amount of time needed for an adequate review, not longer than 60 school days and a preference for 30 school days, of a material required to make a thorough and thoughtful decision and inform the requestor of the determined timeline.
- E. Members of the Appeals Committee will receive materials to complete the review process, including the following:
 - 1. A copy of the material;
 - 2. a copy of the original submitted Materials Review Request form;
 - 3. all meeting minutes;
 - 4. the Review Committee's final recommendation and rationale for the decision;
 - 5. any other documents considered part of the administrative record related to the Review Committee's proceedings including all recorded public comments regarding the material.
- F. The Appeals Committee will schedule meetings as needed, as determined by the Appeals Committee and maintain the minutes of each meeting.



- G. The notes from each meeting will be retained by Summit Academy along with all relevant documentation and the final determination by the Appeals Committee.
- H. The Appeals Committee may make a final determination of a reviewed material as follows:
 - 1. **Retained:** the determination to maintain access in a school setting to the challenged material for all students;
 - 2. **Restricted:** the determination to restrict access in a school setting to the challenged material for certain students;
 - 3. **Removed:** the determination to prohibit access in school setting to the challenged material for all students; or
 - 4. Another determination as decided by the Appeals Committee.
- I. The decision of the Appeals Committee will be determined by majority vote.
- J. A material may not be reviewed again for three school years if the Appeals Committee votes to uphold a Review Committee's determination.
- K. The final determination of the Appeals Committee will be communicated to the requestor and appropriate employees within 10 days of the determination.
- L. Summit Academy will maintain a list of the determinations by the Appeals Committee and make the list available to all campuses within Summit Academy and the public.

Final Procedural Review (Not legally binding until USBE amends R277-123)

- A. The requestor of the appeal may petition the USBE for a procedural review of the Appeals Committee's decision.
 - 1. The USBE will review the petition and determine if a procedural review is warranted, to determine whether the LEA correctly followed its library materials review policy referred to in Rule R277-628.
 - 2. That determination may include the USBE's decision to have the appeal considered initially by a USBE Committee or a panel of USBE members.
 - 3. If the USBE determines in USBE's procedural review that the LEA did not correctly follow its materials review policy, it will return the appeal to the LEA with direction to repeat its review process in compliance with its library materials review policy referred to in R277-628.
- B. The USBE will make a final written appeal decision no more than 60 school days after the USBE's determination that the appeal satisfies the criteria for USBE review.
- C. This USBE review decision is final.

Communication

- A. An easily accessible webpage on the Summit Academy website will be updated and available prior to the beginning of each school year to inform teachers, staff, students, and parents of the following:
 - 1. A Materials Review Request Form (See Appendix A);
 - 2. an Appeal Request Form (See Appendix B);
 - 3. application to serve on a materials Review Committee;
 - 4. this Library Policy;
 - 5. a list of all materials that are restricted while under review or have received a Review Committee or Appeals Committee determination.
- B. If made aware of material that may be considered sensitive material as defined in Section 53G-10-103, Summit Academy will inform relevant parties regarding appropriate actions to take pursuant to this policy.

IV. References



- A. USBE R277-628 – School Libraries
- B. USBE R277-217 – Educator Standards and LEA Reporting
- C. USBE R277-123 – Process for Members of the Public to Report Violations of Statute and Board Rule
- D. Utah Code 53G-10-103 – Sensitive Instructional Materials
- E. Utah Code 53G-10-402 – Instruction in Health – Parental Consent Requirements – Conduct and Speech of School Employees and Volunteers – Political and Religious Doctrine Prohibited
- F. Utah Code 76-10 Subsections 1235, 1201, 1203, and 1227 – Offenses Against Public Health, Safety, Welfare, and Morals

V. Attachments

- A. Appendix A – Library Materials Review Request Form
- B. Appendix B – Library Review Committee’s Decision Appeal Request Form
- C. Appendix C – Attorney General Guidance Letter and Supplemental Guidance Letter, Final Version, dated July 26, 2022

VI. Revision History and Approval Date

Version 1: Original Approval Date



Library Materials Review Request Form

Title: _____

Author: _____ ISBN: _____

**Summit Academy will only review materials currently available for students through Summit Academy libraries, classrooms, or assigned/recommended by teachers.*

Requestor's Name: _____ Telephone: _____

Address: _____

City: _____ State: _____ Zip: _____

Email Address: _____

Please answer all questions below:

1) Does your child attend Summit Academy? Yes No

2) Was this material recommended, assigned, or made available through the school? If so, when, and where?

3) What concern you about this material? Please provide examples, page numbers, links, or any other information to help in locating or identifying the content of concern. Please attach any images or other corroborating evidence. Please attach all information to this form upon submission.

4) What action are you requesting the committee to consider?

Requestor's Signature: _____ Date: _____



Library Review Committee's Decision Appeal Request Form

Instructions:

1. A requestor will submit this completed form within 15 business days of the original decision of the Review Committee.

Requestor's Name: _____ Telephone: _____

Address: _____

City: _____ State: _____ Zip: _____

Email Address: _____

Challenged Material Information

Title: _____ ISBN: _____

Author: _____

Original Challenge Decision Date: _____

Please provide a written statement setting forth your rationale to appeal the Review Committee's decision regarding the title. (Attach pages as needed)

Requestor's Signature: _____ Date: _____

SUMMIT ACADEMY SCHOOLS, INC
Draper
Special Meeting, August 18, 2022

TO: Summit Academy Schools, Inc Governing Board
FROM: Michael Clark, Executive Director
SUBJECT: 1207 Grievance Policy

BACKGROUND INFORMATION

Summit Academy and Summit Academy High School are committed to providing a positive, proactive approach to problem-solving and that parents and staff can resolve their concerns through open, respectful communication.

