



Board Meeting Packet

Founded upon Montessori philosophy, the mission of Mountain West Montessori Academy is to facilitate student-centered learning and intellectual curiosity through an individualized and interdisciplinary curriculum, hands-on experience, and community involvement.

August 15, 2022

Mountain West Montessori Academy

Electronic Board Meeting Agenda

Monday, August 15, 2022



Anchor Location: MWMA Library, 4125 W. Foxview Drive, South Jordan, UT 84009

Zoom Link: <https://us02web.zoom.us/j/81434601233?from=addon>

Meeting ID: 814 3460 1233

Mobile: (669) 900-9128

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AGENDA

2022-2023 BOARD PRIORITIES

Continue with the Computer Science Trajectory
Celebrate Teacher Excellence
Positive Community Communication

5:30 PM – INTRODUCTORY ITEMS

- Call to Order – Steve Barnes (2 minutes)
- School Mission (1 minute)

5:35 PM – PUBLIC COMMENT (Items Not on the Agenda – Limit 3 Minutes)

5:35 PM – REPORTS

- Director
 - State of the School – Angie Johnson (10 minutes)
- Board of Directors
 - Financial Update – Andrew Marx (2 minutes)

5:47 PM – CONSENT ITEMS

- [June 27, 2022, Annual Board Meeting Minutes](#)

5:48 PM – BUSINESS ITEMS (To Be Discuss and/or Voted On)

- [2022-2023 Early Learning Plan](#) – Angie Johnson (4 minutes)
- [AW Special Education Agreement](#) – Angie Johnson (2 minutes)
- [Library Materials Policy](#) – Angie Johnson (2 minutes)
- [Re-Approve Electronic Resources Policy](#) – Brandon Fairbanks (2 minutes)
- [Re-Approve Parent & Family Engagement Policy](#) – Brandon Fairbanks (2 minutes)

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6:00 PM – OTHER BUSINESS ITEMS

- **Calendaring – ALL (2 minutes)**
 - Next Pre-Board Meeting – October 12th @ 5:00 p.m.
 - Next Board Meeting – October 24th

6:02 PM – ADJOURN

UPCOMING CALENDAR ITEMS

October

- Snow Removal Service Contract
- Sex Ed/Maturation Curriculum
- SLT Committee Membership (Due Oct 20)
- Club Trip Expense
- Winter Bonus

November

- 2023-2024 School Fees
- 2023-2024 School Calendar

February

- Audit Review
- 9th Grade Trip Expense

March

- Board Vacancies
- 2023-2024 School LAND Trust Plan
- SLT Training Assurances
- Landscaping Service Contract

April

- Audit Engagement Letters
- 2023-2024 Parent Handbook
- Comprehensive Guidance Review
- Director Bonus/Salary

May

- 2023-2024 Strategic Planning
- 2023-2024 TSSA Plan
- Janitorial Service Contract
- Director Evaluation

June

- 2023-2024 Annual Budget
- 2022-2023 Final Amended Budget
- Summer Purchasing Plan
- 2023-2024 Sex Ed Instruction Committee
- Ratify Board Members & Terms
- Ratify Board Officers
- 2023-2024 Board Meeting Schedule
- Annual Policies Review
- Annual Open Meetings Act Training
- Annual Fraud Risk Assessment/Ethical Behavior

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Mountain West Montessori Academy Annual Board Meeting Minutes Monday, June 27, 2022

Location: MWMA Library, 4125 W. Foxview Drive, South Jordan, UT 84009



In Attendance: Steve Barnes, Andrew Marx, Nelson Altamirano, Lois Bobo (via Zoom), Corbin White (via Zoom)

Others in Attendance: Angie Johnson, Sheri Ebert, Dawn Kawaguchi, Kim Dohrer, Cathie Hurst (6:16 pm)

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MINUTES

2021-2022 BOARD PRIORITIES

Safely Re-Engage in Hands-On & Experiential Learning Experiences
Implement Computer Science Initiative
Continue Improvement of Literacy Instruction & Outcomes

5:14 PM – INTRODUCTORY ITEMS

- Call to Order – Steve Barnes
- School Mission – Steve

There was no PUBLIC COMMENT. This was the second public comment period for the 2021-2022 Amended School Fee Schedule and 2022-2023 Amended School Fee Schedule. The board will be voting on these two fee schedules in this meeting.

BOARD TRAINING

- Annual Policies, Plans & Procedures Training –There is a list of policies that are required to be reviewed and/or re-approved at a certain duration of time listed on the PPPT sheet. Kim Dohrer went through the annual policies, plans and procedures review. Dawn mentioned that the Electronic Resources Policy and the Parent and Family Engagement Policy are supposed to be re-approved this year and will be on the August Board Meeting agenda.
 - **Attendance Policy** – Kim reviewed the Attendance Policy and procedures which do not required board approval. The board reviewed the school attendance for the current school year. There was a discussion on the classes enrolled line item and chronic absenteeism.
 - **Donations & Fundraising Policy** – Kim reviewed the Donations and Fundraising Policy. There are no recommended changes at this time. Large donations must be approved by the board and donations cannot follow a child. There was a discussion on donations to specific classes.

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- **Sex Education Instruction Policy** – Kim reviewed the Sex Education Policy and procedures. The board reviewed the required data including teen pregnancy, child sexual abuse, sexually transmitted diseases and infections as well as pornography instances reported in the school.
 - **Student Conduct & Discipline Policy and Plan** – Kim reviewed the Student Conduct and Discipline Policy and plan. The policy isn't being changed. Most of the information is required by law. The board reviewed were the suspensions and expulsions data. There was a discussion on what is required to be referred to the board, suspension data and whether CFS is called.
 - **Arrest Reporting Policy** – Kim reviewed the Arrest Reporting Policy and procedures. All board members must report arrests to Miss Angie.
- ***Annual Open & Public Meetings Act Training*** – Kim passed out a quiz to the board members on the Open and Public Meetings Act to the board. The group split up into three teams to review their answers. Dawn also sent the quiz to the two board members that are online. All members went through the quiz together and each board member had a chance to discuss the answers. Kim had the board sign an affirmation of training.

5:57 PM – Nelson Altamirano made a motion to RECESS. Corbin White seconded the motion. The votes were as follows:

**Steve Barnes – Aye
Corbin White – Aye
Andrew Marx – Aye
Lois Bobo – Aye
Nelson Altamirano – Aye**

Motion passed unanimously.

6:30 PM – Andrew Marx made a motion to RECONVENE the meeting. Nelson Altamirano seconded the motion. The votes were as follows:

**Steve Barnes – Aye
Corbin White – Aye
Andrew Marx – Aye
Lois Bobo – Aye
Nelson Altamirano – Aye**

Motion passed unanimously.

BOARD TRAINING Cont.

- ***Annual Fraud Risk Assessment Review*** – Cathie Hurst reviewed the annual fraud risk assessment. The board scored 375/395. The board does not have a formal internal audit function because it is not required. It is not required until you have over 10k students. She also reviewed the basic separation of duties. Angie has petty cash checks and she is a signer, but she is not the one who enters the checks into IntAcct and reconciling the account. There is another person that transfers money to the account which are the mitigating controls. Cathie also reviewed the Ethics Policy and the board members who

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was present signed the Annual Statement of Ethical Behavior. Dawn will send the document to be signed electronically for Lois and Corbin, who are attending via Zoom.

