

MOUNTAIN HEIGHTS ACADEMY BOARD OF TRUSTEES MEETING



Date: Friday, March 17, 2023

Time: 9:30 AM

Anchor Location: 9067 S. 1300 W. #204; West Jordan, UT 84088

Teleconference: <https://us02web.zoom.us/j/6355894949>

This meeting will be held via teleconference.

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

AGENDA

CALL TO ORDER

CONSENT ITEMS

- December 16, 2022 Board Meeting Minutes
- February 17, 2023 Board Meeting and Closed Session Minutes

PUBLIC COMMENT (comments will be limited to three minutes)

- 2023-2024 Fee Schedule and Fee Waiver Policy

REPORTS

- Finance Report
- Director Report

VOTING ITEMS

- 2023-2024 Fee Schedule
- Fee Waiver Policy Renewal
- Tuition Reimbursement Agreement
- School LAND Trust Plan
- LEA-Specific License / Endorsement
- Policy Review Committee
- Consultant Evaluation Committee

CALENDARING

- Board Meeting April 21, 2023 at 9:30 AM

In compliance with the Americans with Disabilities Act, persons needing accommodations for this meeting should call 801-444-9378 to make appropriate arrangements. One or more board members may participate electronically or telephonically pursuant to UCA 52-4-207.

CLOSED SESSION

- Closed Session in Accordance with the Utah Open and Public Meetings Act for Purposes Outlined in Law

ADJOURN

In compliance with the Americans with Disabilities Act, persons needing accommodations for this meeting should call 801-444-9378 to make appropriate arrangements. One or more board members may participate electronically or telephonically pursuant to UCA 52-4-207.

EXECUTIVE SUMMARY

2023-2024 FEE SCHEDULE AND FEE WAIVER POLICY

No changes from last year. The board has always been supportive of free access to public education and demonstrates that by not charging any fees for enrollment, including for the use of a Chromebook. The only fees are for materials for concurrent enrollment. The Fee Waiver Policy should be reviewed and renewed by the board annually, but no changes are recommended at this time.

TUITION REIMBURSEMENT AGREEMENT

Abbie Butler has been doing well in her Instructional Design Master's degree program at the University of Utah and is requesting the last three of nine credits available annually for tuition reimbursement assistance. I have reviewed the requirements and determined she is eligible and deserving for this to be approved by the board for the Human Computer Interaction and Emergent Technologies course she is taking this semester.

SCHOOL LAND TRUST PLAN

Each year the school receives an allotment of funds generated from the land trust in Utah. The Land Trust committee is comprised of parents, teachers, and the principal. The committee reviews school-level data and determines the best place to spend the land trust funds to improve student performance. The plan is submitted to the state for review and once approved, funds can be used accordingly.

MOUNTAIN HEIGHTS ACADEMY BOARD OF TRUSTEES MEETING



Date: Friday, December 16, 2022

Location: 9067 S. 1300 W. #204; West Jordan, UT 84088

Board Members in Attendance: Gavin Hutchinson, Kari Malkovich, Wade Glathar, Quinn Sutton, Royce Kimmons

Others in Attendance: Dr. DeLaina Tonks, Gabe Clark, Kara Finley, Cathie Hurst, Ken Jeppesen, Kyle Rasmussen, Kimari Perng, Michelle Perng

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MINUTES

CALL TO ORDER

- Gavin Hutchinson called the board meeting to order at 9:36 AM.

CONSENT ITEMS

- October 28, 2022 Board Meeting Minutes**
Kari Malkovich made a motion to approve the October 28, 2022 Board Meeting Minutes; Wade Glathar seconded. Motion passed; the votes were as follows:
 - Gavin Hutchinson – AYE
 - Wade Glathar – AYE
 - Kari Malkovich – AYE
 - Quinn Sutton – AYE
 - Royce Kimmons – AYE

PUBLIC COMMENT

- 2023-2024 Fee Schedule and Fee Waiver Policy**
This was the first public comment period for the fee schedule. There are no required fees at Mountain Heights Academy, but there are potential optional fees for students that take concurrent enrollment college courses.

REPORTS

- Director Report**
Dr. DeLaina Tonks introduced Kimari Perng, a student whose artwork was chosen for the SCSB student art competition and the background of the piece.
Kimari and Michelle Perng left the board meeting at 9:45 AM.

AUDIT PRESENTATION

- Ken Jeppesen from Eide Bailly presented the audit letter and report, along with new standards. An unmodified clean opinion was issued. The government-wide financial analysis, revenues and expenses, and statement of net position were explained. State compliance requirements were tested this year and a clean report was issued.

Ken Jeppesen and Kyle Rasmussen left at 9:59 AM.

REPORTS

- **Finance Report**

Cathie Hurst provided additional commentary on the audit presentation and reviewed the current financial reports.

Quinn Sutton left the board meeting at 10:02 AM.

The revenue and expenses to date were examined and additional funds have been moved to the PTIF account. Unrestricted funds are managed appropriate and are within the appropriate limits.

- **Director Report**

Dr. DeLaina Tonks reviewed the strategic plan progress, showed examples of community engagement, and reviewed student performance updates. Dr. Tonks explained how the graduation rate is calculated. The school will be completing accreditation this year and the visit will be in the spring.

VOTING ITEMS

- **2023-2024 Calendar**

The proposed calendar was provided and meets state requirements.

Royce Kimmons made a motion to approve the 2023-2024 Calendar; Kari Malkovich seconded. Motion passed; the votes were as follows:

- *Gavin Hutchinson – AYE*
- *Wade Glathar – AYE*
- *Kari Malkovich – AYE*
- *Royce Kimmons – AYE*

- **Public Education Materials Development Policy**

Each LEA is required to develop a policy regarding public education materials and outlines licenses and uses. The board discussed how parent concerns are approached and the ability to meet individual needs regarding materials.

Kari Malkovich made a motion to approve the Public Education Materials Development Policy; Wade Glathar seconded. Motion passed; the votes were as follows:

- *Gavin Hutchinson – AYE*
- *Wade Glathar – AYE*
- *Kari Malkovich – AYE*
- *Royce Kimmons – AYE*

- **Employee Handbook**

Changes were made to the employee location section of the employee handbook to be consistent with accepted practices. The Director will make the determination regarding expenses related to attendance for faculty professional development.

Kari Malkovich made a motion to approve the updated Employee Handbook; Royce Kimmons seconded. Motion passed; the votes were as follows:

- *Gavin Hutchinson – AYE*
- *Wade Glathar – AYE*
- *Kari Malkovich – AYE*
- *Royce Kimmons – AYE*

The board discussed the history behind establishing standards for employee locations.

CALENDARING

- The next board meeting is scheduled for February 17, 2023 at 9:30 AM.
The board thanked Dr. Tonks for her service to the school and the board was thanked for their time and effort.

ADJOURN

- *Kari Malkovich made a motion to adjourn the board meeting.*
Board meeting adjourned at 10:30 AM.

MOUNTAIN HEIGHTS ACADEMY BOARD OF TRUSTEES MEETING



Date: Friday, February 17, 2023

Location: 9067 S. 1300 W. #204; West Jordan, UT 84088

Open Session Board Members in Attendance: Kari Malkovich, Wade Glathar, Quinn Sutton, Royce Kimmons; **Excused:** Gavin Hutchinson

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MINUTES

CALL TO ORDER

- Kari Malkovich called the board meeting to order at 9:40 AM.

CLOSED SESSION

- *Royce Kimmons made a motion to enter a closed session to discuss the character, professional competence, or physical or mental health of an individual pursuant to Utah Code 52-4-205(1)(a) to be held at Mountain Heights Academy; Wade Glathar seconded. Motion passed; the votes were as follows:*

- Kari Malkovich – AYE
- Wade Glathar – AYE
- Quinn Sutton – AYE
- Royce Kimmons – AYE

Entered a closed session at 9:42 AM.

Break from 11:25 AM to 11:32 AM.

Break from 1:23 PM to 1:28 PM.

- *Wade Galthar made a motion to adjourn the closed session and return to open board meeting; Royce Kimmons seconded. Motion passed; the votes were as follows:*
 - Kari Malkovich – AYE
 - Wade Glathar – AYE
 - Quinn Sutton – AYE
 - Royce Kimmons – AYE

Adjourned closed session and returned to open board meeting at 5:05 PM.

VOTING ITEMS

- **Employee Handbook**

As a result of the closed session, the board took no action on the employee handbook location provision. The board will explore engaging a change management consultant to potentially help the administrative team clarify roles, policies, and procedures.

Wade Glathar made a motion to table the remainder of the business; Royce Kimmons

seconded. Motion passed; the votes were as follows:

- *Kari Malkovich – AYE*
- *Wade Glathar – AYE*
- *Quinn Sutton – AYE*
- *Royce Kimmons – AYE*

CALENDARING

- The next board meeting is scheduled for March 17, 2023 at 9:30 AM.

ADJOURN

- *Royce Kimmons made a motion to adjourn the board meeting; Wade Glathar seconded.*

Motion passed; the votes were as follows:

- *Kari Malkovich – AYE*
- *Wade Glathar – AYE*
- *Quinn Sutton – AYE*
- *Royce Kimmons – AYE*

Board meeting adjourned at 5:08 PM.

DRAFT

**MOUNTAIN HEIGHTS ACADEMY
BOARD OF TRUSTEES
CLOSED SESSION STATEMENT**



Date: Friday, February 17, 2023

Location: 9067 S. 1300 W. #204; West Jordan, UT 84088

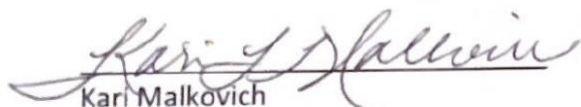
*VISION: We are the leader in digital education.
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CLOSED SESSION SWORN STATEMENT:

At a duly noticed public meeting held on the date listed above, the board of directors for Mountain Heights Academy entered into a closed session for the sole purpose of discussing the character, professional competence, or physical or mental health of an individual in accordance with Utah Code Ann. 52-4-205(1)(a).

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

Signed on the 17th day of February, 2023.


Kari Malkovich

Fee Schedule
2023-2024

Optional Course-Specific Fee	\$85.00 - \$100.00	Concurrent Enrollment (CE) College Course Testing fee: Fee for students enrolled in CE courses with required course testing
Optional Course-Specific Fee	\$85.00 - \$100.00	Concurrent Enrollment (CE) College Course Textbook fee: Fee for students enrolled in CE courses with required textbooks

Per Student Annual Maximum Fee Amount for School Year:

Required: \$0.00

Optional Course-specific: +/- \$100.00

Total: +/- \$100.00

Notice to Parents: Your student may be eligible to have one or more of their fees waived. For information on fees and fee waivers, please contact an administrator at Mountain Heights Academy and/or review the school fees and fee waiver materials on the School's website: www.mountainheightsacademy.org. If your student files a fee waiver request with the School and the request is denied, you may appeal the School's decision.

Please note that charges related to any loss of or damage to School property are not subject to fee waiver requirements. The current laptop replacement/damage cost is \$300.00. The cost to recover a laptop that is not returned to the office is \$25.00. Fees that are left unpaid will be assessed a \$10.00 per month late fee.

