

MOUNTAIN HEIGHTS ACADEMY BOARD OF TRUSTEES MEETING



Date: Monday, April 24, 2023

Time: 9:30 AM

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

Zoom: <https://us02web.zoom.us/j/8465960745>

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

- March 17, 2023 Board Meeting and Closed Session Minutes
- April 5, 2023 Board Meeting and Closed Session Minutes

VOTING ITEMS

- Teacher and Student Success Act (TSSA) Program Plan
- Curriculum Development Plan
- 2023-2024 Course Supplies Purchase
- Assessment of Student Achievement Policy
- Dropout Prevention and Recovery Policy
- Dual Enrollment Policy Amendment
- Language Access Policy
- Proper Use of Public Funds and Assets Policy
- Sale of Food and Beverages Policy
- Selection and Purchase of Instructional Materials Policy
- Student Transportation Policy
- Supervision of Students at School-Sponsored Activities Policy

REPORTS

- Finance Report
- Director Report
 - Positive Behaviors Plan Report
 - Donations and Fundraising Policy Review
- Consultant Evaluation Committee

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.

TRAINING

- LEA-Audit Committees

CALENDARING

- Gala May 30, 2023
- Graduation May 31, 2023
- Reschedule Annual Board Meeting to June 23, 2023 at 9:30 AM
- 2023-2024 Board Meeting Schedule

CLOSED SESSION

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

ADJOURN

EXECUTIVE SUMMARY

TEACHER AND STUDENT SUCCESS ACT (TSSA) PROGRAM PLAN

The Teacher and Student Success Plan is required by USBE to be approved by the board and posted on our website. It has been updated and has taken into consideration the goals we have already completed in addition to goals from accreditation.

CURRICULUM DEVELOPMENT PLAN

This is the list of courses and payment amounts that our team will be working on over the summer and throughout the next year to create, update, rewrite, and refresh.

COURSE SUPPLIES PURCHASE

The course supplies for the year and their associated costs are outlined on this list. By approving this in the spring, it gives us the ability to get the best prices and to have a longer runway for ordering, so the supplies arrive well in advance of the start of school. The total amount is \$73,600.

ASSESSMENT OF STUDENT ACHIEVEMENT POLICY

R277-404 contains requirements related to schools' administration of statewide assessments. This policy references and describes many of those requirements and addresses how the school will comply with them, including with respect to the school's statewide assessment plan, student participation in statewide assessments, and student exemptions from taking statewide assessments. The policy also states that the school will comply with the USBE's Standard Test Administration and Testing Ethics Policy, which is required by R277-404.

DROPOUT PREVENTION AND RECOVERY POLICY

LEAs that have students in any of the grades 9-12 are required to offer dropout prevention and recovery students to 9-12 students who meet certain criteria. The criteria include, but are not limited to, 9-12 students who drop out before receiving a diploma (or in the case of a K-9 school, who drop out before completing 9th grade) or who are at risk of dropping out due to low

academic performance, poor behavior, or excessive absenteeism. Such LEAs are also required to have a policy on dropout prevention and recovery services. This policy explains the circumstances under which a student should be offered dropout prevention and recovery services and what those services entail.

DUAL ENROLLMENT POLICY AMENDMENT

The school counselors requested a change to our dual enrollment policy, which allows a 9-12 grade student to take the majority of their courses with Mountain Heights Academy and up to 2.0 credits at their neighborhood school, to a minimum of 5.0 credits instead of 5.5. This policy was instituted before split enrollment was allowed. If a student takes 2.0 credits from their local school, and are required to take 5.5 with us, they can't fit in seminary or other classes they need, so this change is best for students.

LANGUAGE ACCESS POLICY

Last year the legislature enacted a bill (HB 302) that requires each LEA to adopt a policy addressing the LEA's communication and assistance to students who are learning English and their parents. The bill (now codified in Utah Code § 53G-7-223) requires that the policy include certain provisions on an LEA's use of interpreters and translators for school activities and documents. The bill also requires that the USBE create a model policy covering the language assistance requirements, which the USBE has now completed. This policy is based on the USBE's model policy and requires the school to, among other things, designate a Language Access Coordinator, determine the primary language spoken by a student and his/her parent within 30 calendar days of a student's enrollment, provide interpretation services during regular business hours to students and their parents who require such services to communicate with the school about critical information, and provide translations of school materials to students and their parents who require the translations to communicate effectively with the school. This policy is required to be reviewed by the school on an annual basis.

PROPER USE OF PUBLIC FUNDS AND ASSETS POLICY

USBE rule R277-417 explains what LEAs can and cannot do with respect to providing enrollment incentives to students, including rules LEAs must follow when providing equipment (for example, laptops or tablets) to students. R277-417 provides that if an LEA provides such equipment to students, the equipment remains the property of the LEA and the LEA must have a corresponding policy. This policy is consistent with the rule and adds that parents/guardians of students who damage school equipment may be financially responsible for the cost of repair or replacement.

SALE OF FOOD AND BEVERAGES POLICY

LEAs that don't participate in the National School Lunch Program (even online LEAs) are required to have a policy that addresses their sale of food or beverages during the school day. This policy briefly explains how the school handles school lunch and the sale of food and beverages during the school day.

SELECTION AND PURCHASE OF INSTRUCTIONAL MATERIALS POLICY

All LEAs are required to have a policy on the selection and purchase of instructional materials. This policy explains what instructional materials are as well as provides a list of qualities that instructional materials must possess in order to be used at the school. The policy also outlines the process the school will go through to select/adopt instructional materials, including but not limited to establishing an instructional materials committee and following any existing school purchasing policies.

STUDENT TRANSPORTATION POLICY

R277-601 requires LEAs to have a policy on school buses even if, according to the USBE, an LEA doesn't own or operate school buses. This policy explains that the school does not own or operate school buses and does not provide transportation for students to or from school except where required by law. This policy also addresses how the school handles transportation of students to and from such things such as field trips and extracurricular activities and sets forth the applicable rules and standards related to such transportation.

SUPERVISION OF STUDENTS AT SCHOOL-SPONSORED ACTIVITIES POLICY

USBE rule R277-605 requires that school coaches and designated school leaders supervise students (on their team, in their club, etc.) at all times while on school-sponsored activities and for as long as their students are on school grounds following school-sponsored activities, subject to the school's policy. This policy explains these supervisory responsibilities, but also states that parents/guardians are responsible to pick up their children promptly after school-sponsored activities or make arrangements for someone else to pick up their child promptly after the activities. This policy also spells out the process school coaches and leaders will follow if parents/guardians are 15 or more minutes late to pick up their children, including calling parents/guardians, emergency contacts, or, if neither parents/guardians or emergency contacts can be reached, calling DCFS.

POSITIVE BEHAVIORS PLAN REPORT

As defined in Utah State Statute 53G-10-407, a Positive Behaviors Plan is “a plan to address the causes of student use of tobacco, alcohol, electronic cigarette products, and other controlled substances through promoting positive behaviors. This is the Mountain Heights PB plan showing what we have done and will continue to do to support our students.

DONATION AND FUNDRAISING POLICY REVIEW

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

BOARD AUDIT COMMITTEE TRAINING

[R277-113 LEA Fiscal and Auditing Policies](#) includes a mandatory training requirement for LEA Boards related to audit committees and the internal audit function. The training materials have been refreshed and board members are asked to watch the modules.

- [Module 1 – LEA Board Member Training](#)
- [Module 2 – LEA Audit Committee Member Training](#)

MOUNTAIN HEIGHTS ACADEMY BOARD OF TRUSTEES MEETING



Date: Friday, March 17, 2023

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

This meeting was held via teleconference.

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

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

MINUTES

CALL TO ORDER

- Gavin Hutchinson called the board meeting to order at 9:34 AM.

CONSENT ITEMS

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

Wade Glathar made a motion to approve the December 16, 2022 Board Meeting Minutes and the February 17, 2023 Board Meeting and Closed Session Minutes; Kari Malkovich seconded. Motion passed; the votes were as follows:

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

PUBLIC COMMENT

- Sarah Weston provided public comment seeking clarification regarding the consultant evaluation committee and the policy review committee. She inquired about board membership and appointments.
- Emily Andersen provided comment regarding the membership of the consultant evaluation committee.
- Ann Meeks commented on her attendance at the meeting and gratitude towards the board and administration for their hard work.
- This is the second public comment period for the 2023-2024 Fee Schedule and Fee Waiver Policy.

REPORTS

- **Finance Report**

Cathie Hurst reviewed the current financial statements, including revenue and expenses and discussed purchased services. Legislative estimates are generally received in April and will help set the budget for the upcoming year. How the salary increase will be included in employment agreements is being evaluated.

