Board of Education Board of Education Regular Meeting
Monday, October 12, 2026 at 6:00 PM
Located at Boardroom, 285 East 400 South, Kamas, Utah 84036.

Board Members Present were:
Attendance Taken at 6:00 PM.

Dan Eckert:	Present
Ty Metcalf:	Present
Matt Weller:	Present
Lynda Whitmore:	Present
Wade Woolstenhulme:	Present

I. **INTRODUCTORY ITEMS**:

A. Welcome and Call to Order:

1. Guests:

B. Vision and Mission Statements: **Description:**

Superintendent Maughan will review the Vision and Mission Statements
Vision Statement:

South Summit School District — valuing individuals and **preparing** them for **success.**

Mission Statement:

We **support, empower,** and **inspire** individuals to **promote** and **achieve** academic and character **excellence.**

C. Pledge of Allegiance: **Description:** Board Member Eckert will lead the Pledge of Allegiance

II. **DISTRICT UPDATES PT 1**:

A. OLAG Auditor Presentation:

B. Board Response to Audit: **Description:** Board response to OLAG Audit

C. Student Board Member Items:

D. South Summit High School Data Report:

III. **ACTION ITEM PT 1**
2026 College Application Week:

IV. **DISTRICT UPDATES PT 2**:

A. Director Reports: **Description:** Shelley Halverson and Cindy Butterfield data report

B. Superintendent Update: **Description:**

1. Use of Student Data in Board Meeting Discussions
2. October 1 Enrollment
3. Percentage of Free/Reduced lunches
4. Fee Waivers
5. Panorama

C. Business Administrator Update: **Description:**

6. 20-Year Facilities Master Plan Update

The District is currently meeting with school administrators to identify and prioritize capital improvement projects for the upcoming fiscal year. Our focus is on evaluating projects associated with Phase I of the 20-Year

Facilities Master Plan, with consideration given to safety, facility needs, and available funding.

Projects currently under consideration include:

High School Parking: Additional parking to address current and future needs.**High School Safety Improvements:** Potential safety enhancements to the front of the high school, including student and pedestrian safety. **Bus Garage:** Prioritizing deferred maintenance needs and necessary facility improvements. **High School Football Field and Track:** Evaluate renovating or replacing the existing football field and track, scoreboard, and lighting.

7. As we complete discussions with administrators, we will further evaluate project priorities, estimated costs, and funding availability. A proposed list of projects for the upcoming fiscal year will be presented to the Board for consideration in November or December of this year.

V.**PUBLIC INPUT**:

VI.**PROCEDURAL UPDATE**:

A.Procedural Update for 3007-B Public Use of Buildings and Grounds: **Description:** Corrected some spelling and grammar.

B.Procedural Update for 4012-A: Graduation Requirements: **Description:** Updated the graduation requirements in Procedure 4012-A to remove the Civics Test requirement and replace it with the American Constitutional Government course.

C.New Procedure 4021-A: Concurrent Enrollment: **Description:** Updated the procedures to match state code. This procedure was tabled in the September Meeting. The board asked the information about fees and graduation be moved back into the policy.

D.Procedure 5081-A Employee Ethical Standards and Codes of Conduct: **Description:** Updated to align with Model Policy, name changed to Employee Codes of Conduct, and state codes updated.

VII.**RECESS**:

VIII.**ACTION ITEMS PT 2**:

A.Declaration of Schools as Open or Closed: **Description:** Based on the enrollment report provided by Superintendent Maughan, the board will declare the schools open or closed for Open Enrollment for the 2027-2028 school year.

B.Holiday Lunches: **Description:** The board will discuss providing lunch for employees during the holidays.

C.**Consent Agenda Instructions**: **Description:** The Chair or Board Secretary will present the consent agenda and invite members to request that any item be removed for separate discussion and vote. The remaining consent agenda items will be considered for approval by a single vote.

D.Consent Agenda:

1.September 14, 2026 Meeting Minutes:

2.Sep 2026 Financials: **Description:** 1. September 2026 - Expense Report
2 - September 2026 - Revenue Report
3 - September 2026 - Vendor Payments

3.New Hires:

a.

8. New Employees

b.: **Description:**

Kimberly Sage Matthews - SSAFC
Jalene Richman - Substitute

4. Volunteers with approved background checks:

5. Homeschool Affidavits:

6. Policies for 2nd Reading:

a. Update Policy 6029: Safe Schools - 2nd Reading: **Description:** Corporal Punishment is defined in this update to Policy 6029: Safe Schools.

b. Update Policy 6038 Reporting Child Abuse - 2nd Reading: **Description:** Split the procedures off this policy.

c. Policy 6052 - Acceptable Use of Internet and Technology - 2nd Reading:

d. Policy 6062: Student Groups/Clubs update - 2nd Reading: **Description:** Updates are being made based on legislation.

e. Policy 6067: Sexual Harassment Update - 2nd Reading: **Description:** Updates based on current legislation.

7. Out of State Travel Requests: **Description:**

9. 8624866 - Drill Team Nationals - Orlando, FL

8. Miscellaneous:

E. Policy 2001 - Budgeting Policy - 1st Reading:

F. Policy 2009 - Conflict of Interest - 1st Reading:

G. Policy 4021: Concurrent Enrollment - 1st Reading: **Description:** This policy was tabled in the September Board Meeting. The Board requested that the fees and graduation information be added back into the policy.

H. Policy 5022 - Leave Benefits for 1st Reading:

I. Policy 5042 Background Checks - 1st Reading:

J. Policy 5081 - Employee Ethical Standards and Codes of Conduct - 1st Reading: **Description:** Updated name to Employee Codes of Conduct and updated state codes.

K. Policy 5085 - Employment Student Support and Scope of Practice - 1st Reading:

IX. **BOARD ITEMS**:

A. Board Items: **Description:**

10. Next Work Session (Dec or Jan)

11. USBA: Jan 7-Jan 9

X. **CLOSED SESSION**: **Description:**

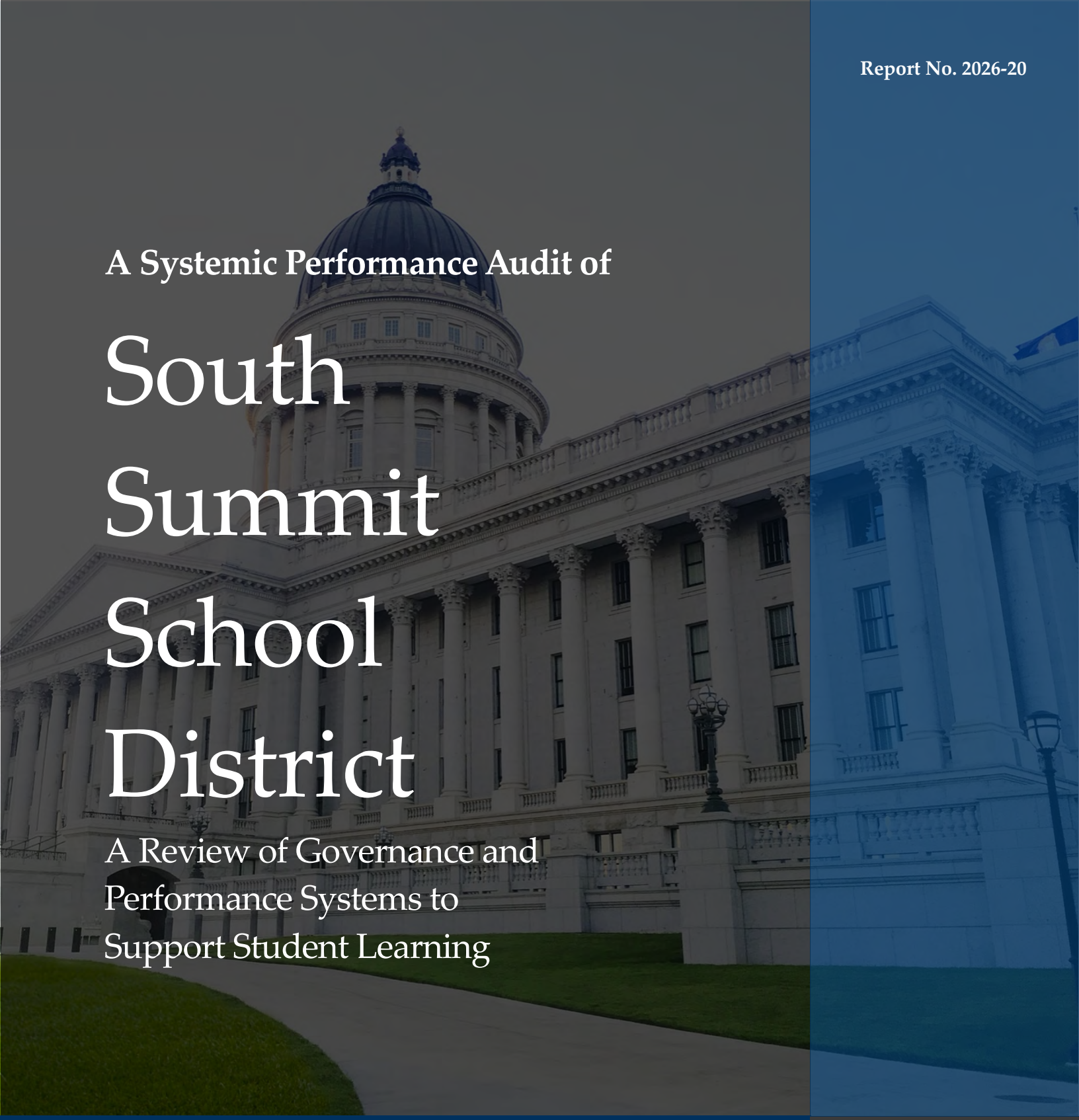
Closed Session Reasoning: 52-4-204 and 52-4-205

If, during the meeting, the discussion on any item on the agenda should be held in a closed meeting, the Board will conduct a closed meeting in accordance with Utah's Open and Public Meeting Act, Title 52, section 4, Paragraphs 4 through 10, UCA. Before a closed meeting is convened, the presiding office will publicly identify the section or section of the act authorizing the closed meeting. All final votes, actions, or decision will be taken in an open meeting. Electronic and telephonic participation may be available for board members. The board room at 285 E. 400 S. in Kamas, UT will be the anchor location for any electronic or telephonic participation.

South Summit School District
Achieving Excellence

XI.**ADJOURNMENT**:

Report No. 2026-20



A Systemic Performance Audit of

South Summit School District

A Review of Governance and Performance Systems to Support Student Learning

Office of the Legislative Auditor General

Report to the **UTAH LEGISLATURE**

LEGISLATIVE AUDITOR GENERAL



LEGISLATIVE
AUDITOR GENERAL

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President of the Senate

Senator Kirk Cullimore
Senate Majority Leader

Senator Luz Escamilla
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Brody Bailey, Audit Staff



Office of the Legislative Auditor General

Kade R. Minchey, Legislative Auditor General

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Audit Subcommittee of the Legislative Management Committee

President J. Stuart Adams, Co-Chair | Speaker Mike Schultz, Co-Chair

Senator Kirk Cullimore | Representative Casey Snider

Senator Luz Escamilla | Representative Angela Romero

September 15, 2026

TO: THE UTAH STATE LEGISLATURE

Transmitted herewith is our report:

"A Systemic Performance Audit of South Summit School District" [Report #2026-20].

An audit summary is found at the front of the report. The scope and objectives of the audit are included in the audit summary. In addition, each chapter has a corresponding chapter summary found at its beginning.

Utah Code 36-12-15.3(2) requires the Office of the Legislative Auditor General to designate an audited entity's chief officer. Therefore, the designated chief officer for South Summit School District is Superintendent Greg Maughan. Superintendent Maughan has been notified that they must comply with the audit response and reporting requirements as outlined in this section of ***Utah Code***.

We will be happy to meet with appropriate legislative committees, individual legislators, and other state officials to discuss any item contained in the report in order to facilitate the implementation of the recommendations.

Sincerely,

Kade Minchey

Kade R. Minchey, CIA, CFE

Auditor General

kminchey@le.utah.gov

AUDIT

Independent, objective, evidence-based reviews that identify opportunities to strengthen performance, accountability, efficiency, and outcomes.

LEAD

A high standard for audit excellence: continuously improving our methods, embracing innovation, and applying the most effective tools and techniques available.

ACHIEVE

Every engagement approached with determination, professionalism, and a commitment to overcoming challenges in pursuit of meaningful improvements.

Audit. Lead. Achieve. ***These principles reflect both what we do and how we do it. We believe every organization can improve, and we can help. Our goal is to provide decision-makers with actionable information that supports continuous improvement, informed governance, and long-term success. To meet this goal, our findings must be objective, independent, and grounded in evidence. We design recommendations to be constructive, practical, and focused on helping organizations build upon their strengths. Our audits are designed to help policymakers better serve the people of Utah.***

LEA Audit Background

This audit of South Summit School District (SSSD) is the ninth LEA audit our office has completed. In an effort to provide Local Education Agencies (LEAs) with a resource that aggregates educational best practices, our office completed *The Best Practice Handbook For Student Achievement in Public Education* in 2025. This handbook outlines best practices for boards, districts, and schools to support student learning. Our office used this handbook in South Summit to measure the effectiveness of current practices and identify opportunities for improvement.

What South Summit School District Is Doing Well

SSSD requested this audit to identify areas for improvement at all levels within its organization. We appreciate the collaboration and openness of school and district staff, teachers, and administrators and their commitment to student learning. Over the past few years, SSSD has seen progress in both Acadience literacy and numeracy and currently leads its peers in student performance on the Acadience numeracy assessment.

How This Report Supports Improvement

While SSSD has made progress in both Acadience literacy and numeracy, it has had the lowest composite proficiency—students proficient on all three elements of RISE—out of its peer group over the past five years. Our office found that the board can improve its focus on using student data and strategic planning to monitor and address these issues. Additionally, we found the board can better utilize the superintendent evaluation process to provide feedback and accountability. At the district level, we found there is an opportunity to improve the teacher evaluation system. Currently, the system is not adequately identifying high-performing or low-performing teachers. We also recommend the Legislature prioritize an audit of teacher evaluations statewide. Lastly, we found that South Summit schools can better utilize student learning data to drive instruction, inform student interventions, and enhance their teacher collaboration meetings.

Table of Contents

Chapter 1 South Summit School Board Can Better Prioritize Student Achievement and Set Clear Targets for District Performance 1

1.1 South Summit School Board Can Improve Student Performance Through Better Focus on Student Learning Data 2

1.2 South Summit School Board Can Provide Clearer Targets and Accountability for Student Academic Achievement in Its Strategic Plan 6

1.3 South Summit School Board Can Use More Effective Superintendent Evaluations to Improve Superintendent Accountability 9

Chapter 2 South Summit School District Should Leverage Its Evaluation System to Improve Teacher Efficacy 13

2.1 South Summit School District Can Develop Clearer Instructional and Evaluation Frameworks to Improve Student Performance 13

2.2 Principals Should Provide Greater Guidance to Teachers During Their Goal-Setting Process to Better Focus on Student Learning and Academic Achievement 18

2.3 The Legislature Should Consider an Audit to Identify Ways to Improve the Statewide Teacher Evaluation System 22

Chapter 3 South Summit Schools Should Improve Their Use of Student Data And Teacher Collaboration to Impact Student Learning 27

3.1 South Summit School District Can Better Use Data to Improve Student Learning 27

3.2 District and School Leadership Can Improve the Quality of Teacher Collaboration Meetings by Focusing On Student Learning 32

Complete List of Audit Recommendations 37

Appendices 41

A. Performance Data for South Summit School District 43

B. Rubric for Evaluating School Board Meetings 51

C. Collaborative Team Rubric 55

Agency Response Plan 61



LEGISLATIVE AUDITOR GENERAL

South Summit School District

By the Numbers

OVERVIEW

South Summit School District (SSSD) is a small, rural school district located in Summit County. Below are key statistics about the district pulled from district software, USBE data, and the 2024-2025 annual report card for SSSD. Student academic performance is discussed in greater detail throughout the report.

1,516 STUDENTS

5 SCHOOLS
2 Elementary,
1 Middle, 1 High,
and 1 Secondary

91.75* TEACHERS
*A partial number indicates a part-time employee

82.4% CONSISTENT ATTENDANCE 2024-2025
High School

16% ECONOMICALLY DISADVANTAGED STUDENTS

86.7% CONSISTENT ATTENDANCE 2024-2025
Kindergarten-8th

9% MULTI-LANGUAGE LEARNERS

12% STUDENTS RECEIVING SPED SERVICES

LEGISLATIVE AUDITOR GENERAL

South Summit School District

By the Numbers

SSSD's peers are Morgan School District, North Summit School District, Park City School District, and Wasatch School District. This means the five districts are similar enough in demographics for fair comparison. Below are additional key metrics on SSSD from the 2024-2025 school year. We include peer districts' data next to SSSD's data for comparison.

73.1%

AVERAGE K–3 ACADIENCE PROFICIENCY

78% Morgan
69.2% North Summit
76.8% Park City
57.2% Wasatch

45.5%

AVERAGE 3–8 RISE PROFICIENCY

56.7% Morgan
61.2% North Summit
65.8% Park City
58.9% Wasatch

73.2%

18+ COMPOSITE ACT SCORE

81.5% Morgan
68.8% North Summit
85.3% Park City
71.1% Wasatch

89.4%

GRADUATION RATE

97.1% Morgan
89.8% North Summit
95% Park City
93.1% Wasatch

2 of 7

LEGISLATIVE PERFORMANCE METRICS MET

LEGISLATIVE AUDITOR GENERAL

AUDIT SUMMARY

REPORT 2026-20 | SEPTEMBER 2026

Office of the Legislative Auditor General | Kade R. Minchey, Auditor General

PERFORMANCE AUDIT

SOUTH SUMMIT SCHOOL DISTRICT

KEY FINDINGS

- **1.1** South Summit School Board Can Improve Student Performance Through Better Focus on Data
- **1.3** The Board Should Use Effective Superintendent Evaluations to Improve Superintendent Accountability
- **2.1** South Summit School District Can Develop Clearer Instructional and Evaluation Frameworks to Drive Student Performance
- **3.1** South Summit School District Can Better Use Data to Improve Student Learning

RECOMMENDATIONS

- South Summit School Board should improve its oversight over student performance through regularly reviewing data during public meetings.
- South Summit School Board should formally adopt a superintendent evaluation system that includes clear success measures tied to the board's strategic plan and student learning.
- South Summit School District should refine its educator evaluation system to better identify top-performing teachers and elevate effective instructional practices.
- South Summit School District should work with principals to simplify its evaluation tools to focus on clear measures of student learning.
- South Summit School District should adopt best practices that allow for small-group and individualized interventions throughout all schools and grades.

AUDIT REQUEST

Utah Code allows our office to conduct performance audits of local education agencies (LEAs). This report represents the ninth LEA performance audit our office has completed. The superintendent of South Summit School District desired independent information and feedback to help the district better support student achievement and requested this audit to provide that information. District officials and staff worked collaboratively with our office throughout the audit.

BACKGROUND

Our office published the *Best Practice Handbook for Student Achievement in Public Education* in 2025. This handbook outlines the core actions that local boards of education (LBEs), LEA central offices, and school leaders should take to improve learning. We used the handbook to identify key areas for improvement in South Summit. Each level of the LEA (board, district, and school) has a chapter that outlines which of the 27 best practices they should focus on. We intend this as a framework for all future LEA audits.

REPORT SUMMARY

South Summit School Board Can Better Prioritize Student Achievement and Set Clear Targets for District Performance

We found that South Summit schools have not improved performance on the RISE exam for several years. To address this, the South Summit School Board should better prioritize discussions of student achievement and set clear targets for student performance in their strategic plan. Additionally, superintendent evaluations should be revised to better provide feedback and accountability.

South Summit School District Should Leverage Its Evaluation System to Improve Teacher Efficacy

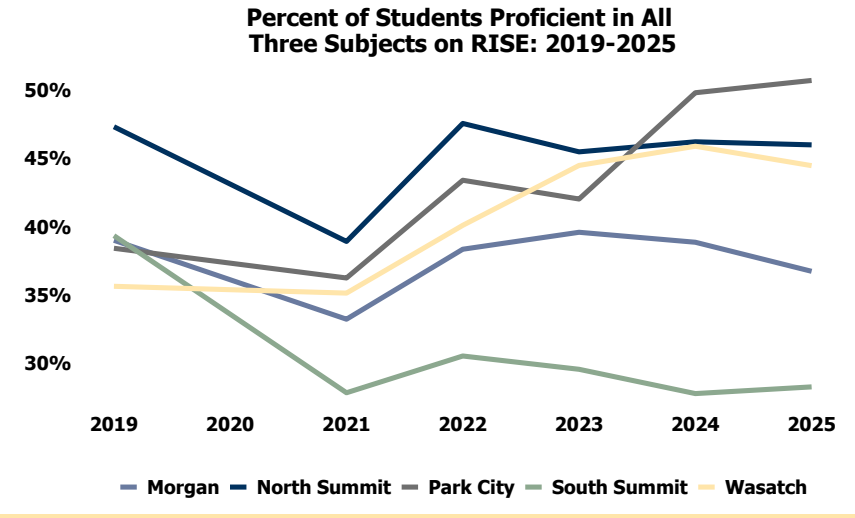
South Summit School District should provide greater clarity and support for principals and teachers through an effective evaluation system. We found that the current evaluation system is not adequately identifying high-performing or low-performing teachers. We also found potential obstacles in ***Utah Code*** that would need to be addressed at a statewide level to improve the teacher evaluation system.

South Summit Schools Should Improve Their Use of Student Data and Teacher Collaboration to Impact Student Learning

Student proficiency on the RISE exam has declined since 2019. To address this, schools should improve their use of student data and strengthen intervention systems. Additionally, teacher collaboration meetings should better focus on student achievement and adhere to best practices.

South Summit School District Could Improve Performance on the RISE Exam

Our office analyzed student performance data on the standards-based RISE exam and found that South Summit School District is performing below peer districts. We looked at composite proficiency—the percentage of students proficienct in all three subjects on RISE—and found that the district had the lowest overall proficiency among peers. Overall proficiency also did not increase from 2019 to 2025.



South Summit School Board Can Better Prioritize Student Achievement and Set Clear Targets for District Performance

BACKGROUND

Our office's *Best Practice Handbook for Student Achievement in Public Education*, identifies nine principles of successful local boards of education (LBEs). This chapter focuses on three of those areas: robust strategic planning, reviewing student learning data, and superintendent evaluations.

FINDING 1.1
South Summit School Board Can Improve Student Performance Through Better Focus on Student Learning Data

RECOMMENDATION 1.1
South Summit School Board should improve its oversight over student performance by regularly reviewing data on student learning, academic achievement, and other key metrics outlined in the board's strategic plan during public meetings. Regular board discussion on student learning can improve accountability for student performance throughout the district and message that student learning is the board's top priority.

FINDING 1.2
South Summit School Board Can Provide Clearer Targets and Accountability for Student Academic Achievement in its Strategic Plan

RECOMMENDATION 1.2
South Summit School Board should work with the superintendent to develop a robust and complete strategic plan that includes all the necessary components listed within this chapter. This plan should include clear performance targets for student learning and provide guidance on how the district will improve student learning outcomes.

FINDING 1.3
South Summit School Board Can Use More Effective Superintendent Evaluations to Hold the Superintendent Accountable

RECOMMENDATION 1.3
South Summit School Board should formally adopt a superintendent evaluation system that includes clear success measures tied to the board's strategic plan and student learning. This evaluation should happen at least annually and ensure that the superintendent is given feedback on the areas where they need to improve to fulfill the board's vision.

CONCLUSION

We found that South Summit schools have not improved performance on the RISE exam for several years. To address this, the South Summit School Board should better prioritize discussions on student achievement and set clear targets for student performance in their strategic plan. Additionally, superintendent evaluations should be revised to better provide feedback and accountability.

Chapter 1
South Summit School Board Can Better Prioritize Student Achievement and Set Clear Targets for District Performance

Our office's *Best Practice Handbook for Student Achievement in Public Education* identifies nine principles of successful local boards of education (LBEs), as shown in the infographic.[1] This chapter focuses on three of those principles: robust strategic planning, review student learning data, and superintendent evaluations.

Best Practices for Local Boards of Education

- Stakeholder Engagement
- **Robust Strategic Planning**
- Strategically Aligned Budgets
- Clearly Defined Roles
- Strategically Aligned Governance
- **Review Student Learning Data**
- Regular and Rigorous Evaluations
- Board Handbooks and Policies
- **Superintendent Evaluations**

Our audit work identified that students in South Summit School District (SSSD, the district) have chronically underperformed on certain assessments. Section 1.1 summarizes student performance data and discusses how the South Summit School Board (SSSB, the board) could better focus on data during its meetings. Section 1.2 discusses how the board could provide more clarity through a comprehensive strategic plan. Finally, Section 1.3 outlines the importance of superintendent evaluations and discusses how the board could better leverage this important tool. By providing greater oversight and accountability in these areas, the board will be well positioned to improve student achievement.

SSSD demonstrated a commitment to continuous improvement by voluntarily requesting this audit. We have presented the findings in each chapter with an appreciation for the district's willingness to identify and address areas for growth. We look forward to working with the board and district officials as they consider and implement improvements in the areas identified throughout this report.

[1] *The Best Practice Handbook for Student Achievement in Public Education* (Report No. 2025-13), 59.

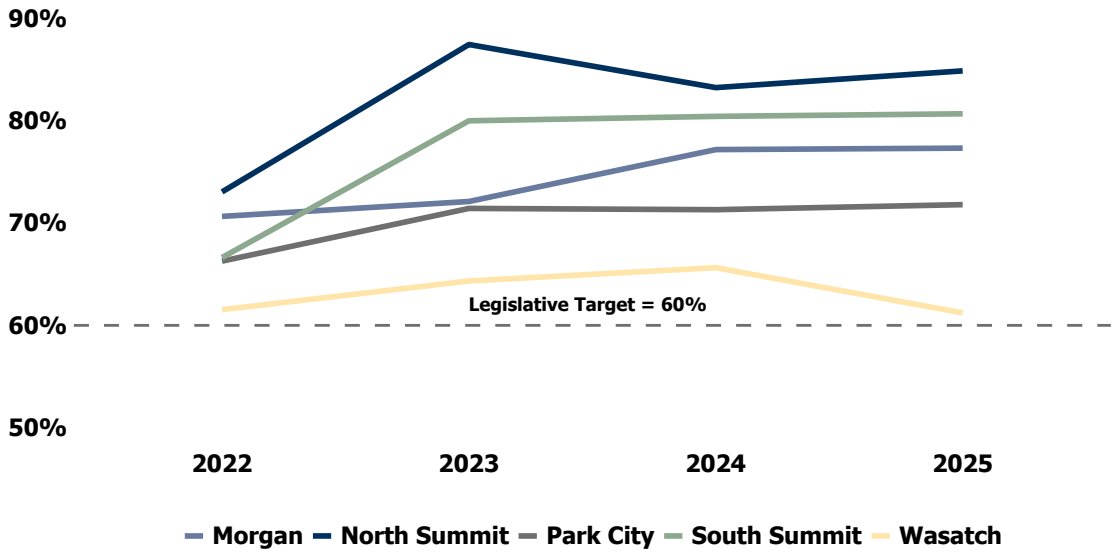
1.1 South Summit School Board Can Improve Student Performance Through Better Focus on Student Learning Data

Through our audit work, we found that SSSB can better prioritize discussions of student learning and academic achievement during its board meetings. We identified areas where student performance is chronically low when compared to peer districts and legislative targets. By making student learning a greater focus of board discussions, SSSB can set the tone that academic achievement is the board's top priority and provide greater accountability over the district's performance.

South Summit School District Can Improve Performance On Some Statewide Benchmarks When Compared to Peers

SSSD consistently performs below peer districts on the statewide RISE exam but has improved its performance on Acadience.[2] Figure 1.1 shows the percentage of students in SSSD and its peer districts making typical or better progress in the Acadience literacy and numeracy assessments from 2022-25.

Figure 1.1 The Percentage of Students Making Typical or Better Progress in Both Acadience Literacy and Numeracy Has Improved over Time. The district is only below one of its peers on measures of student progress on the Acadience literacy and numeracy exams.

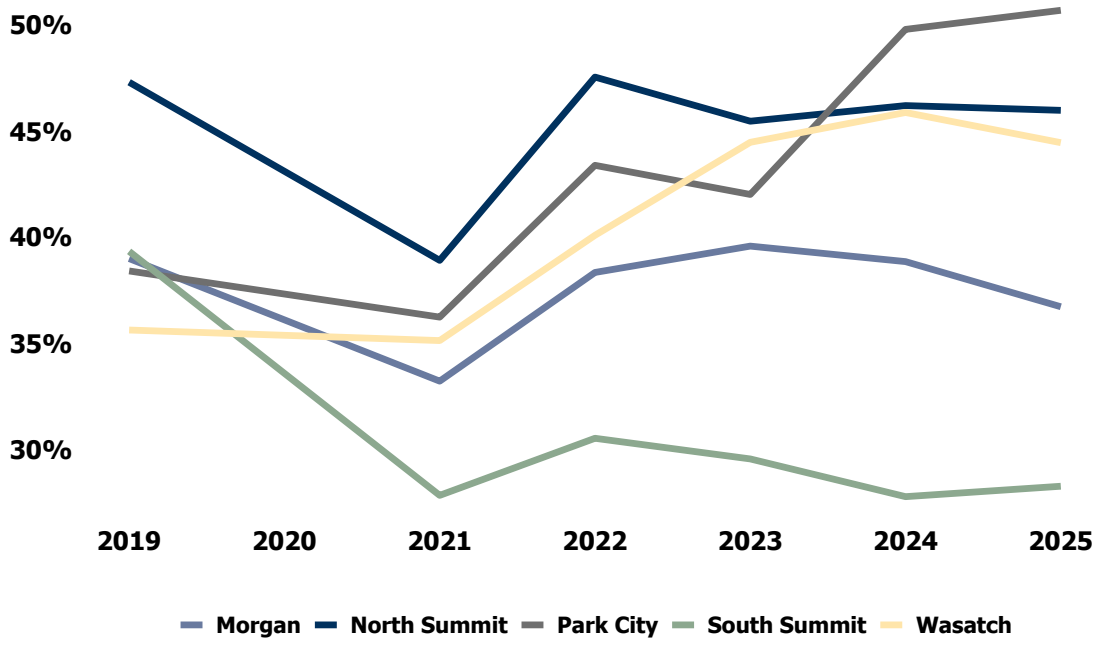


Source: Auditor generated.

[2] These statewide assessments, known as Acadience and RISE, serve different purposes and are taken in different grades. As noted in our office's recent literacy audit "Acadience is the primary assessment tool used to measure K-3 literacy progress," whereas RISE is a summative, end-of-year assessment used to evaluate student learning against grade-level standards for grades 3-10.

The district has not seen the same level of improvement in RISE. Figure 1.2 shows the percentage of South Summit students proficient in all three subjects on RISE (English language arts, mathematics, and science) compared to students in peer districts. Since 2020, South Summit students had the lowest composite proficiency (proficient in all three subjects) score each year when compared with their peers.