Mountain Heights Academy
Fee Waiver Policy
Adopted: October 14, 2009
Amended: October 5, 2018
Amended: February 14, 2020
Amended: August 28, 2020
Reapproved: December 18, 2020
Reapproved: February 11, 2022

Purpose

Mountain Heights Academy (the “School”) must abide by the Utah State Board of Education rules which direct the School’s Board of Directors (the “Board”) to implement a policy regarding student fees. The purpose of this policy is to provide educational opportunities for all students. This allows the School to establish a reasonable system of fees, while prohibiting practices that would exclude those unable to pay from participation in school-sponsored activities.

Policy

Under the direction of the Board, the School’s Director (the “Director”) is authorized to administer this policy and is directed to do so fairly, objectively, and without delay, and in a manner that avoids stigma and unreasonable burdens on students or parents/guardians.

Definitions

"Co-curricular activity" means an activity, course, or program that:

- (a) is an extension of a curricular activity;
- (b) is included in an instructional plan and supervised or conducted by a teacher or educational professional;
- (c) is conducted outside of regular School hours;
- (d) is provided, sponsored, or supported by the School;
- (e) includes a required regular School day activity, course, or program.

“Curricular activity” means an activity, course, or program that is:

- (a) intended to deliver instruction;
- (b) provided, sponsored, or supported by the School; and
- (c) conducted only during School hours.

"Extracurricular activity"

- (a) means an activity, a course, or a program that is:
 - (i) not directly related to delivering instruction;
 - (ii) not a curricular activity or co-curricular activity; and
 - (iii) provided, sponsored, or supported by the School.
- (b) does not include a noncurricular club as defined in Section 53G-7-701.

"Fee" means something of monetary value requested or required by the School as a condition to a student's participation in an activity, class, or program provided, sponsored, or supported by the School. This includes money or something of monetary value raised by a student or the student's family through fundraising.

“Instructional equipment”

- (a) means an activity-related, course-related, or program-related tool or instrument that:
 - (i) is required for a student to use as part of an activity, course, or program in a secondary school;
 - (ii) typically becomes the property of the student upon exiting the activity, course, or program, and
 - (iii) is subject to a fee waiver;
- (b) includes:
 - (i) shears or styling tools;
 - (ii) a band instrument;
 - (iii) a camera;
 - (iv) a stethoscope; or
 - (v) sports equipment, including a bat, mitt, or tennis racket.
- (c) does not include school equipment.

“Instructional supply” means a consumable or non-reusable supply that is necessary for a student to use as part of an activity, course, or program in a secondary school and includes:

- (a) prescriptive footwear;
- (b) brushes or other art supplies, including clay, paint, or art canvas;
- (c) wood for wood shop;
- (d) Legos for Lego robotics;
- (e) film; or
- (f) filament used for 3D printing.

"Non-waivable charge" means a cost, payment, or expenditure that:

- (a) is a personal discretionary charge or purchase, including:
 - (i) a charge for insurance, unless the insurance is required for a student to participate in an activity, class, or program;
 - (ii) a charge for college credit related to the successful completion of:
 - (A) a concurrent enrollment class; or
 - (B) an advanced placement examination; or

- (iii) except when requested or required by the School, a charge for a personal consumable item such as a yearbook, class ring, letterman jacket or sweater, or other similar item;
- (b) is subject to sales tax as described in Utah State Tax Commission Publication 35, Sales Tax Information for Public and Private Elementary and Secondary Schools; or
- (c) by Utah Code, federal law, or State Board of Education rule is designated not to be a fee, including:
 - (i) a school uniform as provided in Utah Code § 53G-7-801;
 - (ii) a school lunch; or
 - (iii) a charge for a replacement for damaged or lost School equipment or supplies.

"Provided, sponsored, or supported by the School"

- (a) means an activity, class, program, fundraiser, club, camp, clinic, or other event that:
 - (i) is authorized by the School; or
 - (ii) satisfies at least one of the following conditions:
 - (A) the activity, class, program, fundraiser, club, camp, clinic, or other event is managed or supervised by the School, or a School employee in the employees School employment capacity;
 - (B) the activity, class, program, fundraiser, club, camp, clinic, or other event uses, more than inconsequentially, the School's facilities, equipment, or other School resources; or
 - (C) the activity, class, program, fundraising event, club, camp, clinic, or other event is supported or subsidized, more than inconsequentially, by public funds, including the School's activity funds or minimum school program dollars.
- (b) does not include an activity, class, or program that meets the criteria of a noncurricular club as described in Title 53G, Chapter 7, Part 7, Student Clubs.

"Provision in lieu of fee waiver"

- (a) means an alternative to fee payment or waiver of fee payment; and
- (b) does not include a plan under which fees are paid in installments or under some other delayed payment arrangement.

"Requested or required by the School as a condition to a student's participation" means something of monetary value that is impliedly or explicitly mandated or necessary for a student, parent, or family to provide so that a student may:

- (a) fully participate in school or in a School activity, class, or program;
- (b) successfully complete a School class for the highest grade; or
- (c) avoid a direct or indirect limitation on full participation in a School activity, class, or program, including limitations created by:

- (i) peer pressure, shaming, stigmatizing, bullying, or the like; or
- (ii) withholding or curtailing any privilege that is otherwise provided to any other student.

“School equipment” means a durable school-owned machine, equipment, or tool used by a student as part of an activity, course, or program in a secondary school and includes a saw or 3D printer. “School equipment” includes a saw or 3D printer.

"Something of monetary value"

(a) means a charge, expense, deposit, rental, fine, or payment, regardless of how the payment is termed, described, requested or required directly or indirectly, in the form of money, goods or services; and

(b) includes:

- (i) charges or expenditures for a School field trip or activity trip, including related transportation, food, lodging, and admission charges;
- (ii) payments made to a third party that provide a part of a School activity, class, or program;
- (iii) classroom textbooks, supplies or materials;
- (iv) charges or expenditures for school activity clothing; and
- (v) a fine, except for a student fine specifically approved the School for:
 - (A) failing to return School property;
 - (B) losing, wasting, or damaging private or School property through intentional, careless, or irresponsible behavior; or
 - (C) improper use of School property, including a parking violation.

“Textbook”

(a) means instructional material necessary for participation in an activity, course, or program, regardless of the format of the material;

(b) includes:

- (i) a hardcopy book or printed pages of instructional material, including a consumable workbook; or
- (ii) computer hardware, software, or digital content.

(c) does not include instructional equipment or instructional supplies.

“Waiver” means a full release from the requirement of payment of a fee and from any provision in lieu of fee payment.

General School Fees Provisions

The School may only collect a fee for an activity, class, or program provided, sponsored, or supported by the School consistent with School policies and state law.

Beginning with the 2021-2022 school year:

- (a) if the School imposes a fee, the fee shall be equal to or less than the expense incurred by the School in providing for a student the activity, course, or program for which the School imposes a fee; and
- (b) the School may not impose an additional fee or increase a fee to supplant or subsidize another fee.

Beginning with the 2022-23 school year, the School may not sell textbooks or otherwise charge a fee for textbooks or the maintenance costs of School equipment as provided in Section 53G-7-602, except for a textbook used for a concurrent enrollment or advanced placement course.

All fees are subject to the fee waiver provisions of this policy.

Fees for Classes & Activities During the Regular School Day

Fees may be charged in grades 7-12 in connection with an activity, class, or program provided, sponsored, or supported by the School that takes place during the regular school day if the fee is approved as provided in this policy and state law. All such fees are subject to waiver. In addition, if an established or approved class requires payment of fees or purchase of items (i.e., tickets to events, etc.) in order for students to fully participate and to have the opportunity to acquire all skills and knowledge required for full credit and highest grades, the fees or costs for the class are subject to waiver.

In project related courses, projects required for course completion will be included in the course fee.

Secondary students may be required to provide their own student supplies, subject to the fee waiver provisions of this policy.

Fees for Optional Projects

The School may require students at any grade level to provide materials or pay for an additional discretionary project if the student chooses a project in lieu of, or in addition to a required classroom project. A student may not be required to select an additional project as a condition to enrolling, completing, or receiving the highest possible grade for a course. The School will

avoid allowing high cost additional projects, particularly when authorizing an additional discretionary project results in pressure on a student by teachers or peers to also complete a similar high cost project.

Fees for Activities Outside of the Regular School Day

Fees may be charged in all grades for any School-sponsored activity that does not take place during the regular school day if participation in the activity is voluntary and does not affect the student's grade or ability to participate fully in any course taught during the regular school day. Fee waivers are available for such fees.

A fee related to a co-curricular or extracurricular activity may not exceed the maximum fee amounts for the co-curricular or extracurricular activity adopted by the Board, as provided below.

Activities that use the School facilities outside the regular school day but are not provided, sponsored, or supported by the School (i.e., programs sponsored by the parent organization and/or an outside organization) may charge for participation, and fee waivers are not available for these charges.

An activity, class, or program that is provided, sponsored, or supported by the School outside of the regular School day or School year calendar is subject to this policy and state law regardless of the time or season of the activity, class, or program.

Fee Schedule

The Board will approve a Fee Schedule at least once each year on or before April 1. The Fee Schedule will establish the maximum fee amount per student for each activity and the maximum total aggregate fee amount per student per school year. No fee may be charged or assessed in connection with an activity, class, or program provided, sponsored, or supported by the School, including for a curricular, co-curricular or extracurricular activity, unless the fee has been set and approved by the Board, is equal to or less than the established maximum fee amount for the activity, and is included in the approved Fee Schedule.

The School will encourage public participation in the development of the Fee Schedule and related policies.

Before approving the School's Fee Schedule, the School will provide an opportunity for the public to comment on the proposed Fee Schedule during a minimum of two public Board meetings. In addition to the standard notice of Board meetings under the Open and Public

Meetings Act, the School will provide notice of these Board meetings using the same form of communication regularly used by the administration to communicate with parents.

After the Fee Schedule is adopted, the Board may amend the Fee Schedule using the same process.

Maximum Fee Amounts

In connection with establishing the Fee Schedule, the Board will establish a per student annual maximum fee amount that the School may charge a student for the student's participation in all courses, programs, and activities provided, sponsored, or supported by the School for the year. This is a maximum total aggregate fee amount per student per School year.

The Board may establish a reasonable number of activities, courses, or programs that will be covered by the annual maximum fee amount.

The amount of revenue raised by a student through an individual fundraiser for an activity, as well as the total per student amount expected to be received through required group fundraising for an activity, will be included as part of the maximum fee amount per student for the activity and maximum total aggregate fee amount per student.

Notice to Parents

The Director will annually provide written notice of the School's Fee Schedule and Fee Waiver Policy to the parent or guardian of each student in the School by ensuring that a written copy of the School's Fee Schedule and Fee Waiver Policy is included with all registration materials provided to potential or continuing students each year. The procedures for obtaining fee waivers and for appealing a denial of a waiver will also be included with the School's registration materials.

The School will post the applicable Fee Schedule and Fee Waiver Policy, including maximum fee amounts, on the School's website each school year.

Donations

The School may not request or accept a donation in lieu of a fee from a student or parent unless the activity, class, or program for which the donation is solicited will otherwise be fully funded by the School and receipt of the donation will not affect participation by an individual student.

A donation is a fee if a student or parent is required to make the donation as a condition to the student's participation in an activity, class, or program.

The School may solicit and accept a donation or contribution in accordance with the School's policies, including the Donation and Fundraising Policy, but all such requests must clearly state that donations and contributions by a student or parent are voluntary.