- **Director Report**

Dr. Tonks provided a written update on the current state of the school, including early graduates, Sterling Scholar, History Day winners, STEAM Team advancing in the Samsung competition, and an update from an alumnus. Student performance updates were provided, and the counseling staff were thanked for their dedication to supporting students working towards graduation. Current and projected enrollment numbers were provided, and the special education RDA results were included in the materials and the score was explained along with the departments achievements. A message from a science teacher and how OER is being used was included. The accreditation process and the credit assurances were discussed. The SOEP review was held, and the results will be available in a few weeks.

VOTING ITEMS

- **2023-2024 Fee Schedule and Fee Waiver Policy Renewal**

The fee schedule has not been updated since it was last reviewed and there is an accompanying Fee Waiver Policy with no recommended changes.

Kari Malkovich made a motion to approve the 2023-2024 Fee Schedule and renew the Fee Waiver Policy; Royce Kimmons seconded. Motion passed; the votes were as follows:

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

- **Tuition Reimbursement Agreement**

The request was submitted and reviewed.

Royce Kimmons made a motion to approve the Tuition Reimbursement Agreement with Abigail Butler; Kari Malkovich seconded. Motion passed; the votes were as follows:

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

- **School LAND Trust Plan**

Annually the school receives trust lands funds, and the committee has developed the plan.

Kari Malkovich made a motion to approve the School LAND Trust Plan; Wade Glathar seconded. Motion passed; the votes were as follows:

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

- **LEA-Specific License / Endorsement**

The request is for a licensed math teacher to teach the general financial literacy endorsement. The historical school practice of LEA-Specific requests was discussed along with the time frame of the endorsement.

Wade Glathar made a motion to approve the LEA-Specific License/Endorsement request for Linlea West; Royce Kimmons seconded. Motion passed; the votes were as follows:

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

- **Policy Review Committee**

The board is consistently reviewing board policy and it was proposed a committee of two members be established.

Kari Malkovich made a motion to approve a Policy Review Committee of Wade Glathar and Quinn Sutton; Royce Kimmons seconded. Motion passed; the votes were as follows:

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

- **Consultant Evaluation Committee**

The board is considering hiring a consultant and it was proposed to form a committee to evaluate proposals and propose a consultant.

Kari Malkovich made a motion to approve the Consultant Evaluation Committee of Royce Kimmons and Kari Malkovich; Wade Glathar seconded. Motion passed; the votes were as follows:

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

CALENDARING

- The next board meeting will need to be rescheduled.

CLOSED SESSION

- *Kari Malkovich 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 over Zoom with an anchor location at Mountain Heights Academy; Royce Kimmons seconded. Motion passed; the votes were as follows:*

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

Entered a closed session at 10:31 AM.

ADJOURN

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

Board meeting adjourned at 12:01 PM.

DRAFT

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



Date: Friday, March 17, 2023

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


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

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 March, 2023.



Gavin Hutchinson

DRAFT

MOUNTAIN HEIGHTS ACADEMY BOARD OF TRUSTEES MEETING



Date: Wednesday, April 5, 2023

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

This meeting was held via teleconference.

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

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

MINUTES

CALL TO ORDER

- Gavin Hutchinson called the board meeting to order at 4:32 PM.

CLOSED SESSION

- *Kari Malkovich 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 over Zoom with anchor location at Mountain Heights Academy; Wade Glathar seconded. Motion passed; the votes were as follows:*

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

Entered a closed session at 4:34 PM.

- *Royce Kimmons made a motion to adjourn the closed session; Kari Malkovich seconded. Motion passed; the votes were as follows:*

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

Adjourned the closed session at 5:25 PM.

VOTING ITEMS

- **Committee Assignments**

Quinn Sutton made a motion to grant the governance committee additional authority as discussed. Royce Kimmons seconded. Motion passed; the votes were as follows:

- *Kari Malkovich – AYE*

- *Wade Glathar – AYE*
- *Royce Kimmons – AYE*
- *Gavin Hutchinson – AYE*
- *Quinn Sutton – AYE*

ADJOURN

- *Kari Malkovich made a motion to adjourn the meeting; Quinn Sutton seconded. Motion passed; the votes were as follows:*
 - *Kari Malkovich – AYE*
 - *Wade Glathar – AYE*
 - *Royce Kimmons – AYE*
 - *Gavin Hutchinson – AYE*
 - *Quinn Sutton – AYE*

Board meeting adjourned at 5:26 PM.

DRAFT

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



Date: Wednesday, April 5, 2023

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

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

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 5th day of April, 2022.

A handwritten signature in black ink, appearing to read "Gavin Hutchinson", is written over a horizontal line.

Gavin Hutchinson, Board President



A DECADE of SUCCESS Mountain Heights Academy

Teacher and Student Success Act (TSSA) Plan **School Year: 2023 – 2024**

School: Mountain Heights Academy

Date Board Student Success Framework Approved:
Date Teacher and Student Success Act Plan Approved:

General Information – In accordance with the Student Success Framework approved by the Board, the school's administration will create a Teacher and Student Success Plan designed to improve the school's performance under the state's accountability system (SBE staff have indicated that this means achieving at least a 1% increase from the previous year's overall score). The Plan's goals may align with the goals shown on the School Land Trust Plan. Schools must include at least one goal in the plan. Schools must solicit input on developing the plan from administrators, school level educators, parents, and the School Land Trust Council and may solicit input from students, support professionals, or other community stakeholders. The Plan must be submitted to the school's Board for approval. The Board will annually review the Plan submitted and use its best efforts to complete the approval process by June 30 each year. The School Land Trust council will select a component of the approved plan to address within the School Land Trust Plan.

Goals based on School Needs

1. Improve student success.
 - Students learn at least a year's worth of content in a year's time.
 - Students perform at grade level and demonstrate proficiency.
 - Students earn the requisite number of credits to graduate.
 - Students regularly monitor and track their own academic progress toward clearly established benchmarks and standards.
 - Annually ensure seniors are prepared for post-secondary opportunities.
2. Develop a robust, connected community.
 - To engage parents, families, and the broader community in the educational experience.
 - To provide a wide range of student-specific services.
3. Increase Open Educational Resource impact.
 - To amplify our OER voice to highlight what we are doing as a school at various conferences.
 - Institutional contribution to OER repository in the following content areas: i) Leadership OER, ii) Teacher Competency OER, iii) Instructional Design OER, and iv) Ed Tech OER

- To ensure that our team is well-versed in understanding, identifying, finding, revising, and publishing OER.

Measurement

1. Improve student success measurements:

- 40% of students will achieve adequate growth (40-50 CGP) on the MAP Growth Assessment in English, math and science.
- School-wide proficiency is higher in most state-mandated tested subjects compared to other statewide online LEAs.
- The school will achieve a minimum of 80% for the schoolwide course completion rate annually.
- 80% of students will graduate or complete a GED
- 75% of students will track their own academic progress by using their academic portfolio, by setting annual goals and working with SS and counselors during their CCR and throughout the year to achieve them.
- 90% of all students will meet annually during their College and Career Readiness appointment with counselor and post-secondary specialist (PSS) to review internship, scholarship, and career opportunities.
- 80% of students will indicate preparedness for post-high school in response to an exit survey.
- By 2023 the English Language Learning program will be articulated and implemented. This will include the development of a new position—ELL Coordinator.
- By 2024 Writing samples, report cards, and certificates will be added to Student Academic Profiles, allowing students and parents to have access to their academic progress at every level.
- By 2024 Develop a campaign to remind parents/guardians of how to use Student Academic Profiles to support their students.

2. Develop a robust, connected community measurements:

- 80% of parents review the Student Academic Profiles (SAP) provided to understand their child's academic progress.
- Provide three professional learning programs for teachers each year to promote implementation of evidence-based parent and family engagement strategies.
- Create quarterly opportunities for students and parents to improve relationships, knowledge, and communication.
- Provide a minimum of three different groups and mental health supports for students.
- Create five new opportunities where parents identify potential partnership, internship, and collaborative experiences available to our students.
- By 2023 develop proposals for grade level academically aligned extended field trips for students to support connected learning and engagement. Implement at least one grade level trip.
- By 2023 develop an online video tutorial library for parents on frequently asked questions.

- By 2024 implement one more academically aligned extended field trip for students to support connected learning and engagement from the 2023 proposal.
- By 2024 research and implement new newsletter integrated technologies to support better reach, grade level targeting, searchable content, and attachable flyers.

3. Increase OER impact measurements:

- 100% of staff who attend will identify and implement one new method/artifact/best practice per conference and will have an opportunity to share their best practice with their department, grade band, or full faculty depending on relevance.
- OER contributions published in OER Commons in all four designated content areas.
- Provide a required annual professional development opportunity to train teachers in the use of OER
- By 2023, we will have 8 published OER contributions in each of the four designated content areas.
- By 2024, we will have 10 published OER contributions in each of the four designated content areas.