CURRENT CONSIDERATIONS

Please see the attached policy **redline** for board approval. This is a change requested by the CTE Director to be aligned with the USBE requirements.

FINANCIAL IMPLICATIONS

None

RECOMMENDATIONS

It is respectfully requested that the Governing Board approve the Grievance Policy till the 2025 school year.

DIRECTOR'S RECOMMENDATION: Recommended Approval.



Grievance Policy

Policy Number: 1207

I. Board Policy

Summit Academy and Summit Academy High School are committed to providing a positive, proactive approach to problem-solving and that parents and staff can resolve their concerns through open, respectful communication. **Disrespectful words or actions are unacceptable, especially those focused on race, ethnicity, sexual orientation, gender, religion, social class, appearance and disability. Complaints made by verbally communicating, written grievance form, or email** as outlined below.

A. Parents

A parent who has an honest complaint regarding a staff member should, in good faith, address his/her concern with the involved employee(s) and work in a timely, reasonable and cooperative effort to resolve the concern. If the parent is unsuccessful in resolving their complaints with the involved employee(s), they may address their concerns directly with the Principal or designated staff member and work in a timely, reasonable, and cooperative effort to resolve the concern.

B. Staff

An employee who has an honest complaint regarding another employee may first address his/her concern in good faith with the other employee and work in a timely, reasonable and cooperative effort to resolve the concern. If the employee is unable to resolve complaints through these efforts, he/she may address concerns with the Principal in a similar manner. An employee who has an honest complaint involving the Principal may address his/her concern in good faith with the Principal and work in a timely, reasonable, and cooperative effort to resolve the concern.

C. Executive Director

If the parent and/or employee is unable to resolve complaints through efforts covered in subsection A or B, he/she may address concerns with the Executive Director in a similar manner.

D. Board Appeal

In the event that a parent and/or employee complaint has not been resolved by good faith efforts at the administrative level, the complaint may be directed to the Governing Board in a detailed, written appeal specifying:

1. the individual(s) involved details of the events that led to the complaint,
2. dates and approximate times,
3. details of good faith efforts to resolve the problem, including dates and approximate times, and,
4. the requested solution.

The governing board will carefully and objectively consider the appeal. The board may, at its discretion, gather additional information from the complainant, other employees, administration, and/or from professional consultants. The board will take any action it deems appropriate and reserves the right to deny appeal consideration if the complainant has not initiated problem-solving efforts with the individual(s) involved in the complaint.



It should be noted that this policy is in no way intended to discourage or limit any individual's legal responsibility to report unlawful activities as mandated by state and federal law. Additionally, this policy does not alter in any way the school's status as an at-will employer and does not preclude the school from discontinuing employment even if the employee has submitted an appeal.

II. Complaint Procedure

- A.** Any student or employee who knows of a violation of this policy is expected to report such conduct to an Administrator, or the LEA Compliance Officer.
- B.** The initial allegation may be submitted either orally or in writing.
- C.** Complaints must be made to the immediate supervisor/administrator or the LEA Compliance Officer within 15 calendar days after the date of the alleged.

III. Complaint and Investigative Procedures

- A.** The following procedure is available for those who believe they are victims, or who witness such acts:
 - 1. Seek to resolve issues directly with the accused.
 - 2. Seek to resolve issues through administrative personnel.
 - 3. Register a formal complaint with the LEA Compliance Officer who will initiate an investigation.
- B.** If an investigation reveals evidence of criminal conduct, the matter will be referred to local law enforcement. The LEA will conduct its own internal investigation independent of law enforcement officials.
- C.** All investigations will be treated with discretion to protect the privacy of those involved. All efforts will be made to treat the information confidentially; however, absolute confidentiality of all information obtained through an investigation cannot be guaranteed.
- D.** The accused may not contact the alleged victim during an investigation without intervention by the LEA, law enforcement, or with the permission of the complainant.
- E.** When conducting investigations, the LEA Compliance Officer shall disclose his/her role as a neutral investigator rather than an advocate for any party. The extent of the investigation will be determined, among other factors, by the nature and severity of the charges.
- F.** An investigation shall be completed as quickly as practicable, but at least within 30 days of receipt of the complaint, unless extenuating circumstances require a longer period. All parties shall be notified of the extension of time.
- G.** Within 10 working days of the conclusion of the investigation, the LEA Compliance Officer shall provide all parties a written disposition of the complaint.
- H.** The parties will then have 10 working days to provide written responses to the report and have them considered by the LEA Compliance Officer.
- I.** All records of complaint and Investigation will be kept for a minimum of 7 years by the LEA Compliance Officer.

IV. Contacts

- A.** LEA Compliance Officer
 - Name: [Scott Pettit](#)
 - Address: 1225 E 13200 S Draper, Ut 84020
 - Phone Number: (801)-572-9007
 - Email: scott.pettit@summitacademyschools.org



B. U.S. Department of Education
Cesar E. Chavez Memorial Building
1244 Speer Boulevard, Suite 310
Denver, CO 80204-3582
Phone:303-844-5695
TDD:800-877-8339
Email: OCR.Denver@ed.gov

V. References

VI. Attachments

N/A

VII. Revision History and Approval Date

Version 1: October 2018 Effective

Version 2: November 17, 2020: Updated format and changed ‘must’ to ‘may’ in section 1.B.