If the School solicits donations, the School: (a) shall solicit and handle donations in accordance with policies and procedures established by the School; and (b) may not place any undue burden on a student or family in relation to a donation.

Fee Collection

The School may pursue reasonable methods for obtaining payment for fees and for charges assessed in connection with a student losing or willfully damaging school property.

The School may not exclude students from school, an activity, a class, or a program that is provided, sponsored, or supported by the School during the regular school day; refuse to issue a course grade; or withhold official student records, including written or electronic grade reports, diplomas, or transcripts, as a result of unpaid fees.

The School may withhold the official student records of a student responsible for lost or damaged School property consistent with Utah Code § 53G-8-212 until the student or the student's parent has paid for the damages, but may not withhold a student's records required for student enrollment or placement in a subsequent school.

A reasonable charge may be imposed by the School to cover the cost of duplicating, mailing, or transmitting transcripts and other school records. No charge may be imposed for duplicating, mailing, or transmitting copies of school records to an elementary or secondary school in which the student is enrolled or intends to enroll.

Consistent with Utah Code § 53G-6-604, the School will forward a certified copy of a transferring student's record to a new school within 30 days of the request, regardless of whether the student owes fees or fines to the School.

Students shall be given notice and an opportunity to pay fines prior to withholding issuance of official written grade reports, diplomas and transcripts. If the student and the student's parent or guardian are unable to pay for damages or if it is determined by the School in consultation with the student's parents that the student's interests would not be served if the parents were to pay for the damages, then the School may provide for a program of voluntary work for the student in lieu of the payment. A general breakage fee levied against all students in a class or school is not permitted.

Fee Refunds

Student fees are non-refundable.

Budgeting and Spending Revenue Collected Through Fees

The School will follow the general accounting standards described in Rule R277-113 for treatment of fee revenue.

Beginning with the 2020-2021 school year, the School will establish a spend plan for the revenue collected from each fee charged. The spend plan will (a) provide students, parents, and employees transparency by identifying a fee's funding uses; (b) identify the needs of the activity, course, or program for the fee being charged and include a list or description of the anticipated types of expenditures, for the current fiscal year or as carryover for use in a future fiscal year, funded by the fee charged.

School Fee Collections & Accounting Procedures

It is the responsibility of the Director to ensure that all student fees collected are in compliance with the Fee Schedule and applicable financial policies and procedures.

Fees must be received and deposited in a timely manner.

Money may only be collected by staff authorized by the Director. Students may not collect fees.

Beginning in the 2020-21 school year, the School may not use revenue collected through fees to offset the cost of fee waivers by requiring students and families who do not qualify for fee waivers to pay an increased fee amount to cover the costs of students and families who qualify for fee waivers. However, the School may notify students and families that the students and families may voluntarily pay an increased fee amount or provide a donation to cover the costs of other students and families.

Fee Waiver Provisions

To ensure that no student is denied the opportunity to participate in a class or activity that is provided, sponsored, or supported by the School because of an inability to pay a fee, the School provides fee waivers or other provisions in lieu of fee waivers. Fee waivers or other provisions in lieu of fee waivers will be available to any student whose parent is unable to pay a fee.

All fees are subject to waiver.

Non-waivable charges are not subject to waiver.

Fee Waiver Administration

The Director will administer this policy and will review and grant fee waiver requests. The process for obtaining waivers or pursuing alternatives will be administered in accordance with this policy, fairly, objectively, and without delay, and in a manner that avoids stigma, embarrassment, undue attention, and unreasonable burdens on students and parents.

The School will not treat a student receiving a fee waiver or provision in lieu of a fee waiver differently from other students. The process for obtaining waivers or pursuing alternatives will create no visible indicators that could lead to identification of fee waiver applicants.

The process for obtaining waivers or pursuing alternatives will comply with the privacy requirements of The Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 123g (FERPA). The School may not identify a student on fee waiver to students, staff members, or other persons who do not need to know. As a general rule, teachers and coaches do not need to know which students receive fee waivers. Students may not assist in the fee waiver approval process.

Fee Waiver Eligibility

A student is eligible for a fee waiver if the School receives verification that:

- (a) In accordance with Utah Code § 53G-7-504(4), family income falls within levels established annually by the State Superintendent and published on the Utah State Board of Education website;
- (b) The student to whom the fee applies receives Supplemental Security Income (SSI). If a student receives SSI, the School may require a benefit verification letter from the Social Security Administration;

- (c) The family receives TANF funding. If a student's family receives TANF, the School may require a letter of decision covering the period for which the fee waiver is sought from the Utah Department of Workforce Services; or
- (d) The student is in foster care through the Division of Child and Family Services or is in state custody. If a student is in state custody or foster care, the School may rely on the youth in care required intake form or school enrollment letter provided by a caseworker from the Utah Division of Child and Family Services or the Utah Juvenile Justice Department.

The School will not maintain copies of any documentation provided to verify eligibility for a fee waiver.

The School will not subject a family to unreasonable demands for re-qualification.

The School may grant a fee waiver to a student, on a case by case basis, who does not qualify for a fee waiver under the foregoing provisions but who, because of extenuating circumstances, is not reasonably capable of paying the fee.

The School may charge a proportional share of a fee or a reduced fee if circumstances change for a student or family so that fee waiver eligibility no longer exists.

Fee Waiver Approval Process

The Director will inform patrons of the process for obtaining waivers and will provide a copy of the standard fee waiver application on the School's website and in registration materials each year.

The Director will review fee waiver applications within five (5) school days of receipt. If the School denies a request for a fee waiver, the School will provide the decision to deny a waiver in writing and will provide notice of the procedure for appeal in the form approved by the Utah State Board of Education.

Any requirement that a student pay a fee will be suspended during any period in which the student's eligibility for a waiver is being determined or during the time a denial of waiver is being appealed.

The School will maintain documentation of fee waiver applications and decisions that is adequate to report the required information to the Utah State Board of Education.

Appeal Process

Denial of eligibility for a waiver may be appealed in writing to the Director within ten (10) school days of receiving notice of denial. The School shall contact the parent within two (2) weeks after receiving the appeal and schedule a meeting with the Director to discuss the parent's concerns. If, after meeting with the Director, the waiver is still denied, the parent may appeal, in writing, within ten (10) school days of receiving notice of denial to the Board.

In order to protect privacy and confidentiality, the School will not retain information or documentation provided to verify eligibility for fee waivers.

Alternatives to Fees and Fee Waivers

The School may allow a student to perform service or another approved task (as described in Utah Code § 53G-7-504(2)) in lieu of paying a fee or, in the case of an eligible student, in lieu receiving a fee waiver, but such alternatives may not be required. If the School allows an alternative to satisfy a fee requirement, the Director will explore with the interested student and his or her parent/guardian the alternatives available for satisfying the fee requirement, and parents will be given the opportunity to review proposed alternatives to fees and fee waivers. However, if a student is eligible for a waiver, textbook fees must be waived, and no alternative in lieu of a fee waiver is permissible for such fees.

The School may allow a student to perform service in lieu of paying a fee or receiving a fee waiver if: (a) the School establishes a service policy or procedure that ensure that a service assignment is appropriate to the age, physical condition, and maturity of the student; (b) the School's service policy or procedure is consistent with state and federal laws, including Section 53G-7-504 regarding the waiver of fees and the federal Fair Labor Standards Act, 29 U.S.C. 201; (c) the service can be performed within a reasonable period of time; and (d) the service is at least equal to the minimum wage for each hour or service.

A student who performs service may not be treated differently than other students who pay a fee.

The service may not create an unreasonable burden for a student or parent and may not be of such a nature as to demean or stigmatize the student.

The School will transfer the student's service credit to another LEA upon request of the student.

The School may make an installment payment plan available for the payment of a fee. Such a payment plan may not be required in lieu of a fee waiver.

Annual Review, Approval, and Training

The Board will review and approve this policy annually.

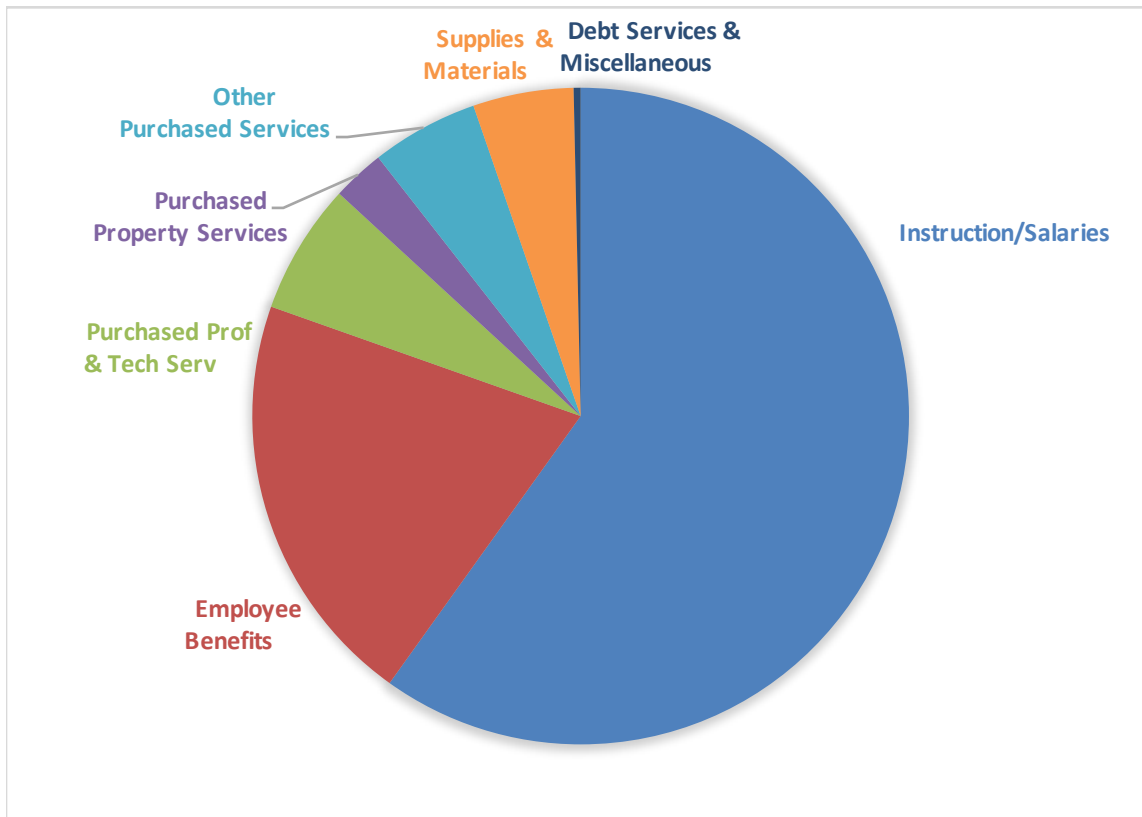
The School will develop a plan for at least annual training of School employees on fee-related policies specific to each employee's job functions.