Action Steps

- Audition and train teachers well
- Keep student to staff ratio manageable
- Track meaningful communication
- Formalize texting calendar from counseling
- Train staff on MAP processes, including use, best practices, and reports
- Full implementation and roll-out of initial student testing using MAP for English, Math, and Science content
- Analysis of testing data and implementation process complete. Use results to make any needed adjustments to the secondary test assessments.
- Implement 2nd testing of students using MAP in English, Math, and Science
- Report and Analysis of Student Performance/Growth on MAP assessments complete.
- Report and Analysis of proficiency and comparison to other statewide online LEAs completed each summer.
- Parent column in school newsletter
- Formalized accountability for online counseling groups
- Calendar two opportunities for parent engagement with activity coordinator
- Requirements of parents as a part of student program (PBIS program)
- Gather input from parent focus group/survey
- Identify most relevant conferences to attend for board PD approval
- Submit OER-centric proposals
- Identify staff w/skills to present on presentation topic and who need to present as part of their OER PD plan.
- Train/review presentation
- Create tracking doc for notes at conferences
- Communicate expectations to share what they attendees with departments/school.
- Determine key messaging points for each set of stakeholders
- Identify one opportunity annually to highlight OER for each audience

- Plan legislative PD for OER during school year
- Track usage in OER Commons and from our sites.
- Develop data metrics that will help us understand reach and impact, such as gauging the number of people who attend our presentation sessions.

Budget

15% of the TSSA funds will be used for professional learning activities.

25% of the TSSA funds will be used for teacher salaries and stipends.

60% of the TSSA funds will be used for augmentation of existing programs.

NOTES: According to statute, administration needs to annually submit to the LEA Board a description of (1) budgeted and actual expenditures of the Plan, (2) how the expenditures relate to the school's Plan, and (3) how the school measures the success of the school's participation in the program. The above sample plan fulfills these requirements.

The school must post on its website (a) the approved Plan, (b) a description of the school's allocation budget and actual expenditures, (c) a summary of how the expenditures help the school accomplish the plan, and (d) the school's current level of performance.

NAME	COURSE	AMOUNT	CREDIT
Julie Crisp	Modern Math	\$10,000	1
Jamie Parry	Literature	\$5,000	1
Andrew Hulse	Innovation Lab	\$4,000	0.5
Nikki George	DLM English	\$4,000	1
Natalie Webb	DLM Science	\$4,000	1
Instructional Coa	OC Wildlife Biolo	\$0	0.5
Natalie Christner	MS College & Ca	\$4,000	0.5
Shannon Steven	Individual & Fam	\$2,000	0.5
Shanna Haws	Individual & Fam	\$2,000	
Maddy Vest	Mythology refres	\$2,000	0.5
Debbie James	ECS Refresh	\$1,500	0.5
Natalie Christner	Science 7 Refres	\$1,200	1
Rose Van Moorle	Science 7 Refres	\$1,200	
Natalie Christner	Science 8 Refres	\$1,200	1
Rose Van Moorle	Science 8 Refres	\$1,200	
Aminda Glass	Chemistry CE Pr	\$600	1
Tiffany Swenson	Chemistry CE Pr	\$600	
Megan Brandley	US Government	\$1,500	0.5
Karlee Genther	Separate Utah S	\$2,000	0.5
Sarah Lyons	Separate ELA 7th	\$5,000	1
Ann Meeks	English 10 Rewri	\$5,000	1
Lisa Boucher	English 10 Rewri	\$5,000	
Sara Layton	English 12 Refre	\$5,600	1
Jenny Dawman	English 12 Refre	\$5,000	
TOTAL:		\$73,600	14

Mountain Heights Academy SY 23-24 Class Supplies Budget

						TOTAL	96977.35
Course Name	Subject Area	Supply Name	Cost Per Student	Qty Needed	Budget		
Creative Coding	CTE/FACS	Rubber Ducks	1.23	120	147.6		
Digital Literacy	CTE/FACS	Rubber Ducks	1.19	193	229.67		
Exploring Computer Science	CTE/FACS	Rubber Ducks	1.25	435	543.75		
Computer Programming I	CTE/FACS	Rubber Ducks	1.07	198	211.86		
Computer Programmng II	CTE/FACS	Rubber Ducks	1.23	67	82.41		
Web Deveeloopment	CTE/FACS	Rubber Ducks	1.4	199	278.6		
Game Design	CTE/FACS	Rubber Ducks	0.89	198	176.22		
Fashion Design	CTE/FACS	Fashion Kit	28.47	215	6121.05		
Innovations	CTE/FACS	Arduino Starter Kit	21	140	2940		
						10731.16	
ELA 7	ELA	Journey to Topaz	Enough on Hand	Enough on Hand	Enough on Hand		
ELA 7	ELA	Summerlost	6.96	134	932.64		
ELA 8	ELA	The Crossover	9.07	228	2067.96		
ELA 8Honors	ELA	The Girl Who Drank the Moon	Enough on Hand	Enough on Hand	Enough on Hand		
ELA 12	ELA	Twelfth Night	5.55	172	954.6		
English 1010/2010	ELA	Norton Field Guide to Writing with Readings and Handbook 5th edition	na	na	na		
English 2200	ELA	The Poetry Remedy	na	na	na		
Theater Foundations	ELA/Electives	Theater Foundations Kit	12.6	110	1386		
						5341.2	
Art Foundations	Elecitves	Art Foundations Kit	32	138	4416		
Art Exploration	Elecitves	Art Exploration Kit	49	370	18130		
Painting Exploration	Elecitves	Painting Exploration Kit	53	184	9752		
Art 1010	Elecitves	Art Foundations Kit	32	55	1760		
Ukulele - Beg	Elecitves	Ukulele	44.56	154	6862.24		
Spanish 1	Elecitves	Handout	5.84	263	1535.92		
Spanish 2	Elecitves	Handout	Included in SP1	Included in SP1	Included in SP1		
Spanish 3	Elecitves	Handout	Included in SP1	Included in SP1	Included in SP1		
						42456.16	
Math 7	Math	Math 7 Workbook	5.48	134	734.32		
Math 8	Math	Math 8 Workbook	6.73	242	1628.66		
SMI	Math	SMI Workbook	7.28	494	3596.32		
SMII	Math	Spiral Notebook	2.67	487	1300.29		
SMII	Math	4 dbl sided Graph Papers	0.46	487	224.02		
SMIII	Math	Spiral Notebook	2.67	275	734.25		
SMIII	Math	4 dbl sided Graph Papers+ Unit Circle Document	0.58	275	159.5		
						8377.36	
Science 7	Science	Science 7 Kit	9.08	143	1298.44		
Science 8	Science	Science 8 Kit	10.47	232	2429.04		
Earth Science	Science	Earth Science Kit	6.35	523	3321.05		
Biology	Science	Biology Kit	16.29	364	5929.56		
Intro to Health Science	Science	Note Cards (300 per student)	4.41	98	432.18		
Bio 1010	Science	Bio 1010 Kit	7.44	105	781.2		
						14191.47	
National History Day	Social Studies	NHD Exhibit Board	20	20	400		
						400	
Spirit Gear	Spirit Gear	T-Shirt	6.18	1500	9270		
Spirit Gear	Spirit Gear	Grocery Bag	1.68	1500	2520		
Spirit Gear	Spirit Gear	Lanyard	1.81	1500	2715		
Spirit Gear	Spirit Gear	Calendar Magnet	0.65	1500	975		
						15480	
White Board Kit	All Students	Whiteboard, pen, bag	3.64	0	0		
New Hire Supplies	New Hires	https://docs.google.com/document/d/1rk65VpW0CsoNYRBfE8ZWVCl_jcGZbzkX3QbYNzVidE/edit					

Mountain Heights Academy
Assessment of Student Achievement Policy
Adopted: _____

Purpose

Mountain Heights Academy (the “School”) is required to measure student achievement, including by way of administering statewide assessments. When administered properly, statewide assessments give students an opportunity to demonstrate what they know and can do. In addition, the results of statewide assessments provide the School not only important data about their students’ proficiency, but also valuable information that can be used to guide and improve instruction in the School.

The purpose of this policy is to help ensure that the School conducts statewide assessments in a fair and ethical manner and in compliance with applicable law and Utah State Board of Education (“USBE”) rule. The School intends for this policy to comply with the requirements of Utah Administrative Code Rule R277-404.

Policy

Statewide Assessment Plan

The School shall develop a plan to administer statewide assessments. The plan shall include at least the following:

- (a) The dates the School will administer statewide assessments;
- (b) Professional development for an educator to fully implement the assessment system;
- (c) Training for an educator, appropriate paraprofessional, or third-party proctor in the requirements of assessment administration ethics; and
- (d) Training for an educator and an appropriate paraprofessional to use statewide assessment results effectively to inform instruction.

The School shall submit the plan to the USBE by September 15 each year.

At least once each year the School shall provide professional development and training on statewide assessment administration as required by R277-404. The School shall use the Standard Test Administration Testing Ethics Policy for such professional development and training.