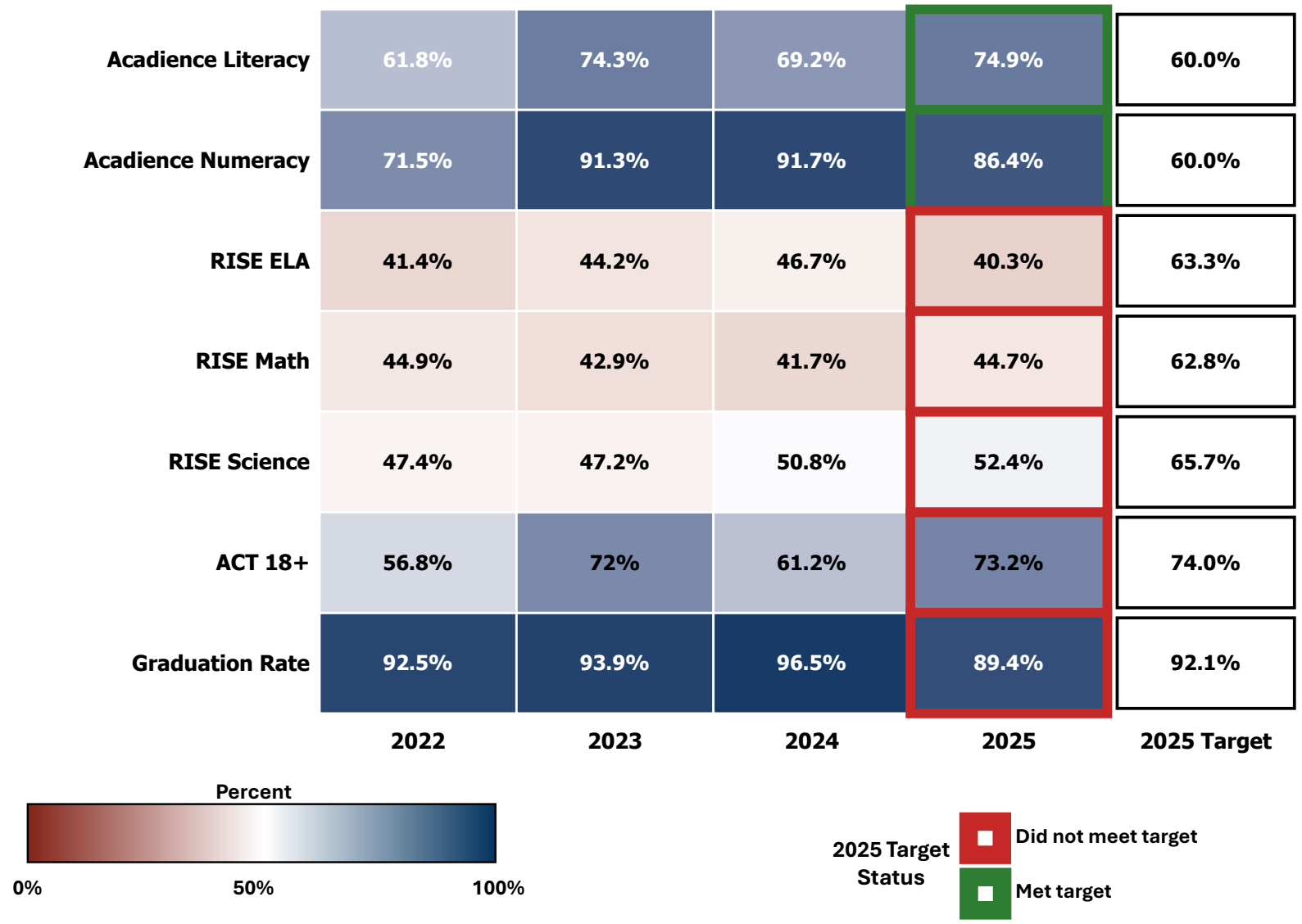
Figure 1.2 Since 2020, the Percentage of South Summit Students Proficient in All Elements of RISE Has Been the Lowest of Its Peers. Additionally, proficiency has essentially stayed the same over time.



Source: Auditor generated using data from the Utah State Board of Education (USBE).

To present a holistic view of the district's performance, we compiled Figure 1.3. It shows the district's performance on each component of Acadience and RISE, the percentage of students that received an 18 or above on the ACT, and the district's graduation rate—all from 2022 to 2025. We also include information on the district's performance relative to legislative performance targets in 2025. The district is only hitting two out of the seven targets we examined. Comparisons between South Summit and its peer districts for each element can be found in Appendix A. The district's chronic underperformance on RISE indicates an opportunity for the board to better prioritize student achievement. We explore this below.

Figure 1.3 South Summit Can Improve Its Performance on Key Legislative Targets. South Summit has seen growth in both Acadience literacy and numeracy, but performance in RISE has stagnated over time.



Source: Auditor generated using USBE data.

School Board Meetings Can Better Focus On Student Learning and Strategic Goals

Effective LBEs prioritize student learning and academic achievement and make learning a primary goal of their meetings. We found that SSSB has not consistently prioritized discussions of student learning and achievement in public board meetings. We believe a lack of focus on the board's primary mission—student academic achievement—has contributed to the district not improving its performance in certain areas. To address the chronic underperformance on RISE, SSSB should improve its oversight of student learning through regular discussion and focus on student performance throughout the district.

We found that the board is largely focused on administrative issues like construction, budgeting, and policies, while academic issues and student performance received less time.

To understand what occupies the most time during board meetings, our team performed two analyses on board meeting minutes and public board meetings. In the first analysis, we looked at how frequently academic issues were raised during board meetings. We found that the board is largely focused on administrative issues like construction, budgeting, and policies, while academic issues and student performance received less time.

In the second analysis, we listened to board meetings and analyzed them on a variety of metrics like who spoke the most, whether board members respected each other, and how often issues like student achievement came up in the meeting.[3] Based on our observations, the board administratively functions well: Meetings are conducted in a business-like manner, and board members listen attentively during presentations. However, the items that ranked lowest (meaning they were mentioned with the lowest frequency) all related to student learning and accountability. Taken together, these two analyses demonstrate that student learning is not a regular topic of discussion in board meetings.

Consistent with Best Practice 1.6: Review Student Data, we recommend that the board, in conjunction with the superintendent, improve its focus on student achievement by setting performance targets, regularly reviewing student performance data, and then aligning resources as needed to meet those targets. This practice should occur regularly in school board meetings to ensure a

[3] A copy of the rubric we used to evaluate school board meetings can be found in Appendix B.

consistent focus on performance and set the tone for the entire district that student achievement is the board's top priority.

RECOMMENDATION 1.1

South Summit School Board should improve its oversight over student performance by regularly reviewing data on student learning, academic achievement, and other key metrics outlined in the board's strategic plan during public meetings. Regular board discussion on student learning can improve accountability for student performance throughout the district and message that student learning is the board's top priority.

1.2 South Summit School Board Can Provide Clearer Targets and Accountability for Student Academic Achievement in Its Strategic Plan

SSSB can provide greater oversight and accountability for student learning through clearer goals and a comprehensive strategic plan. We found that the district's current strategic plan lacks clear targets for student learning, which we believe has led to a lack of accountability over student performance. An effective LBE provides clarity on the district's vision, mission, and goals through its strategic plan. They work with their superintendents to clarify what the district will achieve and how to achieve it, and they set clear goals for student learning—ultimately guiding the district to sustained improvement.

This is the heart of Best Practice 1.2: Robust Strategic Planning. To be effective, strategic plans should contain all the necessary elements to guide district improvement. The Governor's Office of Planning and Budget outlines eight elements of an effective strategic plan.[4] All these elements, as shown below, should be present within the plan to support the board's vision and ensure its vision is realized.

[4] *Best Practice Handbook: A Practical Guide to Excellence for Utah Government* (Report No. 2023-05), 20.



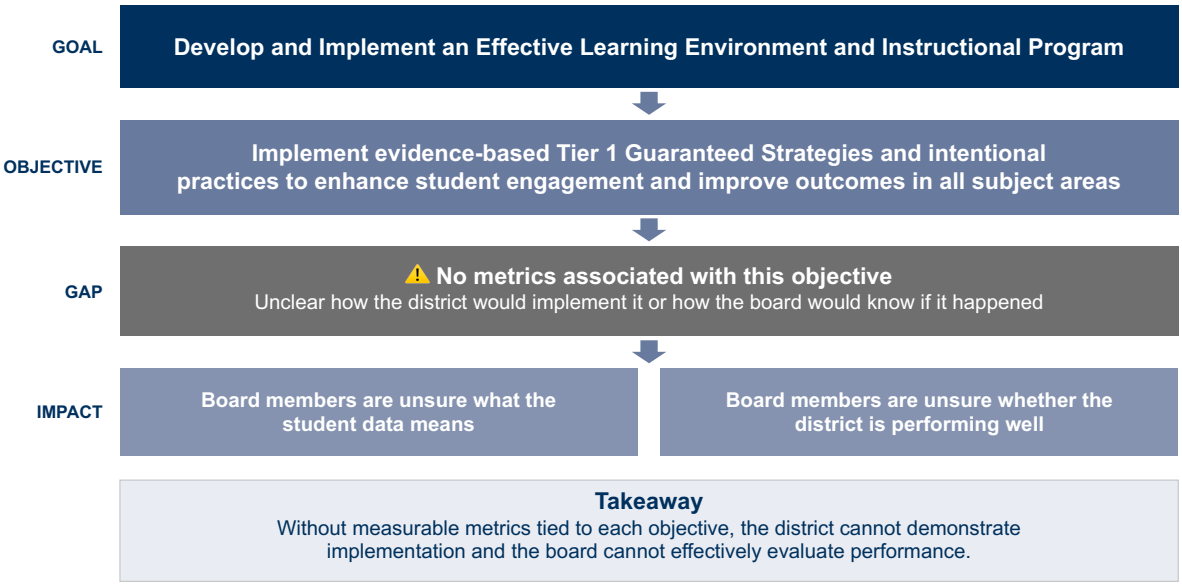
SOURCE: *Governor's Office of Planning and Budget*

We found a general lack of quantifiable objectives for student learning.

We reviewed the SSSD strategic plan against each of the eight elements and found that the plan only contained four of the eight necessary elements. We also found a general lack of quantifiable objectives for student learning; even the portion focused on student learning lacks clear targets. One of the strategic plan's goals is to "Develop and Implement an Effective Learning Environment and Instructional Program." One objective of that goal is to "Implement evidence-based Tier 1 Guaranteed Strategies and intentional practices to enhance student engagement and improve outcomes in all subject areas." There are not numerical outcome metrics associated with this objective, making it unclear how the district would implement it or how the board would determine if the objective had been met. We show this goal-metric disconnect in the following chart:

The Goal-Metric Disconnect

How missing metrics break the line of sight between objectives and board oversight



In contrast, our *Best Practice Handbook for Student Achievement in Public Education* identified the Park City School District (PCSD) strategic plan as a positive example.[5] It contains clear goals and metrics for determining if those goals are met, the plan's first strategic goal is centered on student learning, and the plan contains a description of how the strategic goals will be funded. For example, the plan states that PCSD will use its software system to track student data and a midyear report helps monitor the district's progress. The Park City School District audit found that the use of this software "may have facilitated a more efficient use of resources and more effective implementation of programs in the district."[6]

We recognize that SSSD is currently working on a new strategic plan and appreciate the desire to improve. The feedback in this chapter can help guide those revision efforts. Therefore, moving forward, we recommend that SSSB, as part of its new strategic planning process, include clear, quantifiable performance targets for student learning. Then, as the board regularly reviews student learning data in public board meetings, they will have the ability to determine whether the district is moving toward its goals or whether adjustments need to be made.

[5] *The Best Practice Handbook for Student Achievement in Public Education* (Report No. 2025-13), 10.

[6] *A Systemic Performance Audit of Park City School District* (Report No. 2023-11), 57.

RECOMMENDATION 1.2

South Summit School Board should work with the superintendent to develop a robust and complete strategic plan that includes all the necessary components listed within this chapter. This plan should include clear performance targets for student learning and provide guidance on how the district will improve student learning outcomes.

1.3 South Summit School Board Can Use More Effective Superintendent Evaluations to Improve Superintendent Accountability

Effective school boards leverage superintendent evaluations to guide district improvement and hold the superintendent accountable for student learning. We found that SSSB has not conducted a formal evaluation of the superintendent since 2024. When reviews have happened, they did not provide useful feedback. An absence of consistent feedback and accountability may have contributed to the district's lack of improvement in RISE. Through adopting a more rigorous and effective evaluation system focused on student learning, the board can ensure its strategic priorities are being accomplished.

The relationship between a school board and its superintendent is critical for the long-term success of the district. The National School Boards Association states that the most significant role of a school board may be in providing oversight of the district superintendent. One method of accomplishing this is through superintendent evaluations. Effective superintendent evaluations provide clarity on whether the superintendent is fulfilling the board's vision for student achievement. Boards should use this tool to set expectations for the superintendent and hold superintendents accountable when board expectations are not being met. The National School Boards Association states the following:

National School Boards Association

"Effective evaluation can help lead district improvement. An accurate, fair, and objective evaluation of a school district superintendent may be one of the most significant levers a school board has for driving district improvement. However, research on superintendent evaluation suggests current practice typically lacks a clear process with objective measures."

We believe SSSB can improve its superintendent evaluation to provide greater clarity to and accountability for the superintendent. An evaluation of the

superintendent has not occurred since 2024. The form the board last used for evaluations was the Utah School Boards Association (USBA) template, not a form specifically designed for SSSD. Best Practice 1.9: Superintendent Evaluations encourages boards to adopt a formal evaluation system tied to their strategic plan. In our *Best Practice Handbook for Student Achievement in Public Education*, we point to the Massachusetts model for superintendent evaluations.[7] This framework establishes clear goals for the superintendent and sets a cadence of evaluation and feedback throughout the year to ensure those goals are being met.

Without an effective, regular evaluation process, the board has not utilized one of its most significant levers for change and accountability for the superintendent's performance. We recommend that the board formally adopt an evaluation system that includes clear measures of success tied to the board's strategic plan and student learning. This evaluation should happen at least annually and focus on providing the superintendent with feedback on the areas of improvement needed to carry out the board's vision for student learning and academic achievement.

RECOMMENDATION 1.3

South Summit School Board should formally adopt a superintendent evaluation system that includes clear success measures tied to the board's strategic plan and student learning. This evaluation should happen at least annually and ensure that the superintendent is given feedback on the areas where they need to improve to fulfill the board's vision.

[7] *The Best Practice Handbook for Student Achievement in Public Education* (Report No. 2025-13), 20.

South Summit School District Should Leverage Its Evaluation System to Improve Teacher Efficacy

BACKGROUND

Our *Best Practice Handbook for Student Achievement in Public Education* outlines eight best practices for LEA central offices. Our audit work identified areas in which the district is doing well. This chapter identifies one area where we believe the district office can improve: Clear Instructional and Evaluation Frameworks.

FINDING 2.1
South Summit School District Can Develop Clearer Instructional and Evaluation Frameworks to Improve Student Performance

RECOMMENDATION 2.1
South Summit School District should refine its educator evaluation system to better identify top-performing teachers and elevate effective instructional practices to improve student learning outcomes. The system should also better identify teachers who need remediation and provide the needed support.

RECOMMENDATION 2.2
South Summit School District should work with principals to improve the quality of classroom instruction by simplifying its evaluation tools to focus on clear, quantifiable measures of student learning. The new evaluation system should provide more effective feedback to teachers and help principals and teachers understand the quality of instruction based on student learning data.

FINDING 2.2
Principals Should Provide Greater Guidance to Teachers During Their Goal-Setting Process to Better Focus on Student Learning and Academic Achievement

RECOMMENDATION 2.3
South Summit School District principals should evaluate teacher goals to ensure they are connected to student achievement, address instructional deficiencies, and verify that the goal is measurable. Once set, principals should support and hold teachers accountable as they seek to reach their goals to improve student learning.

FINDING 2.3
The Legislature Should Consider an Audit to Identify Ways to Improve the Statewide Teacher Evaluation System

RECOMMENDATION 2.4
The Legislature should consider an audit on teacher evaluation systems focused on the role of student data in evaluations, whether potential limitations exist within ***Utah Code*** and/or *Administrative Rule*, and an overall assessment on how the evaluation system could be improved to drive teacher and student performance.

CONCLUSION

South Summit District should provide greater clarity and support for principals and teachers through an effective evaluation system. We found that the current evaluation system is not adequately identifying high-performing or low-performing teachers. We also found potential obstacles in ***Utah Code*** that would need to be addressed at a statewide level to improve the teacher evaluation system.

Chapter 2
South Summit School District Should Leverage Its Evaluation System to Improve Teacher Efficacy

Our *Best Practice Handbook for Student Achievement in Public Education* outlines eight best practices for the central office of a local education agency (LEA). Our audit work identified areas in which South Summit School District (SSSD, the district) is doing well. This chapter identifies one area where we believe the district office can improve: Clear Instructional and Evaluation Frameworks.

Best Practices For LEA Central Offices

- Strategic Staff Placement
- Instructional Coaching Expectations
- Remove Department Silos
- Principal Pipeline
- Robust Principal Supports
- Principal Accountability
- Curriculum Adoption Policies
- **Clear Instructional & Evaluation Frameworks**

Section 2.1 examines how the district office can develop a clearer evaluation framework[8] to improve the quality of classroom instruction. Section 2.2 shows that teacher goals should be more focused on student achievement. Lastly, Section 2.3 suggests that the current statewide teacher evaluation framework could benefit from additional audit work.

2.1 South Summit School District Can Develop Clearer Instructional and Evaluation Frameworks to Improve Student Performance

SSSD has performed below peer districts on the RISE exam for the past five years. Chronic underperformance on the RISE exam indicates a need for improved classroom instruction and shows that the district's evaluation system is not adequately identifying and remedying deficiencies in classroom instruction. We believe that one reason for this is that SSSD's current evaluation framework is cumbersome and not adequately tied to student performance measures.

[8] A teacher evaluation framework is a structured set of guidelines for teacher performance that administrators use to evaluate teachers. The framework includes both formative (throughout the year) and summative (annual) evaluations, each of which are explored in greater depth below.

Audit Tests Show Evaluations Do Not Differentiate Between Levels of Teacher Performance

Utah Code states that the purpose of teacher evaluations is to provide "specific feedback and support for improvement through a systematic, fair, and competent evaluation and remediation of public educators whose performance is inadequate."[9] To evaluate how effectively SSSD's teacher evaluation system identifies high-and low-performing teachers, we performed a statistical analysis to determine whether teacher summative evaluation scores were correlated with their students' performance on the RISE assessment.[10]

We found no significant correlation between measures of student proficiency and evaluation scores on RISE.

We found no significant correlation between measures of student proficiency and evaluation scores on RISE. We also found instances where teachers with consistently low growth scores on the RISE exam either did not have an evaluation logged or received high evaluation scores. These results suggest that the evaluation system may not effectively distinguish between effective teachers and teachers who require additional support.

Through working with principals, we identified three primary issues contributing to the disconnect between student academic performance and teacher evaluation scores:

- The number of criteria centered on student performance in the district's summative evaluation rubric is lower than the number of nonacademic criteria.
- The evaluation framework from the Utah State Board of Education (USBE) does not allow for stratification in teacher performance.
- The current teacher evaluation management system the district uses, ObserverTab, is cumbersome and time consuming.

Each of these issues is explored below.

[9] ***Utah Code*** 53G-11-501.5.

[10] Correlation is a statistical measure that looks at the strength of a relationship between two or more variables. In this instance, we wanted to see a high, positive correlation, meaning that the two are closely related.

Issue 1: Student Performance Criteria Needs to Better Reflect Quantifiable Measures of Learning

Two of the tools that SSSD currently uses for classroom observation are the GSIP (Guaranteed Strategies and Intentional Practices) Classroom Observation and the SSSD Effective Instruction Rubric. Both the annual assessment data and our own analyses indicate that these tools do not include specified, quantifiable measures of student learning. Although the summative rubric (the SSSD Effective Instruction Rubric) includes observable behaviors that are designed to evaluate student learning, a principal reported—and others agreed—that the number of elements centered on nonacademic performance measures in the summative evaluation rubric is higher than the number of criteria that reflect student performance.



Data measuring the impact of a teacher's instructional effectiveness on student's academic performance should also be included to provide a more complete view.

Pedagogy (how a teacher teaches) is important. However, pedagogical measures in isolation do not provide a complete picture. Data measuring the impact of a teacher's instructional effectiveness on students' academic performance should also be included to provide a more complete view. For this reason, the district and principals should review their evaluation tools to ensure that student performance is given proper weight and include clear, quantifiable measures of student learning, not just student behaviors.

To better understand teacher perceptions of the teacher evaluation framework, our team interviewed 21 teachers across SSSD, with teachers represented in the elementary, middle, and high schools. We found their feedback regarding the evaluation process varied widely. Some feel they are given specific, actionable feedback by their administrator and that the process meaningfully improves their teaching. Others feel that the evaluations are perfunctory and do not lead to meaningful feedback that can improve instruction. Using student performance data in the teacher evaluation tools will lead to more meaningful feedback.

Utah Code currently prohibits the use of end-of-level assessment scores in teacher evaluations.[11] We believe this prohibition has limited the ability of LEAs to measure teacher performance, and we address this in greater detail in Section 2.3 of the chapter.

Absent end-of-level assessment data, there are numerous other sources of student data that *can* be used. For example, ***Utah Code*** explicitly requires that

[11] ***Utah Code*** 53G-11-507(2)(b).

student academic growth data be included in a teacher's evaluation.[12] South Summit has a data platform (Performance Matters Reports) that has data on student performance throughout the year. This data could be used to identify both effective and ineffective instructional practices among teachers and measure student understanding of particular standards. The district, administrators, and teachers should better utilize this data to identify effective and ineffective instructional practices and measure student learning as part of its evaluation process.

Issue 2: Deficiencies Exist in the USBE Evaluation Criteria

As noted previously, statute and USBE rule set the general framework for teacher evaluations. One principal noted that the current evaluation criteria established by USBE only allows teachers to receive a score of 1,2, or 3 on a given piece of criteria, making it difficult to meaningfully identify and stratify teacher performance. This is discussed further in Section 2.3 of this chapter.

Issue 3: The District's Observation Tools Can Be Significantly Simplified

SSSD's observation policy states that teachers should receive "at least two walk-through evaluations" per year, provisional educators should receive a summative evaluation at least twice a year, and career educators should "receive at least one Formative Evaluation and one Summative Evaluation annually." We reviewed the number of evaluations reported in ObserverTab for the past three years and found that, based on the data presented, two schools had only logged 10 or fewer observations over a three-year period.

However, conversations and documentation provided by principals showed that formative observations are occurring but are not recorded in ObserverTab. Principals explained that ObserverTab is cumbersome and not user-friendly, resulting in them developing their own tools and strategies for formative observations. Additionally, as noted in Issue 1, the district has several different evaluation rubrics, which the principals believe creates unnecessary complexity and adds to the administrative burden. We agree.

[12] ***Utah Code*** 53G-11-507(1)(b)(viii).

We conducted classroom observations alongside principals and, after the observations were finished, spent over an hour discussing multiple forms to complete a single evaluation. There is an opportunity to simplify and streamline the evaluation tools and invest in a more user-friendly management system, thereby allowing administrators to spend more time in the classroom than on administrative tasks associated with evaluations. The district office and principals should collaborate to implement these changes. Regular observation and feedback can help teachers identify weaknesses early, improve instruction, and make the observation cycle more meaningful.



There is an opportunity to simplify and streamline the evaluation tools and invest in a more user-friendly management system.

Houston Independent School District (Houston ISD) provides an example of how this can be done. To provide ongoing feedback, principals are expected to conduct multiple observations every week and log them in a centralized system. Houston ISD's New Education System model places strong emphasis on instructional leaders being present in classrooms, providing ongoing coaching in the moment, and giving immediate feedback to teachers to improve instructional quality. The district's focus on ensuring principals serve as the instructional leader for the school is reflected in its handbook:

Houston Independent School District – NES Playbook

"The main role of administrators is to serve as instructional [leaders], contributing to overall staff development and student success.…Administration should generally be in classrooms and learning spaces 80% of the time their students are in class."

RECOMMENDATION 2.1

South Summit School District should refine its educator evaluation system to better identify top-performing teachers and elevate effective instructional practices to improve student learning outcomes. The system should also better identify teachers who need remediation and provide the needed support.

RECOMMENDATION 2.2

South Summit School District should work with principals to improve the quality of classroom instruction by simplifying its evaluation tools to focus on clear, quantifiable measures of student learning. The new evaluation system should provide more effective feedback to teachers and help principals and teachers understand the quality of instruction based on student learning data.

2.2 Principals Should Provide Greater Guidance to Teachers During Their Goal-Setting Process to Better Focus on Student Learning and Academic Achievement

Another component of the teacher evaluation system is goal setting. The Legislature recognizes that "the high quality of teachers is absolutely essential to enhance student achievement."[13] Through annual goal setting, teachers can improve their effectiveness by identifying gaps in instructional practice and student learning and creating a plan to address those deficiencies. As part of the goal-setting process, teachers are required to develop goals aligned with student learning and engage in "reflection for professional growth."[14] This aligns with the requirement in ***Utah Code*** that student academic growth data be included as part of a teacher's evaluation.[15] Principals should act as instructional leaders and help their teachers set meaningful goals to improve student learning.

Of the 60 teacher goals evaluated, 18 had unclear success metrics, meaning the proposed success measure made it difficult to identify whether the goal was reached or whether it had a positive impact on student academic performance.

During the interviews conducted with teachers, we asked them their opinions on the teacher goal-setting process and received a range of opinions. One teacher described the goal setting process as "going through the hoops" and stated there is no follow-up or reward for reaching the goal. Another teacher felt the process was not as useful as it could be.

Our office randomly selected 60 goals set by SSSD teachers to evaluate how effectively teacher goals are tied to student achievement and get a general sense of the quality of the goals throughout the district.

[13] ***Utah Code*** 53E-6-103(2)(a)(ii).

[14] Utah State Board of Education, "Utah Model Teacher Evaluation System Overview". https://schools.utah.gov/curr/educatordevelopment/administratorfiles/evaluation_document_files/Utah%20Model%20Teacher%20Evaluation%20System%20%20Overview%20ADA.pdf.

[15] ***Utah Code*** 53G-11-507(1)(b)(viii).

Although many teachers have goals clearly tied to student achievement that are targeted, measurable, and timely, a significant number of teacher goals lacked clear metrics to evaluate success. Of the 60 teacher goals evaluated, 18 had unclear success metrics, meaning the proposed success measure made it difficult to identify whether the goal was reached or whether it had a positive impact on student academic performance.

Teacher Goals Can Include More Meaningful Progress Measures

Here are two examples of goals we feel could be better tied to student achievement and include more meaningful progress measures, as well as two positive examples:

Ineffective Goal 1: A Generalized Learning Objective with No Clear Success Measure. One teacher set a goal that "90% of [their] class" would "write a complete sentence using correct spelling and grammar." However, there is no mention of how this will translate into student progress or what the rubric is that will be used to evaluate and track how students are progressing to this goal.

Ineffective Goal 2: Broad Success Measures with Unclear Ties to Student Learning. Another teacher set a goal for students to demonstrate "how energy causes changes in matter by designing and conducting experiments…" The assessment measures included discussions, worksheets, experiments, formal assessments, and Performance Matters. These performance measures are not specific enough, and it is unclear how they tie to the stated goal.

In contrast, here are a few examples of effective teacher goals that we believe provide a model that should be adopted across SSSD:

Effective Goal Example 1: Identifying a Consistent Learning Weakness and Developing a Department-Wide Evaluation Metric. One teacher noted that after reviewing data from Aspire, they found a particular learning standard that students consistently underperformed in across all grades. To address the learning gap, the teacher proposed the following change to their instruction:

Instructional Change

"[Have students] [a]nalyze two or more works of fiction with similar themes or topics, drawing on patterns of events, characters (sic) types, and stylistic choices. (RL) Analyze how two or more texts about the same topic shape their presentations by emphasizing different evidence or advancing different interpretations of facts; identify where the texts disagree on matters of fact or interpretation."

The teacher also noted that this would be a focus across the department. To measure success, the teacher proposed the following evaluation metric:

Evaluation Metric

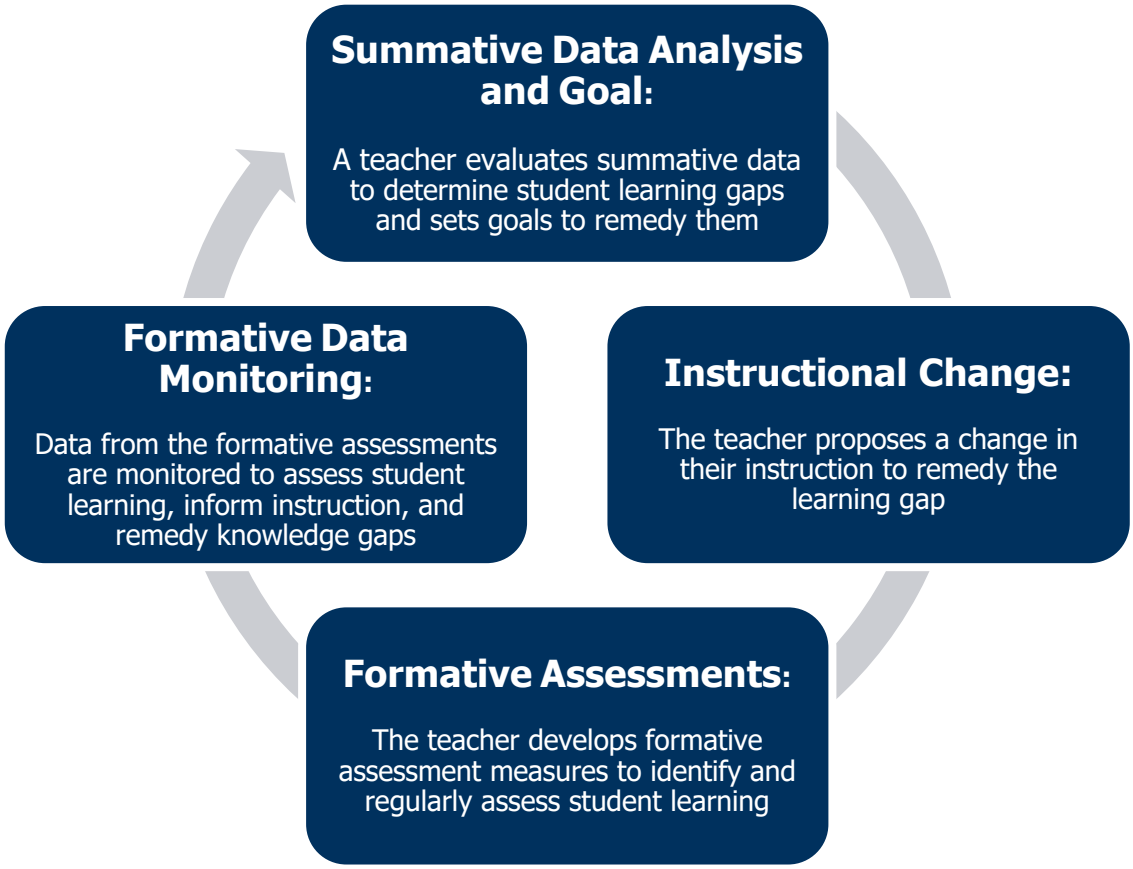
"My meaningful goal is to have 80% of my students score a proficient score on an Aspire-like question where they identify themes between two pieces of literature in an Aspire-like question by the end of the year."

Effective Goal Example 2: A Gap in Student Understanding Led to Changes in the Formative Assessment. Another teacher, after identifying a gap in student learning, set a goal for "50% [of] Science students to become proficient in the 5.3 strand of Science."

The teacher then described how they would use a formative assessment in Performance Matters to test student understanding before and after the unit to ensure students are understanding and can demonstrate mastery of the material.

Notice that in both examples the goals are informed by data: The teachers identified a gap in student understanding based on summative assessment data and set a goal to remedy it. Both teachers proposed changes in their instruction to remedy the student learning gap. Additionally, formative assessments and data would be used to measure student understanding of key concepts. The first goal is also horizontally aligned: The entirety of the department is going to be working on the same goal. Lastly, both goals are time-bound and measurable.

These same principles should guide teachers generally when preparing their goals annually and are reflected in this infographic:



Principals should ensure that teachers are using both formative and summative data when setting goals that address deficiencies in student learning outcomes. They should also discuss the metrics teachers are using to evaluate student progress with their teachers to ensure that they are easily trackable and accessible. If it is impossible for a teacher to evaluate progress toward their goal throughout the year, or if the goal is not tied to student achievement, it should be reevaluated.

RECOMMENDATION 2.3

South Summit School District principals should evaluate teacher goals to ensure they connect to student achievement, address instructional deficiencies, and can be measured. Once set, principals should support teachers and hold them accountable as they seek to reach their goals to improve student learning.

2.3 The Legislature Should Consider an Audit to Identify Ways to Improve the Statewide Teacher Evaluation System

This chapter lists several ways that SSSD can improve its evaluation system—as outlined in Best Practice 2.8: Clear Instructional and Evaluation Frameworks—but we believe some of the problems in SSSD are indicative of opportunities to improve the evaluation system statewide. Our team evaluated the current statute and administrative rule governing teacher evaluations and found they are ambiguous and limit opportunities to differentiate between effective and ineffective teaching. The statewide evaluation standards are also unclear regarding how student data can be used in evaluations. We believe there are opportunities to improve the evaluation system to better reflect student learning.