Mountain Heights Academy

Board Profit and Loss

7/1/2022 - 2/28/2023

	Annual June 30, 2023	Year-to-Date February 28, 2023	
	Budget	Actual	% of Budget
Net Income			
Income			
Revenue From Local Sources	65,000	218,185	335.7 %
Revenue From State Sources	10,195,857	7,273,618	71.3 %
Revenue From Federal Sources	276,087	0	0.0 %
Total Income	10,536,944	7,491,803	71.1 %
Expenses			
Instruction/Salaries	6,225,588	3,518,385	56.5 %
Employee Benefits	2,202,104	1,205,669	54.8 %
Purchased Prof & Tech Serv	677,000	378,478	55.9 %
Purchased Property Services	317,499	151,542	47.7 %
Other Purchased Services	410,290	309,857	75.5 %
Supplies & Materials	527,688	291,078	55.2 %
Debt Services & Miscellaneous	26,000	20,087	77.3 %
Total Expenses	10,386,169	5,875,096	56.6 %
Total Net Income	150,775	1,616,707	1,072.3 %



Mountain Heights Academy
Board Profit and Loss
7/1/2022 - 2/28/2023

	Annual June 30, 2023	Year-to-Date February 28, 2023	
	Budget	Actual	% of Budget
Net Income			
Income			
Revenue From Local Sources	65,000	218,185	335.7 %
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Expenses			
Instruction/Salaries	6,225,588	3,518,385	56.5 %
Employee Benefits	2,202,104	1,205,669	54.8 %
Purchased Prof & Tech Serv			
0320 - Professional - Educational Services	160,000	88,028	55.0 %
0330 - Professional Employee Training and Development	100,000	32,663	32.7 %
0340 - Other Professional Services	57,000	32,257	56.6 %
0345 - Business Services	310,000	199,500	64.4 %
0350 - Technical Services	50,000	26,030	52.1 %
Total Purchased Professional & Technical Services	677,000	378,478	55.9 %
Purchased Property Services			
0430 - Repairs & Maintenance Services	9,999	0	0.0 %
0441 - Rental of Land & Buildings	300,000	149,148	49.7 %
0442 - Rental of Equipment & Vehicles	2,500	2,394	95.8 %
0490 - Other Purchased Property Services	5,000	0	0.0 %
Total Purchased Property Services	317,499	151,542	47.7 %
Other Purchased Services			
0517 - Student Overnight Trips/Field Trips	55,000	7,200	13.1 %
0518 - Student Day Trips/Field Trips (includes Admission Charges)	40,000	73,859	184.6 %
0521 - Property Insurance	500	560	112.0 %
0522 - Liability Insurance	18,000	25,115	139.5 %
0530 - Communication (Telephone & Other)	30,000	17,471	58.2 %
0540 - Advertising	200,000	128,613	64.3 %
0561 - Student Tuition to other LEAs In State	5,000	750	15.0 %
0580 - Travel/Per Diem	61,790	56,289	91.1 %
Total Other Purchased Services	410,290	309,857	75.5 %
Supplies & Materials			
0610 - General Supplies	148,375	90,331	60.9 %
0610-001 - Furniture and Fixtures (not capitalized)	25,000	817	3.3 %
0641 - Textbooks	15,000	5,722	38.1 %
0644 - Library Books	1,313	0	0.0 %
0650 - Supplies - Technology Related	125,000	9,692	7.8 %
0670 - Software	213,000	184,501	86.6 %
0680 - Maintenance Supplies and Materials	0	15	0.0 %
Total Supplies & Materials	527,688	291,078	55.2 %
Debt Services & Miscellaneous			
0810 - Dues and Fees	26,000	20,087	77.3 %
Total Debt Services & Miscellaneous	26,000	20,087	77.3 %
Total Expenses	10,386,169	5,875,096	56.6 %
Total Net Income	150,775	1,616,707	1,072.3 %

Mountain Heights Academy
Board Balance Sheet
As of 2/28/2023

	Period Ending 02/28/2023	Period Ending 02/28/2022
	Actual	Actual
Assets & Other Debits		
Current Assets		
Operating Cash		
Cash	1,239,350	1,839,796
Investments	9,897,766	8,182,960
Operating Cash	11,137,116	10,022,756
Accounts Receivables	6,121	4,074
Total Current Assets	11,143,237	10,026,830
Net Assets		
Fixed Assets	828,703	288,631
Depreciation	(238,079)	(247,005)
Total Net Assets	590,624	41,626
Total Assets & Other Debits	11,733,861	10,068,456
Liabilities & Fund Equity		
Current Liabilities	19,128	14,067
Long-Term Liabilities	525,225	0
Fund Balance	9,572,801	8,312,767
Net Income	1,616,707	1,741,622
Total Liabilities & Fund Equity	11,733,861	10,068,456



Mountain Heights Academy
LEADERS IN DIGITAL EDUCATION

Executive Director's Report March 2023

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VISION

Mountain Heights Academy is the leader in digital education.

MISSION

To develop connected and successful learners.

STUDENT ACHIEVEMENT & ACTIVITY

STUDENTS WHO GRADUATED IN JANUARY:

Early Graduates: Crystal Beinke, Brinlee Beus, Adrianna Carlson, Carlie Hammer, Skye Hatton, Lydia Kelsch, Jack Krusi, Sasha Morano, Felicity Motton, Melanie Nielson, Carolyn Nielson, Kamryn Thompson, Alysha Wayman, April Wayman

ART STERLING SCHOLAR'S PIECE SELECTED FOR DISPLAY AT SPRINGVILLE ART MUSEUM

Hello,

I wanted to let you know that Adisyn Naylor did an amazing job for Art Sterling Scholar. She worked really hard to improve her portfolio. While working together we also worked towards an art piece to submit for the Springville Art show.

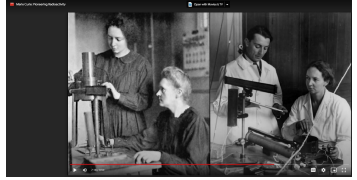
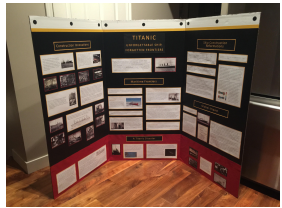
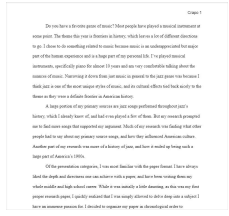

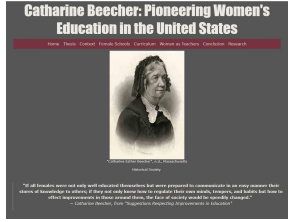
Just a recap: there are more than 1,000 entries submitted from 11th and 12th grades over the state of Utah. Less than 30% are selected for the show. Adisyn's art piece was chosen. It is a huge accomplishment and I am so proud of her! I wanted to share with you all and see what she has achieved. I have attached her art piece below.

Chelse Shaum | Sterling Scholar Advisor



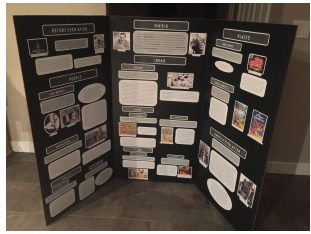



HISTORY DAY WINNERS

National History Day Fair Results Theme: Frontiers in History

Senior Division			
Placers (Will also advance to Regionals)			
1st	Brooke Wayman	Documentary Marie Curie: Pioneering Radioactivity	
2nd	Jennifer Parke	Exhibit Titanic: Unforgettable Ship, Forgotten Frontiers	
3rd	Jackson Crapo	Paper Jazz: Shaping American Culture	
Hon.	Kimari Perng	Documentary Wat Misaka: Frontiering Racial Diversity in the NBA	
Hon.	Kaylin Lloyd	Website Catharine Beecher: Pioneering Women's Education in the United States	

Regional Advancers

Nicole Kelley	Exhibit The Brilliance of the Mayans	
---------------	---	--

Rachel Parke	Exhibit The Power of Dreams: Disney's Frontiers in Animation & Entertainment	
Noah Austin	Documentary Destroyer of Worlds	
Emmaline Kimmons	Paper Religious Reformation	<p>At first, I wanted to do a project about the Catholic Reformation because I've wanted to do a project about them in the past. However, I realized that it was too obvious for the theme, so I decided to do something more unique. I had just recently watched "A Man For All Seasons," which led me to learn more about the religious reformation in Western Europe. After researching it, I wanted to keep learning more and decided to do my project on it.</p> <p>I initially conducted my research in two ways. I found most of my research online. I found mostly secondary sources because of how old my topic is. Luckily I was able to find writings from the people at the time. I also conducted research at my local library.</p> <p>In the past, I have done a website and two exhibits. These were very fun projects, but they were always time-consuming and I often found myself going for over the word limit. So, I decided to write a paper. This would work with my busy schedule while allowing me to fully explain my topic and say all I want to say.</p> <p>The religious reformation brought revolutionary changes and re-defined any traditions that had been accepted for centuries. During this time, the Catholic church was reorganized, so if anyone had any contrary beliefs, they were silenced. This was used to influence people like Martin Luther, Henry VIII, and John Calvin formed new religions and defied the church's power. These people completely changed many people's viewpoints during the time, eventually reducing the power of the Catholic church.</p> <p>Like it was stated before, the Catholic church brought many revolutionary changes and caused the Protestant church. This kind of trail for other religions to be created in the future.</p>
Chris Stucki	Exhibit A New Era of Revolution: The French Revolution	
Junior Division		
Placers (Will also advance to Regionals)		
Sylvia Carroll	Website Yellowstone National Park: A Frontier for Preservation	
Kimberly Watson	Documentary Scott Joplin: The King of Ragtime	
Lydia Ntshalintshali	Paper Project Mercury: Crossing Frontiers in Space Exploration and Racial Justice	<p>The second I heard the theme "Frontiers in History" my brain was flooded with ideas. So why did I choose that? Well, not only does this project include a huge frontier in history. Which was exploring the unknowns. But it crossed many frontiers along the way.</p> <p>I already knew quite a bit about this project, but not as much as I thought I did. Which showed as I was conducting my research. It was quite hard to find reliable sources, especially primary sources. This project wasn't discussed in much, especially not the African American women behind it. During a time of racial segregation, it was looked down upon to have African American workers. The secondary sources were easy to find, but not all helped me.</p> <p>I turned all of the hard pieces in to sources into a single idea and I could quickly find important information while writing. I began writing my first body paragraph. I found that I was having trouble finding information so I moved on to the second one. I was able to write a lot and eventually finish my project.</p> <p>My historical argument is that without project Mercury, space exploration would not be the same and that it helped further minorities in the engineering field because of the work done by Mary Jackson.</p> <p>Well, to begin with, space is a huge frontier in history. First man in space, the first moon as the moon, exploring pure things, etc. like this topic is more than just space. It's also about the women behind it, the women who made this project possible, the astronauts, racism, sexism, and likely if this had never happened space exploration wouldn't be as advanced as it is today.</p>
Regional Advancers		
Natalia Rowe	Exhibit	

	George Washington Carver: Frontier Farmer	
Eva Whiting	Exhibit Ruth Handler: The Creator of the Barbie Doll	

SCIENCE TEAM ADVANCES IN SAMSUNG COMPETITION

[Samsung Solve Proposal](#)

Our STEAM Team has advanced to the next round as a State Finalist in the Samsung Solve for Tomorrow Competition! This guarantees at least \$2,500 in supplies and we also move on to compete for \$12,000 in the next stage!

Hats off to our students for working hard on this project and having so much support from the school community :-). On to the next round!