CONSENT ITEMS

- May 23, 2022 Electronic Board Meeting Minutes – There was no further discussion. **Andrew Marx made a motion to approve the consent items. Nelson Altamirano seconded the motion. The votes were as follows:**
 - Steve Barnes – Aye**
 - Corbin White – Aye**
 - Andrew Marx – Aye**
 - Lois Bobo – Aye**
 - Nelson Altamirano – Aye****Motion passed unanimously.**

VOTING ITEMS

- 2021-2022 Final Amended Budget – Cathie Hurst reviewed the P&L and balance sheet as of May 31st. June will have the bond payment and there will be payroll accruals until August 15th. She also reviewed the 2021-2022 final amended budget and the 2022-2023 school budget. The FY23 budget was built on 524 students. Food service cost were increased by 20%. There was a discussion on what you can do with your surplus. **Steve Barnes made a motion to approve the final amended budget for the 2021-2022 school year. Corbin White seconded the motion. The votes were as follows:**
 - Steve Barnes – Aye**
 - Corbin White – Aye**
 - Andrew Marx – Aye**
 - Lois Bobo – Aye**
 - Nelson Altamirano – Aye****Motion passed unanimously.**
- 2022-2023 Annual School Budget – There was no further discussion. See above for discussion. **Andrew Marx made a motion to approve the proposed annual operating budget for the 2022-2023 school year. Nelson Altamirano seconded the motion. The votes were as follows:**
 - Steve Barnes – Aye**
 - Corbin White – Aye**
 - Andrew Marx – Aye**
 - Lois Bobo – Aye**
 - Nelson Altamirano – Aye****Motion passed unanimously.**
- 2022-2023 Sex Ed Instruction Committee – Angie Johnson reviewed the make-up of the committee which will be the principal, health teacher, school counselor and a minimum of 4 parents. There was a discussion on having more than four parents. **Lois Bobo made a motion to approve the 2022-2023 Sex Ed Instruction Committee as discussed [consisting of the following positions: (1) Principal, (1) Health Educator, (1) School Counselor, and a minimum of (4) Parents]. Steve Barnes seconded the motion. The votes were as follows:**

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Steve Barnes – Aye
Corbin White – Aye
Andrew Marx – Aye
Lois Bobo – Aye
Nelson Altamirano – Aye

Motion passed unanimously.

- Amend 2021-2022 School Fee Schedule – Angie Johnson stated that this is the same change for both fee schedules. The change is a no-show fee of \$5 for those who do show up for our summer reading program. **Nelson Altamirano made a motion to approve the amended 2021-22 school fee schedule. Andrew Marx seconded the motion. The votes were as follows:**

Steve Barnes – Aye
Corbin White – Aye
Andrew Marx – Aye
Lois Bobo – Aye
Nelson Altamirano – Aye

Motion passed unanimously.

- Amend 2022-2023 School Fee Schedule – There was no further discussion. See above for discussion. **Steve Barnes made a motion to approve the amended 2022-23 school fee schedule. Andrew Marx seconded the motion. The votes were as follows:**

Steve Barnes – Aye
Corbin White – Aye
Andrew Marx – Aye
Lois Bobo – Aye
Nelson Altamirano – Aye

Motion passed unanimously.

- Ratify Board Members and Their Terms– Steve Barnes reviewed the current terms and the new terms. **Andrew Marx made a motion to approve both Corbin White and Steve Barnes for a new 3-year term to expire 2025 and ratify Nelson Altamirano with a term to expire June 2024, Lois Bobo with a term to expire June 2024 and Andrew Marx with a term to expire 2023. Lois Bobo seconded the motion. The votes were as follows:**

Steve Barnes – Aye
Corbin White – Aye
Andrew Marx – Aye
Lois Bobo – Aye
Nelson Altamirano – Aye

Motion passed unanimously.

- Nominate and Elect Board Officers – There was no further discussion. **Corbin White made a motion to retain the board officers as their current functions. Andrew Marx seconded the motion. The votes were as follows:**

Steve Barnes – Aye
Corbin White – Aye
Andrew Marx – Aye
Lois Bobo – Aye

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Nelson Altamirano – Aye
Motion passed unanimously.

STRATEGIC BOARD TRAINING

- State of the School – Angie Johnson reviewed the current 2021-2022 board priorities
 - Safely Re-Engage in Hands-On and Experiential Activities
 - ✓ Current COVID outlook and plans for next year
 - Implement Computer Science Initiative
 - ✓ DTL Dashboard: Recap of this year
 - ✓ DTL Dashboard: Looking at next year’s plan
 - Continue Improvement of Literacy Instruction and Outcomes
 - ✓ Sheri will be going part time next year with consulting (semi-retirement)
 - ✓ Coaching and plans for transition year
 - Review Positive Behavior Plan
 - ✓ School-Wide Newsletter is fully implemented
 - ✓ MS parent Survey is partially implemented. The survey has been created but needs to be given to the parents for completion. S/b completed by the end of the school year.
 - ✓ HOPE Squad is fully implemented
 - ✓ Small Counseling Groups are fully implemented
 - ✓ Clubs are fully implemented
 - ✓ SafeUT App is fully implemented
 - ✓ Parent Nights are fully implemented
 - ✓ School Systemic Assessment is fully implemented
 - ✓ Classroom and Large Group Presentations are fully implemented
 - ✓ In-School Career Presentations are fully implemented
 - ✓ Referrals to Community Resources are fully implemented
 - ✓ Jordan School District Educational Classes are fully implemented (this is open for all people living in JSD)
 - ✓ School-Wide Community Service Projects are fully implemented
 - ✓ Spirit Week is fully implemented
 - ✓ RTI Meetings are fully implemented
 - ✓ Trauma Info for Educators PD for all Staff is fully implemented
 - ✓ Suicide Prevention PD for all Staff is fully implemented
 - ✓ Completed the ASCA Trauma and Crisis Specialist Training is fully implemented
 - ✓ Individual PCCR with 8th and 9th Grade Students and Parents are fully implemented
 - ✓ Group PCCR with 7th Grade Students and Parents is fully implemented
 - Highlighting a Current Strength – Teacher Turnover (Retention 93%)
 - Highlighting a Recent Challenge – Attendance (8.9% absence rate)
 - Thinking about 2022-2023 Priorities – Theme “Engaging Students”
 - ✓ Continue with the Computer Science Trajectory
 - ✓ Celebrating Teacher Excellence

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✓ Positive Community Communication

- Set 2022-2023 Board Priorities – There was a discussion on Angie’s recommended priorities including ideas on how to celebrate teachers, more of an emphasis of computer science, other opportunities in leadership and finance.
- Strengths of the Board – Kim had the board do an exercise where each board member and administration gave at least three strengths of the board and one opportunity for growth as well as strengths and opportunities for growth for the administration.
 - Diversity
 - Cohesive
 - Mutual respect of each other
 - Civility is a tangible attribute of each board member
 - Supportive and realistic
 - Trust each other enough to bring up our ideas with each other (High Trust)
 - Transparency
 - Great leadership and organization
 - Reliable
 - Willing to learn
 - Committed
 - Care about the students
 - Selfless service
 - Positivity and happy to be here
 - Chemistry
 - Diversity of expertise
 - Highly intelligent people
 - Legal definition of a reasonable person
 - High integrity and ethics
 - Reflection
 - No egos
- Opportunity for Growth
 - More aware of school activities
 - Familiarity with staff
 - Regular attendance
 - Hearing from students and/or parents (Student Spotlight)
 - Meet the Board at Back to School Night
 - Celebrate teachers
- Strengths of the Administration Team
 - On top of EVERYTHING
 - Focused and hardworking
 - Support each other and support student
 - Comradery
 - Progressive – “Heart of the Vision”
 - No egos
 - Creative problem solving “Out of the box”