Student Participation in Statewide Assessments

- (a) With the exception of those students described in subsection (b) immediately below and exempted students, the School shall administer statewide assessments

to all students enrolled in the grade level or course to which the assessment applies.

- (b) A student's IEP team, English Learner Team, or Section 504 accommodation plan team shall determine an individual student's participation in statewide assessments consistent with the Utah Participation and Accommodations Policy.
- (c) An educator may use a student's score on a statewide assessment to improve the student's academic grade for or demonstrate the student's competency within a relevant course. However, a student's score on a statewide assessment may not be used in determining whether the student may advance to the next grade level.
- (d) The School may not provide a nonacademic reward to a student for taking a statewide assessment.

Student Exemption from Statewide Assessments

- (a) A student's parent has the right to exempt the student from a statewide assessment in accordance with Utah Code § 53G-6-803 and the exemption procedures in R277-404. The School shall not impose procedures beyond those in R277-404 to exercise this right nor may the School impose any penalty or adverse consequences upon a student who is exempted.
- (b) School grading, teacher evaluation, and student progress reports or grades may not be negatively impacted by students exempted from taking a statewide assessment.
- (c) The School may allow a student who has been exempted from a statewide assessment to be physically present in the room during test administration. The School shall ensure that exempted students who are in attendance are provided with an alternative learning experience during test administration.

Other Requirements

The School shall comply with all applicable requirements in R277-404, including adhering to the USBE's Standard Test Administration and Testing Ethics Policy which is incorporated by reference in the rule.

Mountain Heights Academy
Dropout Prevention and Recovery Policy
Adopted: _____

Policy

Mountain Heights Academy (the “School”) adopts this policy in accordance with the requirements of Utah Code § 53G-9-801 *et seq.* and Utah Administrative Code R277-606.

For purposes of this policy, a “designated student” is a student in grades nine through twelve:

1. Who has withdrawn from the School before earning a diploma, who was dropped from average daily membership, and whose cohort has not yet graduated; or
2. Who is at risk of meeting the above criteria as determined by the School using the following risk factors:
 - a. Low academic performance, as measured by grades, test scores, or course failure;
 - b. Poor behavior, as measured by office disciplinary referrals, suspensions, or expulsions; and
 - c. Absenteeism, whether excused or unexcused absences, and including days tardy or truant.

The School will engage with or attempt to engage with designated students in order to offer dropout prevention and recovery services to them. Designated students may choose whether to enroll in the School’s dropout prevention and recovery program. The services provided to designated students who enroll in this program will include:

1. Consulting with designated students and developing a learning plan to identify:
 - a. Barriers to regular school attendance;
 - b. An attainment goal; and
 - c. Means for achieving the attainment goal.
2. Monitoring a designated student’s progress toward reaching the designated student’s attainment goal. The attainment goal will be measurable and correlated with what would be considered a year’s worth of progress.
3. Providing tiered interventions and flexible enrollment options for a designated student who is not making progress toward reaching the student’s attainment goal, including meeting regularly with the designated student. Membership days for the student will be determined according to the School’s attendance and enrollment policies and procedures.

**Mountain Heights Academy
Dual Enrollment Policy
Adopted: May 21, 2009
Amended: July 12, 2013
Amended: _____, 2023**

Purpose

The purpose of this policy is to articulate the Mountain Heights Academy (the “School”) position on dual enrollment of students in both the School and in public charter or district schools of residence as well as for private school and home schooled students. The School desires to accommodate students seeking to dually enroll in order to pursue educational opportunities not currently available at the School, but the School desires to ensure that the dual enrollment of students does not create negative financial implications for the School.

Policy

Students may be dually enrolled in both the School and in a public school of residence, private school or home school under the conditions set forth herein if there is a reasonable educational basis for the dual enrollment.

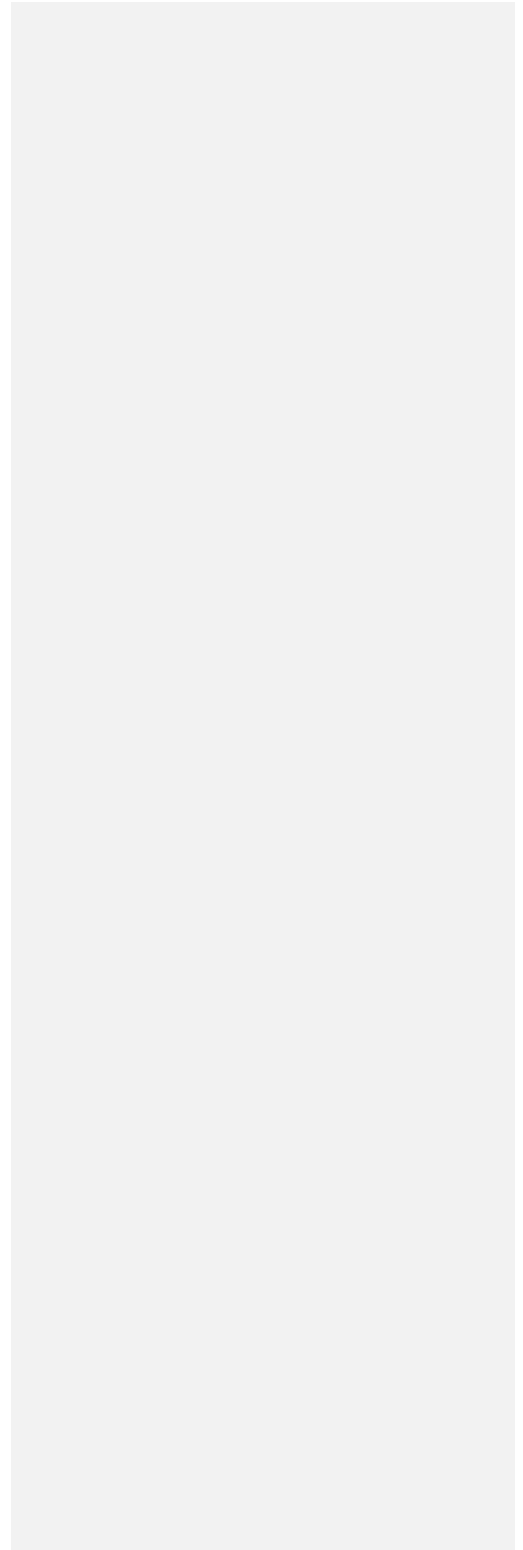
At a minimum, four of the credits or classes in which the student is enrolled in at the School must be core subject matter classes (i.e., language arts, math, science, or social studies). Students in grades 7-8 must enroll in a minimum of four (4.0) credits at the School. Students in grades 9-12 must enroll in a minimum of five (5) credits at the School.

Students may not enroll for more than two (2.0) credits at their district or other charter school, not to exceed the total number of credits allowed by the educational institution. Elective courses are limited to the same number of elective courses available to students in the same age appropriate grade.

Requests for dual enrollment must be submitted to the School using the approved form available on the School website. The dual enrollment form must be filled out in its entirety and submitted by the appropriate deadline in order to receive consideration.

Deleted: and a half
Deleted: .5

Students and their parents or guardians are responsible for securing the student's enrollment in and satisfying any requirements for earning credit and graduating from a public charter or district school of residence, private school, or home school.



Mountain Heights Academy
Language Access Policy
Adopted: _____

Purpose

The purpose of this policy is to help ensure that Mountain Heights Academy (the “School”) provides access to its services, programs, and activities to persons who have limited English proficiency and understand languages other than English.

Definitions

For purposes of this policy, the following terms have the following meanings:

“Primary language” means the first language spoken by a student and a student’s parent/guardian.

“Interpretation” means simultaneous communication between a speaker of English and a speaker of another language.

“Translation” means written communication wherein the written words of one person are communicated to others in writing in a different language.

Policy

Language Access Coordinator

The School’s Director shall designate a Language Access Coordinator who is responsible for implementing this policy at the School and ensuring that any necessary training on the policy is provided. The Language Access Coordinator may also recommend updates or changes to this policy in an effort to make the policy more effective.

Notification to Employees

The School shall notify its employees of this policy, the rights of parents/guardians and students to receive language assistance services, and the proper procedures to access language assistance services as outlined in this policy.

Determination of Primary Language

Within thirty (30) calendar days of a student’s enrollment (or re-enrollment) in the School, the School shall determine the primary language spoken by the student and the student’s

parent/guardian, and if such language is not English, whether the student and parent/guardian require language assistance to communicate effectively with the School.

The School shall maintain a current record of the primary language of each parent/guardian of students enrolled in the School.

Obligation to Provide Language Assistance Services

The School shall, consistent with this policy and applicable law, provide translation and interpretation services to students and parents/guardians who require language assistance in order to communicate effectively with the School.

Interpretation Services

The School shall provide interpretation services during regular business hours to parents/guardians and their students who require such services in order to communicate with the School regarding critical information about the students' education. Depending upon availability, such interpretation services may be provided at the School, a reasonable location agreed upon by the School and a student's parent/guardian, or virtually.