Andrew Hulse

Science Teacher | STEAM Program Coordinator

GRATEFUL PARENT

Message from Janel Williams, Math Teacher:

My neighbor posted this on his Facebook page. It made me smile. This is a kid who, four years ago, was pulled out of school and almost all social opportunities. His mom "homeschooled" him (told to find some things to learn on YouTube). I convinced his parents to enroll him at Mountain Heights. Jenni Wurm worked patiently and tirelessly with him (and with his parents' many misconceptions about education). Jimmy will be graduating this year and already has a college offer (and is so proud about it). And he has found really happy social opportunities at Mountain Heights. (He came to the escape room and Back to School carnival.)

Just wanted to share. ❤️



Jimmy Thurston

4h · 🧑🏻



I attended my second Super Smash Bros. Tournament at my school today. And I reclaimed second place after a few close matches. Had a great time though, and a lot of fun matches. Failure only presents opportunities to improve, as I was very close to winning. But it was a lot of fun either way, and that's all that matters.

GRATEFUL PARENT

Message from Jenni Wurm, Counselor: Spencer is having a really hard time right now with anxiety and OCD and is actually not attending his in-person classes this quarter at Alta High. Mom is pursuing a 504 plan there for him. I wanted to also let teachers know a piece of what mom sent in her email today:

Thanks so much. As a parent, this is the first time I've supported a child with mental health challenges and it feels very overwhelming on many days. I really appreciate the teachers and staff at Mountain Heights, who have been phenomenal. I am amazed how many times the teachers reach out to check in - it doesn't go unnoticed and I think one of the things that keeps Spencer on track. This never happened at in-person school! Whatever you are doing, keep doing it! Many thanks, Michele

STUDENT SCHOLARSHIP

Hello Dr. DeLaina Tonks,

We are delighted to inform you that **Alina Baron, a senior at Mountain Heights Academy**, has been selected to receive a Women Who Succeed scholarship for their post-secondary educational pursuits. She was selected because of her engagement in the program and merit as a mentee in our mentorship program.

Attached is a flyer providing further information on the mission, structure, and benefits of the program. If you'd like, we would be happy to drop off posters or flyers to give to students as well.

We would appreciate your support in forwarding this information to other female students (7th – 12th grade) at your school that would be interested in applying, and benefit from participation. This program is free of cost.

Interested students may visit WomenWhoSucceed.org/Mentor-Program/ to learn more and apply. Applications will be open from January 1 – April 1, 2022. The cohort will run from May 2023 - April 2024.

Please feel free to reach out with any further questions.

Best,
The Women Who Succeed Team



ALUMNUS UPDATE:

Last fall Morgan Davis (class of 2018) was accepted into medical school at LECOM (Doctor of Osteopathic medicine) Greensburg, PA.

She was also accepted into another program to become an Anesthesiology Assistant (like nurse anesthetist) with Case Western Reserve (Washington, D.C. campus) which she ultimately chose.

Next week she is traveling with 2 other students on a medical mission to the Philippines.

And, one of her responses to an exam essay question was read to the class as an example of good writing!

Thank you to the amazing teachers at Mountain Heights Academy and the education you all provide for students, so they are equipped with the tools needed to realize their dreams.

Sincerely,
Kelly Davis

TWO STERLING SCHOLARS ADVANCE TO SEMI-FINALS; ONE ADVANCES TO FINALS:

Alina Baron (Instrumental Music) and Olivia Houghtalen (Science) made it to the semi-finals! They will have their interviews on Thursday, and then the Finalists will be announced Monday, Feb 13.

Alina Baron has moved forward as a finalist in music. The winners will be announced on March 22.

STUDENT ACTIVITIES:

STEM Club Clark Planetarium Tour

Thirty STEM club students braved a winter storm and attended the first-ever Clark Planetarium field trip. Students learned about the moon and Mars at the Science Sphere, watched Extreme Planets in the Hansen Dome theater, and enjoyed Beautiful Planet 3D in the Northrop Grumman IMAX Theater. This three-hour field trip was well worth our time, and we are looking forward to coming back next year!



eSports and Gaming Club: The eSports and Gaming club held their opening social to kick off this year's season. A spirited game of Apples to Apples was played as well as a big Super Smash Bros tournament with over 14 participants going head to head! We all enjoyed yummy pizza and soda as we cheered on fellow members as they battled for the win.



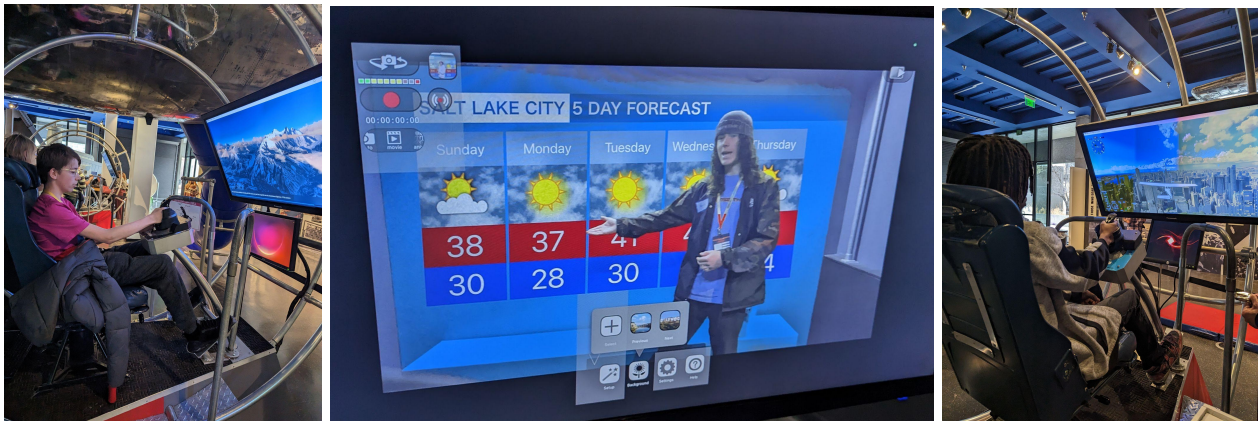
National History Day: This year's National History Day theme was Frontiers in History: People, Places, Ideas. Students from grades 7-11 spent the first semester choosing a topic to go with the theme, researching that topic, and putting

together their project. National History Day was the culmination of their efforts! We had a great showing of exhibits, websites, documentaries, and papers from our Honors students. Multiple projects advanced to the next level to compete at Regionals, then possibly State, then finally a chance at the National Competition in Washington, D.C. Several of the students said that History Day was really fun, they learned a lot, and can't wait to compete again next year!

"The students this year were really creative in their interpretations of the theme. This made for some of the most interesting projects yet. We can't wait to see what they do next year!" - Social Studies Department



STEM Club Field Trip to the Leonardo Museum: The STEM Club had a great time exploring airplanes and flight, sound, Rube Goldberg, technology, and art at The Leonardo. Students sat in an airplane and tried out a flight simulator, in addition to drawing, painting, and building with Legos. These were all popular activities on a very cold day.



STUDENT PERFORMANCE

UPDATES FOR THIS SECTION: #1, #3

1. [Student Performance Spreadsheet](#) (2022-2023 Q1, **updated 1/2023**)
2. [2021-2022 Statewide Online Education Program Year-End Report](#) (2021-2022, updated 6/2022)
3. [2023 Graduation Status Report](#) (**updated 1/2023**)

4. [Concurrent Enrollment Growth Report](#) (updated 6/2022)
5. [Longitudinal Grad Data](#) (updated 12/2022)
6. [Comparative Graduation Rate Data for Like Schools in Utah 2017-2021](#) (12/2022)
7. [Math Competency Report for 2022](#) (updated 09/2022)
8. [Online School Test Score Comparison 2021-2022](#) (updated 10/2022)
9. School Report Card 2022 (See October Executive Director's Report) School Grade 2021-2022: B

LOTTERY

1. [Lottery Numbers Tracking 2021-2022](#) (see 2022-2023 tab)

Date	Total enrolled	New, Enrollment Completed	In queue
Q1 count/10.01.2022	984	35	60
Q2 count	1055	102 (accounts for WD + net new)	52
Q3 count	1111	79	28
Q4 count	1153	39	3

FACULTY/STAFF

SPECIAL EDUCATION RDA RESULTS:

Mountain Heights Academy was recognized recently for meeting or achieving State Target rates in 19 performance indicators that are a part of our Results Driven Accountability Score. We received special recognition for being in the top 3 charter schools for the number of IEP students who graduated and were enrolled in Higher Ed or Competitively Employed or Other (Other includes things like being on a church mission.) Thanks to everyone for all that you do for our students and especially for our special needs students.

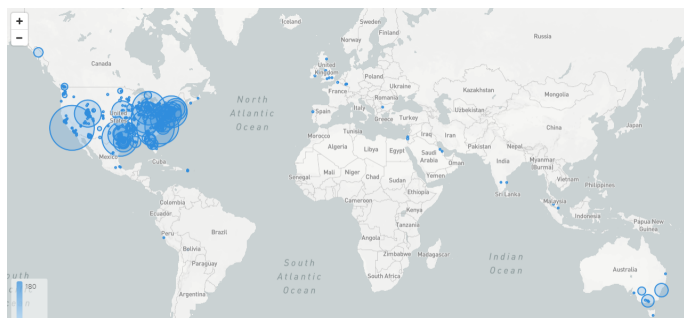
National History Day

Theme: Frontiers in History					
Senior Division					
Placers (Will also advance to Regionals)					
Place	Name	Grade	Project Type	Project	
1st	Brooke Wayman	12	Documentary	Marie Curie: Pioneering Radioactivity	
2nd	Jennifer Parke	10	Exhibit	Titanic: Unforgettable Ship, Forgotten Frontiers	
3rd	Jackson Crapo	11	Paper	Jazz: Shaping American Culture	
Hon.	Kimari Peng	10	Documentary	Wat Misaka: Frontiering Racial Diversity in the NBA	
Hon.	Kaylin Lloyd	11	Website	Catharine Beecher: Pioneering Women's Education in the United States	
Regional Advancers					
	Name	Grade	Project Type	Project	
	Nicole Kelley	10	Exhibit	The Brilliance of the Mayans	
	Rachel Parke	10	Exhibit	The Power of Dreams: Disney's Frontiers in Animation & Entertainment	
	Noah Austin	11	Documentary	Destroyer of Worlds	
	Emmaline Kimmons	11	Paper	Religious Reformation	
	Chris Stucki	11	Exhibit	A New Era of Revolution: The French Revolution	
Junior Division					
Placers (Will also advance to Regionals)					
Place	Name	Grade	Project Type	Project	
1st	Sylvia Carroll	7	Website	Yellowstone National Park: A Frontier for Preservation	
2nd	Kimberly Watson	7	Documentary	Scott Joplin: The King of Ragtime	
3rd	Lydia Ntshahlnshall	8	Paper	Project Mercury: Crossing Frontiers in Space Exploration and Racial Justice	
Regional Advancers					
	Name	Grade	Project Type	Project	
	Natalia Rowe	7	Exhibit	George Washington Carver: Frontier Farmer	
	Eva Whiting	7	Exhibit	Ruth Handler: The Creator of the Barbie Doll	

Message from Rose Van Moorlehem, Science Teacher:

A couple years ago I posted the [Castle Mendeleev website](#) and assignment that I built for one of our Q1 Earth Science assignments in [OER Commons](#). Today I got a report from Wix that shows how much the site has been used worldwide in the last year. I was surprised to learn the site is being used so frequently in so many places! Our Earth Science team thought you would be interested in the data especially since we are in an accreditation year:

Here's a map of where the Castle Mendeleev site is being used:

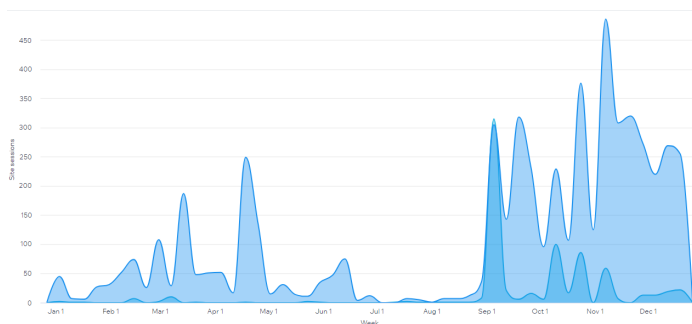


Here's just a few entries (of many) showing how many visitors have used the site in the last year:

Country	Region	City	Page views	Site sessions	Unique visitors
United States	CT	Stamford	3,712	269	206
United States	CA	Bakersfield	2,738	104	184
United States	TX	Waco	2,623	272	151
United States	NC	Charlotte	2,328	174	157
United States	TX	Houston	2,229	164	124
United States	RI	Lawrenceburg	2,137	128	124
United States	TX	Spring	2,137	102	136
United States	TX	Dallas	2,104	126	112
United States	VA	Stafford	1,996	138	98
United States	MI	Dexter	1,893	154	133
United States	UT	Draper	1,859	173	106
United States	NC	Wilson	1,748	199	142
United States	KY	Glasgow	1,575	112	102
United States	TX	Plano	1,572	113	56
United States	NJ	Bayville	1,535	104	88
United States	RI	Smithfield	1,424	112	85
United States	NE	Omaha	1,413	98	85
United States	MA	Mansfield	1,149	66	64
United States	PA	West Chester	1,006	60	60
United States	GA	Valdosta	929	71	64
United States	PA	Douglasville	863	76	63
United States	DC	Washington	779	56	53
United States	MI	Eaton Rapids	778	49	42
United States	NC	Chapel Hill	769	48	32

2022 overview:

9067 S. 1300 W. Suite 204 West Jordan, UT 84088 Phone: 801.721.6329 Fax: 888.670.0032
www.mountainheightsacademy.org info@mountainheightsacademy.org



OER is definitely one of the many things that makes Mountain Heights so great! So lucky to be part of this AMAZING school!

STEM Education Innovators: Aminda Glass, Melissa Hesterman, and Linlea West were all accepted into the STEM Education Innovators secondary cohort, a program funded and directed by the STEM Action Center to help teachers become innovative STEM leaders in their schools.

STRATEGIC PLAN PROGRESS

School Vision, Mission, Values, Goals, Objectives, and Metrics

School Goals 2022-2025: [LINK](#)

1. GOAL: Improve student success

DEFINITION: to help students know where they are academically and to help them progress and succeed

Development of Student Academic Portfolios (SAP) PLC

Implementation of SAP (who is responsible for data/updates to which sections, counselors to review in each CCR meeting, link sent to parents/students so they can better track academic Progress.)

Development of Differentiated Student Identification Plan for Engagement

Assessment protocols for state testing and NWEA MAP testing to include motivation and stronger rationale

2. GOAL: Build a robust, connected community

Expanded family activities such as the Back to School Carnival.

Targeted grade-level and subject-matter activities such as the Middle School ropes course activity, Hogle Zoo activity, and This Is the Place State Park activity above.

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

Partnership with MIT to work with secondary school in Belize on OER policy and curriculum training. (6/2022-6/2023)

Sharing OER best practice ideas at the Learning Accelerator convening (11/2022)

Sharing best practices in SPED, which includes a lot of OER, in the CAST/CITES newsletter and studies. (7/2022-12/2022)

Sharing process and benefits of OER in Dr. Kimmons class at BYU (10/2022)

CALENDAR ITEMS

March 9, 2023 Accreditation Visit: Preliminary on-site visit on February 2 went well. The accreditation team had a lot of positive feedback for our school and we are looking forward to the final report from them, which will come in May.

Mar 13, 2023 On-site visit for our Statewide Online Education Program review: MHA is consistently spotlighted as the leader in digital education for our SOEP best practices. USBE requests our SOPs consistently to share with other schools as resources.



February 10, 2023

Victoria Webb

Mountain Heights Academy

Dear Victoria Webb,

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

The USBES considers multiple sources of data including student enrollment, monitoring activities, professional learning, stakeholder input, personnel qualifications, use of funding, and any other public information to determine level of risk for the APR indicators. The USBES considers additional indicators in conjunction with the APR indicators to determine the Results Driven Accountability (RDA) risk determination as well as the level of monitoring and support required for each LEA. LEA risk determinations are made annually; therefore, the determination about the status of each LEA and the criteria used will be reviewed and possibly modified each year by the USBES. In making these risk determinations and in deciding on appropriate enforcement actions for the federal fiscal year (FFY) 2021 APR, the USBES has considered all information available at the time of the determination including the history, nature, and length of time of any reported noncompliance, and any evidence of correction. Risk determinations for the 2021–2022 school year included results from SPP/APR indicators and additional indicators outlined below.

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

The USBES has completed the annual data review for the 2021–2022 school year. As a result of the data review, Mountain Heights Academy has a preliminary risk determination of:

2022 Overall Risk Score	2022 USBE Results Driven Accountability Tier
2	Guiding

The data used in making the 2022 determination are enclosed. For more information on the USBE tiers, supports and activities, please visit the [USBES Special Education Compliance](#) webpage. If you disagree with the

data, submit an appeal in UPIPS within 30 days of receipt of this letter. Appeals submitted outside of UPIPS will not be considered. If you have any additional questions, please contact [Dana Archuleta](#) (801-538-7698).

Mountain Heights Academy must complete a Program Improvement Plan (PIP) and submit it through the Utah Program Improvement Planning System (UPIPS) online program by June 30, 2023. Consider the areas of need identified on the following pages in addition to areas of need identified by Mountain Heights Academy. If Mountain Heights Academy wishes the USBE SES to review its Program Improvement Plan, the plan must be submitted by April 30, 2023. If Mountain Heights Academy received a program improvement monitoring visit in the spring of 2023 and wishes the USBE SES to review its Program Improvement Plan prior to the June 30, 2023 deadline, contact [Kelsey Gressmen](#) (801-538-7585).

Indicator Data	2022 LEA Risk Score	LEA Data	Target Met?	Points Away From Target	Comments
Indicator 1: Graduation State Target: $\geq 67.90\%$ Data Year: 2020-2021 Data Source: UTREx Year End	1	82.35%	YES	0.00	Your LEA meets or exceeds the state target.
Indicator 2: Dropout State Target: $\leq 25.81\%$ Data Year: 2020-2021 Data Source: UTREx Year End	1	14.71%	YES	0.00	Your LEA is at or below the target.

Indicator Data	2022 LEA Risk Score	LEA Data	Target Met?	Points Away From Target	Comments
Indicator 3A: Participation Literacy Grade 4 State Target: $\geq 95.00\%$ Data Year: 2021-2022 Data Source: RISE, DLM	NA	NA	NA	NA	Your LEA did not have any grade 4 regular or alternate ELA assessment participants in 2021–2022.
Indicator 3A: Participation Literacy Grade 8 State Target: $\geq 95.00\%$ Data Year: 2021-2022 Data Source: RISE, DLM	5	26.92%	NO	68.08	This indicator has been identified as an area of need by the USBE. Consider focusing on this indicator during data literacy, when conducting a comprehensive data analysis, and, when appropriate, including it in your Program Improvement Plan.
Indicator 3A: Participation Literacy Grade 10 State Target: $\geq 95.00\%$ Data Year: 2021-2022 Data Source: Utah Aspire Plus, DLM	5	25.00%	NO	70.00	This indicator has been identified as an area of need by the USBE. Consider focusing on this indicator during data literacy, when conducting a comprehensive data analysis, and, when appropriate, including it in your Program Improvement Plan.
Indicator 3A: Participation Numeracy Grade 4 State Target: $\geq 95.00\%$ Data Year: 2021-2022 Data Source: RISE, DLM	NA	NA	NA	NA	Your LEA did not have any grade 4 regular or alternate math assessment participants in 2021–2022.
Indicator 3A: Participation Numeracy Grade 8 State Target: $\geq 95.00\%$ Data Year: 2021-2022 Data Source: RISE, DLM	5	23.08%	NO	71.92	This indicator has been identified as an area of need by the USBE. Consider focusing on this indicator during data literacy, when conducting a comprehensive data analysis, and, when appropriate, including it in your Program Improvement Plan.
Indicator 3A: Participation Numeracy Grade 10 State Target: $\geq 95.00\%$ Data Year: 2021-2022 Data Source: Utah Aspire Plus, DLM	5	23.81%	NO	71.19	This indicator has been identified as an area of need by the USBE. Consider focusing on this indicator during data literacy, when conducting a comprehensive data analysis, and, when appropriate, including it in your Program Improvement Plan.
Indicator 3A Overall	5	5.00	NA	NA	This is the average of risk scores for this indicator and is used in the Monitoring Tier calculation. The USBE recommends the LEA continue to educate parents and adult students on the benefits of participation.

Indicator Data	2022 LEA Risk Score	LEA Data	Target Met?	Points Away From Target	Comments
Indicator 3B: Regular Proficiency Literacy Grade 4 State Target: $\geq 14.51\%$ Data Year: 2021-2022 Data Source: RISE	NA	NA	NA	NA	Your LEA did not have any grade 4 regular ELA assessment participants in 2021–2022, so a proficiency percentage was not calculated.
Indicator 3B: Regular Proficiency Literacy Grade 8 State Target: $\geq 7.31\%$ Data Year: 2021-2022 Data Source: RISE	5	0.00%	NO	7.31	This indicator has been identified as an area of need by the USBE. Consider focusing on this indicator during data literacy, when conducting a comprehensive data analysis, and, when appropriate, including it in your Program Improvement Plan.
Indicator 3B: Regular Proficiency Literacy Grade 10 State Target: $\geq 8.58\%$ Data Year: 2021-2022 Data Source: Utah Aspire Plus	1	30.00%	YES	0.00	Your LEA meets or exceeds the state target.
Indicator 3B: Regular Proficiency Numeracy Grade 4 State Target: $\geq 19.74\%$ Data Year: 2021-2022 Data Source: RISE	NA	NA	NA	NA	Your LEA did not have any grade 4 regular math assessment participants in 2021–2022, so a proficiency percentage was not calculated.
Indicator 3B: Regular Proficiency Numeracy Grade 8 State Target: $\geq 6.02\%$ Data Year: 2021-2022 Data Source: RISE	1	16.67%	YES	0.00	Your LEA meets or exceeds the target.
Indicator 3B: Regular Proficiency Numeracy Grade 10 State Target: $\geq 3.19\%$ Data Year: 2021-2022 Data Source: Utah Aspire Plus	5	0.00%	NO	3.19	This indicator has been identified as an area of need by the USBE. Consider focusing on this indicator during data literacy, when conducting a comprehensive data analysis, and, when appropriate, including it in your Program Improvement Plan.
Indicator 3B Overall	3	3.00	NA	NA	This is the average of risk scores for this indicator and is used in the Monitoring Tier calculation. The USBE recommends the LEA continue to educate parents and adult students on the benefits of participation.