Statute Limits How Districts Can Use Data And Differentiate Teacher Performance

Utah Code and *Administrative Rule* outline the basic requirements for each district's evaluation system. District evaluation systems must include multiple lines of evidence, which statute defines as the following:[16]

- Self-evaluation
- Student and parent input
- For an administrator, employee input
- A reasonable number of supervisor observations to ensure adequate reliability
- Evidence of professional growth and other indicators of instructional improvement based on educator professional standards established by the state board
- Student academic growth data

Our team found that statute and rule could provide clearer guidance on how student data is to be used in evaluations. Although ***Utah Code*** requires the use of student academic growth data in teacher evaluations, it prohibits the use of end-of-level assessment scores. Neither student academic growth data nor end-of-level assessment is defined in statute, making it difficult for districts to understand what data is acceptable to use and what is not.

[16] ***Utah Code*** 53G-11-507(1)(b).

Administrative Rule provides a definition for "academic growth," but other definitions make it appear this has more to do with teacher behavior than student performance. Academic growth is defined as:

> *"…demonstration of student learning through* ***formative assessment measures*** *identified by the LEA, school, or educator within the school year"* (emphasis added).[17]

Formative assessment measures are defined as:

> *"…planned, ongoing processes used for educators to engage in reflection and growth of professional skills and includes opportunities to receive feedback on strengths or weaknesses of specific knowledge, skills, or abilities."*

In other words, the formative assessments that are supposed to be evaluating student academic growth are evaluating the management of teachers' professional growth. Past audit work identified that schools have sometimes evaluated teachers more on their management of growth goals rather than whether students achieve those goals.[19]

Use of end-of-level assessment data in evaluating teachers in core subjects (math, English language arts, and science) was allowed in statute prior to 2016, at which point the current prohibition was added. However, this practice seems to be changing. During the 2026 General Legislative Session, Senate Bill 241 amended the statute to include a requirement that "student performance and academic progress on the benchmark reading assessment (Acadience)" also be included as a measure of student academic growth in kindergarten through third grade. Thus, there appear to be conflicts in statute regarding how data is to be used in teacher evaluations. It is also unclear what data can be used to evaluate how teachers in non-tested subjects are performing.

We recognize that there are factors outside of a teacher's control when it comes to student learning, so using student performance data in isolation in evaluations can be problematic. However, as has been demonstrated in the analyses discussed above, pedagogical measures in isolation are also incomplete. For these reasons, we believe evaluation systems warrant additional study.

As noted above, *Administrative Rule* also creates restrictions on the evaluation scores, by only allowing for a teacher to receive a score of 1, 2, or 3.[20] A sample of

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[17] *Administrative Rule* R277-323-2(1).

[18] *Administrative Rule* R277-323-2(8).

[19] *A Performance Audit of Teacher and Principal Performance* (Report 2022-03), 20.

[20] *Administrative Rule* R277-323(14).

evaluation scores from SSSD showed that 25 teachers received an average score of 2.69/3, but many teachers received a 3 on most elements of their evaluation despite student performance data indicating opportunities to improve. Only one teacher received a score below 2 in the sample we collected. This lack of variation in performance evaluations creates an opportunity for the district to improve, but school administrators are ultimately limited in the scores they can provide teachers. Without enough differentiation, it becomes difficult to identify both high-performing and low-performing teachers.

In Sections 2.1 and 2.2 we make several recommendations to SSSD on steps it can take to improve its evaluation system. We recommend the Legislature consider an in-depth follow-up audit of teacher and principal performance in Utah's public education system focused on addressing how student data is used, potential challenges in ***Utah Code*** and *Administrative Rule*, and how evaluations are impacting and improving teacher performance overall.

RECOMMENDATION 2.4

The Legislature should consider an audit on teacher evaluation systems focused on the role of student data in evaluations, whether potential limitations exist within ***Utah Code*** and/or *Administrative Rule*, and how the evaluation system could be improved to drive teacher and student performance.

South Summit Schools Should Improve Their Use of Student Data and Teacher Collaboration to Impact Student Learning

BACKGROUND

The *Best Practice Handbook for Student Achievement in Public Education* contains 10 practices for school principals. Our audit work identified two areas where we believe South Summit school principals should focus to strengthen teaching and learning within their schools: teacher collaboration and robust data analysis.

FINDING 3.1
South Summit School District Can Better Use Data to Improve Student Learning

RECOMMENDATION 3.1
South Summit School District should administer universal screeners in all schools throughout the year to gather data on student learning needs early and create intervention groups based on those identified learning needs.

RECOMMENDATION 3.2
South Summit School District should adopt best practices which allow for small-group and individualized interventions throughout all schools and grades to remediate student learning gaps and improve student skills. These interventions should be research-based and focused on gaps in students' learning as evidenced by data.

RECOMMENDATION 3.3
South Summit School District should develop a system that regularly identifies students in need of support and use that system to track interventions to ensure students are progressing. School leaders should be trained in these resources to allow school teams throughout the district to routinely use data to identify student needs and develop appropriate plans to intervene to improve student learning outcomes.

FINDING 3.2
District and School Leadership Can Improve the Quality of Teacher Collaboration Meetings by Focusing On Student Learning

RECOMMENDATION 3.4
South Summit School District should ensure principals are effectively evaluating teacher collaboration meetings throughout the district. Principals, in turn, should ensure that best practices for teacher collaboration are being used, including regular use of student data and discussions of instructional strategies to improve student learning. Teacher collaboration time should be focused on student learning and not used for administrative purposes.

CONCLUSION

Student proficiency on the RISE exam has declined since 2019. To address this, schools should improve their use of student data and strengthen intervention systems. Additionally, teacher collaboration meetings should better focus on student achievement and adhere to best practices.

Chapter 3
South Summit Schools Should Improve Their Use of Student Data And Teacher Collaboration to Impact Student Learning

Our *Best Practice Handbook for Student Achievement in Public Education* contains 10 practices for school principals.[21] Our audit work identified two areas where we believe school principals should focus to strengthen teaching and learning within South Summit School District (SSSD) schools: teacher collaboration and robust data analysis. We found opportunities for school leaders to leverage data as part of a robust intervention system to identify and remedy learning gaps. This is explored in Section 3.1. We also found that school leaders can improve the teacher collaboration process by better incorporating best practices. This is explored in Section 3.2.

Best Practices for School Principals

- LEA-Aligned School Plans
- Principal Stakeholder Engagement
- School Expectations
- Frequent Classroom Observation
- Teacher Evaluation Rubrics
- LEA-Aligned Instructional Goals
- **Teacher Collaboration**
- **Robust Data Analysis**
- Schoolwide Teams
- Community Support

As mentioned in Chapter 1, SSSD requested this audit to identify areas for growth. We believe this demonstrates a willingness to improve and are grateful for the collaboration and support we received from school leaders during this audit. This chapter will help school leaders identify key areas they should focus on to improve student learning.

3.1 South Summit School District Can Better Use Data to Improve Student Learning

Our office found that South Summit schools can better leverage data to support student learning. As shown in Chapter 1, we analyzed data on RISE, the state's standards-based exam, and found that SSSD's student performance is the lowest among its peers. We believe that this lack of improvement in proficiency is partially attributable to schools not effectively using data to identify and improve student learning needs. We examine each of the components of an effective intervention system below and make suggestions on what can be improved. Specifically, schools can implement the following three practices:

- Better leverage screeners to identify student learning gaps.
- Use smaller and focused intervention groups.

[21] Office of the Legislative Auditor General, *The Best Practice Handbook for Student Achievement in Public Education* (Report No. 2025-13), 61.

- Have more regular progress monitoring.

Schools Should Leverage Screeners To Identify Student Learning Gaps

South Summit schools should be using data early and often to identify gaps and intervene to improve students' understanding. An effective intervention system begins with students completing evidence-based assessments, known as screeners. These screening exams should be administered at least three times per year. Screeners are "a systematic process for identifying students who may be at risk for poor learning outcomes."[22] In other words, they measure what students *should* know against what they *do* know in various subjects. By periodically screening students, teachers receive better data on how to remediate gaps.

South Summit schools are not uniformly utilizing screeners. We conducted interviews with administrators, teachers, and district staff to identify the screeners used to assess student learning needs at the beginning of each year. The schools use a variety of software, such as Acadience or CaptiReadBasix. However, administrators report that the data could be better leveraged to inform interventions and instruction across the different schools.

Decisions over curriculum and supplemental learning materials are made through collaboration between schools, the district, and the board. The district can play a stronger role in ensuring students in every grade have access to sufficient screening resources to help schools identify learning needs as early as possible. The district has developed its own assessments designed to measure student proficiency on core standards that we believe could serve as effective screeners. We recommend that each SSSD school, in conjunction with the district, discuss and implement a robust screening system to identify student learning needs. This data can improve schools' subsequent intervention efforts.

Recommendation 3.1

South Summit School District should administer universal screeners in all schools throughout the year to gather data on student learning needs early and create intervention groups based on those identified learning needs.

[22] AIR, *Guidance for District Leadership on Multi-Tiered System of Supports,* January 2025, 3.

Intervention Groups Should Be Small and Focused On Remediating Gaps in Student Learning

South Summit Schools have created time for interventions, but the intervention groups are often too large to allow for targeted reteaching. These interventions are also not remediating student learning gaps, as evidenced by the district's RISE data, but instead focus on classroom makeup work. Intervention best practices recommend that students struggling with a particular concept should be placed in small intervention groups based on student learning data. Intervention time should be focused on filling in learning gaps and improving student skills as evidenced by data, not on classroom makeup work.



South Summit schools have created time for interventions, but the intervention groups are often too large to allow for targeted reteaching.

Large intervention groups that are not clearly focused on identified learning needs do not provide effective support for student learning. We found that intervention groups were very large in the middle and high schools. When groups are too large, teachers lose the ability to provide targeted instruction based on specific learning needs. However, the goal of intervention time is not simply to have small groups but to provide students an opportunity to develop and practice key skills and concepts.

Teachers and administrators also report that students can select which classroom they would like to go to for intervention and that some of the intervention time is focused on making up classwork, not reteaching. As can be seen in an analysis in Section 3.2, we found no correlation between grades and proficiency on RISE. We believe that focusing on classroom makeup work rather than remediating learning gaps has contributed to the intervention systems not improving student outcomes at the secondary level.

Without the right data to guide interventions, schools cannot effectively place students into intervention groups and cannot provide targeted instruction. For this reason, the purpose of the intervention time in SSSD schools should be reevaluated. We recommend that SSSD schools develop intervention systems that allow for small groups and are focused on student learning needs as evidenced by quantitative data related to mastery of standards.

Recommendation 3.2

South Summit School District should adopt best practices that allow for small-group and individualized interventions throughout all schools and grades to remediate student learning gaps and improve student skills. These interventions should be research-based and focused on gaps in students' learning as evidenced by data related to mastery of standards.

Regular Progress Monitoring Can Help Schools Understand the Effect of Their Interventions

South Summit schools are not routinely using data to monitor student progress, which can cause students needing support to be overlooked.

South Summit schools are not routinely using data to monitor student progress, which can cause students needing support to be overlooked. Effective schools rely on multiple sources of data to understand barriers to student learning and routinely monitor that data to determine whether their attempts to intervene are working. This process is known as progress monitoring. We found opportunities for school administrators to better monitor students' progress by relying on the data they have available during leadership discussions and team meetings to track student academics, behavior, and coursework.

Regularly Reviewing Data Can Improve Student Learning. ***Utah Code*** requires local education agencies (LEAs) to "use progress-based assessments as part of a plan to identify schools, teachers, and students that need remediation and determine the type and amount of…resources to implement remediation."[23] When implemented properly, progress monitoring includes the utilization of "reliable and valid measures to (1) assess students' performance, (2) quantify a student's rate of improvement or responsiveness to instruction or intervention, and (3) evaluate the effectiveness of instruction and intervention." In other words, LEAs should monitor data to see if the intervention is working for a particular student.[24]

Past audits have identified the power of using effective progress monitoring systems. In our audit of Park City School District, we found that the district was

[23] ***Utah Code*** 53G-4-402(1)(c).

[24] AIR Center of Multi-Tiered System of Supports. "Multi-Tiered System of Supports Within Schools: The What and The How." January 2025.

using software to routinely track student performance.[25] The system allowed school and district administrators to determine whether interventions were having a positive impact on student performance. Similarly, in our *Best Practice Handbook for Student Achievement in Public Education*, we explained how Lakeview Elementary in Provo City School District was using data to track whether interventions were improving student outcomes.[26]

Schools Are Not Relying on Data to Identify Students or Track Interventions. After observing meetings where administrators and staff discussed students' academic and behavioral needs and interviewing teachers and administrators, we found that people reported different methods for identifying students for intervention. Based on these observations, we believe SSSD can use data more consistently to identify students for intervention.

Using the district's Performance Matters software, we pulled and examined a list of students with high numbers of behavioral incidents within the high school. We then compared that list to the meeting minutes and agendas for the high school's student support team meeting. Only one of those students appears to have been discussed. We also looked at students who were either trending toward chronic absenteeism or nearly chronic and found similar results: The school does not appear to have identified these students for intervention.

This test illustrates a broader problem: Despite Performance Matters housing a robust dataset that would allow each school to proactively monitor students' success and academic risks, it is not currently being utilized to identify students at risk of failure or those who are struggling. When we asked principals about the Performance Matters platform, they stated that they have received little to no formal training on how to utilize its data features. This must be remedied.

District software contains information on attendance, behavior, and student academic performance that schools can use to make better data-based decisions. We recommend that the district collaborate with school leaders to identify ways they can use district software within their leadership meetings to find students in need of intervention and monitor their progress. Administrators at each school, in turn, should establish intervention criteria for each element (academics, social/emotional, and behavioral) and begin utilizing Performance Matters or another platform to monitor their students' progress. By using data to identify

[25] *A Systemic Performance Audit of Park City School District* (Report No.2023-11), 57.

[26] *Best Practice Handbook for Student Achievement in Public Education* (Report No. 2025-13), 53.

students for intervention and monitor their progress, schools can ensure all students receive the learning support they need.

Recommendation 3.3

South Summit School District should develop a system that regularly identifies students in need of support and use that system to track interventions to ensure students are progressing. School leaders should be trained in these resources to allow school teams throughout the district to routinely use data to identify student needs and develop appropriate plans to intervene to improve student learning outcomes.

3.2 District and School Leadership Can Improve the Quality of Teacher Collaboration Meetings by Focusing On Student Learning

Screeners, interventions, and progress monitoring all come together in teacher collaboration meetings—sometimes referred to as professional learning communities (PLCs). In SSSD schools, current PLC meetings vary widely in quality and focus on student achievement. They should be improved to ensure students receive high-quality instruction that aligns with state standards. We found that in many cases, receiving a good grade in class did not correlate with performing well on the RISE exam, suggesting opportunities to improve alignment between grading, instruction, and standards, all of which should be topics of discussion within a PLC. Principals should be playing a stronger role in guiding and overseeing PLC meetings to ensure a consistent focus on student performance.

Performance in Class Does Not Correlate with Performance on RISE

We analyzed the correlation between student grades in class and RISE data and found that in most classes we sampled, doing well in class did not highly with proficiency on the end-of-year RISE exam.

We analyzed the correlation between student grades in class and RISE data and found that in most classes we sampled, doing well in class did not highly correlate with proficiency on the end-of-year RISE exam. There is also wide variation among classes when it comes to the correlation between performance on RISE and grades. The weak relationship between classroom grades and standardized test performance suggests that grades may not consistently reflect student proficiency on state standards. This finding is similar to what the

Utah Education Policy Center (UEPC) found during its needs assessments of SSSD schools: Most schools only partially aligned curriculum with Utah State Standards across all grade levels. As discussed in the Best Practice Handbook, our office found high-quality curriculum to be the most significant predictor of student success, but most teachers use instructional materials that may not be evidence-based. We believe that stronger collaboration and structure from school principals will help teachers focus their efforts on using curriculum that is aligned to state standards.

Teacher Collaboration Meetings Could Improve Focus on Student Learning

Teacher collaboration around specific learning goals is perhaps the single-greatest opportunity within a school to improve the quality of instruction. In an analysis of top-performing literacy teams in the state, researchers concluded, "There is no other way to improve instructional practice at scale in schools than to organize groups of adult learners (teachers) to work on problems of instructional practice."[27] Professional learning communities are most effective when teacher teams focus on student learning outcomes and review data to evaluate student progress on district and state performance standards to inform instruction and guide interventions. Data guides the discussion each step of the way to ensure students master the standards.



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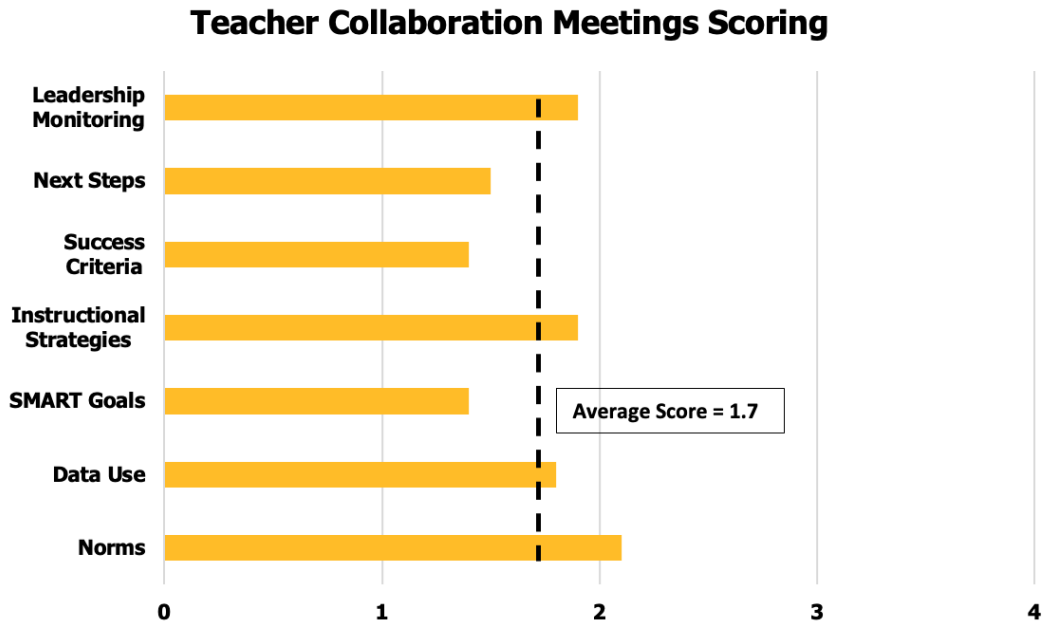
Teacher Collaboration Meetings Within SSSD Can Better Utilize Data to Inform Instruction. We attended collaboration meetings throughout SSSD schools and evaluated them against a best-practice rubric to measure their effectiveness. We found that adherence to best practice varied widely by both school and team. Some teams worked collaboratively—creating common formative assessments and discussing student data—while one team spent the meeting expressing frustration.

Additionally, several of the meetings we observed in SSSD schools focused on administrative tasks. PLC meetings are also often used for staff training and professional development. While professional development is important, we believe that this is a misuse of collaboration time that could be spent reviewing student data and discussing how to adjust instruction.

[27] Utah Leading through Effective, Actionable, and Dynamic Education (ULEAD), *Effective First Grade Literacy Teaching Teams* (Utah State Board of Education, September 2024), 11.

Figure 3.2 contains a graph showing the general areas we examined within the meetings and how we ranked meetings overall in those areas. We used a rubric for evaluating PLC meetings to analyze how well they functioned.[28] On average, meetings scored a 1.7/4, indicating opportunities to improve. One key takeaway from our observations is that teacher collaboration meetings throughout the district can better employ data to drive instructional discussions. We also believe this data should be better used to inform team goals and instructional strategies to improve student learning.

Figure 3.1 Teacher Collaboration Meetings Typically Scored Low on Using Best Practices. We observed teacher collaboration meetings throughout the district and found a general lack of discussion on student data, SMART goals, and instructional strategy.



Source: Auditor generated.

School Leaders Should Provide Clear Guidance to Improve Teacher Collaboration Meetings. SSSD policy states that part of a teacher's summative evaluation should include a review of teacher collaboration. However, as we reviewed evaluation records, we did not find evidence that teacher collaboration was being formally evaluated. We also observed multiple instances where administration was present, but the meeting did not have clear success criteria or focus on student achievement. We believe that this lack of administrator feedback has caused teacher collaboration meetings to become less focused on student learning and more focused on administrative tasks.

[28] The rubric, titled "Collaborative Team Rubric," was created by Solution Tree, which recognizes schools for their PLC work. It can be found in Appendix B.

We recommend that SSSD leadership set clearer expectations for how collaboration is to take place, including how to use student data, how to evaluate instructional practices, and how to prioritize the discussion of student learning. Principals should routinely evaluate the quality of teacher collaboration and identify ways they can improve the PLC process so that their schools can better identify students in need and support them.

Recommendation 3.4

South Summit School District should ensure principals are effectively evaluating teacher collaboration meetings throughout the district. Principals, in turn, should ensure that best practices for teacher collaboration are being used, including regular use of student data and discussions of instructional strategies, to improve student learning. Teacher collaboration time should be focused on student learning and not used for administrative purposes.

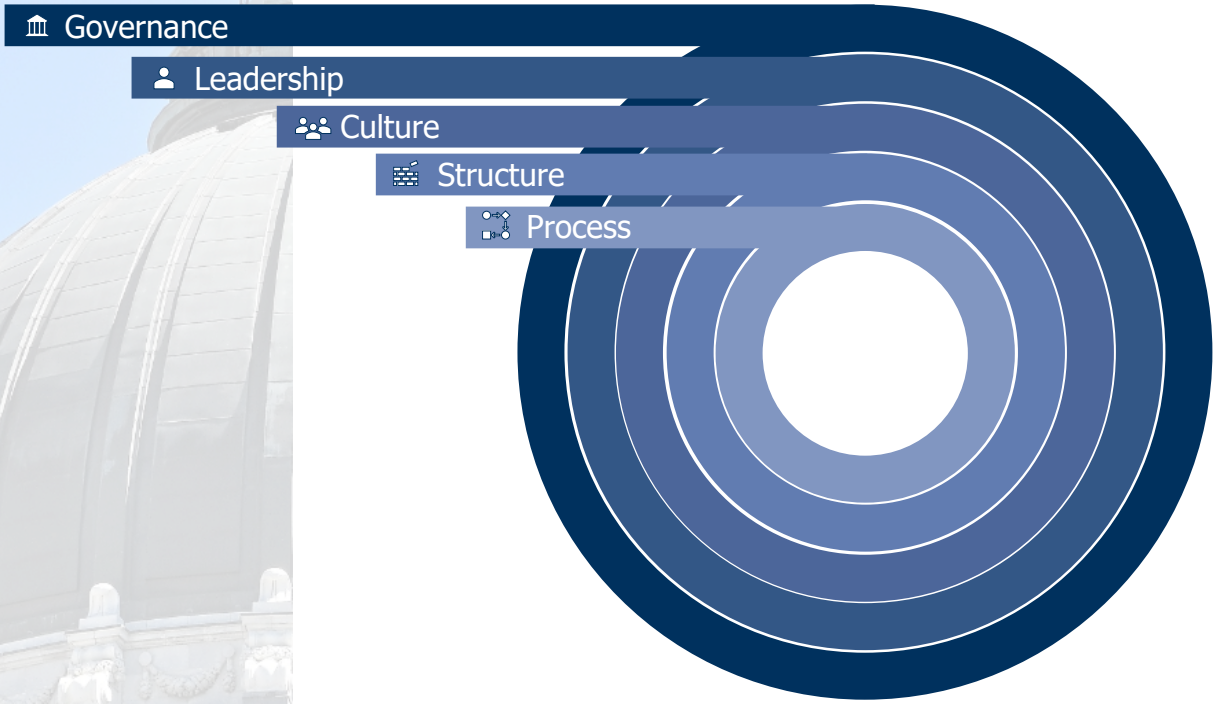




Complete List of Audit Recommendations

THE FIVE LAYERS OF CAUSE

We developed the Five Layers of Cause Framework to assist leaders in identifying the causes of organizational success and failure. To truly improve as an organization, leaders must understand the causes of major risks. Only when leaders understand these causes and their roots can they make meaningful improvements. Root causes are deeper and more fundamental.



The five layers of cause are defined below. They are ranked from most impactful in organizational change to least. The next page identifies the layer of cause in each recommendation.

GOVERNANCE

The laws and rules that establish the organization's mission, accountability, and funding. Governance empowers the organization with the leadership and resources needed to achieve meaningful results.

LEADERSHIP

The competency and character of the leaders of the organization. Leadership is the decisive force that transforms vision into action and effort into results.

CULTURE

The collective beliefs, values, and behaviors of the organization. An organization's culture can determine employee engagement and morale, willingness to innovate, and quality of product.

STRUCTURE

The policies and standards that guide an organization's work. Structures direct the flow of work and establish what is and is not acceptable.

PROCESS

The steps taken to accomplish a task. Processes are the logistics—the capital, workflows, timing, and practices—that move work along.

Complete List of Audit Recommendations

This report made the following eleven recommendations. The numbering convention assigned to each recommendation consists of its chapter followed by a period and recommendation number within that chapter.

Recommendation 1.1 (Governance)

South Summit School Board should improve its oversight over student performance by regularly reviewing data on student learning, academic achievement, and other key metrics outlined in the board's strategic plan during public meetings. Regular board discussion on student learning can improve accountability for student performance throughout the district and message that student learning is the board's top priority.

Recommendation 1.2 (Structure)

South Summit School Board should work with the superintendent to develop a robust and complete strategic plan that includes all the necessary components listed within this chapter. This plan should include clear performance targets for student learning and provide guidance on how the district will improve student learning outcomes.

Recommendation 1.3 (Structure)

South Summit School Board should formally adopt a superintendent evaluation system that includes clear success measures tied to the board's strategic plan and student learning. This evaluation should happen at least annually and ensure that the superintendent is given feedback on the areas where they need to improve to fulfill the board's vision.

Recommendation 2.1 (Structure)

South Summit School District should refine its educator evaluation system to better identify top-performing teachers and elevate effective instructional practices to improve student learning outcomes. The system should also better identify teachers who need remediation and provide the needed support.

Recommendation 2.2 (Structure)

South Summit School District should work with principals to improve the quality of classroom instruction by simplifying its evaluation tools to focus on clear, quantifiable measures of student learning. The new evaluation system should provide more effective feedback to teachers and help principals and teachers understand the quality of instruction based on student learning data.

Recommendation 2.3 (Process)

South Summit School District principals should evaluate teacher goals to ensure they connect to student achievement, address instructional deficiencies, and can be measured. Once set, principals should support teachers and hold them accountable as they seek to reach their goals to improve student learning.

Recommendation 2.4 (Governance)

The Legislature should consider an audit on teacher evaluation systems focused on the role of student data in evaluations, whether potential limitations exist within ***Utah Code*** and/or

Administrative Rule, and how the evaluation system could be improved to drive teacher and student performance.

Recommendation 3.1 (Structure)

South Summit School District should administer universal screeners in all schools throughout the year to gather data on student learning needs early and create intervention groups based on those identified learning needs.

Recommendation 3.2 (Structure)

South Summit School District should adopt best practices that allow for small-group and individualized interventions throughout all schools and grades to remediate student learning gaps and improve student skills. These interventions should be research-based and focused on gaps in students' learning as evidenced by data related to mastery of standards.

Recommendation 3.3 (Structure)

South Summit School District should develop a system that regularly identifies students in need of support and use that system to track interventions to ensure students are progressing. School leaders should be trained in these resources to allow school teams throughout the district to routinely use data to identify student needs and develop appropriate plans to intervene to improve student learning outcomes.

Recommendation 3.4 (Leadership)

South Summit School District should ensure principals are effectively evaluating teacher collaboration meetings throughout the district. Principals, in turn, should ensure that best practices for teacher collaboration are being used, including regular use of student data and discussions of instructional strategies, to improve student learning. Teacher collaboration time should be focused on student learning and not used for administrative purposes.



Appendices

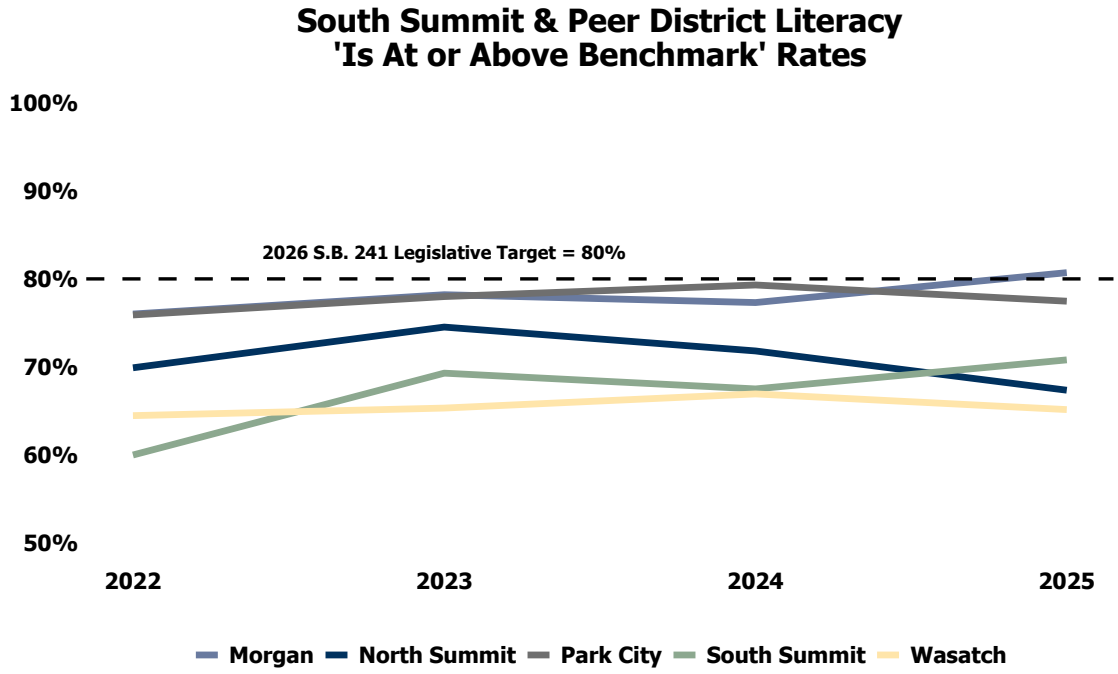


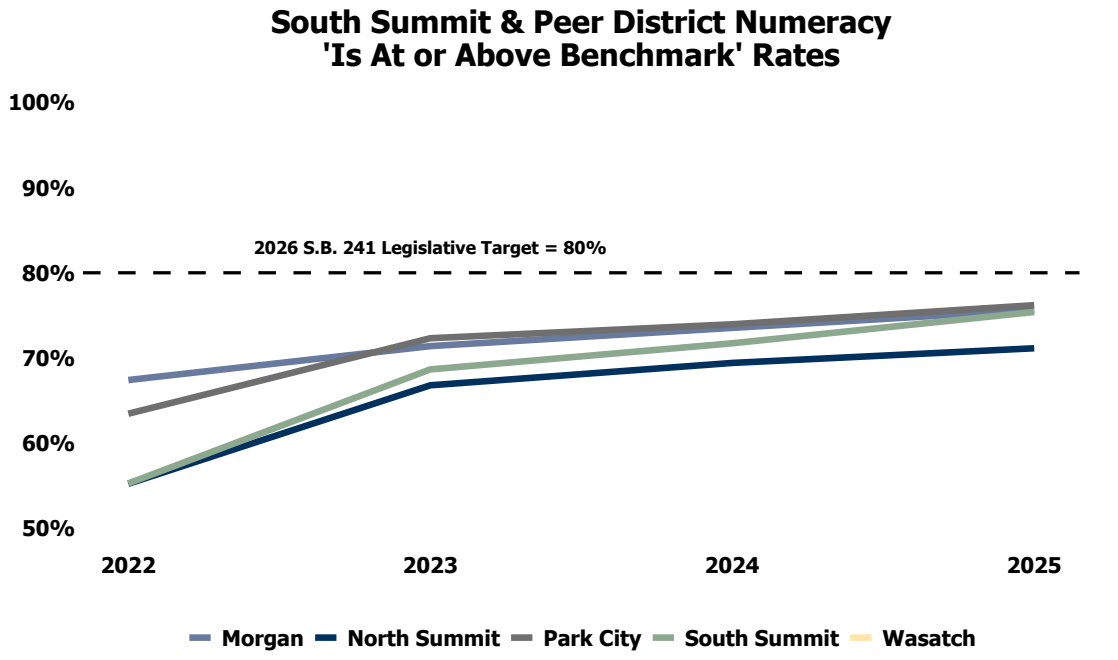
A. Performance Data for South Summit School District



Acadience Early Literacy and Early Numeracy

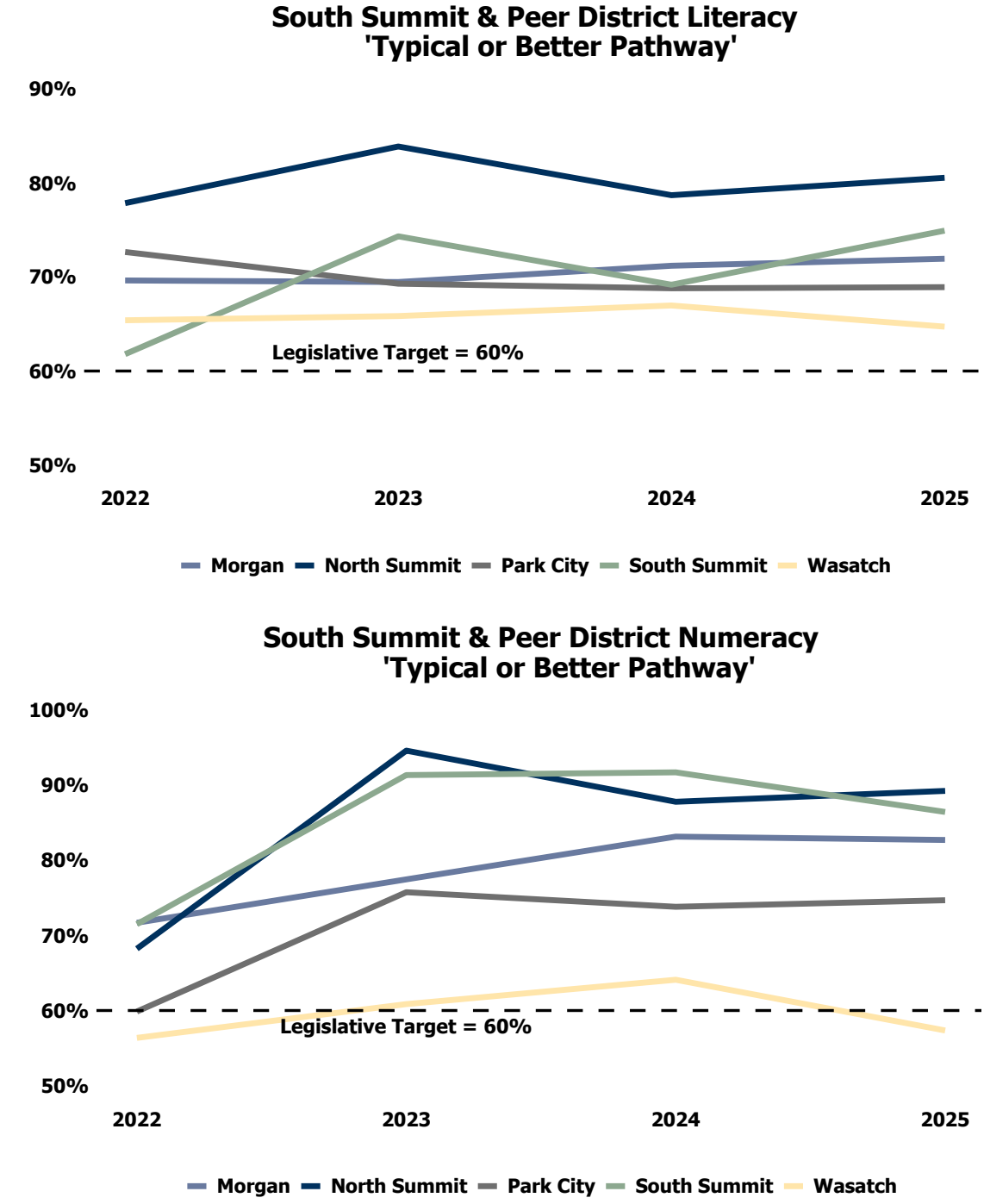
Figure 1 SSSD Has Improved in Early Literacy & Numeracy. SSSD has increased the overall percentage of students who are scoring at or above benchmark on the Acadience exam for early literacy and numeracy. There is still room to improve to meet the new standard outlined in Senate Bill 241 from the 2026 General Session.