Version 3: Jun 9, 2022: Updated to add Section II, III, IV



EARLY LEARNING PLAN 2022-2023

LEA Name: Summit Academy

Date of Expected Local Board Approval: August 18, 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-aO3K7OKGODi5ad_0Y2Ti/edit?usp=sharing&oid=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](#))

**X 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	<i>Foundations, Heggerty, and/or Wonders</i>
Phonics	<i>Foundations</i>
Fluency	<i>Wonders</i>
Vocabulary	<i>Wonders</i>
Comprehension	<i>Wonders</i>
Oral Language	<i>Wonders</i>
Writing	<i>Wonders and Being a Writer</i>

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.*

<p>Screener(s): Acadience Reading</p>
<p>Diagnostic(s): <i>*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.</i></p> <p>LETRS Phonics and Word-Reading Survey, Core Phonics Survey, and Past Survey</p>
<p>Progress Monitoring: <i>*SB 127: Districts and charters are required to administer formative assessments <u>and progress monitoring at recommended levels for the benchmark assessment</u> to measure the success of the focused intervention;</i></p> <p>Acadience Reading</p>

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: For Tier II interventions, teachers work with students in small groups targeting the specific skills and strategies students need. ACADIENCE, the CORE Phonics Survey or LETRS Phonics and Word-Reading Survey, Past Survey, and informal reading inventories help teachers determine the needs of the students. Teachers use interventions from *Foundations*, *Wonders*, *Wonder Works*, LETRS strategies, *Early Steps*, and *Next Steps* to develop instruction for the Tier II groups. These students use Lexia in addition to the other interventions. Tier II instruction is supplemental to Tier I instruction and occurs at a minimum of 3 times per week. Students in Tier II intervention are progress monitored at least twice per month using ACADIENCE and Pathways to monitor progress. Students who consistently demonstrate grade-level reading ability on their progress monitoring and/or ACADIENCE benchmarks exit out of Tier II.

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

Students that have scored well below on Acadience benchmark tests will receive additional Tier 3 services from assigned reading interventionists, 15-30 minutes daily (Monday through Thursday). Tier 3 instruction includes specialized reading instruction using Lexia lessons, the Wilson reading program, Wonder Works, and LETRS strategies. Acadience progress monitoring assessments will be given every two weeks. When a student has obtained three consecutive on grade level Acadience progress monitoring scores, the student will exit Tier 3 instruction.

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

K-3 teachers, interventionists, and instructional coaches will be given training on administering ACADIENCE, the Core Phonics Survey, LETRS Phonics and Word-Reading Survey, and Past Survey, as well as on how to analyze the data to determine which interventions will be best for students. This will allow teachers to successfully group students into targeted needs for strategic instruction. In addition, we have literacy coaches and interventionists at each school to help build teacher capacity in teaching literacy. A coaching model will support teacher implementation of literacy goals. This will ensure fidelity of implementation. Our LEA offers reading endorsement classes hosted by the LEA and paid for by the LEA. All our teachers, literacy coaches, and interventionists are encouraged to complete their reading endorsements. This will allow teachers access to a pedagogical understanding of literacy instruction providing a background that supports making evidence-based decisions regarding their instructional delivery.

SECTION B: EARLY MATHEMATICS

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

Summit Academy will be using *Envisions* for the 2022-2023 school year. *Imagine Math* will also be used by all campuses.

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

Mathematical Components	Evidence-based Strategies
Conceptual Understanding: the comprehension and connection of concepts, operations, and relations.	As is referenced below, the math curriculum being used has high cognitive demand. Students must learn to analyze and problem solve--not just complete memorized algorithms. Teachers are required by the very nature of the processes and tasks in the curriculum to educate students using evidence-based math practices.
Procedural Fluency: the meaningful, flexible, accurate, and efficient use of procedures to solve problems.	Students in the lower grades at all campuses will be engaged in <i>Imagine Math</i> , which is a state-vetted mathematics software. Older students will engage with <i>Aleks</i> which promotes procedural fluency similarly.
Strategic and Adaptive Mathematical Thinking: the ability to formulate, represent, and solve mathematical	<i>Envisions</i> is the resource used in our LEA which requires high cognitive demand. Procedurally, this curriculum requires students to think broadly and represent concepts in multiple ways. With mathematical tasks, students are required to explore the nature of mathematical concepts and analyze the

problems with the capacity to justify the logic used to arrive at the solution.	task. It is not possible for students to follow mindlessly; instead, they must self-monitor as complex thinking is necessary. We also plan to provide training on using number talks.
Productive Disposition: the ability to see mathematics as useful and worthwhile while exercising a steady effort to learn mathematics.	All teachers in the LEA have spent the past four years re-working learning targets and success criteria as part of their PLC work, so students see the “why” in their learning. Administration has data showing growth across all schools with this which continues to be an LEA focus. Next steps include more goal setting by students themselves which is occurring in many of the math classrooms already. Implementation of the PCBL framework at all schools will further support students seeing mathematics as useful and give them a positive experience with math.

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.

We use KEEP and ACADIENCE as screeners. We also use BOY and Unit Envisions diagnostic assessments in order to target instruction and interventions to meet individual student's needs. We have developed common, standards-based pre, mid, and post assessments that align with all prioritized math standards. These assessments identify targeted deficit skills for instructional focus and allow progress monitoring for tracking growth towards mastery of these skills.

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

<p>Tier 2 Intervention Program(s)/strategies:</p> <p>Each campus has interventionists that provide small group instruction. For Tier 2 interventions, teachers work with students in small groups targeting the specific skills and strategies students need. ACADIENCE, Imagine Math data, and unit assessments help teachers determine the needs of the students. Teachers use interventions from Envisions and Imagine Math to develop instruction for the Tier 2 groups. These students use Imagine Math in addition to the other interventions. Tier 2 instruction is supplemental to Tier 1 instruction and occurs at a minimum of 3 times per week. Students in Tier 2 intervention are progress monitored at least twice per month using ACADIENCE to monitor progress. Students who consistently demonstrate grade-level math ability on their progress monitoring and/or ACADIENCE benchmarks exit out of Tier 2.</p>
<p>Tier 3 Intervention Program(s)/strategies:</p> <p>Based on the student data that is tracked in Tier 2, students that are still struggling will be selected to receive Tier 3 Interventions from assigned math interventionists, 15-30 minutes daily (Monday through Thursday). Tier 3 instruction includes specialized math instruction using Envisions Math lessons and focusing in on gaps by analyzing data from Acadience Math. Acadience progress monitoring assessments will be given once a month. When a student has obtained three consecutive on grade level Acadience progress monitoring scores students will exit Tier 3 instruction.</p>
<p>Briefly describe how you ensure intervention is aligned to students’ needs?</p> <p>Using up to date Acadience Math Data and Envisions Math Data ensures that every students’ needs will be met in their interventions. Teachers will analyze data and plan appropriate lessons based on data.</p>