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- Creative visionary
 - Great synergy
 - Great integrity
 - Accountability
 - Vulnerable to share what can go better
 - Trust and direct
 - Underlining foundational goal of having the best interest of the child
 - Not overbearing as far as students are concerned (in perspective)
 - Highly focused on building relationships with students, board, teachers and parents
 - Work so hard because you care (heart and soul)
 - Enthusiasm and Joy
 - Angie is incredibly strong at tapping into the strength of individual staff members. She will home in on their passion. She will become their biggest cheerleader and mentor. She will make sure that they have the tools and training and let them go with it.
- Opportunities for Growth
- Taking time to mentor a teacher to help build their skills
 - Succession planning
 - Training Coleen
 - Teacher accountability specifically with data
 - Formality of introductions
 - Cleanliness (it has improved since we have hired inhouse)

DISCUSSION ITEMS

- Set 2022-2023 Annual Board Meeting Schedule – Dawn reviewed the board calendar and reviewed the changes. The board made a change to the start time at 5:30 p.m. Dawn will send out calendar invites to the board.
- Calendaring – ALL
- Next Pre-Board Meeting – August 10th @ 5:00 p.m.
 - Next Board Meeting – August 22nd

There was no CLOSED SESSION.

8:37 PM – Corbin White made a motion to ADJOURN. Nelson Altamirano seconded the motion. The votes were as follows:

Steve Barnes – Aye

Corbin White – Aye

Andrew Marx – Aye

Lois Bobo – Aye

Nelson Altamirano – Aye

Motion passed unanimously.

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MWMA Board of Director's Meeting Monday, August 15, 2022

Action Item: 2022-2023 Early Learning Plan

Issue

In accordance with the Utah Administrative Code R277-406-4, an LEA shall submit a final plan to the Superintendent no later than September 1st by 5:00 p.m. including proof that the LEA's governing board reviewed and approved the LEA's plan in an open and public meeting.

Background

MWMA's Literacy Innovation Team met with USBE representatives to examine school-wide literacy and math data to formulate targeted goals for literacy and mathematic instruction this year. Below are the goals they came up with for 2022-2023.

Early Literacy Goal: By June 2, 2023, Mountain West Montessori Academy will maintain the percentage of first grade students who are scoring at or above benchmark on Acadience Reading NWF WWR from BOY to EOY by providing instructional coaching focusing on the early literacy goal with specific feedback on the refinement of phonics, decoding, and blending routines to increase the likelihood of students scoring at or above benchmark at the end of the year.

Early Mathematics Goal: By June 2, 2023, Mountain West Montessori Academy will maintain the percentage of second grade students who are scoring at or above benchmark on the Acadience Math Computation sub-measure from BOY to EOY by providing ongoing professional learning on use of math diagnostics and targeted instruction in computation, including classroom observations and feedback, as well as regular data analysis meetings for accountability to increase the likelihood of students scoring at or above benchmark at the end of the year.

Early Literacy Goal #2: By June 2, 2023, Mountain West Montessori Academy will increase the percentage of third grade students who are scoring at or above benchmark on Acadience Reading ORF fluency from BOY to EOY by 4% by providing professional learning instructional coaching focusing on the early literacy goal with specific feedback on the refinement of fluency routines to increase the likelihood of students scoring at or above benchmark at the end of the year.

Recommendation

It is recommended that the board approve the 2022-2023 Early Learning Plan.

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EARLY LEARNING PLAN 2022-2023

LEA Name: Mountain West Montessori Academy

Date of Expected Local Board Approval: August 22, 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-a03K7OKGODi5ad_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.**

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

SECTION A: EARLY LITERACY

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

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

Core Area	*Evidence-Informed Curriculum(s) (defined in SB 127 as: (i) is developed using high-quality research outside of a controlled setting in the given field, and (ii) includes strategies and activities with a strong scientific basis for use)
Phonological Awareness	Heggerty, KPALS, Imagine Learning,
Phonics	Waseca, Primary Phonics, and Imagine Learning software.
Fluency	Read Naturally, Imagine Learning, Waseca Language and Montessori
Vocabulary	Read Naturally, Waseca Language, Montessori
Comprehension	Read Naturally, Imagine Learning, Montessori
Oral Language	Read Naturally
Writing	Writing Pathways.

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

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

 Screener(s): Acadience Reading
 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.A.S.T and Core Phonics Survey
 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> Acadience Reading

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: PALS, Phonics for Reading, Read Naturally. Explicit phonics, and fluency instruction, as needed, in small groups with a highly trained educational assistant daily for 20 minutes. Progress monitor every 2-4 weeks.
 Tier 3 Evidence-based Curriculum Program(s) and/or strategies: Heggerty, Phonics for Reading, Read Naturally, KPALS/PALS. Explicit phonemic awareness, phonics, fluency instruction in small groups with the reading specialist daily for 20

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minutes. Progress monitor every 1-2 weeks.

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

Based on diagnostic data student's interventions are laser focused on specific lagging skills.

SECTION B: EARLY MATHEMATICS

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

In support of MWMA's foundational charter philosophy of Montessori education, our Tier 1 mathematics curriculum is a nationally accredited Montessori curriculum with extensive hands-on manipulative materials; this has been aligned with Utah State Core Mathematics Standards. In addition, we utilize Imagine Learning Mathematics software.

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.	We utilize a wide and varied range of well-vetted Montessori math manipulative materials to help students visualize concepts, deeply understand, and remember why they are carrying out operations, develop number sense, and move more easily from concrete to abstract mathematical principles. Spatial memory and visualization deepen understanding of mathematical concepts, and an emphasis on explaining and justifying mathematical reasoning cements this comprehension.
Procedural Fluency: the meaningful, flexible, accurate, and efficient use of procedures to solve problems.	MWMA students use Imagine Math Facts software as well as flashcards, games, and manipulative materials to develop computational fluency which is foundational to subsequent mathematical procedures and algorithms. The extensive use of various materials to teach procedures helps students visualize processes and solve problems efficiently and flexibly.
Strategic and Adaptive Mathematical Thinking: the ability to formulate, represent, and solve mathematical problems with the capacity to justify the logic used to arrive at the solution.	Our K-3 teachers emphasize the mathematical practices in the Utah Core State Standards and focus on problem-solving and application of skills in authentic settings as well as student ability to explain and justify their reasoning. In every K-3 classroom we post and refer to the following adapted version of the practices: How to be a good mathematician:

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	<ol style="list-style-type: none"> 1. Make sense of problems. 2. Stick to it! 3. Make good arguments and explain them. 4. Make a model. 5. Be careful! 6. Look for patterns.
<p>Productive Disposition: the ability to see mathematics as useful and worthwhile while exercising a steady effort to learn mathematics.</p>	<p>The foundational philosophy of our mathematics program is the development of growth mindset, based on research from Stanford University. This includes embracing productive struggle and feeling friendly about mistakes. We also utilize Montessori lessons on “gifts & challenges” and goal setting to help students stay engaged with mathematics.</p>

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.

Our teachers use multiple formative and summative assessments in Tier 1 instruction to collect data on student mastery and to efficiently target instruction, remediation, and/or intervention. Use of hands-on materials in lessons and follow-up work lends itself to continual and easy formative assessment of students and their understanding of mathematical concepts. Six-week summative assessments based in Montessori curriculum are used to formally assess mastery of standards. Additionally, Imagine Math benchmarks are administered three times each year to gauge student progress. The Acadience Math assessment is administered BOY, MOY, and EOY to identify students in need of intervention due to lack of conceptual or computational knowledge in key mathematical areas.