The School shall provide the interpretation services described above for School activities, including but not limited to:

- (a) classroom activities;
- (b) impromptu and scheduled office visits or phone calls;
- (c) enrollment or registration processes;
- (d) the Individualized Education Program (IEP) process;
- (e) student educational and occupational planning processes;
- (f) fee waiver processes;
- (g) parent engagement activities;
- (h) student disciplinary meetings;
- (i) community councils (if any);
- (j) board meetings;
- (k) other School activities; and
- (l) other interactions between the parents/guardians of a student learning English and educational staff at the School.

Translation Services

The School shall provide translations of School materials to parents/guardians and their children who require them to communicate effectively with the School, and such materials include, but are not limited to:

- (a) registration or enrollment materials, including home language surveys and English learning program entrance and exit notifications;
- (b) assignments and accompanying materials;

- (c) report cards or other progress reports;
- (d) student discipline policies and procedures;
- (e) grievance procedures and notices of rights and nondiscrimination;
- (f) parent or family handbooks;
- (g) requests for parent permission; and
- (h) any other guidance, including guidance on when oral interpretation is preferable to written translation, to improve instruction and assistance by teachers, counselors, and administrators to a student learning English and the student's parents/guardians and family.

Centrally Produced Critical Communications

The School shall identify documents that it distributes or electronically communicates to parents/guardians containing critical information regarding their child's education, including, but not limited to, documents pertaining to:

- (a) registration, application, and selection;
- (b) standards and performance (e.g., standard text on report cards);
- (c) conduct, safety, and discipline;
- (d) special education and related services; and
- (e) transfers and withdrawals.

The School shall procure translations of the applicable critical communications listed above in a timely manner, in each of the covered languages, and work to make such translations available to parents/guardians and students of the School.

Student-Specific Critical Documents

Where required under this policy, the School shall provide parents/guardians with a translation of important documents that contain individual, student-specific information regarding, but not limited to, their student's:

- (a) health;
- (b) safety;
- (c) legal or disciplinary matters; and
- (d) entitlement to public education or placement in any special education, English language learner or non-standard academic program.

Qualifications of Interpreters and/or Translators

Individual interpreters and translators provided by the School do not have to be certified unless certification is required by law. However, they should be competent and, where possible, have experience providing interpretation or translation services for school activities and materials listed in this policy. Where deemed appropriate by the School's Director or Language Access Coordinator, the School may utilize online translation services such as Google Translate or Microsoft Translator to translate School materials or documents described in this policy.

The School shall follow its Special Education Policies and Procedures Manual when providing interpretation and translation services for students with disabilities.

Complaints

If any parent/guardian or student feels that they are not receiving the language assistance services set forth in this policy, they may address those concerns through the School's Parent Grievance Policy.

Annual Review of Policy

The School shall review this policy for efficacy on an annual basis. As part of this review, and for purposes of evaluating the effectiveness of this policy, the School may consult with its stakeholders and community members, refugee resettlement agencies, immigration services organizations, ethnic based community organizations.

Mountain Heights Academy
Proper Use of Public Funds and Assets Policy
Adopted: _____

Purpose

The purpose of this policy is to establish that Mountain Heights Academy (the “School”) will not misuse its public funds or assets to try to persuade students to enroll in the School or participate in any of the School’s programs.

Policy

The School shall comply with Utah Administrative Code Rule R277-417 regarding providing incentives, disbursements, or equipment to its students or potential students.

The School may use public funds to provide its students with equipment as set forth in R277-417. However, if the School or a third-party provider of the School purchases equipment and provides the equipment to a student or a student’s parent or guardian, the equipment remains the property of the School. Upon receipt of such equipment, the student and the student’s parent or guardian shall take reasonable precautions to protect the equipment. If the equipment is damaged or lost while under the care of the student or the student’s parent or guardian, they may be financially responsible for the cost of repair or replacement.

The School shall use, manage, and dispose of equipment and other assets in accordance with applicable law and rule.

**Mountain Heights Academy
Sale of Food and Beverages Policy**

Adopted: _____

Purpose

The purpose of this policy is to comply with the applicable requirements of Utah Administrative Code R277-719.

Policy

As an online school, Mountain Heights Academy (the “School”) does not provide a traditional school lunch program or meal service to its students, nor does it regularly sell food to students, parents/guardians, employees, or other stakeholders. In the event the School elects to sell food or beverages during the school day – whether at a School event or otherwise – all such food and beverages shall be commercially prepared and packaged, and any funds received by the School for such sales shall be handled in accordance with School policy.

Mountain Heights Academy
Selection and Purchase of Instructional Materials Policy
Adopted: _____

Purpose

The purpose of this policy is to establish the parameters by which Mountain Heights Academy (the “School”) will select and purchase instructional materials.

Policy

The School shall comply with the requirements of Utah law regarding the selection and purchase of instructional materials, including but not limited to Utah Administrative Code R277-469.

The School’s purpose in managing the selection and purchase of instructional materials is to implement, enrich, and support the School’s educational program. Instructional materials are part of an instructional system that includes curricula, professional learning, educator evaluation, and student assessment which should be aligned with one another and support the educational process. Instructional materials are the resources used by educators to promote student learning. These materials may be commercially available or School-created and include intervention, digital, print, audiovisual, or other types of materials, whether in the form of textbooks, workbooks, computer software, online or internet courses, CDs or DVDs, or other forms of communication media.

Instructional materials should contribute to the intellectual development and positive character of students. These materials should be:

- (a) in alignment with the School’s educational mission and philosophy and Utah Core standards;
- (b) of high quality, research-based, and proven to be effective in supporting student learning;
- (c) objective and provide balanced viewpoint of issues;
- (d) accurate and factual;
- (e) reflective of the pluralistic character and culture of the American people and accurate in the representation of diverse ethnic groups;
- (f) free from sexual, ethnic, age, gender, or disability bias and stereotyping;
- (g) appropriate to varying levels of learning;
- (h) age appropriate; and
- (i) compatible with School technology systems, of high technical quality, and easy to use.

Instructional materials should not be “sensitive materials” as that term is defined in Utah Code § 53G-10-103.

Instructional Materials Adoption

The School Director shall implement practices governing the selection and adoption of instructional materials that provide for:

- (a) establishment of an instructional materials committee to make recommendations regarding the identification and selection of instructional materials consistent with the standards set forth in this policy;
- (b) review of Utah State Board of Education recommended instructional materials (RIMs) and identification of the instructional materials most appropriate for use in the School;
- (c) identification of funding for the adoption process, implementation, and professional development costs;
- (d) seeking to ensure efficiency and price advantage in the purchasing process of the instructional materials; and
- (e) following of any applicable policies or procedures for the purchase, reuse, or disposal of instructional materials.

Selection of Additional Supplemental and Transitory Materials

Any additional supplemental and transitory material that an educator may select to augment their lessons shall be reviewed in its entirety by the educator prior to use in the classroom, to ensure the material meets criteria established in this policy.

**Mountain Heights Academy
Student Transportation Policy**

Adopted: _____

Purpose

The purpose of this policy is to address how student transportation is handled at Mountain Heights Academy (the “School”). It is also to establish rules and requirements related to student transportation to help ensure student safety.

The School intends for this policy to satisfy the policy requirements of Utah Administrative Code Rule R277-601.

Policy

No School Buses

The state does not provide the School (or any other Utah charter school) with any state transportation funding. As a result of this, and as a result of the School being an online school, the School does not own or operate school buses and does not provide transportation for students to or from School, except where required by law.

Student Transportation for School Activities

The School may provide transportation for students in charter buses or through public or private commercial transportation in connection with field trips, extracurricular activities, or other School-sponsored activities. Any private commercial transportation selected by the School to transport students shall meet or exceed industry safety requirements and provide reliable and professional transportation services.

The School shall inform parents and guardians when it intends to provide student transportation in connection with School activities and shall give parents the opportunity to consent to such transportation. A student’s parent or guardian must provide consent in order for their student to be transported to and/or from School activities as described in this section.

Charter bus operators and, to the extent practicable, other vehicle drivers approved by the School to transport students to and/or from School activities, shall adhere to the applicable standards in R277-601-3. The School shall enforce the applicable standards as required by the rule.

Mountain Heights Academy

Supervision of Students at School-Sponsored Activities Policy

Adopted: _____

Purpose

The purpose of this policy is to outline the supervisory responsibilities of Mountain Heights Academy (the “School”) coaches and other designated School leaders (e.g., advisors, assistants, activity leaders, etc.) in connection with School-sponsored activities. Another purpose is to provide standards of behavior and conduct that such School coaches and designated leaders must follow.

Policy

The School, School coaches, and other designated School leaders shall comply with Utah Administrative Code Rule R277-605.

Supervision of Students

School coaches and other designated School leaders shall diligently supervise the students under their care or control at all times while on School-sponsored activities, including but not limited to supervising such students:

- (a) on the field or court, or at other competition or performance or activity sites;
- (b) in locker rooms (as appropriate), seating areas, eating establishments, and lodging facilities; and
- (c) while traveling.