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 June 1, 2023, Summit Academy will reduce the percentage of first grade students who are scoring well-below benchmark on Acadience Reading composite from BOY to EOY by 48% by providing targeted, evidenced-based interventions that align to student's diagnostic needs as measured by the PAST and LETRS Phonics and Word-Reading Survey to attend to specific literacy goals and to improve the percentage of students moving out of the well-below benchmark status.

2. Early Mathematics Goal (required)

By June 1, 2023, Summit Academy will reduce the percentage of second grade students who are scoring well-below benchmark on Acadience Math composite from BOY to EOY by 37% by administering the progress monitoring assessments once per month, teachers will set typical growth goals for each student based on that data, and review the goals once per month as PLC teams to create Tier 2 and Tier 3 interventions.

3. Early Literacy or Mathematics Goal (required)

Literacy Goal

Mathematics Goal

By June 1, 2023, Summit Academy First grade teachers will increase the percentage of first grade students at or above benchmark on ACADIENCE composite from BOY to EOY by 16%. First grade teachers in the LEA will participate in LETRS training and LEA leadership will provide ongoing professional development through coaching support to all first-grade teachers. Professional development will target explicit instruction in PA, phonics, fluency, and use of DYAD reading strategies. Using the CORE Phonics Survey, LETRS Word-Reading Survey, and PAST survey, teachers will diagnose student phonological needs to drive instruction. This goal will increase proficiency in Oral Reading Fluency and improve reading accuracy.

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.



Summit Academy Schools Employee Handbook

2022-2023~~2021-2022~~

Last revision: ~~Aug 2022~~
Nov 2021

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ACCEPTABLE NETWORK/INTERNET USE

Employees must sign the ***Summit Academy Employee Acceptable Use Policy for Network and Internet Use***. Computers, computer files, the e-mail system, software and documents furnished to employees are property intended for educational use.

Employees should not use a password, access a file, or retrieve any stored communication without authorization. To ensure compliance with this policy, computer and e-mail usage may be monitored.

Summit Academy prohibits the use of computers and the e-mail system in ways that are disruptive, offensive to others, or harmful to morale.

Summit Academy purchases and licenses the use of various computer software for business and educational purposes and does not own the copyright to this software or its related documentation. Therefore, employees may only use software according to the software license agreement. Summit Academy prohibits the illegal duplication of software and its related documentation, including proprietary documentation.

All internet data that is composed, transmitted, or received via our computer communications systems is considered to be part of official records and, as such, is subject to disclosure to law enforcement or other third parties. Consequently, employees should always ensure that the information contained in Internet e-mail messages and other transmissions is accurate, appropriate, ethical, and lawful.

Employees should notify the Administration upon learning of violations of this policy. Employees who violate this policy will be subject to disciplinary action, up to and including termination of employment.

CRIMINAL BACKGROUND CHECK

All Summit Academy employees (and volunteers who spend regular unsupervised time with students) must submit to a background check. Such checks are a condition of employment and a clear background check is required prior to the commencement of employment. Employees with valid educator licenses or who have been accepted as ARL candidates will have completed current background checks for the Utah State Office of Educator Licensing. Such checks are subject to verification.

CURRICULUM REQUIREMENTS

~~Summit Academy excites a student's desire to learn and succeed now and in the future. Our dynamic student-teacher-family community sees each student as a whole person and together creates a challenging individualized educational journey toward intellectual success and personal well-being. Summit Academy's mission is to provide a rigorous educational environment based on the principles of high academic achievement and individual discovery for the benefit of all students.~~ As a public school, Summit Academy teaches standards and objectives of the Utah State Core Curriculum. However, we go beyond the state core minimums and teach students a body of knowledge in a wide variety of disciplines.

Summit Academy values each child's unique personality and strengths. We also recognize that each student learns in his or her own way and strive to tailor our teaching to the individual learning styles of each child.

All Faculty and Staff are expected to use innovation, combined with their individual talents and strengths, to present and teach from the defined curriculum materials, objectives and lessons, including the State of Utah Core Curriculum and Standards.

DRESS CODE (Employee)

All ~~f~~Faculty, ~~s~~Staff, Substitutes, and ~~a~~Administrative ~~p~~Personnel are required to wear and maintain a professional dress standard as a condition of employment. Employees may wear jeans on Friday if they also wear a Summit Academy shirt or sweatshirt. ~~General appearance should be clean, neat and attractive. Summit Academy Students are required to adhere to a uniform policy and the Professional Dress Code is intended to assist in enforcing the Uniform Policy. The following are examples of professional dress:~~

Women:

- ~~Long pants or capris~~
- ~~Skirts and dresses which are at or below the knee~~
- ~~Blouses, shirts or tops with sleeves~~
- ~~Professional vests, blazers and sweaters~~
- ~~Comfortable footwear or appropriate sandals~~

Men:

- ~~Long pants or slacks~~
- ~~Collared shirts or tops with sleeves (ties are optional)~~
- ~~Professional vests, blazers and sweaters~~
- ~~Comfortable footwear~~

Professional dress does not include:

- ~~Levi, denim or cargo pants (or skirts)~~
- ~~Leggings or tight knit pants~~
- ~~Sleeveless blouses, shirts, or tops~~
- ~~Clothing of low cut design, tight fabric or revealing style (no bare midriffs, etc.)~~
- ~~Shorts, sweats, sweat suits (except as designated for specific activities)~~
- ~~Flip-flops~~
- ~~T-shirts~~

General Guidelines:

- ~~— Worn or faded clothing that is no longer professional in appearance should not be worn.~~
- ~~— Clothing should be washed regularly and kept free from holes and tears.~~
- ~~— Clothing items should be conservative and modest in nature and should not reflect any extreme or revealing style.~~
- ~~— Extreme or radical hair styles are not acceptable.~~
- ~~— Facial hair on men must be neat and trimmed.~~
- ~~— Jewelry worn should be minimal.~~
- ~~- Visible body piercings (such as tongue, eyebrow, and nose) are not acceptable.~~

Any questions about professional dress or grooming standards should be brought to the attention of ~~your direct supervisor or school administration~~~~school~~~~the Administration~~. Employees may be counseled or disciplined for unprofessional dress or grooming habits.

DRUG & ALCOHOL-FREE WORKPLACE

It is the policy of Summit Academy to maintain a drug-free and alcohol-free work environment. Use of alcohol and/or illegal drugs creates serious health and safety risks. The use, sale, or possession of alcohol, illegal drugs, or other illegal substances is strictly prohibited while at work, on school property, or while on school business. This prohibition also includes illegal or improper use of controlled substances.

Reporting to work under the influence of any such substance is strictly prohibited. In addition, we must comply with all laws and regulations regarding the use or possession of alcohol, illegal drugs, and controlled substances.

Summit Academy may require employees to submit to drug testing at any time and without notice. Violations of this policy may lead to disciplinary action, up to and including immediate termination of employment. Such violations may also have legal consequences for which the employee will be personally liable.

EDUCATOR'S CERTIFICATES AND QUALIFICATIONS

Utah State law requires public schools to hire certified, licensed educators. Each Educator’s credentials should be on file or filed with the Utah State Board of Education (USBE). ~~Written endorsement or acceptance in the Alternative Pathway to Professional Educator License (APPEL) Alternative Route to Licensure (ARL) or other USBE_ approved program must be provided to Summit Academy before the employee is eligible to receive compensation and benefits.~~ If, at any time during the school year, an Educator’s certification / license is revoked or found to be invalid, Summit Academy has the right to terminate the Employee immediately.

EMERGENCY CARE AND STUDENT ILLNESS

Employees should familiarize themselves with the ongoing medical needs of their students (i.e. allergies, asthma, diabetes, hemophilia, etc.) in case of emergency or illness. Medication should not be administered to students by faculty, except in life threatening emergencies, i.e. an Epi pen

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or inhaler which has been prescribed to the individual. ~~which has been prescribed to the individual.~~ Under written direction from a student's physician, medication may be administered and documented by one of the Administrative staff that have undergone annual training. Please see the Summit Academy Medication ~~Medicaiton~~ Administration ~~Adminstration~~ Policy for further clarification.
~~Please see the Summit Academy Medicaiton Adminstration Policy for further clarification.~~

If a student appears to be sick or is running a fever, the Educator shall notify the Front Office immediately. Parents will be notified by office personnel to pick up their student as soon as possible and the student will be isolated in the sick room area. If a parent is not available by telephone, Administrative personnel assume the responsibility of seeing that the student is taken care of until the appropriate parent/guardian or authorized caregiver ~~care-giver~~ can be notified and/or the student is picked up.

EMERGENCY PLAN and DRILLS

In accordance with State law and school policy, Summit Academy conducts regular emergency drills. The drills include fire, earthquake, lockdown and other drills as appropriate. These drills are part of an overall emergency plan which includes regular input from the School Crisis Team, as well as local emergency services personnel.

In the event of an actual emergency during school hours, students remain in a safe area, under control of school personnel, until picked up by a parent or person authorized as an emergency contact. If emergency services personnel determine that the school grounds are unsafe for students and staff, alternate evacuation locations have been designated. Summit Academy students and staff would evacuate to the designated area as directed.

Red Emergency Binders are located in each classroom and should be stored in a visible location. The Emergency Binders contain first aid information, drill procedures and emergency evacuation maps. Each staff member is responsible to know the emergency drill procedures and other essential emergency information provided.

EMPLOYMENT TERMS AND DEFINITIONS

All Employees: Employees are expected to abide by the Summit Academy Employee Handbook at all times. The Summit Academy Employee Handbook is subject to change from time to time with or without notice.

All employees are considered at-will employees. Employment may be terminated at any time by either the employer or the employee. Employees are requested to give 30 days written notice to the Principal of their intent to terminate employment.

- Full Time Employee:** An employee assigned to work an average of 40 hours per week is designated as a full time employee. Full time employees may be eligible to receive health insurance and retirement benefits.
- Part Time Employee:** Any employee who is assigned to work less than full time hours is designated as a part time employee. Part time employees are not eligible for health, retirement or other benefits.
- Pay Periods:** The monthly pay periods are from the 1st to the 15th and from the 16th to the end of the month. Employees are paid twice monthly on the 10th and the 25th of each month.
- Intent to Return:** All employees are required to complete an *Intent to Return* for each school year as required by Administration in order for the school to assess staffing needs for the following school year.