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

Tier 2 Intervention Program(s)/strategies: Individual or small group lessons on Montessori manipulative materials; targeted pathways in Imagine Math; retaining a student for re-teaching after a small group lesson; small pull-out group math interventions with the math interventionist 2-3 times per week for 30–45-minute sessions in which students remediate conceptual skills using Montessori curriculum and materials or practice timed computation

Tier 3 Intervention Program(s)/strategies: Increased number or duration of small group or individual sessions with teachers, classroom paraeducators, or the math interventionist, or a combination of these; possible identification of learning disabilities through referral to our Special Education department for evaluation when there is a lack of progress despite intensive interventions; Touch Math intervention in in small group pull-outs and/or push-in classroom support with special education staff.

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

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Teachers and dedicated classroom paraeducators provide intervention in classrooms based on formative and summative assessment data using Montessori curriculum as well as targeted pathway and benchmark data in Imagine Math and Acadience Math assessment data. Once specific deficiencies are identified, students are grouped according to skills. The interventionist works closely with the classroom teacher to remediate targeted concepts. The interventionist administers weekly to bi-weekly comprehension checks for progress monitoring, with materials or on paper—therefore, intervention groups are fluid, with students moving out of groups or into other groups as they master skills. A general score of 80% is used to determine mastery.

The number and duration of Tier 3 intervention sessions is determined on an individual basis by a team consisting of the classroom teacher, math interventionist, an administrator, and a special education teacher (if applicable); students in Tier 3 intervention have their own individualized intervention plan and enter Tier 3 when, after 6-10 weeks of Tier 2 intervention, bi-weekly comprehension checks show that the student is not progressing on mastery skills. If bi-weekly comprehension checks consistently show mastery, Tier 3 students will be re-assessed using the Acadience math assessment and the team will determine whether the student will remain in Tier 3 or be released back to Tier 2 intervention.

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 2, 2023**, **Mountain West Montessori Academy** will maintain the percentage of first grade students who are scoring at or above benchmark on Acadience Reading NWF WWR from BOY to EOY by providing instructional coaching focusing on the early literacy goal with specific feedback on the refinement of phonics, decoding, and blending routines to increase the likelihood of students scoring at or above benchmark at the end of the year.

2. Early Mathematics Goal (required)

By **June 2, 2023**, **Mountain West Montessori Academy** will maintain the percentage of second grade students who

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are scoring at or above benchmark on the Acadience Math Computation sub-measure from BOY to EOY by providing ongoing professional learning on use of math diagnostics and targeted instruction in computation, including classroom observations and feedback, as well as regular data analysis meetings for accountability to increase the likelihood of students scoring at or above benchmark at the end of the year.

3. Early Literacy or Mathematics Goal (required)

Literacy Goal

Mathematics Goal

By June 2, 2023, Mountain West Montessori Academy will increase the percentage of third grade students who are scoring at or above benchmark on Acadience Reading ORF fluency from BOY to EOY by 4% by providing professional learning instructional coaching focusing on the early literacy goal with specific feedback on the refinement of fluency routines to increase the likelihood of students scoring at or above benchmark at the end of the year.

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.

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MWMA Board of Director's Meeting Monday, August 15, 2022

Action Item: *Special Education Services Agreement*

Issue:

The administration has determined that the school could use additional services in order to better meet student needs and remain in compliance. The administration and Academica West have discussed the school's special education needs and how Academica West can help meet those needs.

Background:

Academica West has seen that many schools could use additional special education services. In order to better meet outstanding needs, Academica West has begun offering packages of additional special education services that fall outside of its main management agreement. The proposed Special Education Services Agreement will allow Academica West to provide the school with a package of additional special education services that will help the school better meet student needs and remain in compliance.

Recommendation:

It is recommended that the board approve the Special Education Services Agreement and allow the Board President to sign on behalf of the school.

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**SPECIAL EDUCATION SERVICES AGREEMENT
BETWEEN
MOUNTAIN WEST MONTESSORI ACADEMY
AND
ACADEMICA WEST, LLC**

This **SPECIAL EDUCATION SERVICES AGREEMENT** (the “**Agreement**”) is entered into with an effective date of August 1, 2022 (the “**Effective Date**”) by and between **Mountain West Montessori Academy**, a Utah nonprofit corporation (the “**School**”), and **Academica West, LLC**, a Utah limited liability company (“**Academica West**”).

RECITALS

- A.** The School has received a charter (the “**Charter**”) from the Utah State Charter School Board (the “**Authorizer**”) to operate a charter school.
- B.** The School desires to ensure that it provides special education services to its students and operates its special education program in accordance with the requirements of its Charter and applicable laws.
- C.** Academica West has expertise and knowledge regarding the requirements associated with providing special education services and operating a special education program in compliance with applicable legal requirements.
- D.** The School believes that contracting with Academica West for special education services will allow the School’s administration to more successfully meet the requirements associated with providing special education services to its student and operating a special education program.
- E.** The School and Academica West desire to enter into this Agreement for the purpose of having Academica West provide certain special education services to the School as set forth herein.

AGREEMENT

1. **Services to be Performed by Academica West.** Academica West will perform certain services related to the School’s special education program (the “**Services**”) as requested by the School. The Services and applicable limitations are identified in **Exhibit A** attached to this Agreement.

2. **Compensation.** As compensation for the Services, the School will pay Academica West a fee in the amount of Twenty-Five Thousand (\$25,000) (the “**Fee**”). Academica West will invoice the School for the Fee upon the execution of this Agreement, and the School will pay Academica West by check within thirty (30) days of the date of the invoice.

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3. **Independent Contractor Status.** The relationship between Academica West and the School shall be that of independent contractor and contractee. Academica West shall not be considered an employee, partner, joint venturer, representative or agent of the School in connection with any of the transactions or relationships contemplated under this Agreement. Academica West shall not be authorized, without the prior written consent of the School in each specific case, to act on behalf of or to bind the School.

4. **Term and Termination.** This Agreement shall run for a term of one (1) year from the Effective Date. However, either party may terminate this Agreement at any time by giving sixty (60) days written notice of termination to the other party.

5. **Effect of Termination on Compensation.** In the event of termination of this Agreement, Academica West shall be entitled to retain the pro rata portion of the Fee through the date of termination and will refund to the School the remaining pro rata portion of the Fee within thirty (30) days of the termination date.

6. **Data Confidentiality.** The terms of the attached Data Confidentiality Addendum shall be considered part of this Agreement.

7. **Miscellaneous.**

(a) Neither party will be considered in default of this Agreement if the performance of any part or all of this Agreement is prevented, delayed, hindered or otherwise made impracticable or impossible by reason of any strike, flood, hurricane, riot, fire, explosion, war, act of God, sabotage, accident or any other casualty or cause beyond either party's control and which cannot be overcome by reasonable diligence and without unusual expense.

(b) This Agreement may be altered, changed, added to, deleted from or modified only through the voluntary, mutual consent of the parties.

(c) Neither party will assign this Agreement without the written consent of the other party; such consent will not be unreasonably withheld.

(d) No waiver of any provision of this Agreement will be deemed or will constitute a waiver of any other provision unless expressly stated.

(e) If any provision or any part of this Agreement is determined to be unlawful, void or invalid, that determination will not affect any other provision or any part of any other provision of this Agreement and all such provisions will remain in full force and effect.

(f) This Agreement is not intended to create any rights for any third-party beneficiary.