School coaches and other designated School leaders are responsible for a student who is under their care or control for as long as a student remains on School grounds following a School-sponsored activity, subject to the following:

- (a) After a School-sponsored activity on School grounds is over, parents/guardians are responsible to pick up their child promptly after the activity or make arrangements for someone else to pick up their child promptly after the activity; and
- (b) If a child has not been picked up within **[15]** minutes of the School-sponsored activity ending, School coaches or other designated School leaders will contact the student’s parent/guardian by telephone. If the student’s parent/guardian cannot be reached by telephone, School coaches or other designated School leaders will contact, by telephone, the emergency contact(s), if any, designated by the student’s parents/guardians. If neither the parent/guardian nor an emergency contact can be reached or are able to pick up the student in a timely manner,

School coaches or other designated School leaders may contact the police or the Division of Child and Family Services (DCFS) to report the situation.

If parents/guardians experience an emergency that causes them to run late or to be unable to have their child picked up within [15] minutes of a School-sponsored activity ending, they should notify the School coach or other designated School leader as soon as possible.

Behavior and Conduct

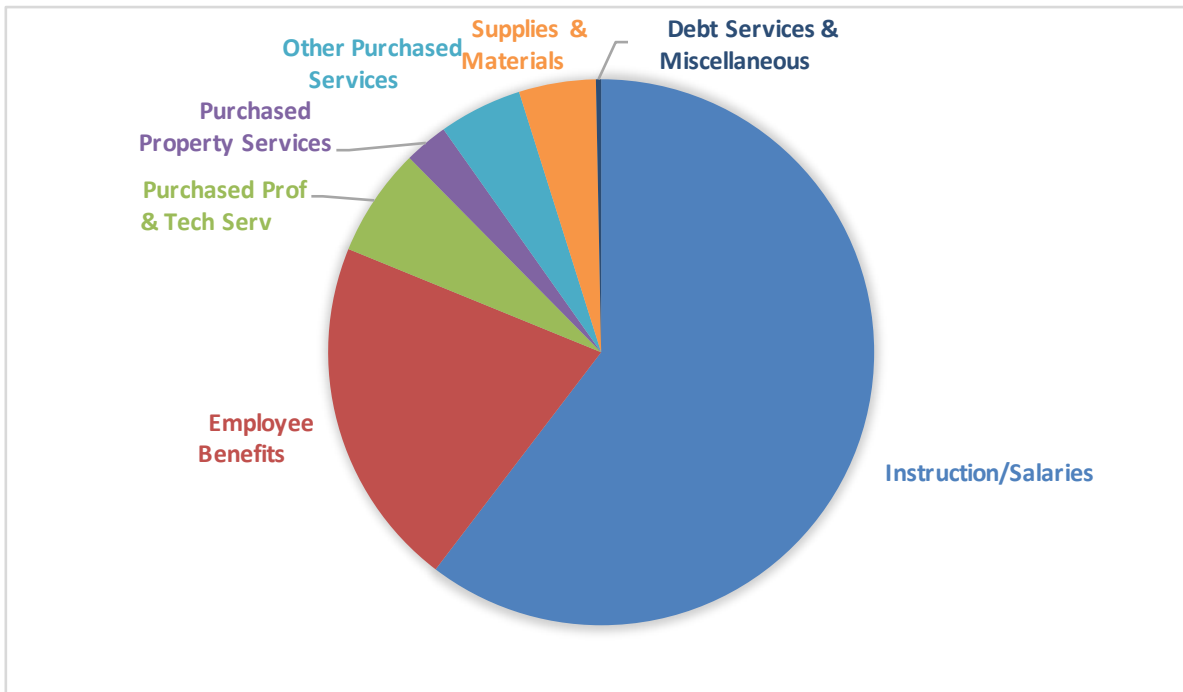
School coaches and other designated School leaders shall be exemplary role models to students and shall not use alcoholic beverages, tobacco, controlled substances, or participate in promiscuous sexual relationships while on School-sponsored activities. School coaches and other designated School leaders shall act in a manner consistent with Utah Code § 53G-8-209 and shall not:

- (a) use foul, abusive, or profane language while engaged in School-related activities;
or
- (b) permit hazing, demeaning, or assaultive behavior, whether consensual or not, including behavior involving physical violence, restraint, improper touching, or inappropriate exposure of body parts not normally exposed in public settings, forced ingestion of any substance, or any act which would constitute a crime against a person or public order Utah law.

School coaches and other designated School leaders shall abide by the rules pertaining to athletic and activity clinics set forth in R277-605-5. School coaches shall satisfy all of the training requirements listed in R277-605-6, and the School shall maintain verification of the coaches' compliance with the training requirements.

Mountain Heights Academy Board Profit and Loss 7/1/2022 - 3/31/2023

	Annual	Year-to-Date	
	June 30, 2023	March 31, 2023	
	Budget	Actual	% of Budget
Net Income			
Income			
Revenue From Local Sources	65,000	261,780	402.7 %
Revenue From State Sources	10,195,857	8,185,441	80.3 %
Revenue From Federal Sources	276,087	34,185	12.4 %
Total Income	10,536,944	8,481,406	80.5 %
Expenses			
Instruction/Salaries	6,225,588	4,026,921	64.7 %
Employee Benefits	2,202,104	1,387,567	63.0 %
Purchased Prof & Tech Serv	677,000	429,382	63.4 %
Purchased Property Services	317,499	173,088	54.5 %
Other Purchased Services	410,290	329,254	80.2 %
Supplies & Materials	527,688	303,843	57.6 %
Debt Services & Miscellaneous	26,000	20,488	78.8 %
Total Expenses	10,386,169	6,670,543	64.2 %
Total Net Income	150,775	1,810,863	1,201.0 %



Mountain Heights Academy
Board Balance Sheet
As of 3/31/2023

	Period Ending 03/31/2023	Period Ending 03/31/2022
	<u>Actual</u>	<u>Actual</u>
Assets & Other Debits		
Current Assets		
Operating Cash		
Cash	1,384,217	1,853,313
Investments	9,938,122	8,186,631
Operating Cash	<u>11,322,339</u>	<u>10,039,944</u>
Accounts Receivables	6,427	852
Total Current Assets	<u>11,328,766</u>	<u>10,040,796</u>
Net Assets		
Fixed Assets	828,704	288,631
Depreciation	<u>(238,080)</u>	<u>(247,005)</u>
Total Net Assets	<u>590,624</u>	<u>41,626</u>
Total Assets & Other Debits	<u>11,919,390</u>	<u>10,082,422</u>
Liabilities & Fund Equity		
Current Liabilities	<u>10,502</u>	78,581
Long-Term Liabilities	<u>525,225</u>	0
Fund Balance	<u>9,572,800</u>	<u>8,312,767</u>
Net Income	<u>1,810,863</u>	<u>1,691,074</u>
Total Liabilities & Fund Equity	<u>11,919,390</u>	<u>10,082,422</u>



Mountain Heights Academy
LEADERS IN DIGITAL EDUCATION

Executive Director's Report

April 2023

TABLE OF CONTENTS

TABLE OF CONTENTS	2
VISION	3
MISSION	3
STUDENT ACHIEVEMENT & ACTIVITY	3
STUDENT PERFORMANCE	5
LOTTERY	5
FACULTY/STAFF	5
STRATEGIC PLAN PROGRESS	6
CALENDAR ITEMS	7

VISION

Mountain Heights Academy is the leader in digital education.

MISSION

To develop connected and successful learners.

STUDENT ACHIEVEMENT & ACTIVITY

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

NATIONAL HISTORY DAY UPDATE:

We had 13 students who advanced to Regionals. 10 of those students (below) placed and will be advancing to the State Competition at the end of April!

- Brooke Wayman - Documentary: Marie Curie - Pioneering Radioactivity
- Kimari Perng - Documentary: Wat Misaka - Frontiering Racial Diversity in the NBA
- Jennifer Parke - Exhibit: Titanic - Unforgettable Ship, Forgotten Frontiers
- Rachel Parke - Exhibit: The Power of Dreams - Disney's Frontiers in Animation and Entertainment
- Noah Austin - Documentary: Destroyer of Worlds
- Emmaline Kimmons - Paper: Religious Reformation
- Kaylin Lloyd - Website: Catharine Beecher - Pioneering Women's Education in the United States
- Natalia Rowe (Jr Division) - Exhibit: George Washington Carvery - Frontier Farmer
- Lydia Ntshalintshali (Jr Division) - Paper: Project Mercury - Crossing Frontiers in Space Exploration and Racial Justice
- Sylvia Carroll (Jr Division) - Website: Yellowstone National Park - A Frontier for Preservation

The State Competition will be held at the Utah Cultural Celebration Center on April 27th (Jr Division) and 28th (Sr Division). I'll keep you updated!