Indicator Data	2022 LEA Risk Score	LEA Data	Target Met?	Points Away From Target	Comments
Indicator 3C: Alternate Proficiency Literacy Grade 4 State Target: $\geq 15.06\%$ Data Year: 2021-2022 Data Source: DLM	NA	NA	NA	NA	Your LEA did not have any grade 4 alternate ELA assessment participants in 2021–2022, so a proficiency percentage was not calculated.
Indicator 3C: Alternate Proficiency Literacy Grade 8 State Target: $\geq 23.74\%$ Data Year: 2021-2022 Data Source: DLM	NA	NA	NA	NA	Your LEA did not have any grade 8 alternate ELA assessment participants in 2021–2022, so a proficiency percentage was not calculated.
Indicator 3C: Alternate Proficiency Literacy Grade 10 State Target: $\geq 29.43\%$ Data Year: 2021-2022 Data Source: DLM	NA	NA	NA	NA	Your LEA did not have any grade 10 alternate ELA assessment participants in 2021–2022, so a proficiency percentage was not calculated.
Indicator 3C: Alternate Proficiency Numeracy Grade 4 State Target: $\geq 31.43\%$ Data Year: 2021-2022 Data Source: DLM	NA	NA	NA	NA	Your LEA did not have any grade 4 alternate math assessment participants in 2021–2022, so a proficiency percentage was not calculated.
Indicator 3C: Alternate Proficiency Numeracy Grade 8 State Target: $\geq 6.24\%$ Data Year: 2021-2022 Data Source: DLM	NA	NA	NA	NA	Your LEA did not have any grade 8 alternate math assessment participants in 2021–2022, so a proficiency percentage was not calculated.
Indicator 3C: Alternate Proficiency Numeracy Grade 10 State Target: $\geq 12.41\%$ Data Year: 2021-2022 Data Source: DLM	NA	NA	NA	NA	Your LEA did not have any grade 10 alternate math assessment participants in 2021–2022, so a proficiency percentage was not calculated.
Indicator 3C Overall	NA	NA	NA	NA	This is the average of risk scores for this indicator and is used in the Monitoring Tier calculation. The USBE recommends the LEA continue to educate parents and adult students on the benefits of participation.

Indicator Data	2022 LEA Risk Score	LEA Data	Target Met?	Points Away From Target	Comments
Indicator 3D: Gap Calculation Literacy Grade 4 State Target: $\leq 23.31\%$ Data Year: 2021-2022 Data Source: RISE	NA	NA	NA	NA	Your LEA did not have any grade 4 regular ELA assessment participants or did not have any participants with IEPs in 2021–2022, so a gap percentage was not calculated.
Indicator 3D: Gap Calculation Literacy Grade 8 State Target: $\leq 35.63\%$ Data Year: 2021-2022 Data Source: RISE	5	46.77%	NO	11.14	This indicator has been identified as an area of need by the USBE. Consider focusing on this indicator during data literacy, when conducting a comprehensive data analysis, and, when appropriate, including it in your Program Improvement Plan.
Indicator 3D: Gap Calculation Literacy Grade 10 State Target: $\leq 39.47\%$ Data Year: 2021-2022 Data Source: Utah Aspire Plus	1	24.93%	YES	0.00	Your LEA is at or below the state target.
Indicator 3D: Gap Calculation Numeracy Grade 4 State Target: $\leq 25.22\%$ Data Year: 2021-2022 Data Source: RISE	NA	NA	NA	NA	Your LEA did not have any grade 4 regular math assessment participants or did not have any participants with IEPs in 2021–2022, so a gap percentage was not calculated.
Indicator 3D: Gap Calculation Numeracy Grade 8 State Target: $\leq 30.51\%$ Data Year: 2021-2022 Data Source: RISE	1	12.84%	YES	0.00	Your LEA is at or below the state target.
Indicator 3D: Gap Calculation Numeracy Grade 10 State Target: $\leq 25.62\%$ Data Year: 2021-2022 Data Source: Utah Aspire Plus	1	22.86%	YES	0.00	Your LEA is at or below the state target.
Indicator 3D Overall	2	2.00	NA	NA	This is the average of risk scores for this indicator and is used in the Monitoring Tier calculation. The USBE recommends the LEA continue to educate parents and adult students on the benefits of participation.

Indicator Data	2022 LEA Risk Score	LEA Data	Target Met?	Points Away From Target	Comments
Indicator 4A: Suspension & Expulsion of Students with IEPs State Target: 0.00% State Rate: 0.05% Data Year: 2020-2021 Data Source: UTREx Dec 1 Count	1	0.00	YES	0.00	This is your LEA's rate of suspensions/expulsions of students with IEPs for more than 10 days in the 2020–2021 school year. Your rate is at or below the State rate.
Indicator 4B: Suspension & Expulsion of Students with IEPs Based on Race/Ethnicity State Target: 0.00% State Rate: 0.05% Data Year: 2020-2021 Data Source: UTREx Dec 1 Count	1	0	YES	0	This is your LEA's rate of suspensions/expulsions of students with IEPs of all races/ethnicities for more than 10 days in the 2020–2021 school year. Your rate is at or below the State rate.
Indicator 4 Overall	1	1.00	NA	NA	This is the average of risk scores for this indicator and is used in the Monitoring Tier calculation. The USBE recommends a review of LEA data practices and the accurate recording of discipline data for students with IEPs.

Indicator Data	2022 LEA Risk Score	LEA Data	Target Met?	Points Away From Target	Comments
Indicator 5A: Inside the Regular Class 80% or More of the Day State Target: $\geq 65.12\%$ Data Year: 2021-2022 Data Source: UTREx Dec 1 Child Count	1	96.49%	YES	0.00	Your LEA meets or exceeds the state target.
Indicator 5B: Inside the Regular Class Less than 40% of the Day State Target: $\leq 9.71\%$ Data Year: 2021-2022 Data Source: UTREx Dec 1 Child Count	1	0.00%	YES	0.00	Your LEA is at or below the state target.
Indicator 5C: In Separate Schools, Residential Facilities, or Homebound/Hospital Placements State Target: $\leq 2.78\%$ Data Year: 2021-2022 Data Source: UTREx Dec 1 Child Count	1	0.00%	YES	0.00	Your LEA is at or below the state target.
Indicator 5 Overall	1	1.00	NA	NA	This is the average of risk scores for this indicator and is used in the Monitoring Tier calculation. The USBE recommends a review of LEA continuum of placement policies and practices.

Indicator Data	2022 LEA Risk Score	LEA Data	Target Met?	Points Away From Target	Comments
Indicator 6A: Preschool Students Receiving Special Education in Regular Programs State Target: $\geq 46.86\%$ Data Year: 2021-2022 Data Source: UTREx Dec 1 Child Count	NA	NA	NA	NA	Your LEA did not enroll preschool students ages 3–5 with IEPs in 2021–2022.
Indicator 6B: Preschool Students Receiving Special Education in Special Class or School State Target: $\leq 32.67\%$ Data Year: 2021-2022 Data Source: UTREx Dec 1 Child Count	NA	NA	NA	NA	Your LEA did not enroll preschool students ages 3–5 with IEPs in 2021–2022.
Indicator 6C: Preschool Students Receiving Special Education in Home State Target: $\leq 0.31\%$ Data Year: 2021-2022 Data Source: UTREx Dec 1 Child Count	NA	NA	NA	NA	Your LEA did not enroll preschool students ages 3–5 with IEPs in 2021–2022.
Indicator 6 Overall	NA	NA	NA	NA	This is the average of risk scores for this indicator and is used in the Monitoring Tier calculation. The USBE recommends a review of LEA continuum of placement policies and practices.

Indicator Data	2022 LEA Risk Score	LEA Data	Target Met?	Points Away From Target	Comments
Indicator 7A: Positive Social Relationships Summary Statement 1 State Target: $\geq 88.86\%$ Data Year: 2021-2022 Data Source: UPOD	NA	NA	NA	NA	Your LEA did not enroll preschool students ages 3–5 with IEPs in 2021–2022.
Indicator 7A: Positive Social Relationships Summary Statement 2 State Target: $\geq 55.80\%$ Data Year: 2021-2022 Data Source: UPOD	NA	NA	NA	NA	Your LEA did not enroll preschool students ages 3–5 with IEPs in 2021–2022.
Indicator 7B: Knowledge & Skills Summary Statement 1 State Target: $\geq 88.41\%$ Data Year: 2021-2022 Data Source: UPOD	NA	NA	NA	NA	Your LEA did not enroll preschool students ages 3–5 with IEPs in 2021–2022.
Indicator 7B: Knowledge & Skills Summary Statement 2 State Target: $\geq 48.48\%$ Data Year: 2021-2022 Data Source: UPOD	NA	NA	NA	NA	Your LEA did not enroll preschool students ages 3–5 with IEPs in 2021–2022.
Indicator 7C: Ability to Meet Needs Summary Statement 1 State Target: $\geq 89.86\%$ Data Year: 2021-2022 Data Source: UPOD	NA	NA	NA	NA	Your LEA did not enroll preschool students ages 3–5 with IEPs in 2021–2022.
Indicator 7C: Ability to Meet Needs Summary Statement 2 State Target: $\geq 66.44\%$ Data Year: 2021-2022 Data Source: UPOD	NA	NA	NA	NA	Your LEA did not enroll preschool students ages 3–5 with IEPs in 2021–2022.
Indicator 7 Overall	NA	NA	NA	NA	This is the average of risk scores for this indicator and is used in the Monitoring Tier calculation. The USBE recommends a review of typical early childhood development and developmental skill levels.

Indicator Data	2022 LEA Risk Score	LEA Data	Target Met?	Points Away From Target	Comments
Indicator 8: Parent Involvement State Target: $\geq 78.38\%$ Data Year: 2021-2022 Data Source: Parent Survey	NA	NA	NA	NA	Your LEA was not selected to participate in the parent survey in 2021–2022.
Indicator 9: Disproportionate Representation State Target: 0.00% State Threshold: 3.00 Data Year: 2021-2022 Data Source: UTREx Dec 1 Count	1	3.06	YES	0.00	This risk ratio is for students with IEPs who are African American/Black. Based on your self-assessment, the disproportionate representation is determined not to be the result of inappropriate identification.
Indicator 10: Disproportionate Representation by Disability Category State Target: 0.00% State Threshold: 3.00 Data Year: 2021-2022 Data Source: UTREx Dec 1 Count	2	2.09	YES	0.00	This is your LEA's risk ratio for students with IEPs who are Hispanic/Latino and identified as specific learning disabilities. Disproportionate representation by disability category is not suspected in your LEA.
Indicator 11: Child Find/Initial Evaluation Timelines State Target: 100.00% Data Year: 2021-2022 Data Source: UPIPS Monitoring	1	100.00%	YES	0.00	Your LEA meets the state target.
Indicator 12: C to B Transition State Target: 100.00% Data Year: 2021-2022 Data Source: TEDI	NA	NA	NA	NA	Your LEA did not have any preschool transitions in the 2021–2022 school year.
Indicator 13: Secondary Transition State Target: 100.00% Data Year: 2021-2022 Data Source: UPIPS Monitoring	1	100.00%	YES	0.00	Your LEA meets the state target.