EQUAL OPPORTUNITY EMPLOYER

Summit Academy is an Equal Opportunity Employer. This means that it is the policy of Summit Academy to conduct its personnel actions, relative to employment, on the basis of the applicants or employees ability to perform the duties and responsibilities of a particular position without regard to age, race, creed or religion, color disability, sex, national origin, ancestry, political affiliation or disability. All school employees have the responsibility to perform their duties at Summit Academy in a non-discriminatory manner. The Civil Rights Act of 1964 as amended, the Americans with Disabilities Act other federal statutes, Utah’s statutes, and rules and regulations prohibit discrimination in public employment and require people in the public sector, whether as employees or employer, to act in a manner which is fair and equitable to all individuals. Summit Academy provides reasonable accommodations to the known disabilities of individuals in compliance with the American with Disabilities Act.

EXPLANATION OF EMPLOYEE BENEFITS

Full time employees are eligible for the following benefits in accordance with the guidelines set below:

Utah Retirement Systems – For those employees who are eligible according to URS rules. A non-contributory public employee retirement program that includes a pension plan and/or a 401(k) employer contribution occurring each payday. Contribution rates are set by Utah Retirement Systems and subject to change on an annual basis and from time to time.

Medical Insurance/Health Plan - Summit Academy will pay at least 50% of any medical insurance premiums including enrolling spouses and/or dependents. The remaining 50% of the premium is paid by the employee. These rates have been set by the Board of Trustees and are subject to change from time to time. Full time employees and their spouses/dependents are also eligible to enroll in optional dental, vision, and supplemental insurance programs at the employee’s expense. The employee’s portion of the monthly premium is divided into two payments and deducted from the employee’s paycheck pre-tax on the 10th and 25th of each month. Full time employees are

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eligible to enroll in the health plan after working at Summit Academy for thirty (30) days. Modifications, additions or upgrades to the employees Health Plan, such as adding or deleting spouses or dependents outside of the open enrollment period, are determined by the insurance provider.

Dental & Vision Plans – An optional dental and/or vision plan is available for employees. Spouses and dependents may also participate in these plans. Monthly premiums for employees, spouses and dependents are divided into two payments and are deducted pre-tax from the employee's paycheck on the 10th and 25th of each month.

Life Insurance – Summit Academy will pay for a \$25,000 10-year term Life Insurance Policy for employees who qualify for benefits. Optional employee higher coverage amounts up to \$500,000 and Spouse/Child Riders are also available at a cost to the employee.

FERPA GUIDELINES

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - School officials with legitimate educational interest;
 - Other schools to which a student is transferring;
 - Specified officials for audit or evaluation purposes;
 - Appropriate parties in connection with financial aid to a student;
 - Organizations conducting certain studies for or on behalf of the school;
 - Accrediting organizations;
 - To comply with a judicial order or lawfully issued subpoena;
 - Appropriate officials in cases of health and safety emergencies; and

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- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA.

GRIEVANCE

Educators and other school personnel should verbally, or in writing, report any grievance to the Principal or other Building Administrator. If a resolution is not possible, the grievance may be submitted in writing to the Executive Director, or to the Board of Trustees as appropriate.

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HOMEWORK

~~The Summit Academy Board of Trustees recognizes that homework is integral to the learning process.~~ Homework assignments should be purposeful and an extension of the instructional program and an essential part of the total evaluation. Homework, appropriate to the student's development level, ~~may should~~ be given for the purpose of review, practice, reinforcement, inquiry, application, and enrichment. Homework should help students become responsible, self-directed learners.

Although the time required for the completion of an assignment will vary from student to student, teachers should be cognizant of the demands of other disciplines when planning homework assignments. Teachers at Summit Academy will work to coordinate assignments so they do not exceed an average of **90 minutes** per day for any one student.

Responsibilities of the Student

~~Students are expected to turn work in on time. Since the successful completion of homework assignments will play an important part in final evaluation of the student, parents and teachers share a mutual responsibility of encouraging completion of assignments. If a student is absent it is his/her responsibility to make up any missed homework assignments as soon as possible but generally within five (5) schooldays or less.~~

Responsibilities of Staff

~~Each teacher shall follow the Summit Academy Homework Policy regarding the amount of homework assigned and the length of time required for completion. Additionally, the following procedures should be implemented to ensure homework is appropriately assigned:~~

- ~~Assign relevant, challenging and meaningful homework that reinforces classroom learning.~~

- Provide homework assignments that are specific, within the student's ability and have clearly defined expectations.
- Answer and clarify questions pertaining to the completion of all homework assignments.
- Communicate regularly with core teachers and teams regarding homework assignments.
- Involve parents and contact them if a pattern of late or incomplete homework develops.

HOURS OF WORK & FACULTY MEETINGS

The school building hours will be from 7:30 a.m. to 4:30 p.m. If you need to enter the building at times other than designated, you may use your electronic employee badge to access the automatic door lock. All Educators are expected to be at school no later than 30 minutes prior to the start of the school day and remain until at least 30 minutes after students leave.

Loading & Unloading – Faculty members will be required to participate in loading and unloading duties as assigned.

Staff Meetings – Educators and Administrative personnel are required to attend faculty and/or staff meetings as scheduled and designated by the aAdministration before or after school hours. Hourly employees will receive additional compensation for attendance.

Parent Teacher Conferences – All eEducators and aAdministrative personnel will be required to prepare for and attend all formal p-Parent/tTeacher conferences. These conferences are generally held twice each year (fall and spring) according to the Summit Academy calendar.

Professional LearningDevelopment and Training – Attendance and participation in pProfessional learningDevelopment and tTraining in August and at other scheduled times throughout the year is a requirement for all eEducators, and aAdministrative personnel, unless specific permission is given by the Administration to be excused. Employees may also be required to attend additional training and/or seminars during employment, as designated by the aAdministration.

Collaboration – Educators, and other personnel are required to collaborate professionally with their colleagues as situations require. Summit Academy relies on the talent and strength of its eEducators and staff. Collaboration with all appropriate staff is for the benefit and support of each individual student and teacher.