(g) This Agreement is made and entered into in the State of Utah and will be interpreted according to the laws of that state.

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(h) Every notice, approval, consent or other communication authorized or required by this Agreement will not be effective unless it is in writing and sent postage prepaid by United States mail, directed to the other party at its address hereinafter provided or such other address as either party may designate by notice from time to time in accordance herewith:

Academica West, LLC
290 N. Flint St., Suite A
Kaysville, UT 84037

Mountain West Montessori Academy
4125 W Foxview Dr
S Jordan, UT 84009

(i) The headings in this Agreement are for convenience and reference only and in no way define, limit or describe the scope of this Agreement and will not be considered in the interpretation of this Agreement or any provision hereof.

(j) This Agreement may be executed in any number of counterparts, each of which will be an original, but all of which together will constitute one Agreement.

(k) Each of the persons executing this Agreement has the full power and authority to execute this Agreement on behalf of the party for whom he or she signs.

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

Mountain West Montessori
a Utah nonprofit corporation

Steve Barnes, Board President

ACADEMICA WEST, LLC,
a Utah limited liability company

Kim Dohrer, President

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EXHIBIT A
Description of the Services

- Student file reviews with the School's special education teacher(s), providing support and training to the teacher(s), up to twenty (20) hours (anticipated to be approximately ten (10) file reviews)
- Trainings, up to fifteen (15) hours (anticipated to be five (5) trainings of three (3) hours each)
- Behavioral consultation, up to twenty (20) hours
- Appeals to Results Driven Accountability (RDA) and Program Improvement Plan (PIP) support, up to fifteen (15) hours
- Support the School's special education personnel on high-need IEPs, up to twenty (20) hours
- Monthly mentoring for the School's special education personnel, up to thirty (30) hours
- Flexible hours up to (25)

In addition, other services requested by the School, including but not limited to services provided in connection with due process complaints and state complaints, will be billed at \$135 per hour.

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DATA CONFIDENTIALITY ADDENDUM

Recitals

1. The School and Academica West are parties to a Special Education Services Agreement (the “**Agreement**”) to which this Addendum is attached regarding services to be provided by Academica West to the School (the “**AW Services**”).

2. Utah Code § 53E-9-309 establishes requirements for contracts between educational entities such as the School and third- party providers such as Academica West.

3. The parties are entering into this Addendum, in order to ensure that the Agreement complies with Section 53E-9-309 and other applicable legal requirements.

Agreement

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

1. Except as provided in Utah Code § 53E-9-309(4), Academica West will not use any personally identifiable student data received from the School for any purpose other than to provide the AW Services to the School.

(a) “Personally identifiable student data” means student data that identifies or is used by the holder to identify a student and includes:

- (i) a student’s first and last name;
- (ii) the first and last name of a student’s family member;
- (iii) a student’s or a student’s family’s home or physical address;
- (iv) a student’s email address or other online contact information;
- (v) a student’s telephone number;
- (vi) a student’s social security number;
- (vii) a student’s biometric identifier;
- (viii) a student’s health or disability data;
- (ix) a student’s education entity student identification number;
- (x) a student’s social media user name and password or alias;

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(b) if associated with personally identifiable student data, the student's persistent identifier, including:

(i) a customer number held in a cookie; or

(ii) a processor serial number;

(iii) a combination of a student's last name or photograph with other information that together permits a person to contact the student online;

(iv) information about a student or a student's family that a person collects online and combines with other personally identifiable student data to identify the student; and

(v) other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have first-hand knowledge of the relevant circumstances, to identify the student with reasonable certainty.

2. Academica West acknowledges that all student data of the School is the School's and/or students' property. Academica West will collect, use, store, and share personally identifiable student data only in accordance with the Agreement, this Addendum, Utah Code § 53E-9-309, as it may be amended, and any administrative rules adopted by the Utah State Board of Education. The parties acknowledge and agree that the terms of Utah Code § 53E-9-309, as it may be amended, and any administrative rules adopted by the Utah State Board of Education implementing Utah Code § 53E-9-309 govern the relationship between the parties.

3. Academica West may only share personally identifiable student data with employees and independent contractors of Academica West who have a legitimate need to such data in order to enable Academica West to provide the AW Services to the School. The School may request that Academica West notify the School of independent contractors with whom Academica West shares such data and the purpose for which such data is shared and to verify to the School that such independent contractors are bound by confidentiality agreements similar in scope to this Addendum.

4. At the request of the School, Academica West will allow the School or its designee to audit Academica West in order to verify compliance with the terms of the Addendum that relate to the confidentiality and protection of personally identifiable student data. This right to conduct an audit is subject to Academica West's confidentiality obligations to other customers and third parties.

5. During the term of the Agreement, Academica West will delete personally identifiable student data at the request and direction of the School.

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6. At the completion of the parties' agreement, if the Agreement has not been superseded by a new agreement executed in accordance with applicable procurement requirements, Academica West shall return or delete upon the School's request all personally identifiable student data of the School in Academica West's possession and provide to the School written verification of the return or deletion of such data, including deletion from Academica West's back-up system.

7. Academica West covenants and agrees that it shall indemnify and hold the School harmless from and against any and all third party losses, claims, legal fees, and liabilities related to or derived from any breach of this Addendum by Academica West or its employees, agents, officers, and directors.

8. In the event of any conflict between the Addendum and the Agreement, the terms of this Addendum shall govern.

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MWMA Board of Director's Meeting Monday, August 15, 2022

Action Item: *Library Materials Policy*

Issue:

MWMA is required to adopt a library policy and accompanying procedures.

Background:

New Law and Rule

During the past legislative session, a law was passed (Utah Code § 53G-10-103) that defines and prohibits “sensitive materials” in public schools. Per the new law, “sensitive materials” is defined as “an instructional material that is pornographic or indecent material as that term is defined in Section 76-10-1235.” The new law specifically states that such materials are prohibited in public school libraries.

Additionally, on June 2, 2022, the Utah State Board of Education passed a new rule (R277-628) that requires each LEA to adopt a library materials policy and procedures by September 1, 2022 (which date has since been extended to October 1). At a minimum, the library materials policy and procedures must address how the LEA will select library materials and how it will handle requests to reconsider selected library materials if any such materials are challenged. An LEA’s library materials policy must comply with current state and federal law, including the new law on sensitive materials addressed above.

R277-628 also requires the USBE to adopt a model library materials policy so that LEAs can, if they desire, use the model policy as a guide/help for when they are developing their own library materials policy and procedures. The USBE adopted that model policy at its meeting on July 26, 2022.

New Policy

The proposed Library Policy for MWMA addresses such things as the School’s library philosophy, objectives, and the criteria by which library materials will be selected. It prohibits the selection of “sensitive materials” as required by law and addresses the issue of reconsideration of library materials. It also explains that the Librarian and Director will establish procedures to handle these and other various parts of the library program. The Librarian and Director can use the USBE’s model library materials policy as a guide in establishing the School’s administrative procedures, if they’d like to do so.

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Adopting the Library Policy and establishing the accompanying administrative procedures by October 1, 2022 should put MWMA in compliance with Utah Code § 53G-10-103 and R277-628.

Recommendation:

It is recommended that the Board approve the Library Materials Policy.

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Mountain West Montessori Academy
Library Materials Policy
Adopted: August 15, 2022



Philosophy:

The purpose of Mountain West Montessori Academy’s (the “School”) Library and its programming is to support the School’s curriculum, goals, and mission.