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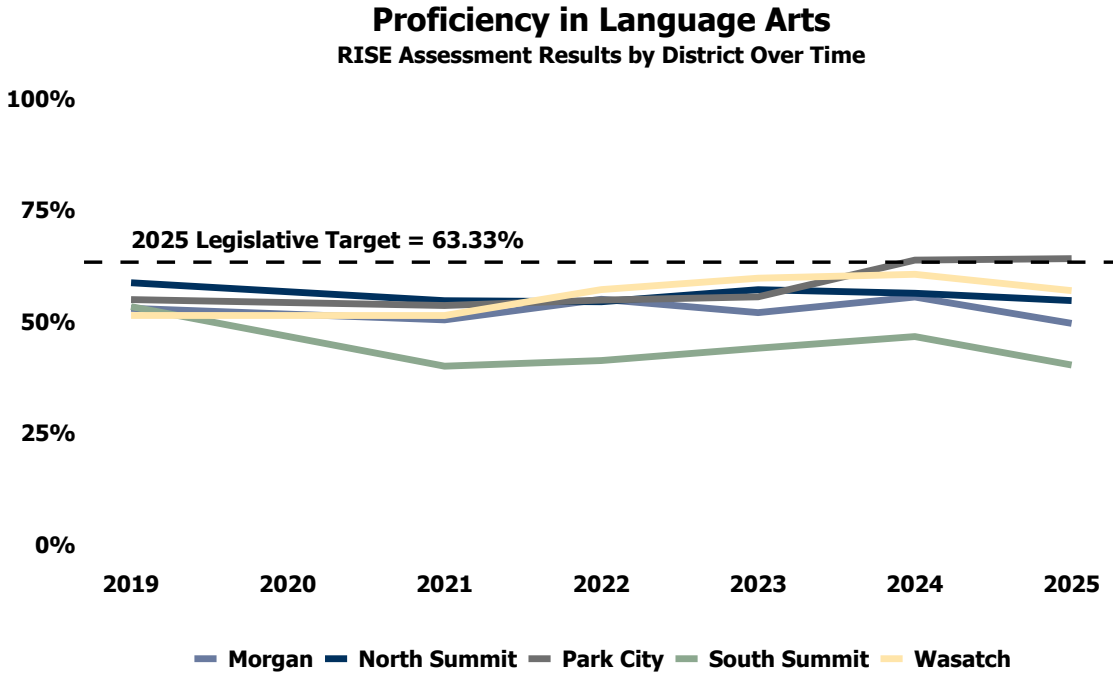
Figure 2 SSSD Has Improved in Early Literacy and Numeracy Pathways. SSSD has also seen growth in the students scoring 'At or Above Typical Growth' on the Acadience literacy and numeracy exams, indicating students are growing even if they are not reaching benchmark.

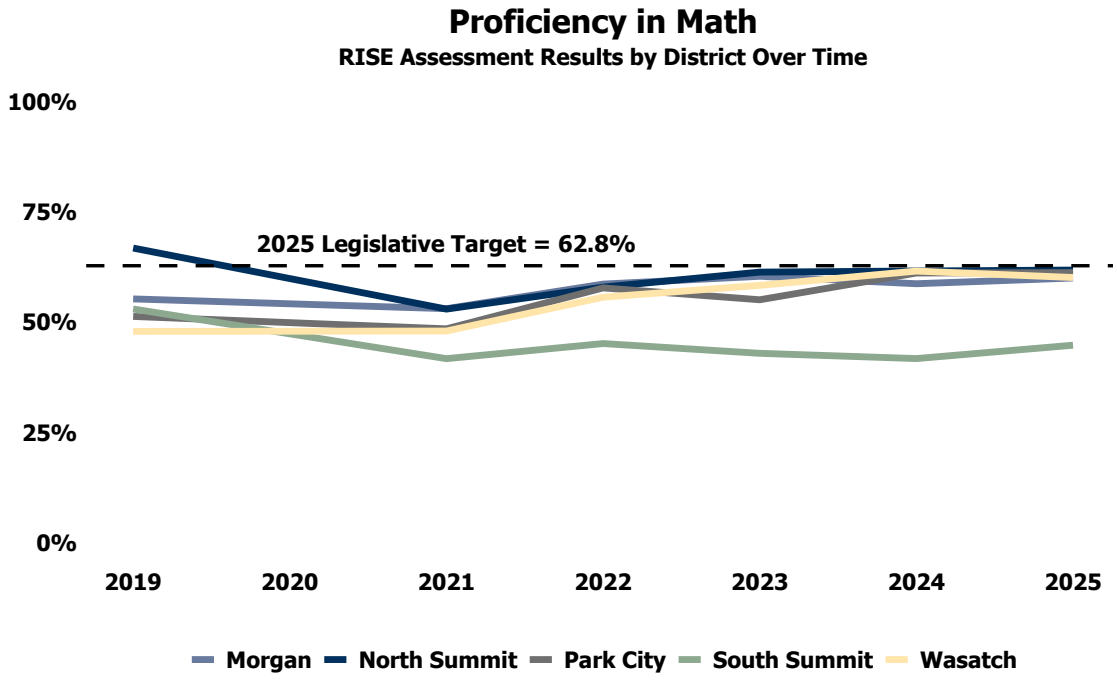


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RISE Data

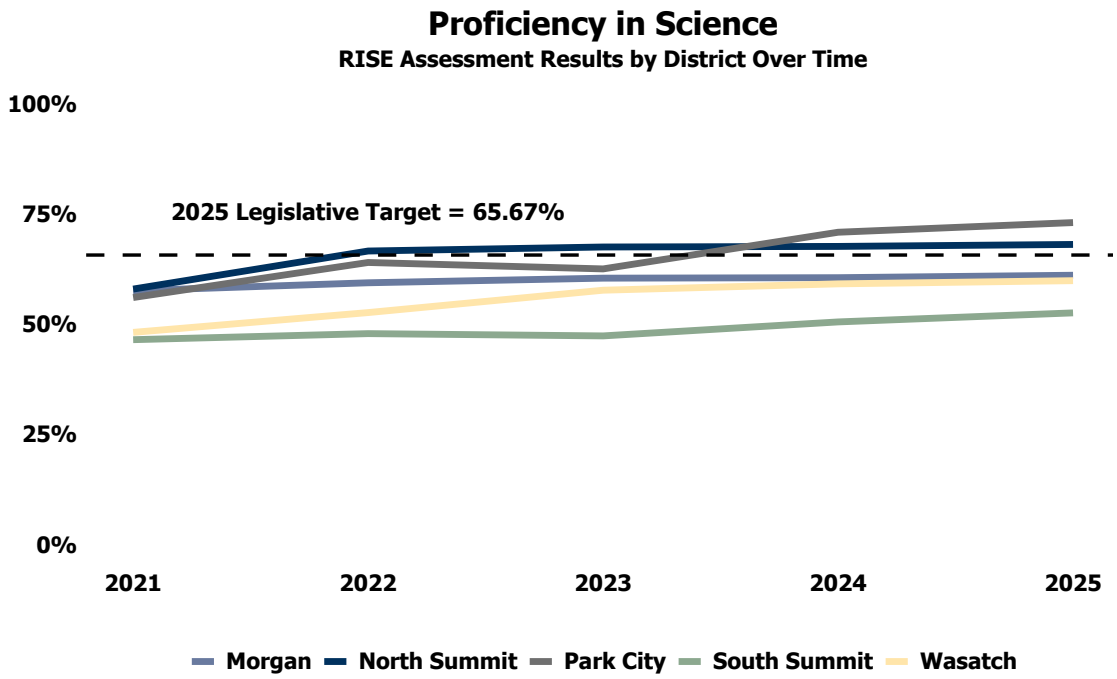
Figure 3 SSSD is Performing Below Peer Districts on All RISE Exams. We analyzed RISE data and looked at how SSSD is performing relative to peer districts on each subject of the RISE exam: English language arts, mathematics, and science. SSSD is below its peer districts on each subject and is performing well below the 2025 legislative targets.





Source: Auditor generated.

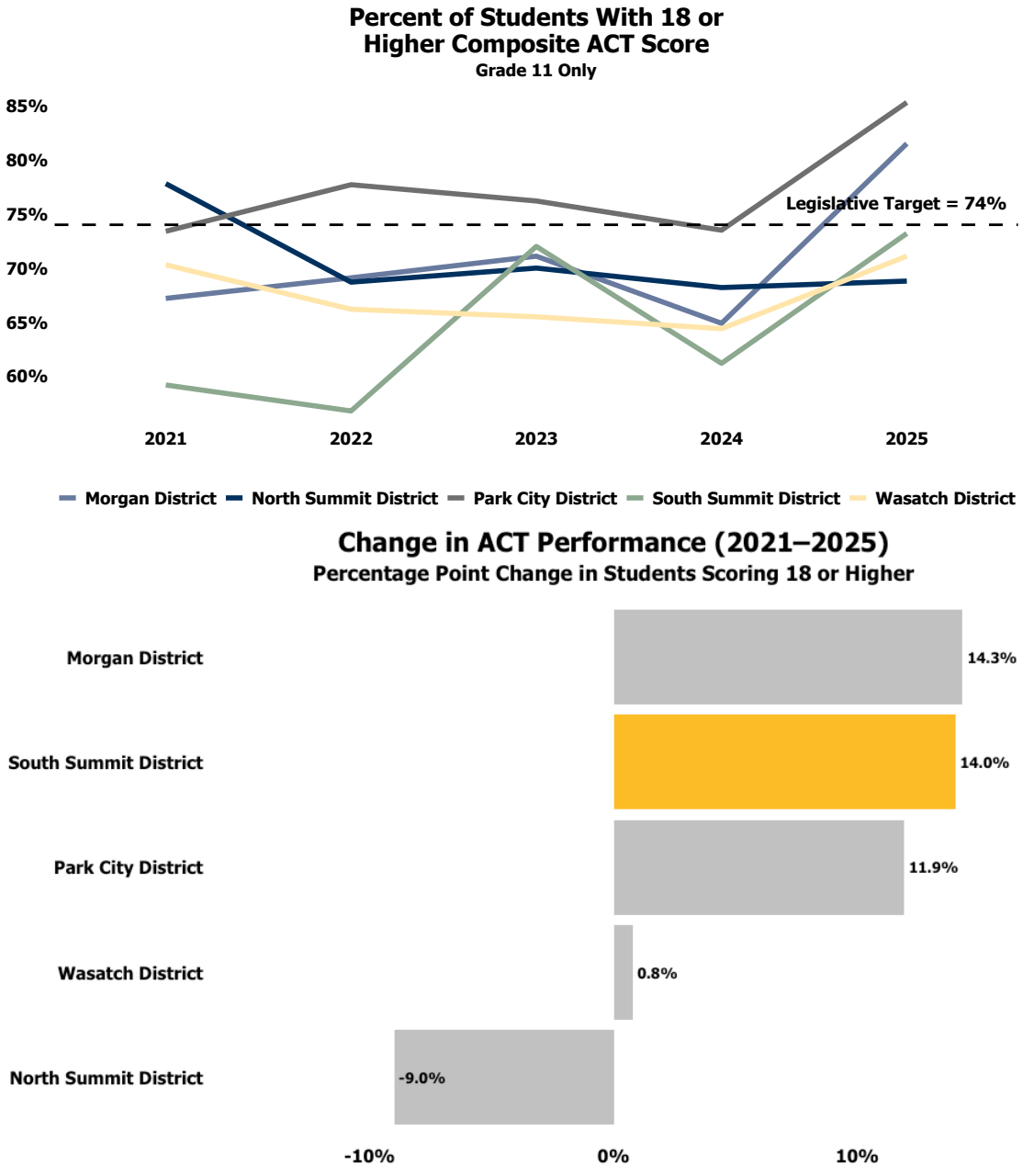
Figure 3 continued SSSD is Performing Below Peer Districts on All RISE Exams. We analyzed RISE data and looked at how SSSD is performing relative to peer districts on each subject of the RISE exam: English language arts, mathematics, and science. SSSD is below its peer districts on each subject and is performing well below the 2025 legislative targets.



Source: Auditor generated.

ACT Data

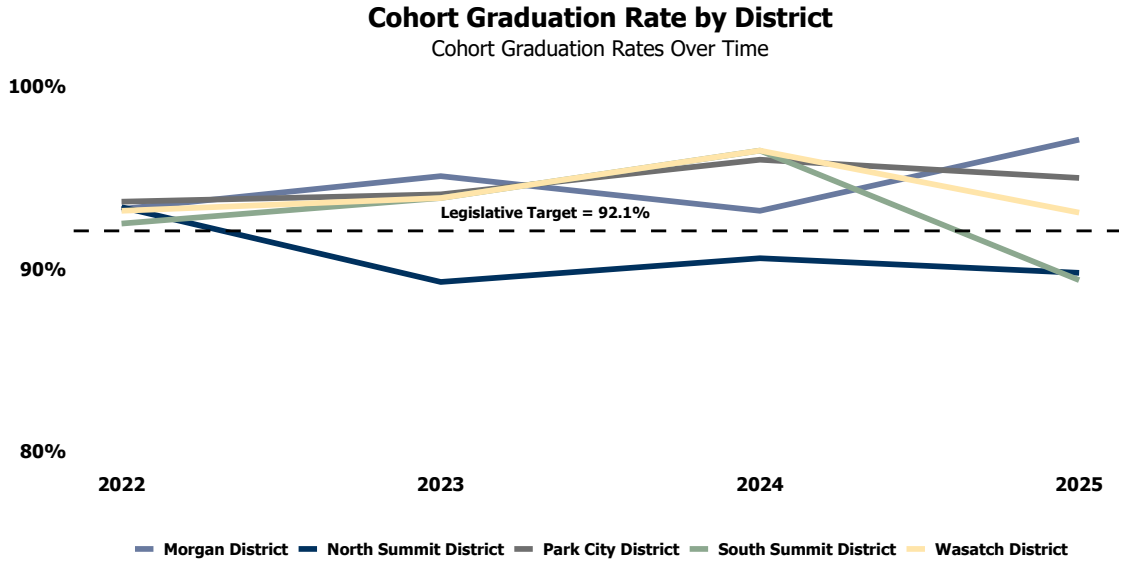
Figure 4 SSSD Has Improved Performance on the ACT Exam. We looked at the percentage of students scoring at least an 18 on their ACT composite score. SSSD has improved its performance on this target and is very close to hitting the legislative target of 74%. The second graph shows that they have increased performance by 14% from 2021-2025.



Source: Auditor generated using USBE data.

Graduation Rate

Figure 5 SSSD Graduation Rate Dropped in 2025 Despite Recent Gains. From 2022-2024, the cohort-graduation rate for South Summit School District gradually increased. However, in 2025 the graduation rate dropped to 89%.



Source: Auditor generated using USBE data.

B. Rubric for Evaluating School Board Meetings



During the audit, our team used this rubric to evaluate school board meetings. The rubric comes from research on effective school board practices.[29]

Appendix A

School Board Video Project Survey

Name of School District:_____ Date:_____

Directions: Please review the entire video. Indicate your perceptions based on the questions below. Feel free to add remarks that can further clarify the effectiveness.

1. Does the meeting appear orderly with attention on agenda?
   a. The members are paying attention to each other.
      (Not at all) 1 2 3 4 5 (Very much)
   b. Some members are talking out of turn or engaging side conversations while board business is being conducted.
      (Constantly) 1 2 3 4 5 (Not at all)
   c. The president/chair seemed to be in charge of the meeting.
      (Not at all) 1 2 3 4 5 (Total control)
2. Where did the board spend the majority of their time?
   - Were instructional issues mentioned during the meeting?
     (Not at all) 1 2 3 4 5 (Very much)
   - What consumed most of the time during the meeting? _____
     _____
3. On a scale of 1–5, how much time was spent on student achievement?
   (None) 1 2 3 4 5 (Majority of Meeting)
   - Was accountability mentioned, such as common core?
     (Not at all) 1 2 3 4 5 (Often)
4. Community input:
   - Did anyone speak other than board members or the superintendent?
     Yes_____ No_____
   - If so, what was the topic?_____
     _____
   - Did the board listen respectfully and attentively to the person speaking?
     (Not at all) 1 2 3 4 5 (Very attentive)
     Explain:_____
5. Board member behavior:
   - Did any one member, other than the board president, stand out for taking a lot of time?
     Yes_____ No_____
   - If yes, please describe:_____
     _____
   - Did the meeting flow well? (agenda followed, well organized, easy to follow, etc.)
     Yes_____ No_____
6. Things that stood out as being excessive or a waste of time:
   - _____
   - _____
   - _____
7. Did the board act on policy items?
   Yes_____ No_____
8. Did any member seem to advance their own agenda (like grandstanding and wanting to look good in public)?
   (Not at all) 1 2 3 4 5 (Very much)
9. Was the meeting conducted in a business-like manner?
   (Not at all) 1 2 3 4 5 (Always)
10. Did board members/superintendent seem to have a good working relationship?
    a. Was there evidence of collaboration between the superintendent and board members?
       (None at all) 1 2 3 4 5 (Very much)
    b. Did board members rely on superintendent for advice/input?
       (None at all) 1 2 3 4 5 (Very much)
    c. Based on your observation, who appeared in control of the meeting?
       Board members_____ Superintendent_____

[29] Lee, David E., and Daniel W. Eadens. "The Problem: Low-Achieving Districts and Low-Performing Boards." International Journal of Education Policy & Leadership 9, no. 3 (2014). https://files.eric.ed.gov/fulltext/EJ1045888.pdf.



C. Collaborative Team Rubric



We used this rubric to evaluate teacher collaboration meetings in SSSD.

REPRODUCIBLE

Collaborative Team Rubric

4—Adaptive: Highly Effective Practice, 3—Deliberate: Mostly Effective Practice, 2—Progressing: On the Road to Effective Practice, 1—Emerging: Beginning to Show Signs of Effective Practice	
1. PLC Impact—Norms	
4	Each team member has a role (facilitator, recorder, reporter, timekeeper, and so on). Team leaders reference norms at the beginning of each meeting, and the team lives by these norms in every meeting, so much so that the team minimizes time spent on norms.
3	Team members may have roles, but they do not explicitly use them or function within the role descriptions. Team leaders reference norms at the beginning of each meeting, and the team does its best to use these norms in each meeting.
2	Team leaders reference norms at the beginning of each team meeting. Team members may or may not use roles to affect the team's efficiency.
1	The team has some evidence of roles, but it has not yet established norms (agreements on how to resolve conflicts and work as a team) to guide the team. Team members may have serendipitous roles, but the team does not explicitly state or use them for team efficiency.
1. PLC Impact—Data Use	
4	The team uses quantitative and qualitative data based on teachers' and students' most current needs, not adult convenience or administrative directive. Evidence of learning is valid and reliable, and the team has evaluated it for the appropriate level of rigor. Team members perceive data as evidence of learning, rather than mere numbers. The team seamlessly uses relevant data that it can act on in the next few days. The team brings in student work samples that support formative, summative, or performance assessment data. The team prepared data in advance of the meeting to allow more time to discuss instruction. The team splits meeting time between two days. The team disaggregates data by groups for differentiation or response to intervention, which includes relevant student data for targeted instruction.
3	The team uses relevant data that it can act on in the next week. Evidence of learning is valid and reliable, and the team may have evaluated it for the appropriate level of rigor. The team may or may not bring in student work samples that support formative, summative, or performance assessment data. The team may or may not have prepared data in advance of the meeting to allow more time to discuss instruction. The team may split meeting time between two days. The team disaggregates data in some way.
2	The team uses data that it can act on in the next few weeks. The team may be missing student work samples that support inferences made on formative, summative, or performance assessment data. The team may or may not have prepared data in advance of the meeting to allow more time to discuss instruction. The team may split meeting time between two days to allow for data analysis that reveals the strengths and opportunities for growth that inform instruction. The team might disaggregate data, but not in a meaningful or helpful way that supports instruction.

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1	The team uses data that it can act on, but it does not make the time frame for action clear. The team may be missing student work samples that support inferences made on formative, summative, or performance assessment data. The team may not have prepared data in advance of the meeting to allow more time to discuss instruction. The team does its best in its insufficient time to support data for instruction. The team does not disaggregate data.
1. PLC Impact—SMART Goals	
4	The team consistently sets focused goals that are strategic, measurable, attainable, results oriented, and time bound. All team members understand how to implement and adjust the goals.
3	The team consistently sets focused goals that match at least four of these elements: strategic, measurable, attainable, results oriented, and time bound. All team members understand how to implement the goals.
2	The team consistently sets focused goals that match two of these elements: strategic, measurable, attainable, results oriented, and time bound. At least three-quarters of team members understand how to implement the goals.
1	The team sets goals that match at least one of these elements: strategic, measurable, attainable, results oriented, and time bound.
1. PLC Impact—Instructional Strategies	
4	The team spends more time (a minimum of two-thirds of team time) focused on instruction—or curriculum standards and resources or assessments that support the instructional process—than on any other part of the PLC process. Any team member who discusses a strategy or intervention clearly conveys the steps necessary to best implement that strategy so that team members can implement it and an observer can potentially observe it as successful. The strategy directly connects to the standards' target level of content and rigor. Strategies are targeted to at least three distinct, differentiated student group needs.
3	The team spends time (a minimum of one-half of team time) focused on instruction, or curriculum standards and resources or assessments that support the instructional process. Any team member who discusses a strategy or intervention conveys most of the steps necessary to best implement that strategy. The strategy connects to the standards' target level of content and rigor. Strategies are targeted to at least two distinct, differentiated student group needs.
2	The team spends time (a minimum of one-third of team time) focused on instruction, or curriculum standards and resources or assessments that support the instructional process. Team members who discuss a strategy or intervention convey some of the steps necessary to best implement that strategy. The strategy may or may not connect to the standards' target level of content and rigor. The strategies may not be targeted to differentiated student group needs.
1	The team sees the need to spend more time focused on instruction, or curriculum standards and resources or assessments that support the instructional process. Team members who discuss a strategy or intervention may or may not convey some of the steps necessary to best implement that strategy. The strategy may or may not connect to the standards' target level of content and rigor. The team only addresses whole-group instruction.

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1. PLC Impact—Success Criteria	
4	The team clearly conceived and communicated the vision for successful use of the strategy so that outside observers would clearly know what to expect (what they'd see and hear from the students and the teacher) and look-fors are easily observed. The success criteria successfully and clearly combine the language of the standards, rigor, and implementation, as well as linear steps for using the strategy.
3	The team clearly conceived and communicated the vision for successful use of the strategy so that outside observers would mostly know what to expect (what they'd likely see and hear from the students and the teacher) and look-fors are tied to the process in some way. The success criteria combine the language of the standards, rigor, and implementation.
2	The team may or may not have clearly conceived and communicated the vision for successful use of the strategy so that outside observers might know what to expect (what they'd likely see and hear from the students and the teacher) and look-fors are tied to the process in some way. The success criteria combine at least two of the following indicators: the language of the standards, rigor, and implementation.
1	Some evidence shows that the team has conceived and communicated a vision for successful use of the strategy so that outside observers might know what to expect (what they'd likely see and hear from the students and the teacher) and look-fors are tied to the process in some way. Emerging evidence shows that the success criteria cite at least one of the following indicators: the language of the standards, rigor, and implementation.
1. PLC Impact—Next Steps	
4	At the end of its meeting, the team crafts an achievable agenda for the next meeting, indicating actionable future steps for each team member. All members discuss the implementation of agreed-on next strategies or planned practices, and each member discusses the appropriate evidence of student learning he or she intends to bring to the next meeting.
3	As a result of its meeting, the team crafts an agenda for the next meeting, indicating actionable future steps for most team members. Most members discuss the implementation of agreed-on next strategies or planned practices, and most members discuss possible evidence of student learning they intend to bring to the next meeting.
2	The team crafts a possible agenda for the next meeting, which may or may not be an extension of the current meeting, indicating possible next steps for some team members. Some members discuss the implementation of agreed-on next strategies or planned practices, and some members discuss possible evidence of student learning they intend to bring to the next meeting.
1	The team may or may not craft a possible agenda for the next meeting, which may or may not be an extension of the current meeting, indicating next steps for team members. There is some evidence that members have discussed part of the implementation of agreed-on next strategies or planned practices, and perhaps some members discuss possible evidence of student learning they intend to bring to the next meeting.

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REPRODUCIBLE

1. PLC Impact—Leadership Monitoring	
4	A representative team member or team leader meets with the building principal to successfully and articulately convey strategies and success criteria. The meeting is timely, focused, and effective. The principal or administrators follow up with formative walkthroughs to confirm that teachers have implemented the strategy and to observe most of the success criteria (at least three-quarters). The building principal regularly shares the most successful strategies with other faculty in some medium to build capacity, maximizing successful instruction.
3	A representative team member or team leader meets with the building principal to convey strategies and success criteria. The meeting is timely, focused, and effective. The principal or administrators follow up with formative walkthroughs to confirm that teachers have implemented the strategy and to observe most of the success criteria (at least one-half).
2	A representative team member or team leader meets with the building principal to convey strategies and success criteria. The meeting may or may not be timely, focused, and effective. The principal or administrators may follow up with formative walkthroughs to confirm that teachers have implemented the strategy and to observe some of the success criteria (at least one-third).
1	A representative team member or team leader may meet with the building principal at some point after teachers' collaboration time. The meeting may or may not be timely, focused, and effective. The principal or administrators may need to follow up with formative walkthroughs to confirm whether teachers have implemented the strategy and to observe the success criteria.

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Agency Response Plan



South Summit School District
Achieving Excellence

September 4, 2026

Kade R. Minchey, CIA, CFE, Auditor General
Office of the Legislative Auditor General
Utah State Capitol Complex
Rebecca Lockhart House Building, Suite W315
P.O. Box 145315
Salt Lake City, Utah 84114-5315

Dear Mr. Minchey:

South Summit School District appreciates the opportunity to respond to the recommendations resulting from the Office of the Legislative Auditor General's Systemic Performance Audit of our practices. Throughout the process, the OLAG team demonstrated professionalism, objectivity, and a genuine commitment to understanding our schools and systems. The partnership was candid, constructive, and grounded in a shared desire to improve outcomes for students.

South Summit volunteered for this audit because meaningful improvement requires an honest examination of our systems. OLAG provided an independent perspective that helped us recognize effective practices, identify areas where implementation has not yet matched our intentions, and determine where greater clarity, consistency, and accountability are needed. The partnership has already produced several benefits for South Summit School District. It strengthened our commitment and focus on high-quality Tier 1 instruction and the experience students receive in every classroom; prompted a closer examination of the consistency and effectiveness of our professional learning communities and multi-tiered systems of support; and reinforced the importance of using timely student data to adjust instruction and monitor academic growth. The process also sharpened conversations about aligning Board priorities, district resources, leadership practices, and classroom-level actions. Finally, it clarified the need for better-defined expectations, responsible owners, implementation timelines, and evidence that demonstrates whether improvement efforts are producing the intended results.

We are especially grateful that OLAG's work did more than identify areas for improvement. It created greater organizational clarity and urgency around the work that matters most. The audit provides a valuable framework for moving from good intentions and isolated successes toward coherent districtwide systems that can be sustained over time and result in improved outcomes for students.

We accept responsibility for thoughtfully addressing the audit recommendations. The following pages provide our response to each recommendation, identify those responsible for implementation, outline the actions we will take, describe the evidence we will use to demonstrate progress, and establish anticipated timelines for completion. Our goal is meaningful and lasting improvement, not simply procedural compliance; anything less would be less than our best.

South Summit School District values continuous improvement, transparency, and responsible stewardship of the public trust. We are grateful to the OLAG team for approaching this work as a professional partnership and for providing insights that will help us better serve our students, employees, families, and community.

Sincerely,

Dr. Greg Maughan
Superintendent
South Summit School District

Matt Weller
Board President
South Summit School District

SSSD Audit Response

Chapter 1

Recommendation 1.1 Governance

South Summit School Board should improve its oversight over student performance by regularly reviewing data on student learning, academic achievement, and other key metrics outlined in the board's strategic plan during public meetings. Regular board discussion on student learning can improve accountability for student performance throughout the district and message that student learning is the board's top priority.