DC SEMINAR STUDENT THANK YOUs and OVERVIEW

SLIDESHOW PRESENTATION: [LINK HERE](#)

WHAT WE LEARNED: [PADLET LINK HERE](#) Password: Washington

APPRECIATION EMAIL FROM STUDENT:

"I could not be content without giving you all a proper thank you for this fantastic Washington DC experience. I had one of the best weeks of my life meeting so many new people and seeing so many beautiful, new, and amazing places. This trip really changed me, I believe, for the better. I truly enjoyed my time, thank you so so much for letting me share it with you!!"

-Jennifer Parke, Grade 10"

STUDENT POEM:

Outside my window there is a playground were children use to play and now you see it empty and snow on the ground you can see a little bit of grass there are trees outside my window you may see the cats in the tree and on the top of the building the sun is out there are no clouds and there you have it this is what i see out my window .

I don't look out my window much in truth am not sure what i will see out my window if its good or bad i love to see the good but scared to see the bad not sure i want to see out my window.

Context: Students were asked to write a poem about the view out their window. This student had experienced some trauma with a crime scene outside her window, so this was a difficult task for her to complete. She is grateful for the safe haven of Mountain Heights.

STUDENT PERFORMANCE

UPDATES FOR THIS SECTION: #1, #2

1. [Student Performance Spreadsheet](#) (2022-2023 Q1, **updated 4/2023 81% overall passing rate**)
2. [2023 Graduation Status Report](#) (**updated 4/2023**)
3. [2021-2022 Statewide Online Education Program Year-End Report](#) (2021-2022, updated 6/2022)
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](#) (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	0

FACULTY/STAFF

GOVERNOR'S AWARD FOR SCIENCE AND TECHNOLOGY:

Lora Gibbons was announced as the recipient of the Governor's Award for Science and Technology. This is an enormous honor and we are so excited to see Lora being recognized as a top STEM educator in the state.



STATE OF UTAH
OFFICE OF THE GOVERNOR
SALT LAKE CITY, UTAH
84114-2220

SPENCER J. COX
GOVERNOR

DEIDRE M. HENDERSON
LIEUTENANT GOVERNOR

March 13, 2023

Ms. Lora Gibbons
Mountain Heights Academy

Ms. Gibbons,

In recognition of your dedication to educating the future generation of our state, I am honored to present you with the Governor's Medal for Science and Technology in the K-12 Education category. As you advocate for STEM education and create opportunities for students to embrace STEM careers, you're impacting the lives of many students and the future leaders of Utah.

The Governor's Medal for Science and Technology is the state's highest civilian scientific and technological achievement award. Since 1987, the Governor's Science Medal has been awarded to individuals who have provided distinguished service to the state of Utah in the fields of science and technology based on peer nominations and reviews.

You and a guest are invited to join me at the One Utah Summit on May 2, 2023, at the Davis Conference Center in Layton, where I will present you with the medal. We'll provide you and your guest with complimentary summit registration and invite you to join us for other sessions at the two-day event as your time allows. You can review the agenda and learn more about the summit at OneUtahSummit.com.

I look forward to welcoming you on stage at the summit to receive this award. My team in the Office of Economic Opportunity will contact you to coordinate your participation and logistics to prepare a short video that introduces you as an award recipient.

Congratulations! I look forward to celebrating this honor with you at the One Utah Summit on May 2.

Sincerely,

A handwritten signature in black ink, appearing to read "Spencer J. Cox".

Spencer J. Cox
Governor

TWO MHA TEACHERS ARE RUNNERS-UP FOR THE SOUTHERN UTAH STEM AWARD: Sunee Eardley and Mindy Branson



MOUNTAIN HEIGHTS WAS SELECTED AS A GOLD-MEDAL SCHOOL FOR ASCEND MATH DUE TO EFFORTS OF OUR SPECIAL EDUCATION TEAM:

From Special Education Director, Victoria Webb

"Joni Allred is the teacher in the class, under Lacie's direction, and Angie Arbon is the main paraprofessional working with students in the class, although all Special Ed teachers and paraprofessionals also work with our Math Basic students. This award truly is a team effort.

Lacie took the lead in the application process for the award and she did a great job with that! Kudos to her for a job well done."



Congratulations, Lacie! Mountain Heights Academy has been named a 2023 Ascend Math Gold Medal School.

As a Gold Medal School, your implementation will be featured in the Gold Medal Honor Roll on our website for the next year. Click [here](#) to see the 2023 Gold Medal Honorees! Please share this link with others at your school and in your community.

You can easily share the graphic featuring your success on social media by hovering over the image on your school's entry.

A press release will be prepared for your school and sent to you shortly. You will also receive a Gold Medal plaque commemorating your accomplishments for this year.

Congratulations on receiving this award but more importantly on the success of your students who utilize Ascend and your leadership in a "Gold Medal" implementation. You and your fellow educators at Mountain Heights Academy are clearly doing an incredible job.

Again, congratulations on being recognized as a 2023 Ascend Math Gold Medal Honoree.

Sincerely,

Kevin Briley
CEO
Ascend Education
kbriley@ascendmath.com

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 at DLAC
(February 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

Trailblazer Gala: May 30, 2023

7:00 pm

9750 S 300 W, Sandy, UT 84070

Graduation:

May 31, 2023

12:45 pm Be seated on the stage

1:00 pm Graduation

Positive Behavior Plan Report SY2022-2023

Utah State Statute Requirements

As defined in Utah State Statute [53G-10-407](#), a Positive Behaviors Plan is “a plan to address the causes of student use of tobacco, alcohol, electronic cigarette products, and other controlled substances through promoting positive behaviors.

The statute further explains that a Positive Behaviors Plan shall address the following issues:

- Peer pressure
- Mental health
- Creating meaningful relationships

A Positive Behaviors Plan may include:

- Programs
- Clubs
- Service Opportunities
- Pro-social Activities

2022-2023 Outcomes

Mountain Heights Academy maintains a Grief group for students. Roughly 15-20 students attend consistently and one of our counselors feels that this group has been very successful. Many of our students have been impacted by the death of a loved one or a significant loss. This was a place to find support among peers. This is now an established group we will continue each year.

Our Hope Squad was very successful this year during its second year. Mountain Heights is the first online school nationwide to implement an online Hope Squad. The Hope Squad's goal for the 22-23 school year was to have a member at each activity with a Hope Squad t-shirt on to increase visibility and to make an announcement about what Hope Squad is and how it can be used by students. So far, we have had Hope Squad students at the majority of our activities, and all of our school-wide activities.

2022-2023 is our third year using an integrated Positive Behavior Intervention System (PBIS) program. Over 65% of our students participated in the program that focused on rewarding and encouraging our school values. This program includes positive and specific praise, in addition to tangible rewards.

This is our fourth year offering mental health support services to students. This year we increased our participation and had 28 students referred with a majority completing their sessions. Students and families have been grateful for the opportunity to access this resource.

We are currently looking for a replacement for our school social worker. We can see multiple areas of support for counseling groups, truancy policy and its implementation, and home visits.

During Red Ribbon Week, our students were reminded of reasons to not vape. They watched our anti-vaping messages from past presenters, who shared real-life dangers. Used last year's survey results to help shape our continued community and parent outreach.

Mountain Heights Academy received the President's Gold Service Award for accumulating more than 10,000 volunteer hours this year by making blankets for the Humane Society, FACS Sensory Bottles and Kindness Rocks Activity, Stocking Stuffing for Soldiers Activity, and the NHS/SAB Spring Service Project, in addition to our standard service learning activities.