The School’s Board of Directors (“The Board”), School administration, and Library staff are dedicated to the stewardship of a Library that:

1. Promotes intellectual freedom through thoughtful access to information and ideas.
2. Promotes materials and programs rich in diversity that act as both mirrors that reflect student lives, which they can relate to, as well as windows into the wonderful and diverse world around them.
3. Complies with state and federal law and Utah State Board of Education Rule.

In accordance, the Library serves as a learning environment for students as they acquire the skills needed in the 21st Century and where students can expand their intellectual world and engage in an open exchange of ideas and information.

Intellectual Freedom:

In order to encourage the open exchange of information and ideas, the Library (in accordance with those principles set forth in the Library Bill of Rights and the Freedom to Read Statement, adopted by the American Library Association) will provide unrestricted access to materials that comply with this policy and that support the School’s curricular goals as well as the personal interests of students, faculty, and staff.

Library Objectives

The objectives of the Library are:

1. To provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, learning styles and maturity levels of the students served.
2. To provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic value, and ethical standards.
3. To provide materials representative of the many religious, ethnic, and cultural groups and their contributions to our national heritage and the world community.

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4. To place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate to the school community.

Acceptable Use Statement

The Library contains valuable materials and resources, including electronic devices and resources. The School recognizes the educational value and opportunities they provide to students and staff. Use of and access to electronics and electronic resources shall be governed by the School's Electronic Resources Policy. The Librarian, in conjunction with the School's Director, will establish additional administrative procedures regarding acceptable use of non-electronic library materials.

Materials Selection and Purchasing:

Selection Criteria

Selection of materials in the Library shall be in full accordance with those principles set forth in the Library Bill of Rights and the Freedom to Read Statement adopted by the American Library Association Council. In general, materials should:

- a. Support and enrich the curriculum and/or students' personal interests and learning.
- b. Meet high standards in literary, artistic, or aesthetic quality; technical aspects, and format.
- c. Be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social, emotional, and intellectual development of the students in a K-9 setting.
- d. Incorporate accurate and authentic factual content from authoritative sources.
- e. Earn favorable reviews in standard reviewing sources and/or favorable recommendations based on preview and examination of materials by professional personnel.
- f. Exhibit a high degree of potential user appeal and interest.
- g. Represent differing viewpoints on controversial issues.
- h. Provide a global perspective relevant to today's issues, aspirations, attitudes, and ideals of a global society.
- i. Balance cost with need.
- j. Be considered on individual merit regardless of their status as best-seller or popular author.
- k. Include works of artistic, historic, and literary significance.
- l. Be accessible to students of varied abilities.
- m. Be reflective of the contribution to our country and our society by many varied groups, including (but not limited to) women, minorities, and ethnic groups.

In accordance with state law, the Library shall not contain any "sensitive material" as that term is defined by Utah Code § 53G-10-103; that is, the Library shall not contain any instructional

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material that is pornographic or indecent material as that term is defined in Utah Code § 76-10-1235.

Final decisions on purchases reside with the Librarian. The Director and Librarian will develop procedures to guide the selection of materials.

Material Reconsideration

Despite the care taken to select worthwhile texts for student reading and the qualifications of teachers selecting and recommending books, occasional objections to a work will undoubtedly be made. The Director and Librarian will develop procedures to handle situations in which an employee, currently-enrolled student, or parent or guardian of a currently-enrolled student finds material in the Library objectionable.

Donations and Gifts

The Library welcomes gifts that are consistent with the mission and selection principles, are in good condition, and for which the Library has sufficient space and appropriate resources to maintain. The Director and Librarian will develop procedures to handle materials donations.

Discarding Materials

To promote high quality in the collection and to allow space for acquiring new materials, the librarian oversees ongoing weeding, or discarding of materials. The Director and Librarian will develop procedures to handle the discarding of Library materials.

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**MWMA Board of Director's Meeting
Monday, August 15, 2022**

Action Item: *Re-Approve Electronic Resources Policy*

Issue:

Mountain West Montessori Academy needs to re-approve its Electronic Resources Policy once every three years.

Background:

This policy is intended to ensure the safe and responsible use of the School's electronic resources (computers, tablets, network, internet, software, etc.). This policy states that the School will comply with applicable law and they establish rules and regulations that, if followed, will ensure that the School complies with the law and that students and staff use the School's electronic resources properly. This policy must be reviewed and approved regularly to ensure that it continues to meet the School's needs. There are no recommended changes to this policy.

Recommendation:

It is recommended that the Board re-approve the Electronic Resources Policy.

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**Mountain West Montessori Academy
Electronic Resources Policy
Adopted: February 24, 2014**



PURPOSE

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

Electronic Devices

The School recognizes that various forms of electronic devices are widely used by both students and employees and are important tools in today’s society. The School seeks to ensure that the use of electronic devices, both privately-owned devices and devices owned by the School, does not cause harm or otherwise interfere with the learning, safety, or security of students or employees. The Principal shall therefore establish reasonable rules and procedures regarding the use of electronic devices at School and School-sponsored activities in compliance with applicable laws.

Internet Safety

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

Student Acceptable Use of School Electronic Resources

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

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Electronic resources can provide access to a multitude of information and allow communication with people all over the world. Along with this access comes the availability of materials that may be considered inappropriate, unacceptable, of no educational value, or even illegal.

The Principal shall ensure that rules and procedures regarding students' use of the School's electronic resources are established and clearly communicated to students and their parents/guardians. The Principal will ensure that safeguards are in place to restrict access to inappropriate materials and that the use of the Internet and other electronic resources is monitored. The Principal shall ensure that students receive appropriate training regarding these rules and procedures.

Staff Acceptable Use of School Electronic Resources

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

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

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Electronic Resources Administrative Procedures

These procedures are established in order to comply with and implement the Electronic Resources Policy adopted by the School's Board of Directors.

Electronic Devices

Definitions

“Electronic device” means a device that is used for audio, video, or text communication or any other type of computer or computer-like instrument including: a smart phone, a smart or electronic watch, a tablet, or a virtual reality device.

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

“Privately-owned electronic device” means an electronic device that is not owned or issued by the School to a student or employee.

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

“School-owned electronic device” means an electronic device that is owned, provided, issued, or lent by the School to a student or employee.

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

Student Use of Electronic Devices

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

- Electronic devices may not be used to view, access, download, store, or transmit pornography or other obscene or inappropriate material.

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- Electronic devices may not be used to bully, threaten, humiliate, embarrass, harass, or intimidate other students, teachers, volunteers, School guests, or School employees.
- Electronic devices may not be used in ways that violate local, state, or federal laws.
- Electronic devices may not be used during quizzes, tests, and standardized assessments except as otherwise provided herein.
- Electronic toys are not allowed in the School.
- Students may have privately-owned electronic devices at School during the School day.
- Privately-owned electronic devices must remain out of sight in a bag or backpack and be turned off during the School day.
- Students may not use or respond to privately-owned electronic devices during instructional time or during other times designated by teachers or the Principal.

Exceptions

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

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

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

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

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

Consequences for Violation

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

An individual other than a student that finds or confiscates a privately-owned electronic device may search the device for the purpose of determining the device's owner. Students may not search electronic devices. Electronic devices that are used inappropriately may be subject to

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search by the Principal if there is a reasonable suspicion that the device contains obscene or pornographic material or has been used to cheat or to threaten, embarrass, harass, or intimidate other students, teachers, volunteers, School guests, or School employees.

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

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

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

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

Notice of the Policy

The School will make the Electronic Resources Policy and these procedures accessible on the School's website, including in the same location as the School's Data Governance Plan required in R277-487.