District Response: Board Leadership tentatively agrees, subject to a vote by the full board following the Office of the Legislative Auditor General's presentation of the SSSD Systemic Performance Audit at its October meeting.

Contacts: Matt Weller, Board President, matt.weller@ssummit.org, (435) 783-4301 ext. 4123

Greg Maughan, EdD, Superintendent, greg.maughan@ssummit.org, (435) 783-4301

What: Since the Board's initial longitudinal data presentation in 2024, its expectations for data review have continued to mature. The Board now expects data presentations to extend beyond State Data Gateway summaries and include longitudinal trends, disaggregated results, local measures, and additional context necessary to better understand student performance and district progress. The SSSD Board will increase the prioritization of discussions on student learning and academic achievement. Through the strategic planning process described in Recommendation 1.2, the board will establish an ongoing cycle of setting clear performance targets, reviewing student-performance data related to those targets, and aligning resources to support progress toward the targets.

How: One of SSSD's core values is that the School Board, superintendent, and district office staff exist to support the critical work that occurs each day in classrooms and schools. In spring 2026, SSSD began revising the Board Strategic Plan. The district shifted to a school-driven, grassroots model, rather than the traditional top-down strategic planning process used in many school districts. During summer 2026, school administrators conducted in-depth data analyses and root-cause analyses that resulted in a two-year strategic plan for each school. Each school established two-year student-outcome goals based on current performance data, identified gaps in student learning, and selected a high-impact student-learning problem to address. These student-outcome goals serve as the performance targets that school administrators and faculty will work to achieve.

As schools completed their planning, a clear throughline emerged across their student-learning problems and student-outcome goals. The district office, superintendent, and School Board now have the opportunity to support this work by ensuring that strategic planning at the district and board levels provides resources, removes barriers, and strengthens the critical work of classrooms and schools.

Through this strategic planning process, the board will establish clear performance targets based on student-performance data and school student-outcome goals. The board will evaluate the structure of its meetings and identify opportunities to prioritize discussions of student data, instructional data, and progress toward the established

performance targets. The board will adopt a schedule for student-data presentations and discussions and will determine the documentation needed to demonstrate that resource requests align with district performance targets and support classrooms and schools.

The Board will evaluate the impact of their implementation of this recommendation yearly.

Documentation:

Copies of the SSSD School Board Strategic Plan with clear performance targets set.

Agendas and minutes of school board meetings that reflect the increased time spent discussing student learning and performance.

The outlined schedule of student data presentations and discussions.

Timetable: See attached Integrated Response Timeline

Recommendation 1.2 Structure

South Summit School Board should work with the superintendent to develop a robust and complete strategic plan that includes all the necessary components listed within this chapter. This plan should include clear performance targets for student learning and provide guidance on how the district will improve student learning outcomes.

District Response: Board leadership tentatively agrees, subject to a vote by the full board following the Office of the Legislative Auditor General's presentation of the SSSD Systemic Performance Audit at its October meeting.

Contacts: Matt Weller, Board President, matt.weller@ssummit.org, (435) 783-4301 ext. 4123

Greg Maughan, EdD, Superintendent, greg.maughan@ssummit.org, (435) 783-4301

What: As part of the new SSSD strategic planning process described in Recommendation 1.1, the School Board's planning will be informed by and responsive to the implementation of school strategic plans. During fall 2026, the board will prioritize clear, quantifiable performance targets for student learning. The board and superintendent will also review and integrate the eight elements outlined in the Governor's Office of Planning and Budget Guide to Strategic Planning.

How: The School Board and superintendent will either review the 8 elements of strategic planning a few at a time during board meetings or schedule a work session that includes professional learning on the eight elements of strategic planning. Board members will provide input on each element and its relationship to the district plan. The board will then collaborate with schools, the district office, and the superintendent to draft a board strategic plan that responds to school strategic plans and student-performance data. The board will gather and consider stakeholder feedback before acting on the final draft.

The Board will evaluate the impact of their implementation of this recommendation yearly.

Documentation:

Copies of the SSSD School Board Strategic Plan

Timetable: See attached Integrated Response Timeline

Note: The SSSD School Board Strategic Plan is a living document that the board will use to evaluate the performance of SSSD School District and Superintendent. The plan will be evaluated against student performance data to determine whether adjustments are needed.

Recommendation 1.3 Structure

South Summit School Board should formally adopt a superintendent evaluation system that includes clear success measures tied to the board's strategic plan and student learning. This evaluation should happen at least annually and ensure the superintendent is given feedback on areas where they need to improve to fulfill the board's vision.

District Response: Board leadership tentatively agrees, subject to a vote by the full board following the Office of the Legislative Auditor General's presentation of the SSSD Systemic Performance Audit at its October meeting.

Contacts: Matt Weller, Board President, matt.weller@ssummit.org, (435) 783-4301 ext. 4123

Greg Maughan, EdD, Superintendent, greg.maughan@ssummit.org, (435) 783-4301

What: The SSSD School Board will formally adopt a superintendent evaluation process designed specifically for SSSD. The process will include clear measures of success tied to the board's strategic plan and student learning, establish clear goals for the superintendent, and provide a regular cadence of feedback and evaluation throughout the year.

How: As an extension of the School Board's strategic planning process described in Recommendation 1.2, the board will develop a framework for superintendent evaluation that aligns directly with the strategic plan. The framework will be sufficiently specific to establish a consistent evaluation process while retaining the flexibility needed to respond to student-performance data, system-growth data, and progress toward the board's clear, quantifiable performance targets.

The school board will consider the research and examples outlined in section 1.3 of the Best Practices Handbook for Student Achievement in Public Education from the Office of the Legislative Auditor General when outlining the superintendent evaluation process.

The basic framework for the superintendent evaluation process will include:

The superintendent and board will agree upon the following:

- The superintendent's core responsibilities
- District strategic priorities
- Specific annual goals and indicators designed to advance the board's strategic plan
- Evidence used to evaluate performance
- Procedures for reviewing progress

- Criteria for determining whether performance meets, exceeds, or falls below expectations
- Timelines for completing each stage of the evaluation process

This framework aligns with the best practice of limiting superintendent evaluation to a small number of specific, predetermined goals.

Because the SSSD School Board Strategic Plan will not be finalized until June 2027, as described in Recommendation 1.2, the School Board and superintendent will collaborate on a draft superintendent evaluation framework to pilot during the second half of the 202026-27 school year.

The Board will evaluate the impact of their implementation of this recommendation yearly.

Documentation:

Agendas and notes from the meetings where the superintendent evaluation process is discussed and designed.

A copy of the superintendent evaluation process framework.

Timetable: See attached Integrated Response Timeline

Chapter 2

Recommendation 2.1 Structure

South Summit School District Central Office should refine its educator evaluation system to better identify top-performing teachers and elevate effective instructional practices to improve student learning outcomes. The system should also better identify teachers who need remediation and provide the needed support.

District Response: The district concurs.

Contacts: Lucinda Josie, Director of Human Resources, ljosie@ssummit.org, (435) 783-4301

Shelley Halverson, Director of Teaching and Learning, shelley.halverson@ssummit.org, (435) 783-4301

Greg Maughan, EdD, Superintendent, greg.maughan@ssummit.org, (435) 783-4301

What: SSSD will evaluate and refine its educator evaluation system through the joint committee process outlined in Utah Code Section 53G-11-506. SSSD will also compare its current educator evaluation platform, Observertab, with other platforms and with the needs of SSSD administrators, instructional coaches, and teachers. The review will focus on improving efficiency throughout the evaluation process and supporting meaningful participation by all users.

How: The Human Resources Department will oversee and facilitate this process. The department will first establish a joint committee composed of equal numbers of classroom teachers, parents, and administrators appointed by the SSSD School Board. The committee will adopt a meeting schedule and target dates for completing its evaluation and refinement of the educator evaluation system. In determining instructional effectiveness based on observed pedagogy (how a teacher teaches) and quantifiable measures of student learning, the committee will consider:

The relationship between observed pedagogy and quantifiable measures of student learning

- Feedback provided in Chapter 2 of the SSSD Systemic Performance Audit
- The current alignment of the SSSD Educator Evaluation System with Utah law and State Board rule
- Methods for incorporating formative and summative measures of student learning into the educator evaluation system to help identify effective instruction
- Methods for distinguishing high-leverage, instruction-focused Utah Effective Teaching Standards from nonacademic standards that, while important and necessary, do not have the same direct impact on student learning
    - Methods for evaluating a teacher's participation in and use of the PLC process to make instructional improvements that lead to student academic growth, as described in Recommendation 3.4
- The appropriate weighting of educator evaluation components in a summative evaluation

- Refinements to the SSSD Summative Effective Educator Rubric and the decision-making criteria used to determine educator effectiveness
- The clarity, validity, and reliability of evaluation tools created or streamlined in response to Recommendation 2.2
- Methods for elevating effective instructional practices that result in robust student growth
- Guidance for determining the support an educator will receive, and the area in which support is needed, when the educator's instruction requires improvement
- The clarity and alignment of goal-setting guidance created in response to Recommendation 2.3
- The cycle and cadence of formative and summative educator evaluation in SSSD
- Alignment among the SSSD Educator Evaluation System, board, district, and school strategic plans, and the SSSD Guaranteed Strategies and Intentional Practices (GSIP) instructional framework

The district will establish an ongoing monitoring process to assess the consistency and effectiveness of educator evaluation system implementation.

Documentation:

Agendas and notes for joint committee meetings.

All artifacts created or refined by the committee

Feedback on the evaluation system from the committee, administrators, instructional coaches, and teachers.

Copies of the SSSD Educator Evaluation System and all accompanying tools.

Timetable: See attached Integrated Response Timeline

Recommendation 2.2 Structure

South Summit School District Office should work with principals to improve the quality of classroom instruction by simplifying its evaluation tools to focus on clear measures of student learning. The new evaluation system should provide more effective feedback to teachers and help principals and teachers understand quality of instruction based on student learning data.

District Response: The district concurs.

Contacts: Lucinda Josie, Director of Human Resources, ljosie@ssummit.org, (435) 783-4301

Shelley Halverson, Director of Teaching and Learning, shelley.halverson@ssummit.org, (435) 783-4301

Greg Maughan, EdD, Superintendent, greg.maughan@ssummit.org, (435) 783-4301

What: The Human Resources Department, Teaching and Learning Department, and superintendent will collaborate with school administrators to simplify educator evaluation tools. The tools will support meaningful instructional improvement through

robust observation and feedback cycles that are specific and timely and through the review of clear, quantifiable measures of student learning. The district will also reduce unnecessary administrative tasks that can lead to compliance-based implementation. Educator evaluation tools include observation forms, formative and summative rubrics, the online educator evaluation platform, and decision-making criteria used to determine educator effectiveness. Work completed in response to Recommendation 2.2 will support and inform the joint committee's work on Recommendation 2.1.

How:

The district will refine each educator evaluation tool through a recurring cycle. Administrators will first provide input on user needs, the intended use of the tool, its validity and reliability, the information it should communicate to teachers, and the ways administrators and teachers will engage with it. The district will then provide format options for principal review and feedback and will pilot tools with willing educators. This cycle will continue until each tool is fully refined.

The district will vet all educator evaluation tools for alignment with Utah law, State Board rule, the Utah Effective Teaching Standards, SSSD strategic plans, and the GSIP framework. All tools will be submitted to the joint committee for review.

Online Evaluation Platform: The district will evaluate Observertab and comparable educator evaluation platforms to identify the solution that best meets SSSD's needs. The review will incorporate feedback from administrators, instructional coaches, and teachers regarding usability, current strengths and limitations, desired functionality, and reporting and data-analysis capabilities. The district will pay particular attention to each platform's customization capacity, including the ability to add or modify evaluation criteria, observation tools, workflows, reports, and data fields as district needs and priorities evolve. When feasible, the district will conduct demonstrations or trial implementations to assess ease of use, effectiveness, and overall user experience before selecting a platform.

Documentation:

Copies of materials used by participants to evaluate or provide feedback on the online educator evaluation platform.

Final copies of all updated tools, and any guidance provided for their use.

Agendas and minutes from joint committee meetings during which evaluation tools are discussed or recommended for use.

Timetable: See attached Integrated Response Timeline

Recommendation 2.3 Process

South Summit School District Principals should evaluate teacher goals to ensure they connect to student achievement, address instructional deficiencies, and can be measured. Once set, principals should support and hold teachers accountable as they seek to reach their goals to improve student learning.

District Response: The district concurs.

Contacts: Shelley Halverson, Director of Teaching and Learning, shelley.halverson@ssummit.org, (435) 783-4301

Greg Maughan, EdD, Superintendent, greg.maughan@ssummit.org, (435) 783-4301

School-based administrators

What: SSSD is piloting a goal-setting process that guides teachers in establishing professional growth goals directly aligned with the Student Learning Problem and Instructional Action in each school's 90-day plan. The process is designed to address the concerns identified in the SSSD Systemic Performance Audit regarding goal quality and alignment with instructional changes needed to improve student achievement. Teachers will establish two consecutive 90-day goals. Strategic plan data-collection requirements will provide evidence of progress toward each goal, and that evidence will inform the second 90-day goal.

How:

A goal template and accompanying guidance are under development. Using those resources, teachers will establish goals during a faculty-wide professional learning session at each school on October 23, 2026.

Twice between when goals are set and the end of the first 90 days, principals will present evidence of teacher progress toward goals in a data check-in meeting with the superintendent, including how teachers have been supported and any accountability measures taken. The superintendent will coach administrators as needed.

The district will evaluate the goal-setting pilot in spring 2027 to determine whether it has addressed the concerns identified in the audit, improved instruction, and, most importantly, increased student achievement. The district will refine the process based on that evaluation and teacher feedback. The process will be vetted for alignment with Utah law, State Board rule, the Utah Effective Teaching Standards, SSSD strategic plans, and the GSIP framework and then submitted to the joint committee for review.

Documentation:

The final goal-setting template, guidance for completing it, and any professional learning provided to teachers.

A summary of themes related to the support and accountability measures provided to teachers by school principals.

The district will establish an ongoing monitoring process to assess the consistency and effectiveness of goal-setting implementation.

Summary documents related to the evaluation of the goal-setting pilot, its effectiveness, and any adjustments made to increase effectiveness in the future.

Agendas and minutes from joint committee meetings during which the goal-setting process is discussed or recommended for use.

Timetable: See attached Integrated Response Timeline

Recommendation 2.4 Governance

The legislature should consider an audit on teacher evaluation systems focused on the role of student data in evaluations, whether potential limitations exist within ***Utah Code*** and/or *Administrative Rule*, and an overall assessment on how the evaluation system could be improved to drive teacher and student performance.

District Response: The district concurs.

Contacts: Greg Maughan, EdD, Superintendent, greg.maughan@ssummit.org, (435) 783-4301

Shelley Halverson, Director of Teaching and Learning, shelley.halverson@ssummit.org, (435) 783-4301

What: SSSD will participate in any audit the Legislature elects to conduct. Effective teacher evaluation focused on instructional-improvement cycles and meaningful teacher growth has the potential to be a high-leverage practice for improving student outcomes across the state.

Chapter 3

Recommendation 3.1 Structure

South Summit School District should administer universal screeners in all schools throughout the year to gather data on student learning needs early and create intervention groups based on those identified learning needs.

District Response: The district concurs.

Contacts: Shelley Halverson, Director of Teaching and Learning, shelley.halverson@ssummit.org, (435) 783-4301

Greg Maughan, EdD, Superintendent, greg.maughan@ssummit.org, (435) 783-4301

What: The Teaching and Learning Department and superintendent, in collaboration with school administrators, will ensure that each school has access to universal screeners and consistently administers and interprets them throughout the year. Screening data will be used to identify student learning needs early and to create intervention groups based on those needs. The SSSD screening process will align with evidence-based practices for selecting and administering screeners and interpreting the resulting data.

How: SSSD will develop guidance on evidence-based universal screening practices, including vetting and selecting screeners, consistently interpreting screening data to identify individual learning needs, and planning interventions to address those needs.

The district will create an inventory of all assessments, screeners, and diagnostic measures used in each school. The inventory will include clear guidance regarding the purpose of each measure and its intended use.

The Teaching and Learning Department, in collaboration with each school, will use best-practice guidance, the assessment inventory, an evaluation rubric, and student data to evaluate the screeners used at each school, the consistency of data interpretation, and the quality of resulting interventions. The results of the evaluation will identify concerns to be addressed and the support required by each school. Each school will create an action plan to address identified needs or incorporate the necessary actions into its strategic plan.

The district will establish an ongoing monitoring process to assess the consistency and effectiveness of universal screening implementation.

Documentation:

The Assessment Inventory for each school.

The best practice guidance document and any rubrics developed.

The results of each school's evaluation and the resulting action plan.

Timetable: See attached Integrated Response Timeline

Recommendation 3.2 Structure

South Summit School District should adopt best practices that allow for small-group and individualized interventions throughout all schools and grades to remediate student learning gaps and improve student skills. These interventions should be research-based

and focused on gaps in students' learning as evidenced by data related to mastery of standards.

District Response: The district concurs.

Contacts: Greg Maughan, EdD, Superintendent, greg.maughan@ssummit.org, (435) 783-4301

Shelley Halverson, Director of Teaching and Learning, shelley.halverson@ssummit.org, (435) 783-4301

School administrators

What: SSSD will adopt best practices for interventions designed to remediate student learning gaps and improve student skills. These practices will address the appropriate use of data to diagnose student learning needs, the selection of research-based interventions, and progress monitoring to determine intervention effectiveness.

How: In conjunction with the universal screening guidance developed in response to Recommendation 3.1, SSSD will create guidance, parameters, and a rubric describing best practices for student intervention. Schools will use the rubric to evaluate current practices and identify areas for growth. The evaluation will include an examination of existing structures, including the use of intervention time for work completion rather than remediation of identified learning needs, that may impede the delivery of high-quality interventions.

The Teaching and Learning Department and superintendent will provide professional learning to administrators on these best practices and collaborate with them as they evaluate their school intervention systems. Using the rubric and evidence supporting each rating, schools will identify and prioritize areas for growth and either create action plans or incorporate the necessary actions into their strategic plans. This work will be coordinated with the action plans developed in response to Recommendation 3.1.

The district will establish an ongoing monitoring process to assess the consistency and effectiveness of school intervention system implementation.

Documentation:

Guidance, parameters, and rubric documents created around best practices for student intervention.

Professional learning documents or slide decks created to support administrators.

School evaluation summaries of their intervention systems and copies of school strategic plans or action plans with intervention system improvements outlined.

Timetable: See attached Integrated Response Timeline

Recommendation 3.3 Structure

South Summit School District should develop a system that regularly identifies students in need of support and use that system to track interventions to ensure students are progressing. School leaders should be trained in these resources to allow school teams throughout the district to routinely use data to identify student needs and develop appropriate plans to intervene in improving student learning outcomes.

District Response: The district concurs.

Contacts: Shelley Halverson, Director of Teaching and Learning, shelley.halverson@ssummit.org, (435) 783-4301

Greg Maughan, EdD, Superintendent, greg.maughan@ssummit.org, (435) 783-4301

What: SSSD will evaluate the capacity of its current systems to regularly identify students who need support and to track interventions and student progress. The district will emphasize efficiency in both student identification and progress tracking. Once the appropriate systems are selected, school leaders will receive training on their use and on incorporating consistent system use into school leadership, MTSS, and other student-support meetings. In partnership with the actions described in Recommendation 3.1, this work will create a safety net that connects students with timely interventions and helps prevent them from falling further behind.

Administrators at each school will establish intervention criteria for academics, social-emotional needs, and behavior and will use Performance Matters or another selected platform to monitor student progress.

How:

The district will evaluate the capacity and efficiency of Performance Matters, Student Analytics, and Panorama for identifying student needs and tracking interventions and progress. If necessary, the district will investigate other platforms that more fully meet district needs.

School leaders and their designees will receive training on using the selected platforms and leveraging them in meetings focused on identifying student needs. School administrators will establish intervention criteria for academics, social-emotional needs, and behavior. These criteria will align with the guidance developed in response to Recommendations 3.1 and 3.2.

School leaders will use these platforms to determine whether students are progressing, the rate of that progress, and the quality of the Tier 1 instruction and interventions students receive. This use of data will support the data-based decision-making process required by the SSSD school strategic planning process.

The district will establish an ongoing monitoring process to assess the consistency of platform use and data-based decision-making. Effectiveness will be measured by each school's ability to use the platform to demonstrate student progress.

Documentation:

Documents created and used to evaluate Performance Matters, Student Analytics, and Panorama

Training materials used to support effective use of these platforms and the data within them to support the identification of student needs, intervention tracking, and student progress.

Aggregate student data progress reports that demonstrate student progress.

Timetable: See attached Integrated Response Timeline

Recommendation 3.4 Leadership

South Summit School District should ensure principals are effectively evaluating teacher collaboration meetings throughout the district. Principals, in turn, should ensure that

best practices for teacher collaboration are being used, including regular use of student data, discussions of instructional strategy to improve student learning. Teacher collaboration time should be focused on student learning and not used for administrative purposes.

District Response: The district concurs.

Contacts: Greg Maughan, EdD, Superintendent, greg.maughan@ssummit.org, (435) 783-4301

Shelley Halverson, Director of Teaching and Learning, shelley.halverson@ssummit.org, (435) 783-4301

School administrators

What: SSSD leadership will establish clear expectations for collaboration, including the use of student data, evaluation of instructional practices, and prioritization of discussions about student learning. School administrators will routinely evaluate the quality of teacher collaboration and identify ways to strengthen the PLC process so schools can more effectively identify and support students in need. The work described in this recommendation will inform the joint committee identified in Recommendation 2.1 as it determines how teachers' effective participation in and use of the PLC process should be reflected in the educator evaluation system.

How:

During the school strategic planning process, multiple schools identified the need to restructure and reevaluate their PLC processes. They are implementing new structures during the first cycle of 90-day plan implementation. School administrators will use the same tool used by the legislative auditors to gather baseline data on the operation and effectiveness of current PLC structures.

The Teaching and Learning Department, superintendent, and school administrators will co-create expectations for collaboration, including the use of student data, evaluation of instructional practices, and prioritization of discussions about student learning. The district will compare those expectations with the baseline data. The comparison will identify next steps for PLC evaluation, needed improvements to PLC processes, and evaluation of individual teachers' effectiveness within the PLC process. This work may include additional rubrics and targeted guidance. The district will also use student-learning data to evaluate the effectiveness of each school's PLC structure. Schools will incorporate necessary PLC improvements into their strategic plans.

Guidance for evaluating a teacher's participation in and use of the PLC process to make instructional improvements that lead to student academic growth will be presented to the joint committee for review and possible inclusion in the refined SSSD Educator Evaluation System recommended to the board.

The district will establish an ongoing monitoring process to assess consistent implementation of PLC expectations and the impact of each school's PLC process on student outcomes.

Documentation:

Summaries of PLC baseline data for each school.

PLC expectation documents and all created guidance and evaluation materials.

Copies of school strategic plans or action plans with PLC improvements outlined.
Results related to the district monitoring system.

Timetable: See attached Integrated Response Timeline

INTEGRATED RESPONSE TIMELINE

Audit Response — Chapters 1–3

Two to three district leaders will oversee, develop, coordinate, and monitor the work. The sequence therefore limits the team to one major development priority and one implementation or monitoring priority at a time. This ensures district capacity for meaningful and sustainable change.

Timeframe	Chapter / Recommendation	Primary action or deliverable	Workload consideration
Oct-26	**Chapter 1 — Rec. 1.1**	Present draft student-performance targets, the proposed board data-review schedule, and resource-alignment documentation to the board.	Complete the most immediate governance commitment first.
Oct-26	**Chapter 2 — Rec. 2.3**	Finalize the teacher goal-setting template and guidance and conduct school goal-setting sessions on October 23.	Use one districtwide template and common training materials.
October–November 2026	**Chapter 3 — Rec. 3.4**	School administrators begin collecting baseline information about PLC practices through the first 90-day planning cycle.	Use existing PLC and 90-day plan structures.
Nov-26	**Chapter 1 — Rec. 1.1**	Revise and finalize performance targets, the board data-review schedule, and resource-alignment requirements.	Create the performance framework needed for later work.
November–December 2026	**Chapter 2 — Rec. 2.3**	Principals report teacher goal progress, support provided, and accountability actions during superintendent data check-ins.	Incorporate this into existing superintendent-principal meetings.
Dec-26	**Chapter 1 — Rec. 1.2**	Conduct the board professional learning work session on the eight elements of strategic planning.	Use one concentrated work session.
Dec-26	**Chapter 2 — Rec. 2.1**	The board appoints the educator evaluation joint committee.	Appoint now; delay intensive committee work until draft materials exist.
Jan-27	**Chapter 2 — Rec. 2.3**	Teachers review first-cycle evidence and establish the second 90-day goal on January 15.	Reuse the first-cycle format and evidence expectations.
Jan-27	**Chapter 2 — Rec. 2.1**	The joint committee holds an organizational meeting and adopts its scope, schedule, and target dates.	Limit the initial meeting to organization and orientation.
January–February 2027	**Chapter 3 — Rec. 3.4**	District and school leaders review PLC baseline information and identify common strengths and concerns.	Combine this with reviews of school 90-day plans.
Feb-27	**Chapter 3 — Rec. 3.4**	Establish common district expectations for effective PLC collaboration.	Co-create one districtwide framework.
Mar-27	**Chapter 1 — Rec. 1.3**	The board and superintendent agree on a draft superintendent evaluation framework.	Build directly from the emerging strategic plan.
Mar-27	**Chapter 3 — Rec. 3.4**	Schools compare PLC baseline information with district expectations and identify priority improvements.	Place improvements in the next 90-day plans.
March–June 2027	**Chapter 1 — Rec. 1.3**	Pilot the superintendent evaluation framework and gather board and superintendent feedback.	Limit the pilot to a small number of agreed-upon goals.
March–June 2027	**Chapter 2 — Rec. 2.3**	Evaluate and refine the teacher goal-setting pilot using teacher, principal, and student-performance evidence.	Use existing feedback and meeting structures.
March–May 2027	**Chapter 1 — Rec. 1.2**	Review draft strategic plan components during regular board meetings and work sessions.	Address only one or two components per meeting.
March–May 2027	**Chapter 2 — Rec. 2.2**	Define requirements and conduct an initial review of Observertab and comparable evaluation platforms.	Focus on requirements and demonstrations before procurement.
May-27	Chapter 1 — Rec. 1.2	Complete a strategic plan draft for stakeholder feedback.	Finish this draft before launching another major development project.
May-27	**Chapter 2 — Rec. 2.2**	Determine whether a platform change is needed and identify budgeting or procurement requirements.	Defer a change if no option clearly meets district needs.
June–July 2027	**Chapter 1 — Rec. 1.3**	Revise the superintendent evaluation framework based on the pilot and adopted strategic plan.	Use the final plan to establish evaluation measures.
Jun-27	**Chapter 1 — Rec. 1.2**	The board considers feedback and adopts the final strategic plan.	This completes the major Chapter 1 development work.
July–September 2027	**Chapter 3 — Rec. 3.1**	Develop universal screening guidance and complete the district assessment inventory.	Develop screening and intervention materials together.
July–September 2027	**Chapter 3 — Rec. 3.2**	Develop intervention guidance, parameters, and a school self-evaluation rubric.	Use the same team and evidence base as Rec. 3.1.

August–October 2027	**Chapter 2 — Rec. 2.2**	Refine observation forms, rubrics, decision criteria, and related educator evaluation tools.	Complete one tool-development cycle at a time.
Sep-27	**Chapter 2 — Rec. 2.3**	Present the refined goal-setting process to the joint committee.	Give the committee a completed component to review.
September–October 2027	**Chapter 3 — Rec. 3.3**	Define requirements for student identification, intervention recording, and progress monitoring.	Use Recs. 3.1 and 3.2 to define technology requirements.
Oct-27	**Chapter 3 — Recs. 3.1 & 3.2**	Provide combined administrator learning on screening, intervention, and school self-evaluation.	Conduct one integrated professional learning session.
October–November 2027	**Chapter 3 — Rec. 3.3**	Evaluate Performance Matters, Student Analytics, Panorama, and other platforms against the requirements.	Coordinate with the Chapter 2 platform review.
Nov-27	**Chapter 2 — Recs. 2.1 & 2.2**	The joint committee reviews refined educator evaluation tools and recommends revisions.	Bundle materials into one organized review cycle.
Nov-27	**Chapter 3 — Rec. 3.4**	Present guidance for evaluating teacher participation in PLCs to the joint committee.	Align with the committee review of other evaluation tools.
November 2027–January 2028	**Chapter 3 — Recs. 3.1 & 3.2**	Schools evaluate current screening and intervention systems using district rubrics.	Conduct one coordinated school review.
Dec-27	**Chapter 3 — Rec. 3.3**	Determine whether current platforms meet district needs and establish consistent intervention criteria.	Decide the process before extensive platform configuration.
Jan-28	**Chapter 2 — Rec. 2.1**	Present the refined SSSD Educator Evaluation System to the board for authorization to pilot.	Make this the primary system-development milestone.
January–May 2028	**Chapter 2 — Rec. 2.1**	Pilot the refined educator evaluation system and collect administrator and educator feedback.	Keep the pilot focused on essential tools and processes.
Feb-28	**Chapter 3 — Recs. 3.1 & 3.2**	Schools identify priority improvements and incorporate them into strategic or coordinated action plans.	Require one combined screening and intervention plan.
February–April 2028	**Chapter 3 — Rec. 3.3**	Configure the selected student-identification and intervention-tracking system and develop guidance.	Wait until the educator evaluation pilot is stable before expansion.
March–May 2028	**Chapter 3 — Recs. 3.1 & 3.2**	Schools begin implementing priority screening and intervention improvements.	Begin with a limited number of priorities per school.
April–May 2028	**Chapter 3 — Rec. 3.3**	Train a small group of leaders and staff and conduct a limited platform pilot.	Use a small pilot rather than districtwide implementation.
Jun-28	**Chapter 2 — Rec. 2.1**	Evaluate the educator evaluation pilot, complete revisions, and present the final system to the board.	Finish this system before expanding other implementation work.
Jun-28	**Chapter 3 — Recs. 3.1–3.4**	Review screening, intervention, tracking, and PLC implementation and identify refinements.	Use one coordinated annual monitoring review.
2028–29 school year	**Chapter 1 — Recs. 1.1–1.3**	Fully implement board data review, strategic plan monitoring, and superintendent evaluation.	Manage these as one aligned governance cycle.
2028–29 school year	**Chapter 2 — Recs. 2.1–2.3**	Fully implement educator evaluation, related tools and platform, and teacher goal-setting.	Provide support before adding new evaluation requirements.
2028–29 school year	**Chapter 3 — Recs. 3.1–3.4**	Expand screening, intervention, student tracking, and PLC expectations across all schools.	Use strategic plans and 90-day plans as the implementation vehicles.
Jun-29	**Chapters 1–3**	Complete the first comprehensive review of implementation, effectiveness, and student outcomes.	Use one districtwide review instead of separate reports.
As requested	**Chapter 2 — Rec. 2.4**	Participate in any statewide review or audit of educator evaluation systems.	Treat as contingent work without a separate local project.



THE MISSION OF THE LEGISLATIVE AUDITOR GENERAL IS TO

AUDIT · LEAD · ACHIEVE

WE HELP ORGANIZATIONS IMPROVE

2026-2027 Full OLAG Audit Board Meeting Calendar

October

- **Recommendation 1.1:** Draft Performance Targets; Proposed Board Data Review Schedule; Draft Resource-Alignment Documentation

November

- **Recommendation 1.1:** Board Action Needed; Implementation begins in December 2026
- **Recommendation 2.3:** Presentation of Educator Evaluation Joint Committee- including relevant state code and board rule, purpose, and scope of work. Gather input from board on committee makeup

December

- **Recommendation 1.2:** Conduct the board professional learning work on the eight elements of strategic planning (In board meeting or work session).
- **Recommendation 2.3:** Presentation of Educator Evaluation Joint Committee Make-Up; Board Action to Appoint the Committee

January

- **Recommendation 1.2:** Outline plan for drafting and getting feedback on the board's strategic plan. Review early drafts based on the 8 components of strategic planning and provide feedback.
- **Recommendation 1.3:** Begin reviewing examples of, and the research around, best practices for superintendent evaluation.

February

- **Recommendation 1.2:** Review updated drafts of the board strategic plan based on the 8 components.
- **Recommendation 1.3:** Discuss components of the pilot superintendent evaluation system, come to a common definition of each component and data to be collected. Board and Superintendent must come to consensus.