Indicator Data	2022 LEA Risk Score	LEA Data	Target Met?	Points Away From Target	Comments
Indicator 14A: Enrolled in Higher Education State Target: $\geq 17.62\%$ Data Year: 2021-2022 Data Source: Utah Post High Survey	1	40.00%	YES	0.00	Your LEA meets or exceeds the target.
Indicator 14B: Enrolled in Higher Ed or Competitively Employed State Target: $\geq 65.50\%$ Data Year: 2021-2022 Data Source: Utah Post High Survey	1	83.33%	YES	0.00	Your LEA meets or exceeds the target.
Indicator 14C: Enrolled in Higher Ed or Competitively Emp. or Other State Target: $\geq 82.37\%$ Data Year: 2021-2022 Data Source: Utah Post High Survey	1	100.00%	YES	0.00	Your LEA meets or exceeds the target.
Indicator 14 Overall	1	1.00	NA	NA	This is the average of risk scores for this indicator and is used in the Monitoring Tier calculation. The USBE recommends the LEA continue to educate students and parents on the purpose and benefits of the survey.

Data Source	2022 LEA Risk Score	Comments
Program Improvement Plan (PIP)	1	The LEA submitted a Program Improvement Plan in 2022 which addresses the areas of USBE identified need as well as areas of LEA selected focus.
Internal Monitoring	1	Your LEA finalized a representative sample of IEP records in 2021–2022.
Fiscal	2	Your LEA received a medium-low risk score, 5–9, based on the Fiscal Risk Rubric.
Reporting Deadlines	1	All your required USBE reports were submitted on or before the deadlines.

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

Year	Final Overall Risk Score	Final USBE Results Driven Accountability Tier	Prevalence of Students with Disabilities Within the LEA	Indicator 14 Response Rate
2021	2	Guiding	18.64	88.24
2020	2	Guiding	16.70	87.50
2019	4	Coaching	14.20	58.33
2018	4	Coaching	14.40	40.00
2017	4	Coaching	13.20	27.27

**Mountain Heights Academy
Tuition Reimbursement Policy
Adopted: October 11, 2019**

PURPOSE

Mountain Heights Academy (the “School”) believes that the School and its students benefit when employees develop and improve their knowledge and skills. Obtaining additional education can increase teaching abilities and professional competence. The School therefore desires to identify the conditions upon which the School is willing to reimburse School employees for tuition paid in order to obtain education that will improve their ability to serve the School and its students.

POLICY

The School may reimburse tuition for School employees if the following conditions are satisfied:

- (1) The employee has been employed by the School for at least one (1) year.
- (2) The tuition is for courses that are either (a) job related, meaning the course will result in increased knowledge and skill, is aimed primarily at improving the employee’s performance in his/her present job or will enable the employee to remain current with changes or developments in their field or (b) an elective that is part of a degree program that is job related.
- (3) The courses are taken at either (a) a fully accredited college or university; or (b) a school providing training or instruction that is approved by the State Board of Education.
- (4) Courses may be for credit or not.
- (5) Except in unusual circumstances and as approved by the Director, courses must be taken outside of regularly scheduled work hours.
- (6) Reimbursement will only be provided when the following conditions are met:
 - (a) The Director must give initial approval to the employee’s request for reimbursement.
 - (b) The request will be submitted to the Board of Directors for final approval of the Tuition Reimbursement Agreement. The form of Tuition Reimbursement Agreement to be used is attached to this Policy.
 - (c) The Director must give approval for each course for which reimbursement will be sought before the employee enrolls in the course.
- (7) The employee must agree to work at the School for a minimum of three (3) years following reimbursement of tuition. In the event the employee’s employment with the School is terminated, voluntarily or involuntarily, for any reason, before the completion of three (3) years,

the prorated portion of the reimbursed tuition must be repaid to the School based on the number of years worked for the School since the most recent reimbursement.

(8) Reimbursement is limited to a maximum of nine (9) credit hours per school year, up to a total of thirty-six (36) credit hours total, at a rate not to exceed \$400 per credit hour.

(9) Reimbursement will be paid when the employee:

- (a) Provides evidence of completion of the course with a passing mark of B or better.
- (b) Provides an itemized receipt of the payment of tuition.
- (c) Passes any applicable Praxis exam.

(10) The amount of tuition reimbursed to an employee is at the sole discretion of the Director but will not exceed the lesser of 75% of an employee's tuition or a maximum of \$5,000 per employee, per degree.

(11) Total tuition reimbursement payments from the annual School budget will not exceed \$20,000 per year. The Director will work with employees to plan the timing of reimbursement payments in order to comply with this annual cap.

TUITION REIMBURSEMENT AGREEMENT

This **Tuition Reimbursement Agreement** (the “**Agreement**”) is entered into this 4th day of January, 2023, between **Mountain Heights Academy**, a Utah nonprofit corporation (the “**School**”), and _____, an individual (the “**Teacher**”).

Recitals

- A. The School operates a charter school in West Jordan, Salt Lake, Utah.
- B. The Teacher is currently employed with the School as a Teacher.
- C. The Teacher desires the School’s financial assistance to obtain the following additional education in order to improve the Teacher’s skill and professional competence:
ED PS 6440: Human Computer Interaction & Emergent Technologies [[clearly specify the course(s), program, degree, certification, as applicable, and the institution]] (the “**Coursework**”).
- D. The School desires to reimburse the Teacher’s tuition and, in connection therewith, to provide an incentive for the Teacher to continue to work at the School thereafter.
- E. The School and the Teacher desire to enter into this Agreement in order to carry out that intent.

Agreement

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

1. The Teacher will satisfactorily complete the requirements associated with the Coursework within **four months** from the date of this Agreement.

Anticipated start date	Anticipated completion date
January 2023	May 2023

2. The Director must approve each course for which the teacher will seek reimbursement to ensure that it is job related or an elective required for a degree program.

Course Name	Number of Credits	Cost
	3	1850 (reimbursement 1200)

ED PS 6440: Human Computer Interaction & Emergent Technologies

3. The School will reimburse the Teacher's tuition for the Coursework when the Teacher:

- (a) Provides evidence of completion of the course with a passing mark of B or better.
- (b) Provides an itemized receipt of the payment of tuition.
- (c) Passes the _____ Praxis exam. [[include this if applicable]]

4. If the Teacher's employment at the School is terminated (voluntarily or involuntarily) for any reason within three (3) years following the most recent reimbursement of tuition or the Teacher fails to satisfactorily complete the Coursework within the required time frame set forth in Section 1, above, the Teacher must repay the tuition paid by the School pro rata based on the number of years worked for the School from the most recent reimbursement. The Teacher consents that any such amounts that are owed to the School under this Agreement may be deducted from the Teacher's final paycheck.

5. The Teacher acknowledges that this Agreement does not guarantee the Teacher employment with the School.

The Parties have executed this Agreement as of the date first set forth above.

The School:

DeLaina Tonks

Director

The Teacher:

Abbie Butler

School Plan 2023-2024 - Mountain Heights Academy

At least one goal is required.

To increase reading proficiency by five-point growth based on the RIT score from the beginning of the year assessment to the end of year assessment for students in 9th-11th grades who attended from August through May.

To increase math proficiency by ten-point growth based on the RIT score from the beginning of the year assessment to the end of year assessment for students in 9th-11th grades who attended from August through May.

MAP Scores **2022-2023**

Grade Level	Math (Aug)	Math (May)	Reading (Aug)	Reading (May)
9th	232.0	TBD	225.2	TBD
10th	231.1	TBD	224.9	TBD
11th	234.0	TBD	225.0	TBD

MAP Scores 2021-2022 for reference.

Grade Level	Math (Aug)	Math (May)	Reading (Aug)	Reading (May)
9th	231.1	238.1	224.3	226.4
10th	232.9	239.1	226.0	224.3
11th	235.8	239.8	227.1	227.5

Academic Area

- Math
- Reading

Measurement

Diagnostic Reading and Math Assessments

Action Plan Steps

1. Diagnostic and benchmarking tests will be given in Math and Reading a minimum of twice and a maximum of three times annually (at the beginning of the year, at semester, and at the end of the year) to identify reading and math levels and gaps in progress.
2. Reading specialist(s) and math paraprofessionals will work with identified struggling students (IEP, 504) to fill in gaps in knowledge.
3. Additional math teachers in Secondary Math 1 and 2 will be hired to keep the class sizes under 100 in order to meet student needs and increase understanding and course passing rates.
4. Math paraprofessionals will work under the direction of the course teachers. Teachers will identify when any general education student falters, ask paraprofessionals to initiate contact with the student, and provide instruction to help the student better understand the concepts.
5. Reading specialist(s) and math paraprofessionals will communicate progress and intervention strategies with general education and special education teachers, who will communicate regularly with parents, students, counselors, and administrators.
6. Reading specialist(s) and math paraprofessionals will continue to work with struggling learners and share successful strategies with faculty, counselors, and administrators.
7. Math paraprofessionals will continue to work with all students who struggle, regardless of current grade, so they are providing consistent services to students who need assistance.
8. Struggling readers will be identified with the diagnostic and given one on one support or placed in a supplementary reading course based on need.
9. Teachers will track student progress and growth over time based on the diagnostic test results in math/reading and performance in their courses. Services will be adjusted accordingly.
10. Staff will send assessment results to parents and teachers, and teachers will regularly communicate growth to parents.

Expenditures

Category	Description	Estimated Cost
Total:		\$140,286.44
Salaries and Employee Benefits (100 and 200)	Math and Reading paraprofessional(s), reading specialist, and teachers	\$130,286.44
Software (670)	NWEA MAP Reading and Math Assessment Platform Reading Enhancement Platform	\$10,000

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Total:	\$140,286.44
Salaries and Employee Benefits (100 and 200)	\$130,286.44
Software (670)	\$10,000

Funding Estimates

Estimates	Totals
Estimated Carry-over from the 2022-2023 Progress Report	\$0
Estimated Distribution in 2023-2024	\$140,286.44
Total ESTIMATED Available Funds for 2023-2024	\$140,286.44
Summary of Estimated Expenditures For 2023-2024	\$140,286.44

**This number may not be a negative
number Total ESTIMATED Carry
Over to 2023-2024**

\$0

Estimated Carry-over

Please explain the ESTIMATED Carry-over to 2023-2024: N/A

Increased Distribution

Please explain how additional funds will be spent to implement the goals described in the plan if the actual distribution is more than the estimate.

An increase in funding would pay for additional teacher and paraprofessional salary expenses thereby increasing the number of students who receive assistance. The expected distribution exceeds the amount anticipated.

SY22-23 LEA-S(pecific) Requests

Last Name	First Name	Years Approved (1, 2, 3)	Is this a RENEWAL Request from SY20-21? (Y/N)							
				License Area 1	Endorsement 1	Rationale/Motions	Is Educator's Assignment in CACTUS? (Y/N)	Has LEA Specific tab in CACTUS been completed? (Y/N)	Does Educator Have a current BACKGROUND check? (Y/N)	Does Educator Have a current ETHICS check? (Y/N)
West	Linlea	3	N		General Financial Literacy	Educator is a licensed Math/CS teacher. Due to an unexpected student increase, we needed a new section of GFL. She has the background to teach the course.	Y	Y	Y	Y