INCLEMENT WEATHER AND SCHOOLS CLOSURES

Summit Academy will remain open, if possible, on all scheduled school days. Even when weather conditions are extreme, every effort will be made to keep the school open. On occasion, severe weather or other factors may force a school closure. The following procedures will be followed if a school closure becomes necessary.

1. Summit Academy families and staff will be notified via email or text message on any changes to the schedule related to extreme weather.

~~1.2.~~ Media Announcements – Parents and employees should listen to these designated radio or television stations for school closure information between the hours of 6-8 a.m. (If the school dismisses early, the media will air the announcement as soon as possible.)

a) Radio Stations: All Utah radio stations participate in the Emergency Alert System (EAS). KSL radio serves as a Primary EAS station.

b) Television Stations: KSL – Channel 5; KUTV – Channel 2; KTVX – Channel 4

~~2.3.~~ Listen for One of These Messages:

a) “Summit Academy Will Be Closed” (day and date)

b) “Summit Academy Will Start Late” (day and date)

c) “Summit Academy Will Dismiss Early” (day and date)

~~3.4.~~ Check the Summit Academy Website, www.summitacademyschools.org, for “banner” announcements or bulletins.

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BENEFITS AND LEAVE POLICY

I. Policy

The Summit Academy Board of Trustees has established general guidelines for the extension of benefits and leave to employees

II. Definitions

- A. **Full-time Employee:** Any employee whose employment agreement requires a minimum of 40 hours of work per week during the school year.
- B. **Day:** The amount of time an employee’s employment agreement requires in a 24-hour period. For example, if an employee is required to work 4 hours a day according to their employment agreement, then a day equals 4 hours.
- C. **Immediate Family:** Includes spouse, son, daughter, parents, son-in-law, daughter-in-law, parent-in-law, or a person who is residing in the employee’s household at the time of the illness or death. Special circumstances may be appealed to the Principal for consideration of immediate family status.
- D. **School Year:** A total of no more than 180 teaching days, plus up to 6 additional in-service and/or testing days in a fiscal year. See the school calendar for the current year for additional details.
- E. **Fiscal Year:** July 1 through June 30
- F. **Mid-term Employee:** Any employee hired after a school year has started. Mid-term employees will receive leave on a prorated basis for the remainder of the school. Full-time mid-term employees are eligible for health insurance benefits the first of the month after 30 days from the date of hire.

III. Health Insurance Benefits

Insurance benefits are available to all full-time Summit Academy Schools employees. Benefits are subject to change and benefit documentation will be distributed to all employees at the beginning of each school year.

IV. Salary and Wages

Pay increases will be determined on an annual basis pending state legislative funding and merit.

V. Retirement Benefits

Summit Academy Schools participates in Utah Retirement Systems. For those employees who are eligible according to URS rules, a non-contributory public employee retirement program that includes a pension plan and/or a 401(k) employer contribution occurring each payday. Contribution rates are set by Utah Retirement Systems and subject to change on an annual basis from time to time.

VI. Personal / Sick Leave

Personal / Sick Leave - Full-time employees of Summit Academy Schools will receive 3 days of paid personal / 7 days paid sick leave per school year. Part-time certified employees will receive prorated paid personal/sick leave based on the work hours outlined in their employment agreement. Full-time employees who work a 12-month schedule will receive 15 days of paid personal / 12 days paid sick leave due to their extended work schedule. Mid-term employees will receive prorated personal / sick leave based on the days remaining in the school year.

Using Personal / Sick Leave - Except in unusual circumstances, or unexpected illness or injury, prior notification must be given to the immediate supervisor at least one day in advance. Employees shall complete an Absence Request Form, which is approved by Administration, in order to receive full pay for work missed.

Personal leave may only be taken the day before or after a school holiday or during the first five days and last five days that students are in school for the following reasons.

- Observance of religious holidays which fall on a regularly scheduled school calendar workday
- Weddings of immediate family
- Graduations of immediate family
- Required court appearances
- Funerals for a death not covered by bereavement leave
- Conferences and conventions which relate to the individual employee's work assignment and are not covered by professional leave

Blackout Periods - Summit Academy reserves the right to identify "blackout periods" where PTO requests shall require the **written approval** of the Direct

Supervisor at least 30 days prior to taking the PTO. Blackout periods include the following dates:

- The second Week of August - Training Week
- The first two weeks of the beginning of the school year
- The week of Parent Teacher Conferences
- The week before and after Fall Recess
- The week before and after Thanksgiving Recess
- The week before and after Winter Recess
- The week before and after Spring Recess
- The two weeks before the school year ends
- Professional Development Days

Employees who take leave during blackout dates may be required to pay for a substitute.

Employees may accrue a maximum of 1.5 times their total annual accrued.

- 184-186 calendar = 7 days x 1.5 with a cap of 10.5
- 220 calendar = 7 days x 1.5 with a cap of 10.5
- 261 calendar = 12 days x 1.5 with a cap of 18 Personal/Sick Leave

Notification of Absence

Employees are required to notify Administration as soon as they know that they will be absent from work and to give appropriate assistance in finding a substitute to cover the absence(s).

Unpaid Leave

Employees are discouraged from taking additional personal / sick leave over the allotted time given per job type. When employees exceed their allotted personal / sick days, additional days requested will be classified as unpaid leave.

Pandemic Guidelines

In the case of a pandemic or other outbreak of a highly communicable disease, exceptions to the Benefits and Leave Policy will be made so the employee will not be penalized for remaining home due to illness. This exception is made in order to encourage staff to remain home when ill and will be made at the discretion of the employee's supervisor.

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VII. Bereavement Leave (For Employees with PTO)

In the event of a death in the immediate family, an employee may be granted bereavement leave according to the following guidelines.

- Employees may be granted up to 5 days bereavement leave without pay deduction in the event of the death of a spouse or child.