Mountain Heights Academy Plan

Program	Level of Implementation	What We Have Planned This Year	How Does the program address the use of tobacco, alcohol, e-cigarette products, and/or other controlled substances?
<p>Counseling Groups</p> <ul style="list-style-type: none"> • Inclusion Group–2 groups • Student Success Group • Middle School Boys Success Group • Anxiety Busters Group (2 groups) • Girl Talk (2 groups) • Grief groups 	implemented and looking for ways to expand	Evaluating the grief group	All groups support building resiliency skills, prosocial behavior, empathy in the classroom, conflict resolution, support mental health, and provide a positive place for students to build healthy connections. Students who are exposed to SEL (social-emotional learning) instruction longitudinally saw lower levels of conduct problems, emotional distress, and lower rates of drug use (Taylor, et al, 2017)
Red Ribbon Week	Implemented in October 2022	Our electives department team lead held daily challenges for students to participate in and posted them on the front page. Students participated in mini-challenges like signing a drug-free pledge, watching a short video about the dangers of vaping, writing an anti-e-cigarette slogan, participating in a flip grid conversation online, having a conversation with their parents about drugs, alcohol, e-cigarettes, and vaping, and more.	Red Ribbon Week is a week out of the year that focuses specifically on community building and action planning for a drug-free life. The week focuses on student attitudes surrounding drugs, alcohol, and other substances, as well as attitudes surrounding one's community and community connectedness.
Hope Squad	Implemented and looking to expand	Implemented the first online hope squad in the state of Utah with members from 9th-12th grades and 3 advisors.	Hope Squad is a peer-to-peer suicide prevention program. Hope Squad members are nominated by their classmates as trustworthy peers and trained by advisors. The program reduces youth suicide through education, training, and peer intervention.
PBIS Rewards	Implemented	PBIS is a positive behavior rewards system based on our school values.	Students are able to earn rewards of their choice or be entered into a schoolwide raffle by earning Trailblazer Points. They earn Trailblazer Points by exhibiting school values. Points are awarded by teachers who also can leave comments when giving points and comments are sent to parents and students on a monthly basis. PBIS Rewards are meant to incentivize the behaviors that make Mountain Heights a prosocial, innovative, student wellbeing and growth mindset-focused school. Research suggests that the skills taught in programs like this even when substance abuse is not specifically addressed are considered elementary level support prevention in preventing student use of substances (Moon & Rao, 2011)
Individual Mental Health Counseling Online	Implemented	<p>Up to 6 sessions with the option of more upon counselor approval. Students must not miss appointments or services will be suspended.</p> <p>Students are vetted through school counselors to see if the program is a good fit.</p>	Individual and group counseling services support students in a multitude of ways. Not only do students receive treatment and support for general life stressors, students also have the opportunity to process trauma, suicidal ideations, and receive referrals for outside support when needed. These provisions allow for students to feel connected and cared about in the school environment and thus can lead to a decrease in the likelihood that students will use substances (Moon & Rao, 2011). Similarly, students who are provided appropriate treatment for trauma, mental health

			challenges, and chronic stress are more likely to build resilience within themselves and the family system, and therefore are less likely to experience a higher number of ACEs and have less likelihood of mental health disorders and substance use and abuse later in life(American Academy of Pediatrics, 2014).
School Social Worker	In process	Last year we hired a school social worker and she was very helpful. She left at the end of the year and we are still exploring options on how best to replace the tasks she tackled.	See above.
Live in Real Life/Anti Vaping Night	Implemented	Live in Real Life is a Positive Suicide Prevention message and Anti-Vaping is a student and Parents awareness night from professionals.	Both evenings are community and stakeholder events that support the specific goals of this statute to address “student use of tobacco, alcohol, electronic cigarette products, and other controlled substances through promoting positive behaviors.”
Service Learning Events	Implemented	Holiday Veterans 100 Humanitarians Pet Shelter Blankets Utah Food Bank Provo Food Bank Read Across Utah Book Drive	Service-learning is a Mountain Heights Academy value and one that we love to participate in! Service allows students to develop an awareness of others, engender empathy, and build a worldview. In fact, many drug prevention programs include service-learning at their core as a way to mentor, teach and engage youth in something that feels good and has a lasting impact.
Community Connection	Implemented	This is a 10-minute skills building school wide social emotional daily hangout available for anyone to join Monday-Thursday. Students, teachers, staff, faculty, and students are encouraged to join in for a few minutes to learn a skill. These are interactive and taught by our success coaches and counselors.	All groups support building resiliency skills, prosocial behavior, empathy in the classroom, conflict resolution, support mental health, and provide a positive place for students to build healthy connections. Students who are exposed to SEL (social-emotional learning) instruction longitudinally saw lower levels of conduct problems, emotional distress, and lower rates of drug use (Taylor, et al, 2017)

References

- American Academy of Pediatrics. (2014). Adverse Childhood Experiences and the Lifelong Consequences of Trauma. Retrieved 2020, from https://www.aap.org/en-us/documents/ttb_aces_consequences.pdf
- Moon, S. S. & Rao, U. (2011). Social Activity, School-Related Activity, and Anti-Substance Use Media Messages on Adolescent Tobacco and Alcohol Use. *Journal of Human Behavior in the Social Environment*, 21(5), 475-489.doi:10.1080/10911359.2011.566456
- Taylor, R.D., Oberle, E., Durlak, J.A., & Weissberg, R.P. (2017). Promoting positive youth development through school-based social and emotional learning interventions: a meta-analysis of follow-up effects. *Child Development*, 88(4):1156–1171.

Mountain Heights Academy
Donations and Fundraising Policy
Adopted: September 9, 2013
Amended: August 23, 2019
Reviewed: June 12, 2020
Amended: August 28, 2020
Reviewed: June 18, 2021

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

Donations and Gifts

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

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

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

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

Fundraising

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

For the purposes of this policy, “school sponsored” means activities that are expressly authorized by the School’s Director or Board of Directors that support the School or authorized curricular clubs, activities, sports, classes, or programs that are themselves school sponsored. School-sponsored activities must be managed or supervised by School employees. Activities sponsored by the School’s parent organization are not school-sponsored activities, but the parent organization may be involved in and provided assistance in connection with school-sponsored activities.

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

1. The fundraising activity must be undertaken with the intent of obtaining a benefit consistent with the School’s mission.
2. The fundraising activity must not violate the School’s charter, Board policies, or applicable law.
3. Proposals for fundraising activities must be submitted to the School’s Director for approval.
4. The Director may restrict the time, place, and manner of any approved fundraising activity.
5. Fundraising activities should be planned and scheduled in a manner that does not create conflict, confusion, or excessive fundraising pressures on students, families or potential donors.
6. Fundraising activities that may expose the School to risk of financial loss or liability if the activity is not successful should not be approved.
7. The participation of School employees, students and parents in any fundraising activity must be voluntary, regardless of whether it is an individual fundraising activity or a group fundraising activity. However, School employees may be assigned to supervise students in connection with School-sponsored fundraising activities in connection with their employment. Such employees may be compensated for such work as appropriate as determined by the Director.
8. Students may not be required to participate in a fundraising activity as a condition for belonging to a team, club or group, and a student’s fundraising efforts may not affect his or her participation time or standing in any team, club or group.
9. Competitive enticements for student participation in fundraising efforts are generally discouraged, and any such rewards or prizes must be approved by the Director.

10. The Director will ensure that the School's Fee Waiver Policy is complied with in connection with all School-sponsored fundraising activities that involve fees. Any fee waivers must be granted in accordance with the Fee Waiver Policy. Funds raised by a student through an individual fundraising activity shall offset the cost of the student's fees.
11. All funds raised through school-sponsored fundraising activities are considered public funds and will be handled accordingly. The Director will ensure that all other applicable fiscal policies are complied with in connection with fundraising activities. The Director will also ensure the School complies with the requirements of Rule R277-113 when using alternative methods of raising revenue that do not include students.
12. Any fundraising activities that are related to the School but not school sponsored, such as fundraising activities of the parent organization, should clearly inform School patrons that the activity is not school sponsored. School employees may participate in such activities as volunteers but must not represent that they are acting as employees or representatives of the School.
13. The Director will ensure that charitable donation receipts are provided as necessary.
14. The School's employer identification number and sales tax exemption number may only be used by School personnel in connection with school-sponsored activities. No other entity, including the School's parent organization, may use these numbers.
15. Any School employee involved in managing or overseeing non-School-sponsored fundraising must disclose to the Director any financial or controlling interest in or access to bank accounts of the fundraising organization or company.
16. The School may cooperate with outside entities such as the parent organization in connection with non-school-sponsored fundraising activities. The School may allow these groups to use School facilities at little or no charge. At the Director's discretion, the School may provide some level of support or pay for portions of these activities. The details of the arrangements for non-school-sponsored fundraising activities shall be understood and agreed to by the Director and the representatives of the outside entity. This must take into consideration the School's fiduciary responsibility for the management and use of public funds and assets.
17. The School is committed to principles of gender equity and compliance with Title IX guidance. The School commits to use all facilities, unrestricted gifts and other available funds in harmony with these principles. The School reserves the right to decline or restrict donations, gifts, and fundraising proceeds, including those that might result in gender inequity or a violation of Title IX. Fundraising opportunities should be equitable for all students, comply with Title IX, and be in harmony with Article X of the Utah Constitution.

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

The Board will review this policy annually.



ANNUAL BOARD MEETING SCHEDULE

Below are the tentative Mountain Heights Academy Board Meeting dates for the 2023-2024 school year. Meetings are tentatively scheduled for the third Friday at 9:30 AM every other month and will continue as long as business requires. These dates are subject to change and additional meetings may take place. All meetings will be posted on the Utah Public Meeting Notice website at least twenty-four (24) hours in advance.

August 18, 2023 at 9:30 AM

October 20, 2023 at 9:30 AM

December 15, 2023 at 9:30 AM

February 16, 2024 at 9:30 AM

April 19, 2024 at 9:30 AM

June 21, 2024 at 9:30 AM

Please note that meetings will generally be held at 9067 S. 1300 W. #204; West Jordan, UT 84088. Meetings may also be held at different locations as specified by the Board of Directors or electronically as allowed by the Electronic Meetings Policy.