March

- **Recommendation 1.2:** Review updated drafts of the board strategic plan based on the 8 components and begin getting community input.
- **Recommendation 1.3:** Agree upon and begin piloting the superintendent evaluation system.
- **Recommendation 2.2:** Hear an overview of the process of evaluating ObserverTab against similar platforms that support effective and timely teacher evaluation.

April

- **Recommendation 1.2:** Based on community input, begin final drafts of the strategic plan. Send the final drafts for community input.
- **Recommendation 1.3:** Check in and get feedback on Superintendent Evaluation Pilot.
- **Recommendation 2.2:** If possible, hear recommendations to the board for the outcome of Observertab evaluation process and take action if needed.

May

- **Recommendation 1.2:** Review final draft and community feedback on the board's strategic plan. Make any needed changes to be ready for full adoption in June.
- **Recommendation 1.3:** Check in and get feedback on Superintendent Evaluation Pilot.
- **Recommendation 2.2:** Recommendations to the board for the outcome of Observertab evaluation process and take action if needed.

June

- **Recommendation 1.2:** Adopt the board strategic plan
- **Recommendation 1.3:** Do final superintendent evaluation using the pilot system. Consider what went well and what would need to change under the new strategi plan.

July

- **Recommendation 1.3:** Revise the superintendent evaluation framework based on the pilot and the adopted strategic plan.

Recommendation 1.1 - Begin implementation in December 2026 and continues throughout the implementation of the Board's Strategic Plan.

Recommendation 1.1 & 1.2 - Begin full implementation in the 2027-2028 school year.

SOUTH SUMMIT HIGH SCHOOL

Student Performance Analysis

South Summit School District Board of Education· October 12, 2026

AT A GLANCE

Three things we want the Board to know tonight



Real strengths

Math achievement more than doubled, AP Calculus beats state and global averages, and CTE credentials rise every year.



A gap that is closing

Multilingual learners (MLLs) narrowed the ACT gap with the overall school population in every subject.



A clear focus

English, reading, and English learner proficiency fell. Our 2026–27 plan targets them, with a system to follow through.

THE DATA WE USED

Every required state test, plus program and local data

ACT

All juniors, 2023–24 to 2025–26, by skill area and subgroup

Utah ASPIRE+

Grades 9 and 10, 2020–21 to 2025–26

State Report Card

Achievement, growth, readiness, English learner progress

WIDA ACCESS

English language growth for multilingual learners

AP Exams

Six courses, 2024–2026, vs. Utah and global

CTE

Certifications and pathways, FY18 to FY26

Local MKD Baseline

Fall 2026 ACT-aligned reading assessment

Committees & Teachers

Growth in Learning and Equity & Achievement reviews

Our students: about 500 students · 16% Hispanic/Latino · 17% economically disadvantaged · 11% students with disabilities · 5% English learners · stable across all years reviewed

OUR SELF-ASSESSMENT

Cognia Evaluative Criteria ratings (scale of 1–4)

3

EC 1

Assessment Quality & Alignment

All required state tests are given and aligned. Local assessments are not yet validated.

3

EC 2

Test Administration

Tests given with fidelity. Participation dipped to 92.8%; accommodations not yet analyzable by group.

2

EC 3

Results of Learning

The MLL gap closed, but overall trends are mixed and the EL proficiency gap widened.

2

EC 4

Performance & Growth

Real gains in some areas, but growth was not consistent across years and measures.

AREAS OF NOTEWORTHY ACHIEVEMENT

Clear decisions produced clear gains

18.9% → 41.4%

State math achievement

More than doubled from 2023–24 to 2025–26. Math 9 recovered from 15% to 45% as staffing stabilized.

3 of 3 years

AP Calculus AB above Utah and global

65–77% of students earned a 4 or 5 while enrollment grew from 9 to 14 students.

+0.95 · +1.33

AP Physics and AP Literature gains

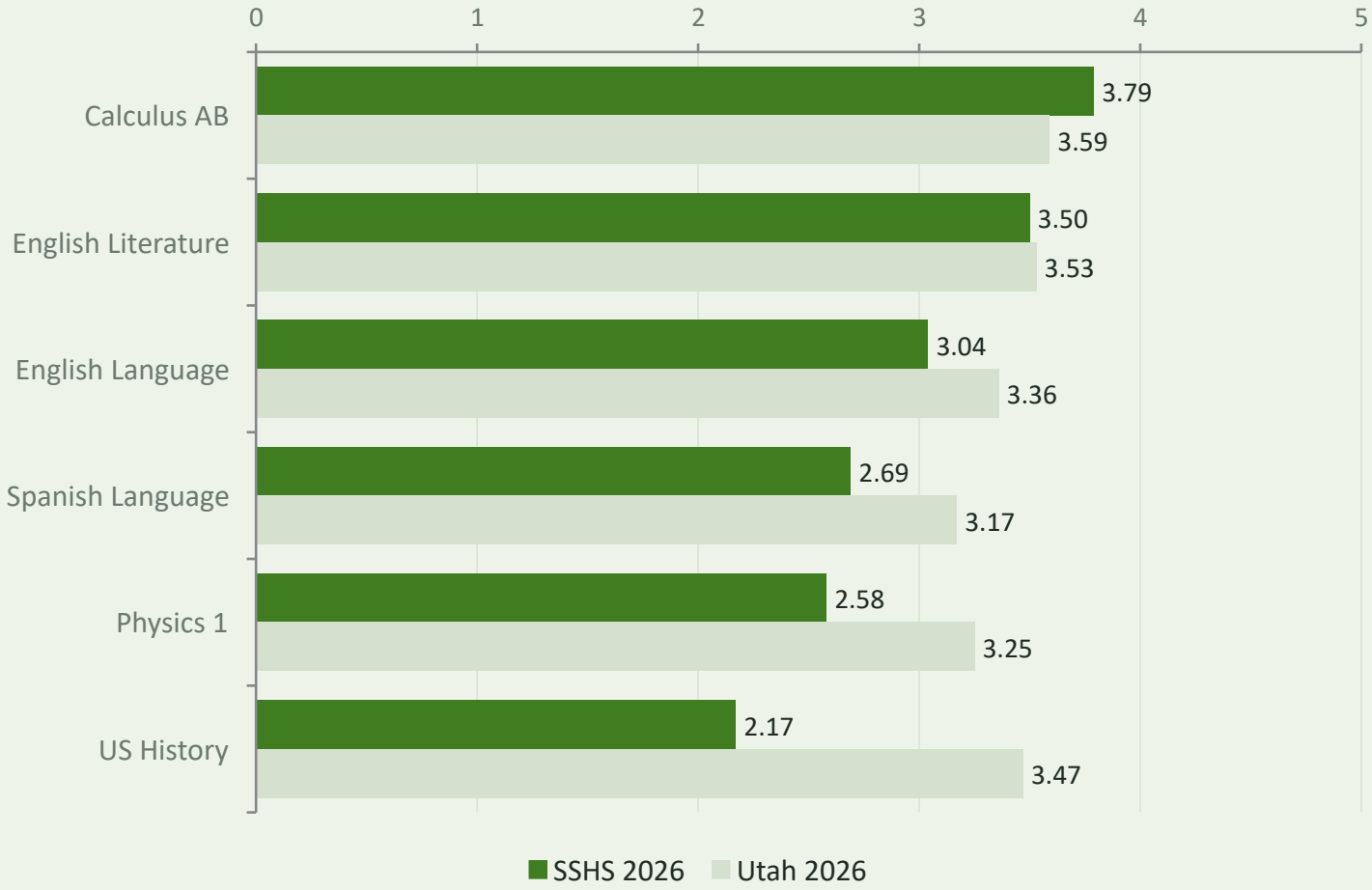
Followed a schedule change (Physics) and a staffing change (Literature). Four of six AP courses improved.

436 → 767

CTE skill certificates, FY22 to FY26

Up every year. Industry certifications rose from 6 to 25; MTECH apprenticeships from 3 to 5.

AP results: SSHS vs. Utah mean score, 2026



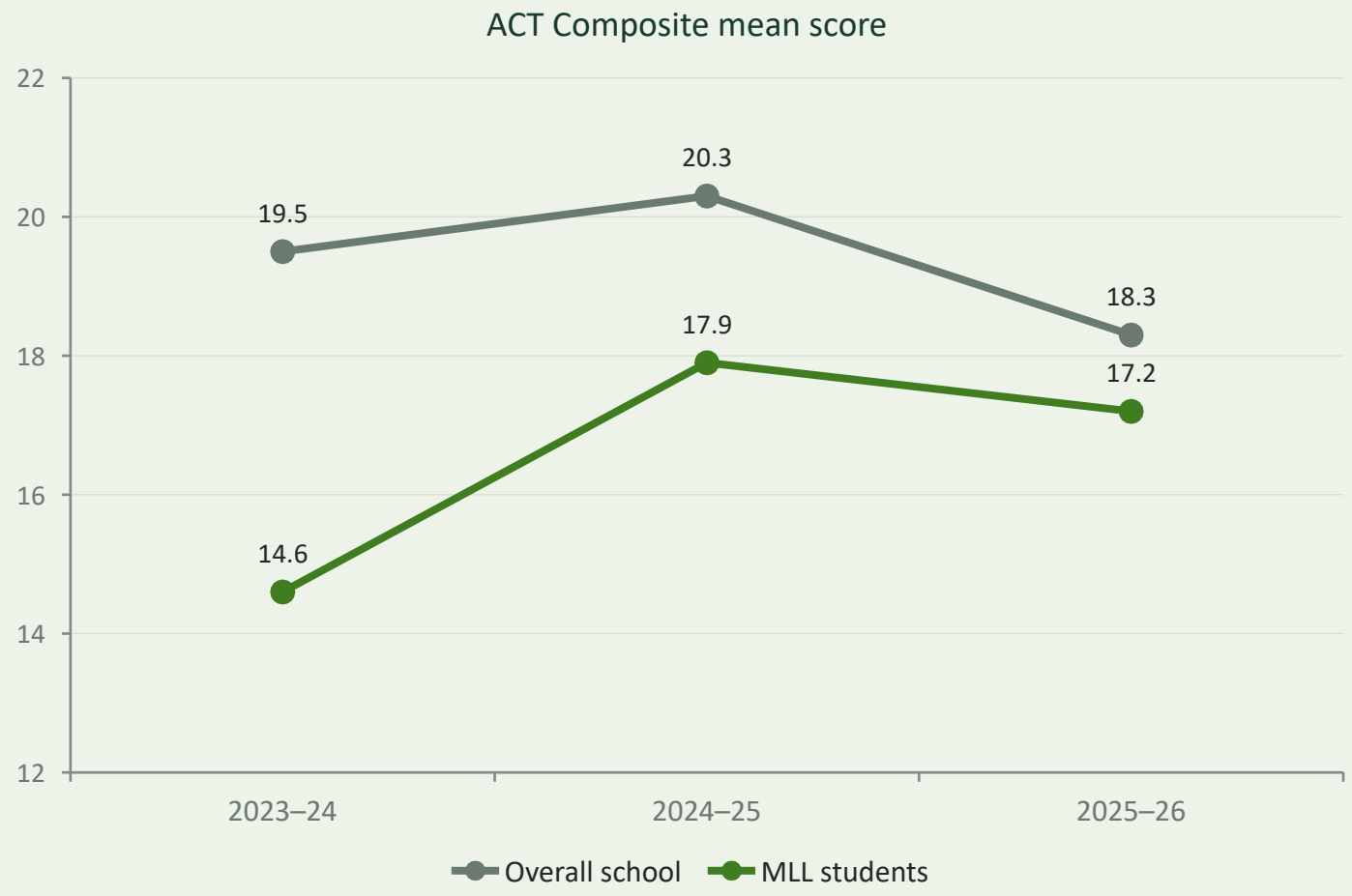
3-year change in SSHS mean

Literature	+1.33
Physics 1	+0.95
Spanish	+0.26
English Language	+0.23
Calculus AB	−0.32
US History	−0.48

AP US History has a plan: required practice tests and a full-year curriculum in 2026–27.

AREA OF NOTEWORTHY PRACTICE

Multilingual learners (MLLs) are closing the ACT gap



COMPOSITE GAP

4.9 → 1.1

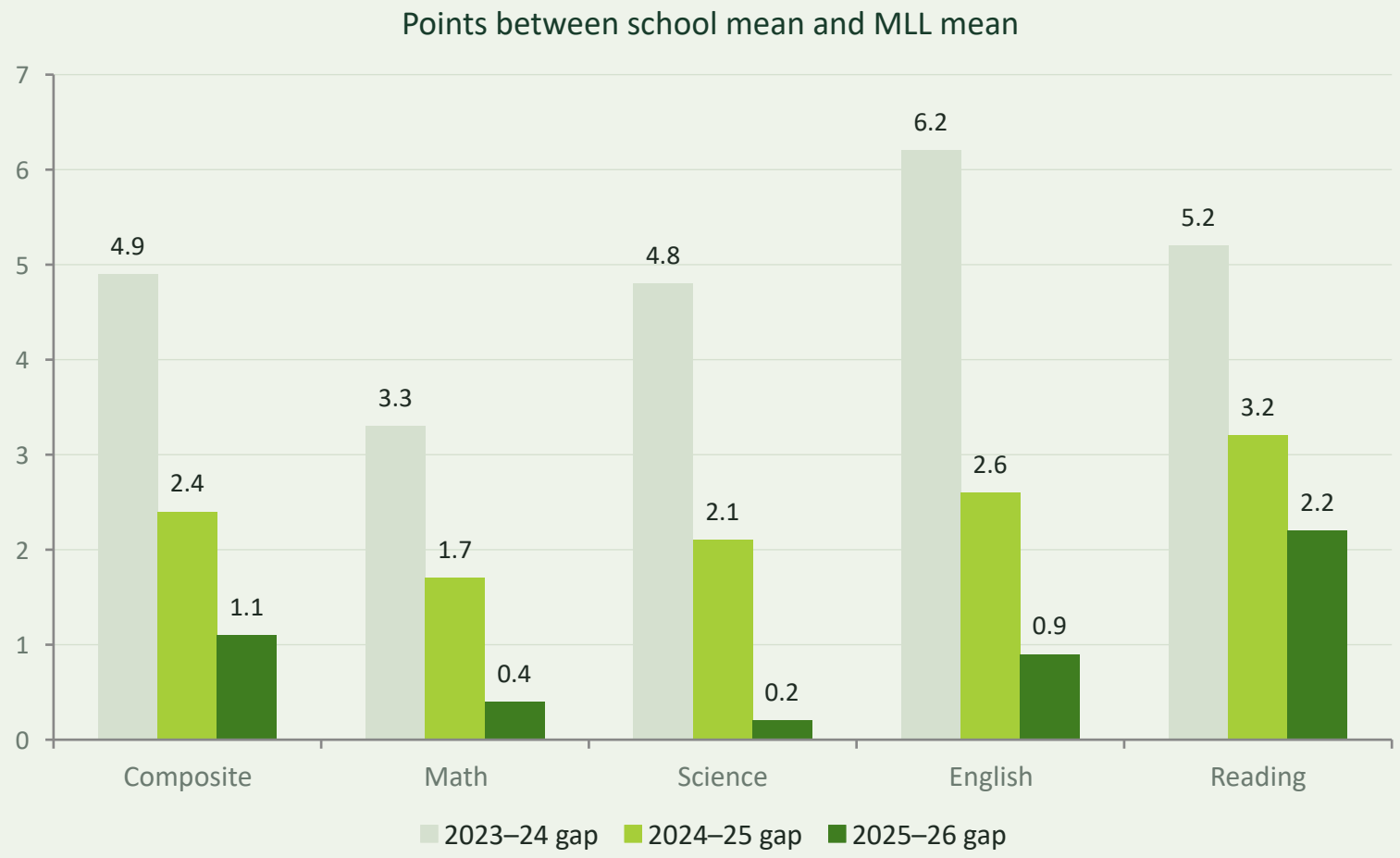
ACT scale points, 2023–24 to 2025–26

MLLs gained 3+ points in every subject in 2024–25, then held those gains while the school average fell.

MLL students scoring 13 or below fell from 42% to 22%.

AREA OF NOTEWORTHY PRACTICE

The gap narrowed in every ACT subject



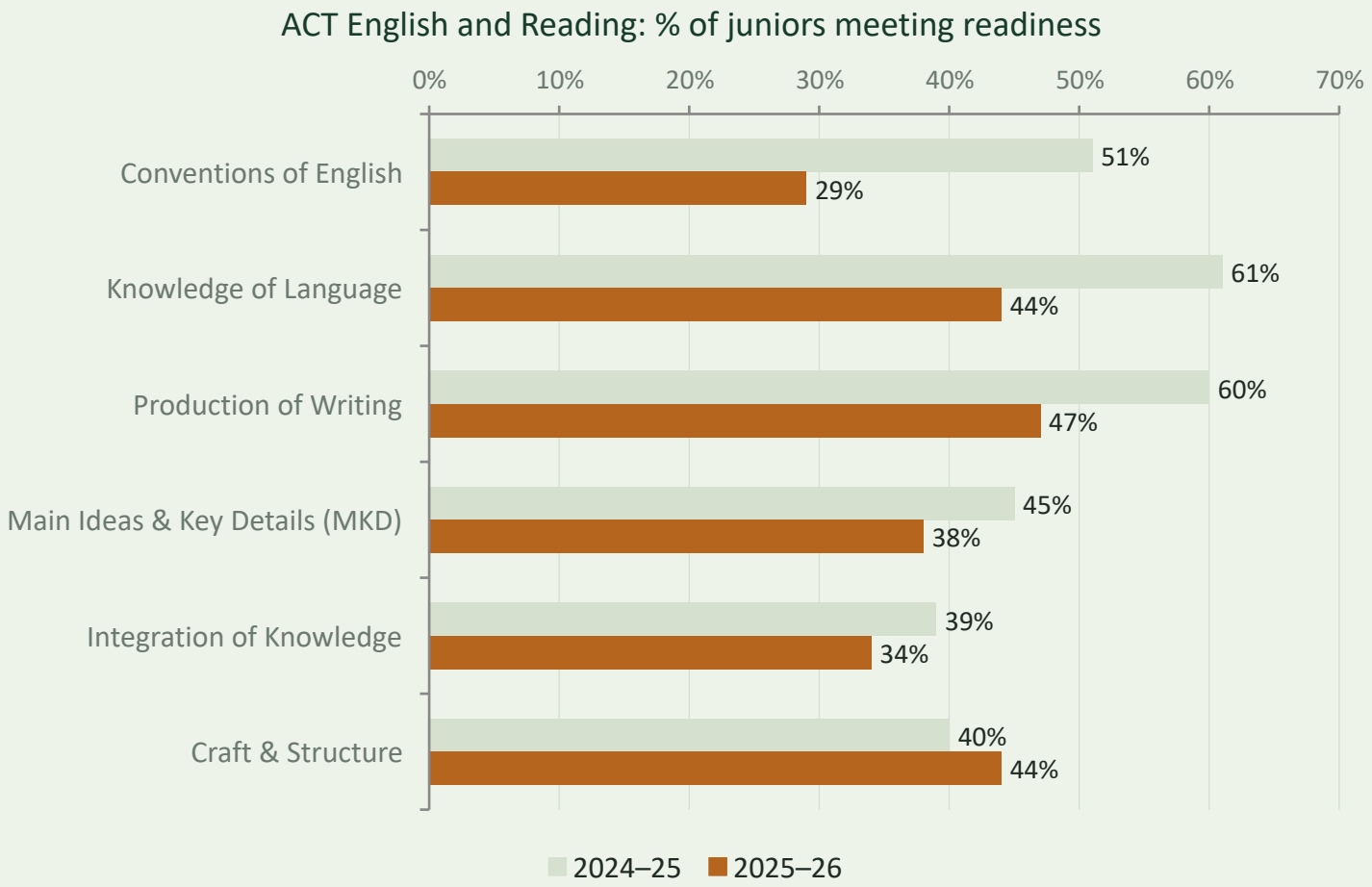
Why it happened

- ELD classes co-taught by two teachers working with content teachers
- Schoolwide focus on academic vocabulary (2025–26)
- Sentence stems, peer pairing, and daily rapport-building
- Equity & Achievement Committee studying subgroup data

Reading is the largest remaining gap (2.2 points).

AREA NEEDING IMPROVEMENT 1

English and reading fell in 2025–26



59% → 46%

ACT English benchmark

46% → 38%

ACT MKD, down 3 years in a row

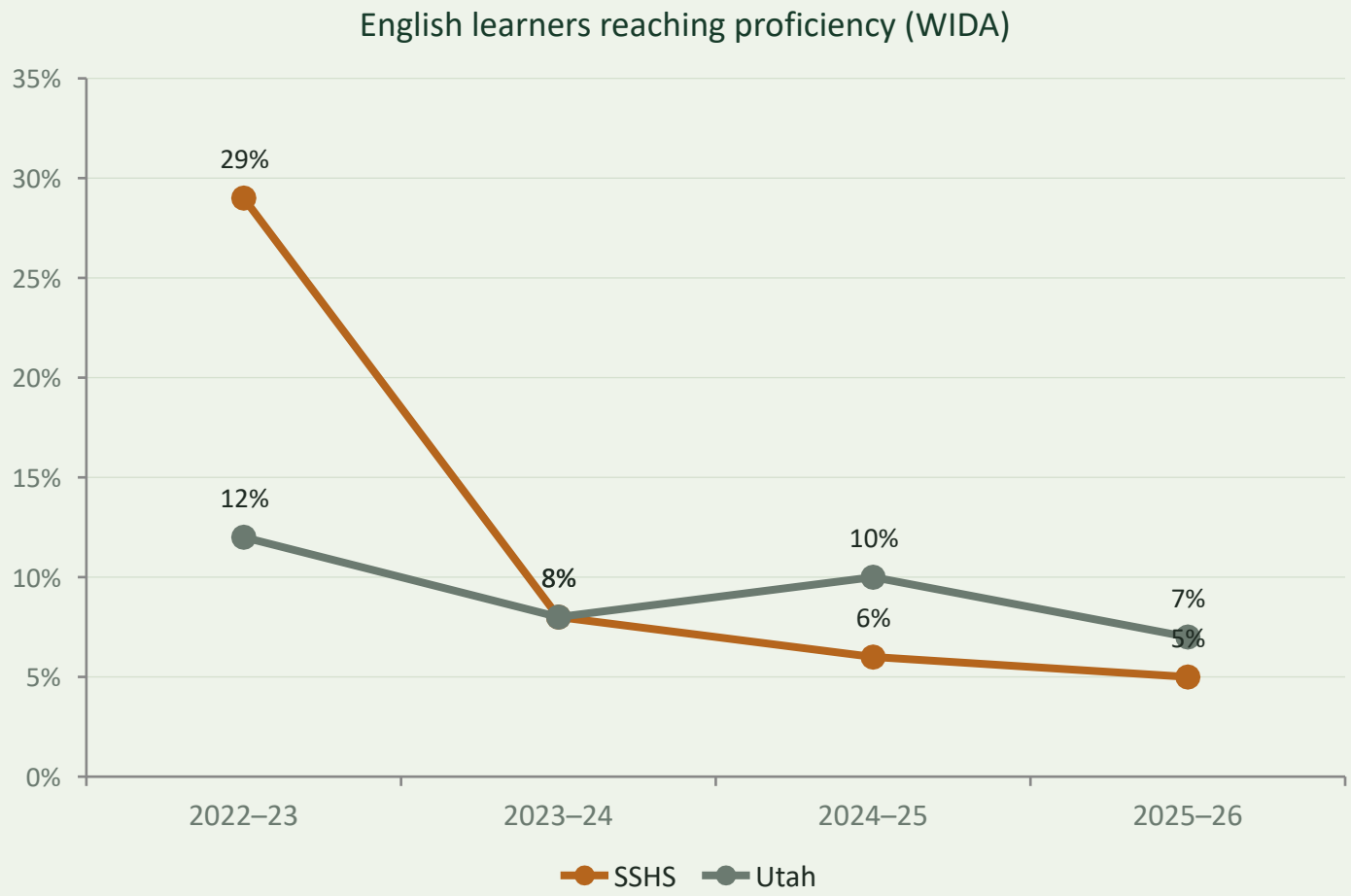
High → Low

State ELA growth rating

Why: No common routine for evidence-based reading, and little direct teaching of conventions outside English classes.

AREA NEEDING IMPROVEMENT 2

Too few English learners reach English proficiency



"Critical Needs" on the state report card, three years in a row

Why

- The high school WIDA test demands far more technical vocabulary; middle and high school instruction are not vertically aligned
- Few structured chances for academic speaking in class
- ELD used to serve only newcomers

Good initiatives, launched but not sustained

JANUARY 2024

Teacher clarity PD

Learning intentions and success criteria introduced and modeled. No follow-up coaching.

FALL 2024

Classroom monitoring tool

The instrument produced results we could not interpret, so it was dropped instead of fixed.

JANUARY 2026

WIDA Can Do PD

Teachers planned supports for English learners. Use in classrooms was not monitored.



Lesson learned: the practices were right. What was missing was a system to monitor, calibrate, coach, and follow through.

One strength to build on, three areas to improve

Type	Finding
Area of Noteworthy Practice	MLL students narrowed the ACT gap with the overall school population in every subject (Composite 4.9 → 1.1 points), and EL adequate progress rose from 22% to 32% in 2025–26.
Area Needing Improvement 1	ELA: ACT English benchmark 59% → 46%; Conventions 51% → 29%; ACT Main Ideas and Key Details (MKD) 46% → 38%; state ELA growth fell to Low.
Area Needing Improvement 2	MLL English proficiency: 5.3% of English learners reached proficiency (state 7%); Critical Needs for three years; speaking is the most stubborn domain.
Area Needing Improvement 3	Implementation and monitoring: initiatives were introduced and modeled but launched without sustained monitoring; no reliable data on classroom implementation.

Building on strength and improving reading

ANP — MLL achievement gap

IF we sustain and expand ELD supports (ELD 1 and ELD 2 for every student who has not passed WIDA), the vocabulary focus, and Tier 1 scaffolds from WIDA Can Do Descriptors,

AND IF the Equity & Achievement Committee reviews MLL data at least quarterly,

THEN the MLL ACT Reading gap will narrow from 2.2 to 1.0 point or less by Spring 2028,

SO THAT MLLs graduate college- and career-ready.

ANI 1 — ELA: reading and English

IF all teachers consistently teach the Evidence to Inference routine (I Do → We Do → You Do),

AND IF teacher teams calibrate on weekly student work in PLCs and respond to breakdowns in reasoning,

THEN juniors meeting readiness in ACT Main Ideas and Key Details (MKD) will rise from 38% to at least 60% by Spring 2028,

SO THAT students can reason independently from complex texts in every subject.

THEORIES OF ACTION

Supporting English learners and following through

ANI 2 — MLL English proficiency

IF every student who has not passed WIDA receives level-matched ELD instruction,

AND IF content teachers plan daily scaffolds and academic speaking from WIDA data, and leadership monitors their use,

THEN English learners making adequate progress (32%) and reaching proficiency (5.3%) will reach the state averages by the 2028 WIDA administration,

SO THAT MLLs can fully access grade-level content.

ANI 3 — Implementing the 90-day MKD plan

IF leadership implements the 90-day Evidence to Inference cycle with fidelity and protects PLC time,

AND IF targeted walkthroughs monitor the routine and PLCs calibrate on common student work,

THEN proficiency on the ACT-aligned MKD assessment will rise from 45% to at least 50% by the end of the 90-day cycle,

SO THAT initiatives carry through to classroom practice and students reason more strongly from unfamiliar texts.

HOW WE WILL MEASURE SUCCESS

Our targets and how we will monitor them

Measure	Now	Target	By
ACT-aligned MKD common formative assessment	**45%**	**50%**	End of 90-day cycle
ACT Main Ideas and Key Details (MKD) readiness	**38%**	**60%**	Spring 2028
English learners making adequate progress*	**32%**	**38%**	2028 WIDA
English learners reaching proficiency*	**5.3%**	**State avg.**	2028 WIDA
MLL ACT Reading gap (points)*	**2.2**	**1.0**	Spring 2028

** Proposed targets pending leadership team review. 38% is the current state average.*

How we will monitor

Weekly
PLC review of student work (I-E-R-A)

Each cycle
Targeted administrator walkthroughs

90 days
Baseline, midpoint, final MKD assessments

Annually
ACT, WIDA, and state report card

SOUTH SUMMIT HIGH SCHOOL

Student Performance Analysis

Data reviewed: 2020–21 through 2025–26, with 2026–27 baseline data

Prepared October 2026

for the South Summit School District School Board

Contents

1. Data Sources
2. Analysis and Synthesis (Part 1 – Noteworthy Achievement; Part 2 – Areas in Need of Improvement)
3. Findings, Prioritization, Root Cause Analysis, and Theories of Action
4. Putting It All Together

1: Data Sources

The following sources were used to analyze student performance at South Summit High School (SSHS). SSHS enrolls approximately 500 students in grades 9–12 (2025–26: 82% White, 16% Hispanic/Latino; 17% economically disadvantaged, 11% students with disabilities, 5% English learners). The student population has remained stable across the review period, so changes in results are not explained by demographic shifts. Throughout this analysis, **MLL** refers to **multilingual learners**: students who are currently identified as English learners or who have exited English language services and remain in monitoring status.

Data Source	Trend Data	Comments
ACT State Contract (all juniors) — Composite, Math, Science, English, Reading, and reporting categories	2023–24, 2024–25, 2025–26 (n = 107, 124, 119)	Composite 19.5 → 20.3 → 18.3. 2024–25 was the strongest year in every subject; 2025–26 declined in every subject. English showed the steepest drop (benchmark 59% → 46%; Conventions 51% → 29%). Reading held steadiest; Craft & Structure improved every year (25% → 40% → 44%).
ACT — Multilingual Learner (MLL) subgroup	2023–24, 2024–25, 2025–26 (n = 19, 18, 18)	MLL Composite 14.6 → 17.9 → 17.2. Gap to the school mean narrowed in every subject (Math 3.3 → 0.4; Science 4.8 → 0.2; English 6.2 → 0.9; Reading 5.2 → 2.2). Includes currently identified and monitored MLLs. Small n.
Utah School Report Card (USBE) — Achievement, Growth, Postsecondary Readiness	2023–24, 2024–25, 2025–26	Math achievement 18.9% → 35.1% → 41.4%. Growth rated Commendable → Exemplary → Commendable; 2025–26 ELA growth (42.1%) and Math growth (45.6%) rated Low. Graduation rate 94.7% → 96.2% → 89.5%. Participation 97.6% → 96.5% → 92.8%.
USBE English Learner Progress (WIDA ACCESS based)	2022–23 through 2025–26	Adequate progress 42.9% → 25.0% → 22.2% → 31.6%; reaching proficiency 28.6% → 8.3% → 5.6% → 5.3%. Rated "Critical Needs" 2023–24 through 2025–26. Above state in 2022–23; below state since.
WIDA ACCESS — student-level domain and composite scores	2024–25 and 2025–26 cohorts (grades 9–10)	5 of 6 freshmen and 4 of 4 sophomores increased composite scores; strong writing growth. Speaking is the most persistent area of need. Rigor increase from middle school to high school WIDA test produces a grade 9 dip.
Utah ASPIRE+ — Math, Reading, Science, grades 9 and 10	2020–21 through 2025–26	Math 9 recovered from 15% (2023–24) to 45%; Science 9 rose to a high of 38%; Math 10 grew from 18% to 34%. Reading 9 (39%) and Reading 10 (48%) show minor recent decline. Persistent drop from grade 9 to grade 10 in STEM; few students reach Highly Proficient.
Advanced Placement exams (6 courses) with Utah and global comparisons	2024, 2025, 2026	Calculus AB above state and global all three years (4.11, 3.85, 3.79). Physics 1 rose 1.63 → 2.58; Literature rose 2.17 → 3.50. English Language rose 2.81 → 3.04 and Spanish 2.43 → 2.69, both still below state. US History declined 2.65 → 2.17 while state held at 3.47.