Creative and Innovative Uses for Electronic Devices

Teachers and other School employees are encouraged to use electronic devices creatively in order to effectively communicate with students and parents/guardians and to enhance instruction. Creative uses might include notifying absent students of assignments, communicating with parents when students excel or if they are behind or absent, notifying students and parents of news articles or events that would enhance the learning experience, providing feedback to students on tests and assignments, parents notifying the School when students are absent or tardy.

Other Provisions

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

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

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

Parents, guests and visitors to the School may use privately-owned electronic devices at School and at School-sponsored activities only in accordance with rules established by the Principal. Such individuals who use the School's electronic resources, including the School's equipment, services, or connectivity, whether on or off School property, may not use such resources to access inappropriate material or information.

Internet Safety

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

Definitions

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

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

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

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

- 1- Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;

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

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

Access to Inappropriate Material

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

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

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

Inappropriate Network Usage

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

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

Education, Supervision and Monitoring

It shall be the responsibility of all School employees to educate, supervise and monitor appropriate usage of the School’s online computer network and access to the Internet in accordance with this policy, the Children’s Internet Protection Act, the Neighborhood Children’s Internet Protection Act, and the Protecting Children in the 21st Century Act. This includes educating students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, as well as cyberbullying awareness and response. The School will also provide information regarding these matters to parents/guardians.

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Student Acceptable Use of School Electronic Resources

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

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

In order to use the School's electronic resources, students must be willing to abide by the rules of acceptable use. Use of the School's electronic resources is a privilege, and students have no expectation of privacy in connection with their use of the School's electronic resources.

Students who abuse this privilege by actions such as damaging the School's electronic resources; violating copyrights; bullying, hazing, intimidation, humiliation, harassment and threats; accessing pornography or other obscene or inappropriate material; inappropriate language; gambling; unauthorized games; hacking; invasion of the reasonable expectations of privacy of students or employees; or other unauthorized or inappropriate use, will be subject to discipline. Violation of policies and rules regarding use of the School's electronic resources may also result in confiscation of School-issued devices and denial of access to the School's electronic resources. This may result in missed assignments, inability to participate in required assignments and assessments, and possible loss of credit or academic grade consequences.

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

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

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

The School may establish agreements for students to sign acknowledging that they understand the rules for use of the School's electronic resources.

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Staff Acceptable Use of School Electronic Resources

These procedures apply to employees' and volunteers' use of the School's electronic resources, and employees must agree to these terms as a condition of employment.

At-Will Employment

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

The School's Rights

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

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

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Employees' Responsibilities Regarding Students' Use of Electronic Resources

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

User Responsibilities

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

Employees may use privately-owned electronic devices at School or at School-sponsored activities in accordance with rules and procedures established by the Principal. Employees may not use privately-owned electronic devices at School or at School-sponsored activities to access inappropriate matter.

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

Acceptable Use

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

1. All use of the School's electronic resources, including but not limited to use of computers and other electronic devices, use of e-mail, and network and Internet access must be consistent with the School's mission.
2. Network accounts are to be used only by the authorized user of the account for the authorized purpose.
3. Users must take reasonable steps to protect the privacy of students, School employees and other members of the School community and must strictly maintain the confidentiality of information regarding such individuals.
4. Use of the School's electronic resources, whether inside or outside the School, must comply with the School's employee handbook, as established from time to time.
5. Employees must comply with applicable copyright laws, ethical rules, and other applicable laws and regulations.

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6. Users must exercise appropriate professional judgment and common sense when transporting files to and from school, keeping in mind copyright and other legal issues, as well as ensuring that the non-School computers to or from which files are being transferred are employing appropriate virus-control technologies.
7. Users must exhibit professionally appropriate behavior when using the School's electronic resources in order to professionally represent and preserve the image the School.
8. Users must take reasonable precautions to protect the School's electronic resources in order to reduce repair costs, maintain the integrity of the network, and protect the School's assets. Employees who damage School electronic resources may be financially responsible for the cost of repair or replacement.
9. From time to time, the School will make determinations on whether specific uses of the School's electronic resources are consistent with the intent of this policy.

Unacceptable Use

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

1. Excessive use of the School's electronic resources for personal matters. "Excessive use" includes but is not limited to use of electronic resources in a manner that interferes with an employee's performance of work-related responsibilities or with the functioning of the School's electronic resources.
2. Use of the School's electronic resources in connection with social networking sites for non-academic purposes is prohibited.
3. Use of the School's electronic resources for commercial or for-profit purposes.
4. Use of the School's electronic resources for product advertisement or political lobbying.
5. Personal electronic devices may only be connected to the School's network with appropriate authorization.
6. Intentionally seeking information on, obtaining copies of, or modifying files, other data, or passwords belonging to other users, or impersonating or misrepresenting other users of the School's network.
7. Unauthorized use or disclosure of personal student information in violation of R277-487 and the Family Educational Rights and Privacy Act, 34 CFR, Part 99.
8. Use of the School's electronic resources in a manner that disrupts the use of the network by others.
9. Destroying, modifying, or abusing the School's electronic resources in any way.
10. Use of the School's electronic resources in a manner that threatens or impairs the integrity or security of the network.
11. Use of the School's electronic resources for hate mail, chain letters, harassment, discriminatory remarks, and other antisocial behaviors.
12. Downloading or installation of any software, including shareware and freeware, for use on the School's electronic resources without the approval of the Principal or designee.
13. Use of any software on the School's electronic resources in violation of the applicable license or use agreement.

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

Disclaimer

1. The School cannot be held responsible for information that is retrieved via the network.
2. Pursuant to the Electronic Communications Privacy Act of 1986 (18 U.S.C. § 2510, et seq.), notice is hereby given that there are no facilities provided by the School's system for sending or receiving private or confidential electronic communications. System administrators have access to all mail and will monitor messages. Messages relating to or in support of illegal activities will be reported to the appropriate authorities.

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3. The School is not responsible for any damage users may suffer, including loss of data resulting from delays, non-deliveries, or service interruptions caused by the School's negligence or your errors or omissions.
4. Use of any information obtained is at the user's own risk.
5. The School makes no warranties (expressed or implied) with respect to:
 - The content of any advice or information received by a user, or any costs or charges incurred as a result of seeing or accepting any information;
 - Any costs, liability, or damages caused by the way the user chooses to use his or her access to the network.
6. The School reserves the right to change its policies and rules at any time.

Privacy

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

Training

The School will provide, within the first 45 days of each school year, a school-wide or in-classroom training to employees and students that covers:

- The contents of these procedures;
- The importance of digital citizenship;
- The School's conduct and discipline related consequences as related to a violation of these rules;
- The School's general conduct and discipline policies;
- The benefits of connecting to the Internet and utilizing the School's Internet filters while on School property; and
- Any specific rules governing the permissible and restricted uses of privately-owned electronic devices while in a classroom.

Each educator who allows the use of a privately-owned electronic device in the classroom must clearly communicate to parents and students the conditions under which the use of such a device is allowed.

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The School will provide an annual notice to all parents of the location of information for in-home network filtering options (<https://consumerprotection.utah.gov/edu/filtering.html>) as provided for in Utah Code 76-10-1231.

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MWMA Board of Director's Meeting Monday, August 15, 2022

Action Item: *Re-Approve Parent & Family Engagement Policy*

Issue:

Mountain West Montessori Academy needs to re-approve its Parent & Family Engagement Policy.

Background:

The School must annually review and evaluate this policy, the school-parent compact, and the targeted assistance or schoolwide program plan to determine their effectiveness in improving the academic quality of the School and academic achievement of its students.