- Employees may be granted up to 3 days bereavement leave without pay deduction in the event of the death of any other immediate family member.
- Two additional days of bereavement leave may be granted if travel time is needed. Travel must be in excess of 350 miles one way to qualify for additional days. Employees must provide travel verification to their immediate supervisor.
- If the death of an employee's mother or father results in the loss of the only remaining parent, by 3 additional personal leave days may be taken to deal with estate issues. The 3 additional days must be taken within one calendar year of the parent's death.

VII,VIII. Long Term Leave

Long term leave is defined as unpaid leave for pregnancy, post-childbirth maternity or paternity, adoption, employee long-term illness, and any other reasons required by law. Pursuant to the Family Medical Leave Act (FMLA), the school may require certification from a qualified medical professional to document the reason for the leave and/or to verify the employee's ability to return to work. Such leave may be given for a maximum of up to 12 consecutive weeks, or longer if required by law. Such leave is available to full-time employees who have been employed by Summit Academy Schools for at least one full school year. FMLA requires an employee to provide 30 days advanced notice when the leave is foreseeable.

IX. Jury or Witness Duty Employees are required to provide the Principal with copies of court notices or subpoenas as soon as possible after receiving such notification. Summit Academy Schools will pay an employee an equivalent to their regular pay during the jury or witness leave period.

X. Military Leave

Any full-time employee who is a member of a reserve component of the armed forces of the United States, and pursuant to military orders enters federal or state active duty, active duty for training, or inactive duty training, shall, upon written request, be granted a leave of absence from employment for a period not to exceed five (5) years.

MISCONDUCT - CAUSE FOR TERMINATION

Employees may be individually liable, and shall be immediately dismissed for certain wrongful conduct to students, parents, or staff, including, but not limited to the following:

- Violations of Utah's Professional Educators Standards
- Sexual or corporal abuse
- Emotional abuse including humiliation, or derogatory or belittling comments
- Speaking about or alluding to sexual acts
- Inappropriate touching
- Inappropriate email or internet use
- Being intoxicated or under the influence of alcohol or drugs on school premises

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Summit Academy strives to provide a positive work environment for all employees. Employees shall conduct themselves in a positive and professional manner concerning conflict resolution and promote teamwork at all times. Employee conduct shall support Summit Academy through positive attitude and positive speech in all aspects of employment including staff, parent, student and community relationships and communication.

SCHOOL SAFETY

The safety and health of our employees and students are primary considerations in the operation of our school. Summit Academy is committed to providing a safe and healthy environment in all our school buildings and operations.

All volunteers/parents are required to check in at the Front Office and receive a visitor/volunteer badge. Unauthorized adults should be escorted to the Front Office by Staff for immediate assistance from Administrative personnel should be requested.

Summit Academy will maintain a work environment that is free of illegal drugs, alcohol, illegal firearms, explosives, or other improper materials. Therefore, Summit Academy strictly prohibits the possession, transfer, sale, or use of such materials on its premises.

Desks, filing cabinets, cubbies and other storage devices may be provided for the convenience of the employees, but shall remain the sole property of Summit Academy. Accordingly, they, as well as any articles found within them, can be inspected by the Building Administrator, or authorized Summit Academy agent at any time, either with or without prior notice.

Employees are required to report to the Administration any accident, workplace injury, instance of non-compliance, or any situation presenting a danger of injury. In addition, Summit Academy expects all staff to take a personal interest in the prevention of accidents and to provide leadership in administering all applicable safety programs, policies and practices.

SEXUAL HARASSMENT

Verbal, physical or sexual harassment of employees or students is strictly prohibited by Summit Academy. Sexual harassment must be reported to the Administration. Offended parties may raise concerns and make reports without fear of reprisal or retaliation.

Summit Academy cannot control all of the individual actions of its employees; therefore, Summit Academy accepts no liability for harassment of one employee by another employee. However, all allegations of sexual harassment will be quickly and discreetly investigated. To the extent possible, the offended party's confidentiality, and that of any witnesses and the alleged harasser, will be protected against unnecessary disclosure. Allegations of sexual harassment may not be discussed amongst peers. When the investigation is completed, the offended party will be informed of the outcome of the investigation.

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When the Administration becomes aware of possible sexual or other unlawful harassment, s/he must immediately advise the Board of Trustees so the allegation can be investigated in a timely and confidential manner. Anyone engaging in sexual or other unlawful harassment will be subject to disciplinary action, up to and including termination of employment.

Any employee who makes unwelcome advances, threatens or in any way harasses another employee may be personally liable for such actions and their consequences. Summit Academy will not be responsible to provide legal, financial or any other assistance to an individual accused of harassment if legal action is taken.

STUDENT DISCIPLINE

We teach skills to students in every area of education. We believe the same should be true for student behavior, including self-discipline, citizenship and social skills. At Summit Academy, we will provide support to students and the community at large by expressly teaching and modeling these skills to students.

SUMMIT ACADEMY SCHOOLS, INC

Draper

May 18, 2022

TO: Summit Academy Schools, Inc Governing Board

FROM: Brad Wilkinson, Business Administrator

SUBJECT: Over 150 Mile Trip (SAHS Athletics)

BACKGROUND INFORMATION

The Summit Academy High School football team is requesting travel for a 2A opponent in Beaver Utah.

CURRENT CONSIDERATIONS

Currently UHSAA requires board approval for any Athletic trip over 150 miles away. We ask that the Summit Academy High School Governing Board approve Travel for this trip.

FINANCIAL IMPLICATIONS

This trip will be done by the Summit Academy Transportation Department. There will be costs associated with Bus Drivers and Fuel.

RECOMMENDATIONS

It is respectfully requested that the Governing Board approve the travel to Beaver for Summit Academy High School Football.

DIRECTOR'S RECOMMENDATION: Recommended Approval.