Data Source	Trend Data	Comments
CTE certifications and program data	FY18 through FY26	Skill certificates rose every year since FY22 (436 → 767). Industry certifications 6 → 25; MTECH apprenticeships 3 → 5. 93.6% of students enrolled in CTE courses (FY26).
Local common formative assessment — ACT-aligned Main Ideas and Key Details (MKD)	September 2026 baseline	45% proficient. Baseline for the 2026–27 90-day improvement cycle; midpoint and final CFAs will follow.
Perception and committee data	2024–25 through 2026–27	Growth in Learning assessment committee reports; Equity & Achievement Committee findings; WIDA/ELD teacher observations; AP teacher reflections (AP US History).
Professional learning and improvement plan documentation	January 2024 through 2026–27	Teacher Clarity PD (1/19/24); WIDA Can Do Descriptors PD (1/16/26); 2026–27 90-Day School Improvement Plan (Evidence to Inference); Student Evidence Analysis PLC protocol.

Cautions applied when interpreting the data

- **Small groups.** MLL ACT groups are 18–19 students per year, AP Calculus cohorts are 9–14 students, and English learners make up about 5% of enrollment (roughly 25 students). One or two students can move these percentages substantially, so multi-year patterns are emphasized over single-year changes.
- **Gap calculations.** School ACT means include MLL students, so the true gap between MLL and non-MLL students is slightly larger than reported.
- **MLL definition.** The MLL ACT subgroup includes currently identified English learners and students who have exited services but remain in monitoring status.
- **Corrected projection.** An earlier internal ASPIRE+ summary projected a second Exemplary growth rating for 2025–26. The published 2025–26 rating was Commendable, and this analysis uses the published result.
- **Two Main Ideas and Key Details (MKD) measures.** ACT Main Ideas and Key Details (MKD) readiness (38%, spring 2026 juniors) and the local ACT-aligned MKD baseline (45%, September 2026, all students) are different assessments and are reported separately.
- **Testing calendar.** WIDA ACCESS is administered January–February; initiatives launched in January 2026 are not credited with 2025–26 WIDA results.

2: Analysis and Synthesis

Part 1 — Areas of Noteworthy Achievement

Which area(s) were above the expected levels of performance?

- **AP Calculus AB** exceeded both Utah and global means every year (4.11, 3.85, 3.79 vs. Utah 3.56, 3.55, 3.59). 77%, 77%, and 65% of students earned a 4 or 5, and no student earned a 1 in any year, while participation grew from 9 to 14 students.
- **AP English Literature** rose from 2.17 to 3.73 (above Utah's 3.59) in 2025 and remained near the state mean at 3.50 in 2026.
- **State growth.** In 2024–25 SSHS earned an Exemplary growth rating with High growth in ELA (59.8%), Math (53.1%), and Science (52.8%), and the USBE rated growth in content areas above the state average.
- **Postsecondary readiness.** Readiness coursework completion is 96.5%–96.9%, and the 2024–25 Postsecondary Readiness rating was Exemplary (ACT 18+ at 72.7%; graduation rate 96.2%).
- **Math achievement** more than doubled on the state assessment (18.9% → 35.1% → 41.4%).
- **CTE credentials.** Skill certificates increased every year from FY22 to FY26 (436 → 466 → 680 → 736 → 767), 2.6 times the FY18 total.

AP results, 2024–2026 (SSHS mean / Utah mean):

AP Course	2024	2025	2026	3-Year Change	Compared with Utah
Calculus AB	4.11 / 3.56	3.85 / 3.55	3.79 / 3.59	−0.32	Above every year
English Literature	2.17 / 3.57	3.73 / 3.59	3.50 / 3.53	+1.33	Above (2025); near (2026)
Physics 1	1.63 / 2.52	2.00 / 3.18	2.58 / 3.25	+0.95	Below; improving
English Language	2.81 / 3.05	3.10 / 3.37	3.04 / 3.36	+0.23	Below; gap −0.24 to −0.32
Spanish Language	2.43 / 3.17	2.68 / 3.24	2.69 / 3.17	+0.26	Below; gap narrowing
US History	2.65 / 3.49	2.57 / 3.47	2.17 / 3.47	−0.48	Below; gap widening

Four of six AP courses scored higher in 2026 than in 2024, and Calculus AB remained the highest-scoring course despite a modest decline. AP English Language scored above the global mean in 2024 (2.81 vs. 2.79) and has improved overall, but remains about 0.3 points below the Utah mean.

Which subgroup(s) showed a trend toward increasing performance?

Multilingual learners (MLLs). On the ACT, the MLL Composite rose from 14.6 to 17.9 in 2024–25 and held at 17.2 in 2025–26, while the school Composite fell 2.0 points. MLL means increased in every subject over the three years (Math 15.7 → 17.9; Science 14.8 → 18.5; English 13.0 → 16.2; Reading 14.6 → 17.3). The share of MLL students scoring 13 or below on the Composite fell from 42% to 22%.

On the state report card, English Learner adequate progress rose 9.4 points in 2025–26 (22.2% → 31.6%), moving above the district average (29%). Student-level WIDA data confirm this: 5 of 6

students in the 2025–26 freshman cohort and all 4 sophomores increased their composite scores, with writing scores doubling for two freshmen.

Between which subgroups was the achievement closing?

The gap between **MLL students and the overall school population** narrowed on the ACT in every subject:

ACT Subject	2023–24 Gap	2024–25 Gap	2025–26 Gap
Composite	4.9	2.4	1.1
Mathematics	3.3	1.7	0.4
Science	4.8	2.1	0.2
English	6.2	2.6	0.9
Reading	5.2	3.2	2.2

Gap = school mean minus MLL mean, in ACT scale points. The gap closed for two reasons: MLL students made real gains in 2024–25 (more than 3 points in every subject), then held those gains in 2025–26 while overall school scores declined.

Why we believe these trends have occurred.

- **Targeted English Language Development (ELD) support.** Students in ELD classes are supported by two teachers who coordinate with classroom teachers and monitor each student's work closely. These students showed the strongest WIDA growth in reading and writing.
- **Schoolwide emphasis on academic vocabulary and rigor (2025–26).** Teachers drew greater attention to Tier 2 and Tier 3 academic vocabulary across content areas, which aligns with the language demands of both WIDA and ACT passages.
- **Relationship-building and scaffolding.** Teachers used sentence stems, intentional peer pairing, and daily rapport conversations to increase MLL participation; ELD teachers report a greater willingness among MLLs to talk with teachers.
- **The Equity & Achievement Committee (2025–26)** studied subgroup data and identified the supports now being expanded in 2026–27.
- **AP gains** are tied to specific decisions: a schedule change in AP Physics allowed more rigorous study and preparation, and a staffing change in AP Literature strengthened student preparation.
- **Math recovery** followed a period of high staff turnover in 2023–24 (when Math 9 proficiency fell to 15%); stabilizing staff and supporting incoming teachers produced a two-year recovery to 45%.

Findings supported by other data sources (e.g., perception data, observation data)?

- The MLL ACT gains are supported by **state English Learner Progress data** (adequate progress +9.4 points in 2025–26), **student-level WIDA results** (composite growth for 9 of 10 students in the two cohorts studied), and **ELD teacher observations** of increased student willingness to speak with teachers.
- The math improvement on the state assessment is supported by **ASPIRE+ results** (Math 9: 15% → 45%; Math 10: 18% baseline → 34%).

- AP and postsecondary readiness strengths are supported by **CTE certification growth** and **state readiness coursework rates** above 96%.
- The **Growth in Learning committee** and **Equity & Achievement Committee** independently identified the same strengths in their reviews.

Based on assessment results, improvement decisions/initiatives that have been implemented to improve instruction and related programs (e.g., professional development).

Initiative	When	Based On
Teacher Clarity PD: learning intentions and success criteria (modeled in the session)	January 19, 2024	Need for consistent, student-facing learning targets across classrooms and identified through UEPC Needs Assessment
AP Physics schedule change; AP Literature staffing change	2024–25	Low AP Physics and AP Literature means
Classroom teacher-clarity monitoring tool (later discontinued)	2024–25 (beginning of year)	Follow-up to Teacher Clarity PD
Equity & Achievement Committee formed to study subgroup performance	2025–26	MLL and subgroup results; USBE "Critical Needs" EL rating
Schoolwide focus on academic vocabulary and Tier 3 language	2025–26	WIDA high school rigor; ACT reading demands
WIDA and Can Do Descriptors PD: teachers planned Tier 1 scaffolds from their own students' WIDA scores	January 16, 2026	EL Progress "Critical Needs" rating; WIDA domain data
All students who have not passed WIDA placed in ELD; ELD 1 and ELD 2 created; ELD curriculum redesigned (CORE Phonics, Capti, Lexile screening, IXL)	2026–27	WIDA data; phonics and reading screeners
Instructional coach provides ongoing PD on WIDA levels and scaffolds	2026–27 (ongoing)	Teacher requests for MLL support strategies
CTE pre-test added to post-test	2025–26	Need for a CTE growth measure
Intervention Framework: PLC data review and PowerSchool intervention groups	2026–27	Intervention time used mostly for study hall, homework, and retakes, also identified in the Audit Report
90-Day Plan: Evidence to Inference routine, weekly student evidence, PLC calibration	2026–27	ACT Main Ideas and Key Details (MKD) decline; MKD baseline
AP US History: full-year curriculum adoption and required practice tests	2026–27	AP US History decline (2.65 → 2.17)

Based on assessment results, these are the positive outcomes that have occurred as a result of improvements in instruction.

- **AP Physics 1** rose from 1.63 to 2.58 (+0.95) following the schedule change; **AP Literature** rose from 2.17 to 3.50–3.73 following the staffing change.

- **AP English Language** rose from 2.81 to 3.10 and held at 3.04; **AP Spanish Language** rose from 2.43 to 2.69.
- **Math 9** recovered from 15% to 45% proficiency after staffing stabilized; state math achievement rose from 18.9% to 41.4%.
- **MLL students** closed the ACT gap in every subject, and EL adequate progress rose from 22.2% to 31.6% in the year the schoolwide vocabulary emphasis and Equity & Achievement Committee began.
- **ACT Reading Craft & Structure** readiness rose every year (25% → 40% → 44%), the only ACT reporting category to improve in all three years.
- **CTE**: industry certifications recovered from 6 (FY22) to 25 (FY26), and MTECH apprenticeships grew from 3 to 5.

Part 2 — Areas in Need of Improvement

These areas were below the expected levels of performance:

- **ACT English** fell to its lowest point in three years: mean 19.2 → 19.4 → 17.1; benchmark attainment 57% → 59% → 46%. Conventions of Standard English readiness fell from 51% to 29% and Knowledge of Language from 61% to 44% in one year. Students scoring 24 or higher dropped from 29% (2023–24) to 8%.
- **ACT Reading — Main Ideas and Key Details (MKD)** declined every year (46% → 45% → 38%). Overall Reading benchmark attainment was 38% in 2025–26.
- **State ELA** achievement fell from 50.5% to 44.8%, and ELA growth fell from High (59.8%) to Low (42.1%) in 2025–26.
- **English learners reaching proficiency** was 5.3% in 2025–26, below the district (8%) and state (7%), and the EL Progress indicator has been rated Critical Needs for three consecutive years.
- **ACT Mathematics and Science**: only 24% met the Math benchmark and 16% met the Science benchmark in 2025–26. Functions (22%) and Evaluating Scientific Arguments & Models (19%) are the lowest reporting categories.
- **AP US History** declined from 2.65 to 2.17 while the state mean held at 3.47; the gap to the state grew from −0.84 to −1.30.
- **AP English Language and AP Spanish Language** have improved but remain below the Utah mean every year (2026: Language 3.04 vs. 3.36; Spanish 2.69 vs. 3.17). The AP Language gap to the state widened slightly (−0.24 → −0.32) even as the school mean rose, because the state mean rose faster. AP Physics 1 (2.58 vs. 3.25) is also still below the state despite strong gains.
- **Other indicators**: the four-year graduation rate fell from 96.2% to 89.5%, ACT 18+ fell from 72.7% to 58.1%, and state test participation fell to 92.8%.

These subgroups showed a trend toward decreasing performance:

- **English learners (state measure):** the percentage reaching proficiency fell from 28.6% (2022–23) to 8.3%, 5.6%, and 5.3%. Speaking scores on WIDA have shown little change across cohorts.
- **Lowest-performing 25% of students:** growth fell from 67.1% (2023–24) to 56.4% (2025–26).

- **Highest-performing students:** across ACT, ASPIRE+, and AP, fewer students reach the top performance levels. No student scored 33–36 on ACT English or Reading in 2025–26, and the Highly Proficient level on ASPIRE+ Math 10 frequently falls to 0%–3%.
- **MLL students scoring 13 or below** on the ACT Composite rose from 6% (2024–25) to 22% (2025–26), even as the MLL mean held steady.

The achievement gap becoming greater between these groups:

The gap between **SSHS English learners and English learners statewide** widened. In 2022–23, SSHS ELs outperformed the state on both measures; since then they have fallen below it.

Year	Adequate Progress: SSHS / State	Gap	Reaching Proficiency: SSHS / State	Gap
2022–23	43% / 31%	+12	29% / 12%	+17
2023–24	25% / 33%	−8	8% / 8%	0
2024–25	22% / 32%	−10	6% / 10%	−4
2025–26	32% / 38%	−6	5% / 7%	−2

The adequate-progress gap began to narrow in 2025–26, but the proficiency gap has not recovered. The gap between the lowest 25% of students and their peers also widened, as shown by the decline in growth of the lowest 25%. The state report card does not disaggregate achievement by race/ethnicity, economic status, or disability at the school level, so those gaps could not be calculated; this is a data need going forward.

Here is why we believe these trends have occurred.

- **Inconsistent implementation of schoolwide instructional practices.** Learning intentions and success criteria were introduced in January 2024 PD and continue to be modeled in staff PLCs, but the school has not monitored how consistently they are used in classrooms. Without that follow-through, the school cannot confirm that students regularly know what they are learning and what success looks like.
- **No common routine for evidence-based reading.** Teachers have not consistently used a shared routine that teaches students to identify relevant evidence, connect details, and draw a defensible inference across disciplines, the skills measured by ACT Main Ideas and Key Details (MKD).
- **Language conventions are not explicitly taught across content areas.** The sharp drop in Conventions (51% → 29%) and Knowledge of Language suggests that grammar, usage, and editing skills receive limited direct instruction and practice outside English classes. This is a working hypothesis to be tested with item-level analysis.
- **Increased rigor of the high school WIDA assessment.** The high school WIDA assessment emphasizes specialized Tier 3 vocabulary and nuanced Tier 2 language, a significant step up from the middle school assessment. Incoming 9th graders show a dip in scores because instruction is not vertically aligned between middle and high school, staff were not fully aware of the increased rigor, and the high school test demands a higher level of cognitive and academic language. In addition, many MLLs are reluctant to speak in class for fear of making mistakes, and students with reduced schedules have less daily exposure to academic language.
- **Staff turnover in 2023–24.** The sharp declines in EL outcomes and Math 9 in 2023–24 coincided with high staff turnover and the need for stronger onboarding and professional learning for new teachers.

- **Course-level decisions.** The AP US History teacher reports that practice tests were optional and that a strong AP curriculum was not adopted until midway through 2025–26.
- **Cohort and national factors.** The 2025–26 decline appeared across every ACT subject at once and coincided with low national scores, which suggests cohort effects in addition to instructional factors. This is why multi-year trends are emphasized.

These are the above reported findings that are supported by other data sources (e.g., perception data, observation data):

- **State report card:** ELA achievement and growth declines confirm the ACT English and Reading findings; three years of "Critical Needs" EL ratings confirm the WIDA findings.
- **ASPIRE+:** Reading 9 and Reading 10 show minor declines in 2025–26, consistent with the ACT Reading findings.
- **Local assessment:** The September 2026 MKD baseline (45% proficient) confirms a schoolwide need in identifying main ideas and supporting details, which requires the skill of inference.
- **Teacher perception:** WIDA/ELD teachers report MLL reluctance to speak in class; the AP US History teacher's reflection identifies optional practice and late curriculum adoption.

Based on assessment results, these are the changes in instruction we have found to be ineffective and consequently discontinued:

Ineffective Practice	What We Learned	Replaced With
One-time PD without follow-up (Teacher Clarity, January 2024; WIDA Can Do, January 2026)	Teachers learned the practices, but without monitoring or coaching, the school has no evidence of how consistently they are used in classrooms.	A 90-day cycle with targeted walkthroughs, weekly student evidence, PLC calibration, and coaching.
Unreliable classroom monitoring tool (2024–25)	The instrument produced results too inconsistent to interpret, and the tool was dropped rather than refined. The lesson: monitoring requires a clear instrument and shared scoring expectations.	Calibrated walkthrough look-fors and PLC calibration on common student work samples.
Intervention time used for study hall, homework, and retakes	About 90% of intervention time was not targeted to specific skill gaps.	Intervention Framework: PLC data review forms skill-based intervention groups.
ELD placement limited to newcomers (first three years in the country)	Students beyond three years who had not passed WIDA were not receiving language support.	All students who have not passed WIDA placed in ELD 1 or ELD 2 by proficiency level.
Optional AP practice tests; mid-year curriculum adoption (AP US History)	Students did not complete optional practice, and the curriculum arrived too late to benefit the full year.	Required practice tests and a full-year AP curriculum (2026–27).

3: Interpret Findings, Prioritize, and Develop Theories of Action

Findings

Finding 1: Multilingual learners closed the ACT achievement gap with the overall school population in every subject between 2023–24 and 2025–26 (Composite gap 4.9 → 1.1 points), and EL adequate progress rose from 22.2% to 31.6% in 2025–26.

Finding 2: ELA performance declined in 2025–26. ACT English benchmark attainment fell from 59% to 46% (Conventions 51% → 29%), ACT Main Ideas and Key Details (MKD) declined each year (46% → 45% → 38%), and state ELA growth fell from High to Low.

Finding 3: English learners are not reaching English proficiency. Only 5.3% reached proficiency in 2025–26 (state 7%, district 8%), down from 28.6% in 2022–23, and EL Progress has been rated Critical Needs for three consecutive years. Speaking is the most persistent domain of need.

Finding 4: Schoolwide instructional initiatives have been launched but not consistently implemented or monitored. Learning intentions and success criteria were introduced in January 2024 PD and are modeled in staff PLCs, but no reliable data exists on how consistently they are used in classrooms; the 2024–25 monitoring tool was discontinued rather than refined; and the January 2026 WIDA PD was not followed by implementation monitoring.

Finding 5: ACT Mathematics and Science readiness is low, particularly in applying knowledge to unfamiliar problems (Functions 22%; Evaluating Scientific Arguments & Models 19%; Science benchmark 16%), and fewer students reach the highest performance levels across ACT, ASPIRE+, and AP.

Finding 6: Advanced Placement and CTE programs show strong multi-year results: AP Calculus above state and global every year, large gains in AP Physics and AP Literature, and CTE skill certificates rising every year since FY22.

Findings 5 and 6 are documented here and will be monitored, but the school has prioritized Findings 1–4 for this improvement cycle. Finding 5 is partly addressed by the Evidence to Inference routine, which builds the same evidence-evaluation skills required in ACT Science.

Prioritized Findings

Type	Prioritized Finding
Area of Noteworthy Practice (ANP)	MLL achievement gap closing: MLL students narrowed the ACT gap with the school in every subject (Math 3.3 → 0.4; Science 4.8 → 0.2; English 6.2 → 0.9; Reading 5.2 → 2.2), and EL adequate progress rose 9.4 points in 2025–26.
Area Needing Improvement (ANI) 1	ELA — Reading and English: ACT English benchmark 59% → 46%; Conventions 51% → 29%; ACT Main Ideas and Key Details (MKD) 46% → 38%; state ELA growth fell to Low.
Area Needing Improvement (ANI) 2	MLL English proficiency: 5.3% of ELs reaching proficiency (below state and district); Critical Needs for three years; limited growth in speaking.

Type	Prioritized Finding
Area Needing Improvement (ANI) 3	Implementation and monitoring of schoolwide initiatives: initiatives introduced and modeled but launched without sustained monitoring; no reliable data on classroom implementation.

Root Cause Analysis

RCA — ANP: MLL Achievement Gap Closing

- **Intensive ELD support with two teachers** who coordinate with content teachers and monitor each student's work. Students in ELD classes showed the strongest WIDA growth in reading and writing.
- **Schoolwide attention to academic vocabulary and rigor** in 2025–26, aligned to the Tier 2 and Tier 3 language demands of both WIDA and the ACT.
- **Intentional relationship-building and scaffolds** (sentence stems, peer pairing, daily rapport conversations) that increased MLL willingness to engage with teachers.
- **Data-driven subgroup study** through the Equity & Achievement Committee, which identified needs and patterns and led to the 2026–27 ELD expansion.

Contributing factor to note honestly: part of the 2025–26 gap narrowing occurred because overall school scores declined while MLL scores held steady. The 2024–25 gains, however, were real growth of more than 3 points in every subject.

RCA — ANI 1: ELA (Reading and English)

- **No common, schoolwide routine** explicitly teaches students to identify relevant evidence, connect details, make a defensible inference, and explain their reasoning across disciplines (the teacher problem of practice in the 90-day plan). The working hypothesis is that inference is the underlying skill gap behind ACT Main Ideas and Key Details (MKD).
- **Inconsistent use of learning intentions and success criteria (working hypothesis).** These practices are modeled in PD and staff PLCs, but classroom implementation has not been monitored, so students may not consistently know what quality work looks like.
- **Limited explicit instruction in language conventions** outside English classes (working hypothesis, to be confirmed through item-level analysis).
- **Intervention time not targeted to skill gaps** until the Intervention Framework.

RCA — ANI 2: MLL English Proficiency

- **Instruction did not account for the jump in rigor** from the middle school to the high school WIDA assessment (specialized Tier 3 and nuanced Tier 2 language), so grade 9 MLLs are underprepared.
- **Lack of vertical alignment** between middle school and high school language instruction, and limited staff awareness of the high school assessment's demands, meant students were not prepared for the transition.
- **Few structured opportunities for academic speaking** in content classes; MLLs speak socially but rarely in class, and speaking scores have remained flat.
- **ELD placement was limited** to students in their first three years in the country, leaving longer-term ELs who had not passed WIDA without language support.

- **Content teachers lacked tools** to scaffold Tier 1 instruction for students with minimal English; the January 2026 WIDA/Can Do PD addressed this but was not monitored for implementation.
- **Reduced schedules** for some students limit daily exposure to academic language.

RCA — ANI 3: Implementation and Monitoring of Schoolwide Initiatives

Initiative	Launched	What Happened
Teacher Clarity PD (learning intentions and success criteria)	January 2024	Modeled in staff PLCs, but no follow-up monitoring or coaching; classroom implementation not measured.
Classroom teacher-clarity monitoring tool	2024–25 (beginning of year)	Instrument produced results too inconsistent to interpret; tool discontinued instead of refined.
WIDA and Can Do Descriptors PD	January 2026	Teachers completed planning tools; implementation was not monitored.

Root cause: The school has selected sound, research-based initiatives, but has lacked a system to sustain them: calibrated look-fors, regular walkthrough monitoring, feedback and coaching cycles, and PLC follow-up. Initiatives were started and then stopped rather than refined. The problem is the implementation system, not the quality of the initiatives.

Theories of Action

Theory of Action — ANP: MLL Achievement Gap

Element	Statement
IF	SSHS sustains and expands the supports associated with MLL growth — placing every student who has not passed WIDA in ELD 1 or ELD 2, using the redesigned ELD curriculum, continuing the schoolwide academic vocabulary focus, and having content teachers plan Tier 1 scaffolds with WIDA Can Do Descriptors —
AND IF	the Equity & Achievement Committee reviews MLL ACT, WIDA, and classroom data at least quarterly,
THEN	MLL students will continue to close the gap with the school population, with the largest remaining gap (ACT Reading, 2.2 points) narrowing to 1.0 point or less by Spring 2028,
SO THAT	multilingual learners graduate from South Summit High School with the academic language and literacy skills needed for college and career success.

Theory of Action — ANI 1: ELA (Reading and English)

Element	Statement
IF	all teachers explicitly and consistently teach students to identify relevant evidence, connect details to draw a defensible inference, explain their reasoning, and weigh alternative conclusions (the Evidence to Inference routine, using I Do → We Do → You Do);
AND IF	teacher teams calibrate around the quality of student reasoning in weekly PLCs and use the I-E-R-A analysis to identify and respond to breakdowns;

Element	Statement
AND IF	leadership uses walkthrough and PLC evidence to provide timely support,
THEN	juniors meeting readiness in ACT Main Ideas and Key Details (MKD) will increase from 38% (2025–26) to at least 60% by Spring 2028,
SO THAT	students can independently comprehend and reason from complex texts across all content areas and are prepared for college and career reading demands.

Theory of Action — ANI 2: MLL English Proficiency

Element	Statement
IF	every student who has not passed WIDA receives ELD instruction matched to proficiency level (ELD 1 or ELD 2) with ongoing WIDA-aligned practice;
AND IF	content teachers use students' WIDA domain scores and Can Do Descriptors to plan Tier 1 scaffolds, including daily structured academic speaking opportunities;
AND IF	leadership monitors implementation through walkthroughs and review of teacher planning tools, and the instructional coach provides follow-up support,
THEN	the percentage of English learners making adequate progress will rise from 31.6% to at least the state average (38%), and the percentage reaching proficiency will rise from 5.3% to at least the state average, by the 2027–28 WIDA administration,
SO THAT	multilingual learners develop the academic English, including spoken academic language, needed to fully access grade-level content.

Theory of Action — ANI 3: Implementation and Monitoring of the 90-Day MKD Plan

Element	Statement
IF	leadership implements the 90-day Evidence to Inference cycle with fidelity by defining the common routine, quality expectations, weekly student evidence, and PLC process, and by protecting PLC time for examining student work;
AND IF	administrators use targeted walkthroughs to monitor whether the routine and student reasoning are visible in classrooms, and respond with coaching, modeling, or additional professional learning where needed;
AND IF	PLC teams calibrate on common student work, use the I-E-R-A analysis to diagnose where reasoning breaks down, and check whether each instructional response worked,
THEN	the percentage of students demonstrating proficiency on the ACT-aligned Main Ideas and Key Details (MKD) common formative assessment will increase from 45% (September 2026 baseline) to at least 50% by the end of the 90-day cycle, as measured by the baseline, midpoint, and final CFAs,
SO THAT	the school establishes a sustained, monitored implementation system that carries initiatives through to classroom practice, and students demonstrate stronger evidence-based reasoning on unfamiliar texts.

4: Putting It All Together

Introduction: Assessments Used

South Summit High School analyzed student performance using all assessments required by the Utah State Board of Education, supplemented by national, program, and local measures. State and national assessments included the ACT State Contract assessment (all juniors, 2023–24 through 2025–26), Utah ASPIRE+ (grades 9 and 10, 2020–21 through 2025–26), WIDA ACCESS for English learners, and Advanced Placement examinations (2024–2026, with Utah and global comparisons). Accountability data came from the USBE School Report Card (achievement, growth, English Learner Progress, and postsecondary readiness). Program data included CTE certification, pathway, and participation data (FY18–FY26). Local evidence included the September 2026 ACT-aligned Main Ideas and Key Details (MKD) common formative assessment, professional learning records, and committee and teacher perception data. Throughout, MLL refers to multilingual learners (students currently identified as English learners or in monitoring status after exiting services).

Section 1: Evidence Analyzed and Synthesized

Assessment teams analyzed each data source by reporting category, score band, subgroup, and comparison group, then synthesized the results through the Growth in Learning committee and the Equity & Achievement Committee. Several patterns emerged across sources:

- **2024–25 was the strongest recent year** on nearly every measure (Exemplary growth, ACT 18+ at 72.7%, the highest ACT means in every subject), and **2025–26 declined broadly**, most sharply in ACT English (benchmark 59% → 46%) and state ELA growth (High → Low). The 2024–25 results show that higher performance is achievable within the school's current context.
- **Math achievement on the state assessment more than doubled** (18.9% → 41.4%) and Math 9 recovered from 15% to 45%, while ACT Math (grade 11) declined in 2025–26, pointing to a need to sustain gains as students move into upper grades.
- **Multilingual learners closed the ACT gap** with the school population in every subject, confirmed by rising EL adequate progress and student-level WIDA growth, but **English proficiency rates remain critically low** and speaking remains the most persistent need.
- **Reading comprehension skills diverge:** Craft & Structure improved every year, while ACT Main Ideas and Key Details (MKD) declined every year, consistent with the September 2026 local baseline of 45%.
- **AP and CTE programs show strong, sustained results**, while AP US History declined and has an identified improvement plan.
- **Professional learning records help explain the patterns:** key practices such as learning intentions and success criteria were introduced and modeled, but classroom implementation has not been monitored, so the school cannot yet confirm how consistently they are used.

Section 2: Findings

Area of Noteworthy Practice: Multilingual learners narrowed the ACT achievement gap with the overall school population in every subject from 2023–24 to 2025–26 (Composite gap 4.9 → 1.1 points; Math 3.3 → 0.4; Science 4.8 → 0.2), and EL adequate progress rose 9.4 points in 2025–26.

Area Needing Improvement 1 — ELA: ACT English benchmark attainment fell from 59% to 46% and Conventions readiness from 51% to 29%; ACT Main Ideas and Key Details (MKD) declined from 46% to 38%; state ELA growth fell from High to Low.

Area Needing Improvement 2 — MLL English Proficiency: 5.3% of English learners reached proficiency in 2025–26, below the district and state, with EL Progress rated Critical Needs for three consecutive years.

Area Needing Improvement 3 — Implementation and Monitoring: Schoolwide initiatives (Teacher Clarity PD, classroom monitoring, WIDA PD) were launched without sustained monitoring, and the school does not yet have reliable data on classroom implementation.

Section 3: Root Cause Analysis and Theories of Action

The root causes behind the three Areas Needing Improvement are connected. SSHS has chosen sound, research-based practices — teacher clarity, WIDA-informed scaffolding, and data-driven intervention — but has not consistently sustained them with calibrated monitoring, feedback, and PLC follow-up. In ELA, students lack a common routine for drawing evidence-based inferences and often do not know what success looks like. For English learners, instruction has not fully accounted for the rigor of the high school WIDA assessment or provided enough structured academic speaking. The strengths in MLL achievement show what is possible when support is intensive, coordinated, and closely monitored, as it is in the ELD classroom.

The school's theories of action extend that model schoolwide:

- **ANP:** If SSHS sustains and expands ELD supports and Tier 1 scaffolding, then MLL students will continue to close the gap — especially in Reading — so that they graduate college- and career-ready.
- **ANI 1:** If all teachers consistently teach the Evidence to Inference routine and PLCs calibrate on weekly student evidence, then ACT Main Ideas and Key Details (MKD) readiness will rise from 38% to 60% by Spring 2028, so that students can reason independently from complex texts.
- **ANI 2:** If every non-proficient EL receives level-appropriate ELD and content teachers plan daily scaffolds and academic speaking from WIDA Can Do Descriptors, then EL progress and proficiency will reach state averages, so that MLLs can fully access grade-level content.
- **ANI 3:** If leadership implements the 90-day Evidence to Inference cycle with fidelity, monitors it through targeted walkthroughs, and PLCs calibrate on weekly student work, then proficiency on the ACT-aligned MKD common formative assessment will rise from 45% to at least 50% by the end of the 90-day cycle, so that the school sustains its initiatives through to classroom practice and students reason more strongly from unfamiliar texts.

Progress will be monitored through walkthroughs, weekly student evidence with I-E-R-A analysis, PLC records, baseline/midpoint/final common formative assessments, WIDA ACCESS, ACT, and the USBE School Report Card, with results reviewed by the leadership team and Equity & Achievement Committee and used to adjust instruction in each cycle.

South Summit School District
Achieving Excellence

UTAH COLLEGE APPLICATION WEEK

South Summit Board of Education
Proclamation

WHEREAS the South Summit Board of Education strives to ensure students are college and career ready when they graduate high school;

WHEREAS the college application process may be a barrier to some high school students pursuing postsecondary education due to an absence of information or support;

WHEREAS obtaining a postsecondary degree has been linked to higher income, better health and increased community involvement;

WHEREAS South Summit School District is participating in Utah College Application Week, designed to increase the number of students who apply to and enroll in college with a particular focus on first-generation and low-income students;

NOW, THEREFORE, we, as members of the South Summit Board of Education, do hereby declare Oct. 19 - 22, 2026 Utah College Application Week in South Summit School District, and encourage all South Summit High School Seniors to take advantage of the valuable assistance provided through this initiative and to apply to at least one college, technical program or entity of higher education.

Signed this 12th day of October, 2026.