The School must jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy that contains information required by Section 1116 of the Every Student Succeeds Act (the "ESSA"). The School must update this policy periodically to meet the changing needs of parents and the School, distribute it to the parents and family members of participating children, and make this policy available to the local community. The Board is required to review and re-approve this policy periodically. *It has been recommended by Academica West that the Board review and re-approve this policy every 2-years.*

Recommendation:

It is recommended that the Board re-approve the Parent & Family Engagement Policy.

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**Mountain West Montessori Academy
Parent & Family Engagement Policy
Adopted: October 29, 2018
Re-Approved: August 15, 2022**



PURPOSE

In support of strengthening student academic achievement, Mountain West Montessori Academy (the “School”) receives Title I, Part A funds and must jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy that contains information required by Section 1116 of the Every Student Succeeds Act (the “ESSA”). This policy establishes the School’s expectations and objectives for meaningful parent and family involvement, describes how the School will implement a number of specific parent and family engagement activities, and is incorporated into the School’s plan submitted to the state pursuant to Section 1112 of the ESSA. The purpose of an effective parent and family engagement policy is to improve all students’ academic achievement.

POLICY

The School agrees to implement the following requirements as outlined by Section 1116 of the ESSA:

- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of this policy and the joint development of the targeted assistance or schoolwide program plan.
- Update this policy periodically to meet the changing needs of parents and the School, distribute it to the parents and family members of participating children, and make this policy available to the local community.
- Provide full opportunities, to the extent practicable, for the participation of parents and family members with limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children, including providing information and school reports required under Section 1111 of the ESSA in an understandable and uniform format and, to the extent practicable, in a language parents understand.
- If the targeted assistance or schoolwide program plan under Section 1114(b) of ESSA is not satisfactory to the parents of participating children, submit any parent comments with such plan when the School submits the plan to the state.
- Be governed by the following statutory definition of parent and family engagement and will carry out programs, activities, and procedures in accordance with this definition:

Parent and family engagement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

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- *That parents play an integral role in assisting their child's learning;*
- *That parents are encouraged to be actively involved in their child's education at school;*
- *That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees (if any) to assist in the education of their child; and*
- *The carrying out of other activities, such as those described in Section 1116 of the ESSA.*

Required Policy Components

Below is a description of how the School will implement or accomplish each of the following components required by Section 1116 of the ESSA:

- Joint Development of Policies, Plans, Compact, and Programs. The School will take the following actions to involve parents and family members in an organized, ongoing, and timely manner in the planning, review, and improvement of Title I policies, plans, compact, and programs:
 - ✓ Distribute a copy of this policy and the school-parent compact to parents and family members at the beginning of each school year through appropriate channels, such as the registration packet. The policy and school-parent compact will also be posted on the School's website.
 - ✓ Notify parents and family members of an annual meeting where parents and family members will be informed about the School's participation in and the requirements of Title I programs.
 - ✓ Hold other parent and family meetings at flexible times during the school year to provide parents and family members with ongoing information, training, and materials to help them work with their children in the areas such as literacy, numeracy, and technology.
 - ✓ Hold parent-teacher conferences at least annually, where student achievement, behavior, and/or the school-parent compact will be reviewed and discussed.
 - ✓ The School and state websites will provide parents with information related to expected student proficiency levels.
 - ✓ The School website will provide parents with a description and explanation of the School's curriculum, mission, calendar information, policies, and opportunities for school and parent interaction.
 - ✓ Conduct an annual review and evaluation of this policy, the school-parent compact, and targeted assistance or schoolwide program plan. As part of the annual review and evaluation, the School will consider, and implement if appropriate, any suggestions or feedback provided by parents and family members on how the School can improve this policy and the associated compact and plan. Suggestions or feedback may be provided to the School in the form of results from the School's needs assessment and evaluation given to parents, comments made by parents and family members in meetings at the School and during parent-teacher conferences, or through other means. The annual review

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and evaluation of this policy will also include identifying such things as barriers to parent engagement (especially engagement of parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background); needs of parents and family members to enable them to assist with the learning of their children; and strategies to support successful school and family interactions.

- Communications. The School will take the following actions to provide parents and family members timely information about the Title I programs in which the School participates:
 - ✓ Distribute a copy of the updated version of this policy and the school-parent compact to parents and family members at the beginning of each school year through appropriate channels, such as the registration packet.
 - ✓ Provide information related to the Title I programs, meetings, and other activities to the parents of participating children in an understandable and uniform format and, to the extent practicable, in a language that the parents can understand.

- School-Parent Compact. The School's school-parent compact outlines how parents, the entire School staff, and students will share the responsibility for improved student academic achievement and the means by which the School and parents will build and develop a partnership to help children achieve the state's high standards. The School will review the school-parent compact with parents of participating children by doing the following:
 - ✓ Distributing a copy of the updated version of the school-parent compact to parents and family members at the beginning of each school year through appropriate channels, such as the registration packet.
 - ✓ Obtaining all parties' signatures (electronic or written) on each school-parent compact on an annual basis.
 - ✓ Encouraging parents to review the school-parent compact with their children on a regular basis.
 - ✓ Considering, and implementing, if appropriate, any suggestions or feedback provided by parents and family members on how the School can improve its school-parent compact.

- Reservation of Funds. The School currently does not receive Title I allocations of \$500,000 or more. In the event the School's Title I allocations reach or exceed \$500,000 in the future, the School will follow the requirements in Section 1116(a)(3) of the ESSA.

- Coordination of Services. The School will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

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- Building Capacity of Parents. The School will build the parents' capacity for strong parent and family engagement to ensure effective involvement of parents and to support a partnership among the School and the community to improve student academic achievement through the following:
 - ✓ Providing opportunities for discussion with parents about the School's curriculum, forms of academic assessment used to measure student progress, and achievement levels of the challenging state academic standards.
 - ✓ Engaging parents with materials and training to help parents to work with their child to improve their child's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parent and family engagement.
 - ✓ Giving parents information at parent-teacher conferences about their student's state core testing and other appropriate curriculum based assessments.
 - ✓ Providing progress reports to parents to communicate their student's academic performance throughout the school year.
 - ✓ Facilitating communication between parents and School personnel through the School's LAND Trust Committee.
 - ✓ Scheduling School meetings, as well as parent-teacher conferences, in a way that will maximize parent and family member involvement and participation.
 - ✓ Gathering, on an annual basis, input from parents through a variety of methods. For example, parent surveys, needs assessments, conversation, parent-teacher conferences, and School activities.
 - ✓ Providing assistance to parents, as appropriate, in understanding topics such as the following:
 - The challenging state's academic standards;
 - The state and local academic assessments, including alternate assessments;
 - The requirements of Title I, Part A;
 - How to monitor their child's progress; and
 - How to work with educators to improve the achievement of their child.

- Building Capacity of School Staff. The School will, with the assistance of parents, provide training to educate teachers, specialized instructional support personnel, principals/directors and other School leaders, and other staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; how to implement and coordinate parent programs; and how to build ties between parents and the School. The School may accomplish this training through in-person trainings and/or through the utilization of online print and video resources. The School may also provide other reasonable support for parent and family engagement activities under Section 1116 as parents may reasonably request.

Review

The School will annually review and evaluate this policy, the school-parent compact, and the targeted assistance or schoolwide program plan to determine their effectiveness in improving the academic quality of the School and academic achievement of its students. Results of the annual

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review and evaluation will be used to design strategies for more effective parent and family engagement.

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