_____ Matt Weller, President

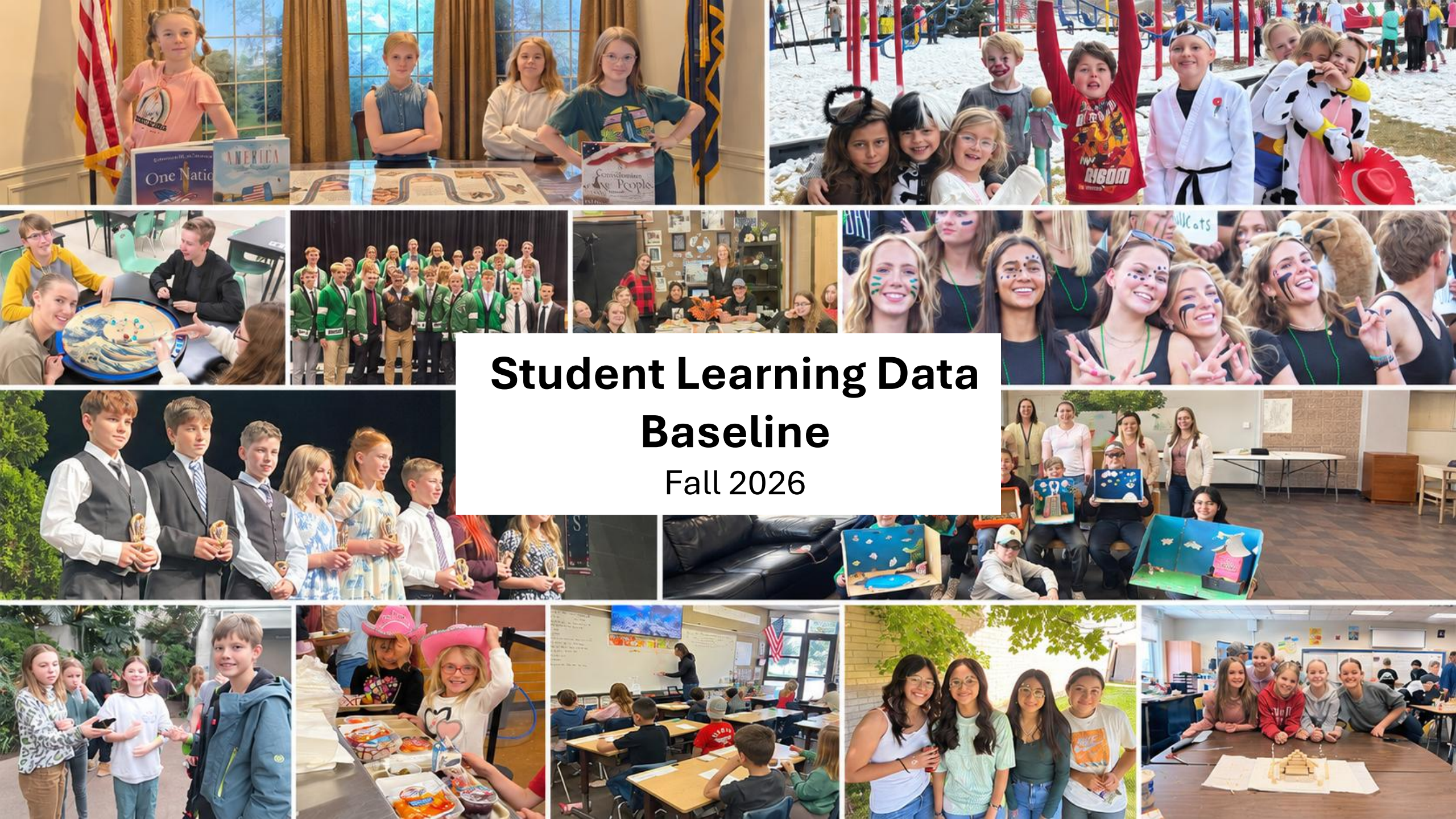
_____ Lynda Whitmore, Vice-President

_____ Dan Eckert, Board Member

_____ Wade Woolstenhulme, Board Member

_____ Ty Metcalf, Board Member

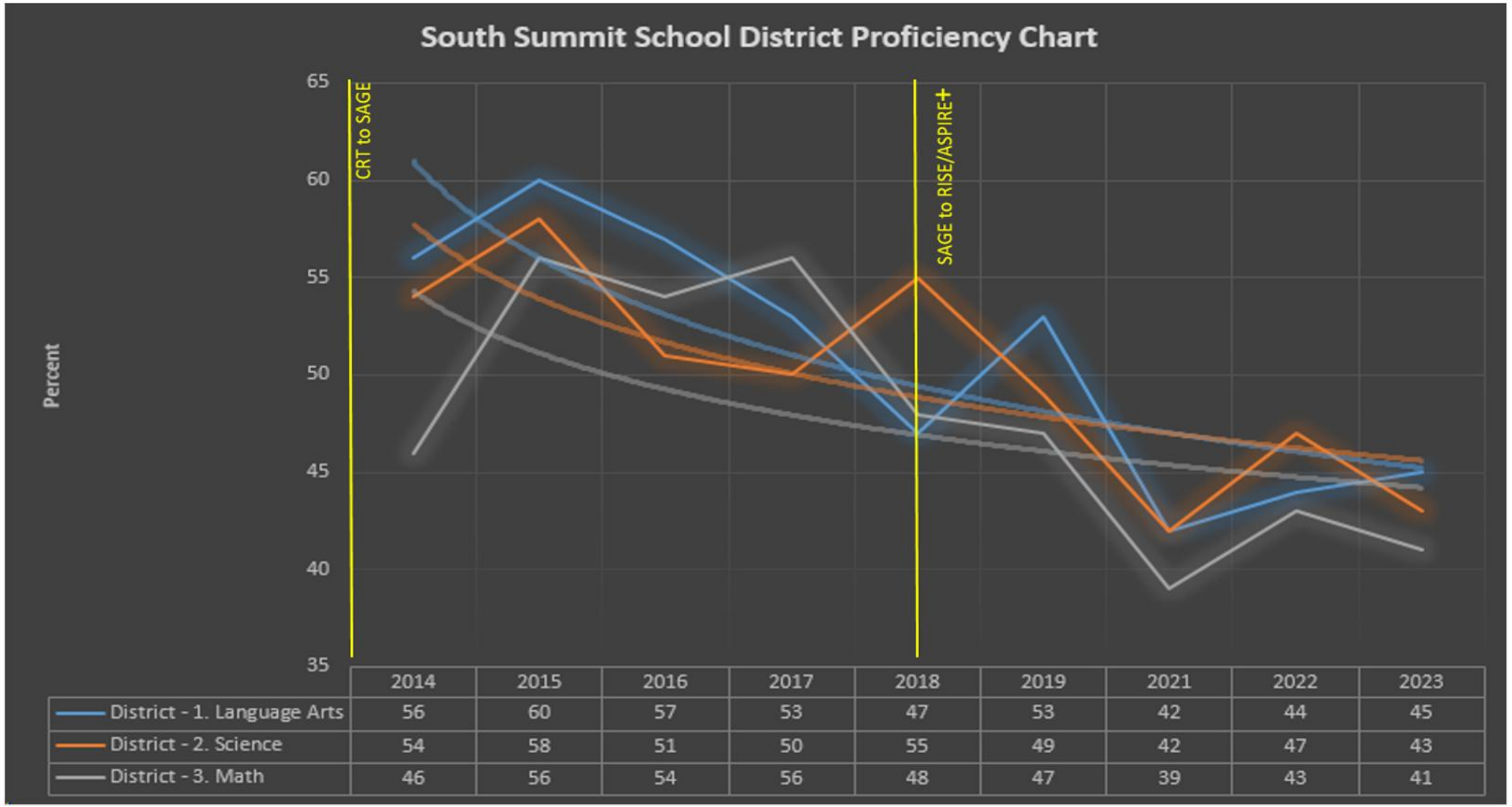
_____ Greg Maughan, Superintendent



Student Learning Data Baseline

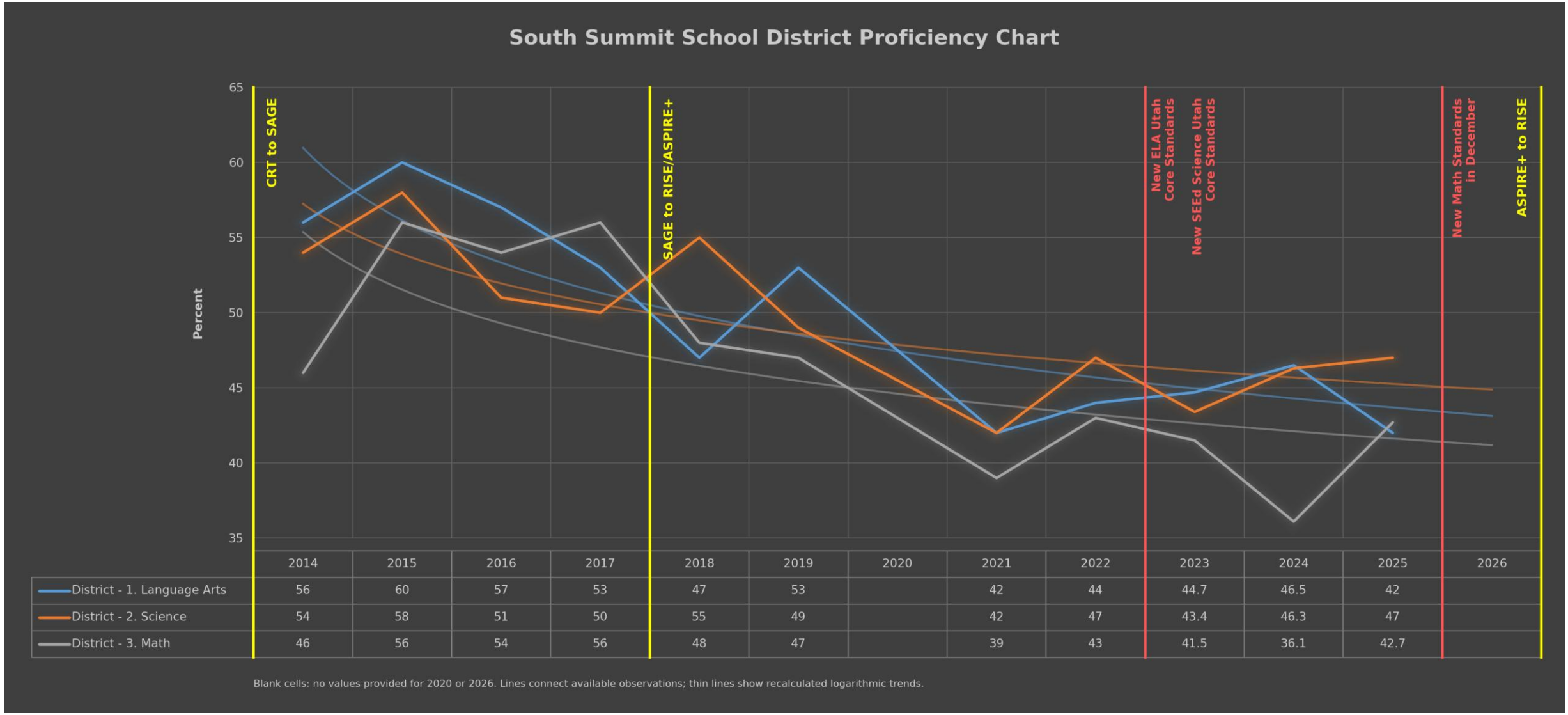
Fall 2026

Back in Time



	2014	2015	2016	2017	2018	2019	2021	2022	2023
District - 1. Language Arts	56	60	57	53	47	53	42	44	45
District - 2. Science	54	58	51	50	55	49	42	47	43
District - 3. Math	46	56	54	56	48	47	39	43	41

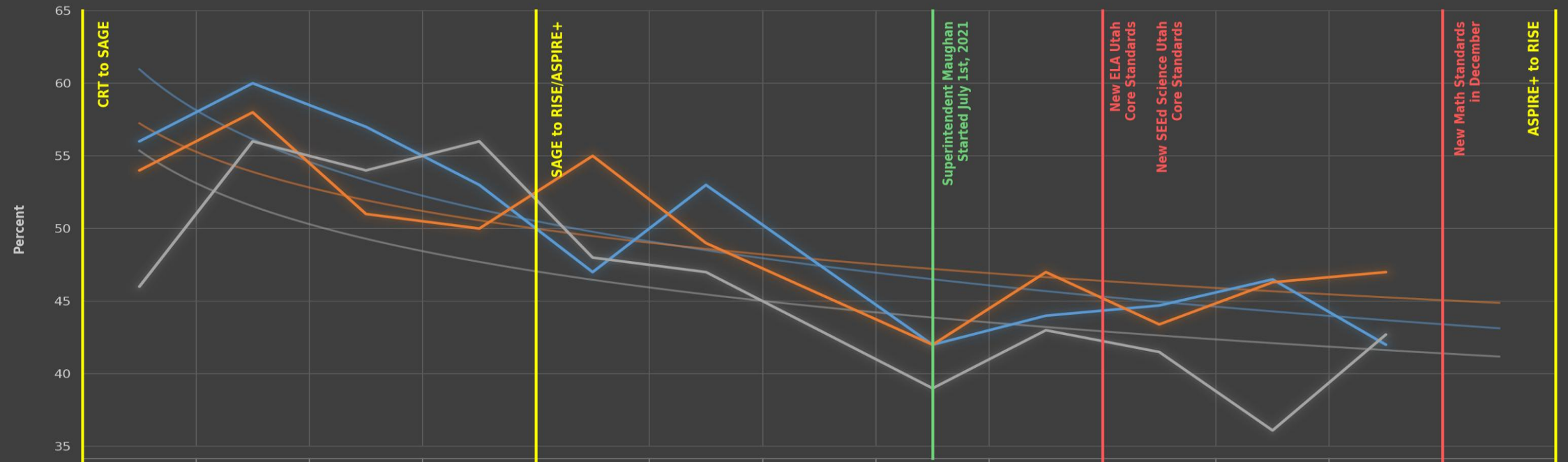
Now- The Big Picture



	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
District - 1. Language Arts	56	60	57	53	47	53		42	44	44.7	46.5	42	
District - 2. Science	54	58	51	50	55	49		42	47	43.4	46.3	47	
District - 3. Math	46	56	54	56	48	47		39	43	41.5	36.1	42.7	

Blank cells: no values provided for 2020 or 2026. Lines connect available observations; thin lines show recalculated logarithmic trends.

South Summit School District Proficiency Chart



	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
District - 1. Language Arts	56	60	57	53	47	53		42	44	44.7	46.5	42	
District - 2. Science	54	58	51	50	55	49		42	47	43.4	46.3	47	
District - 3. Math	46	56	54	56	48	47		39	43	41.5	36.1	42.7	

Blank cells: no values provided for 2020 or 2026. Lines connect available observations; thin lines show recalculated logarithmic trends.

2021-2022

- Policy Procedure Update
- **Admin Meetings**
- **UEPC Needs Assessment**

2022-2023

- 1st Strategic Plan
- **UEPC LIFT Partnership**
- **Principal Collaboration on Meaningful Evaluation**
- Top 10% Salary Adjustment
- **Admin Meetings**

2023-2024

- State Data Use
- **Observation Calibration Supt and Admin**
- **UEPC LIFT Partnership**
- **Principal PLC- GSIP: Guaranteed Strategies and Intentional Practices**
- Teacher Eval System

2024-2025

- **Instructional Coaches**
- **Admin PLC**
- **GSIP Roll Out**
- **Admin Team O & F Calibration across schools**
- **District Leadership Team**

2025-2026

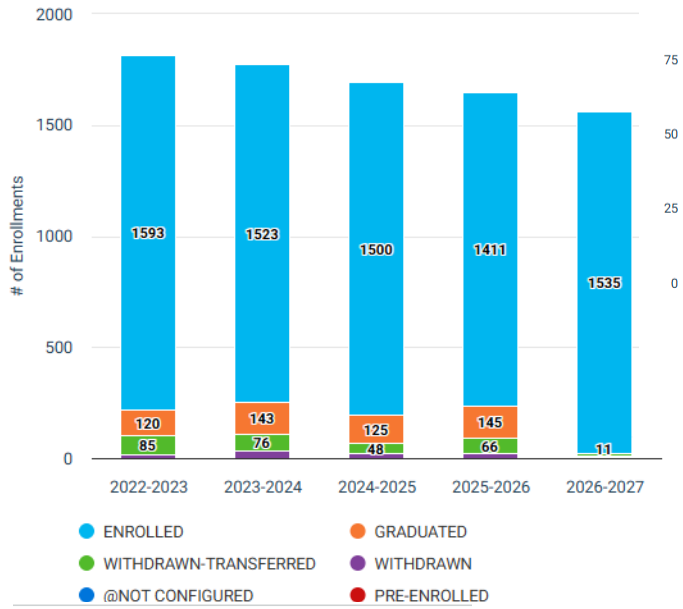
- Shift into Implementation
- **Admin PLC**
- **Assessment Project**
- Goal Setting Adjustment
- **Admin Team O & F Calibration across schools**
- **OLAG Audit**

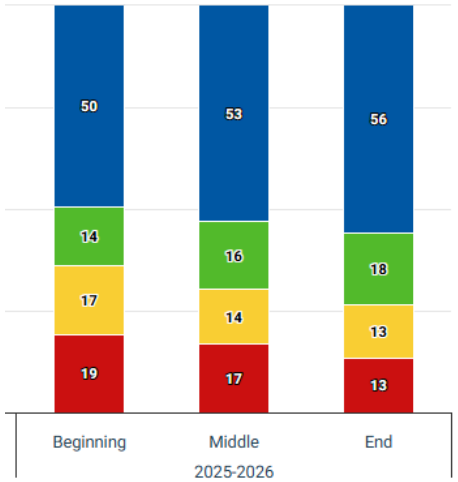
2026-2027

- **School Strategic Plans**
- **90-Day Plan Implementation**
- **Goal Setting Aligned to Plans**
- **OLAG Audit Response Implementation**

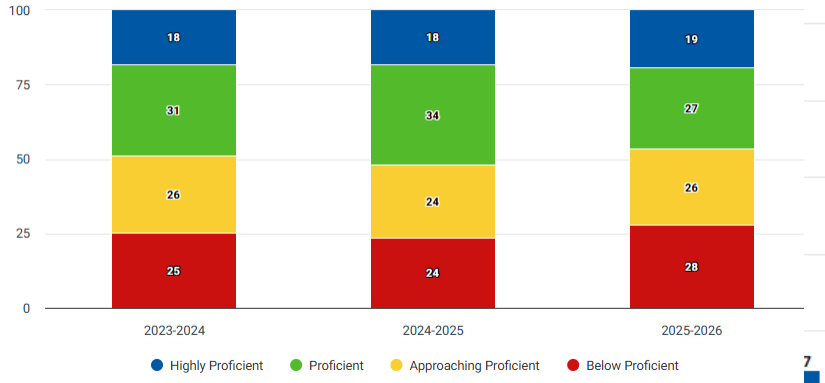
Analytics and Insights

The number of students enrolled and exited over the years.



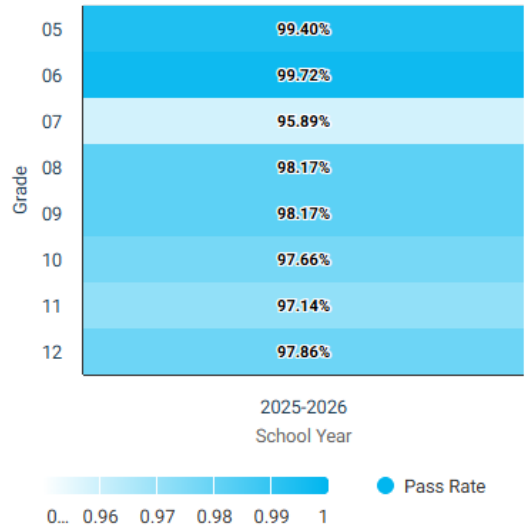


RISE: Science



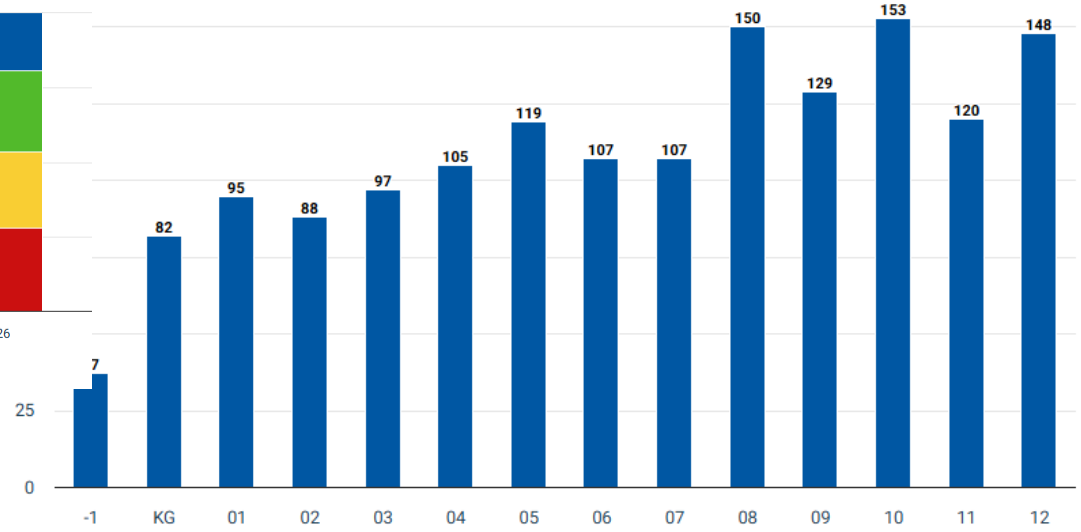
ELA Pass Rate

This metric is not impacted by updates made to the Year filter. All data is YTD

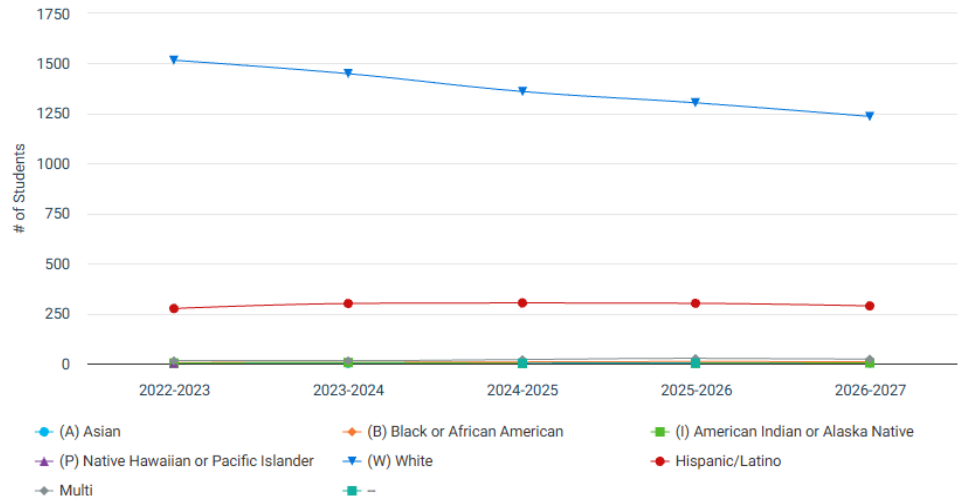


How many students are currently in each grade?

The number of students currently enrolled in each grade level.

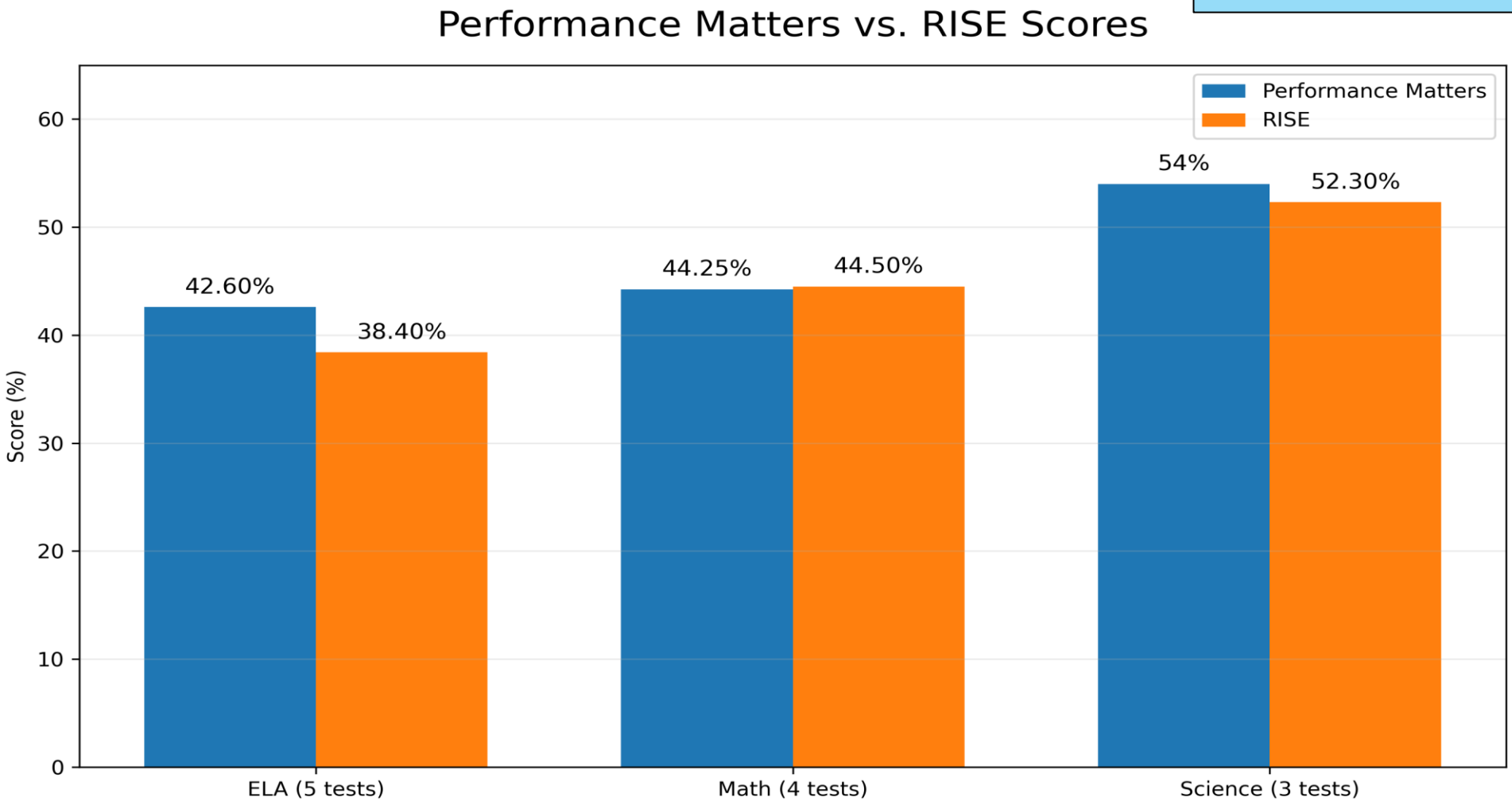


Shows the number of students in each group and how enrollment has changed over time.



Correlation Celebration

Grades 3-8
RISE Tested Subjects
13/17 Tests



BOY Nitty Gritty

Test	Grade Levels	What it Measures
Acadience Reading	K-4	Screens for reading risk and monitors students' development of essential foundational reading skills in the areas of phonemic awareness, phonics and decoding, accurate and fluent reading, and reading comprehension. Not a full measure of grade-level reading skills.
Acadience Math	K-4	Screens for math risk and monitors students' development of essential mathematics skills, including early numeracy, computation, and the application of mathematical concepts to solve problems. Not a full measure of grade-level math skills.
Summative PM Tests	K-12	Designed to measure students' mastery knowledge and skills in the course core standards.
Utah CTE Skill Certification Test	9-12	Students' mastery of the technical knowledge and career skills identified in the course's strands and standards, aligned with Utah and industry expectations for workplace success. (Does not include the teacher evaluations of students' practical performance skills as part of the certification process)

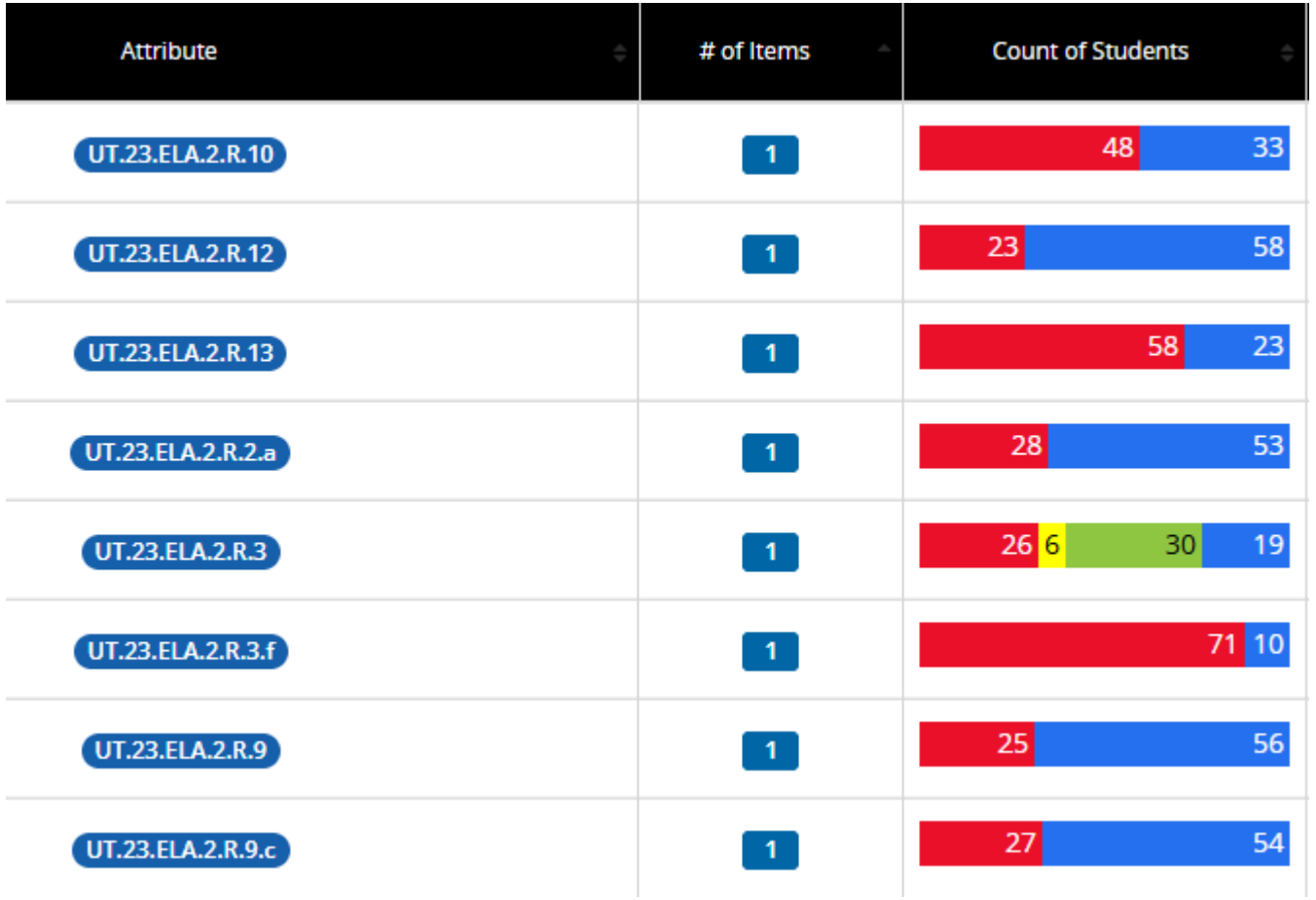
BOY and PM Assessments

Teacher created assessments of the year's intended learning.

Low BOY proficiency is expected before instruction on that content.

MOY and EOY will show progress from each student's starting point.

Standard-level results help teachers plan instruction.



Attribute	# of Items	Count of Students
UT.23.ELA.2.R.10	1	48 33
UT.23.ELA.2.R.12	1	23 58
UT.23.ELA.2.R.13	1	58 23
UT.23.ELA.2.R.2.a	1	28 53
UT.23.ELA.2.R.3	1	26 6 30 19
UT.23.ELA.2.R.3.f	1	71 10
UT.23.ELA.2.R.9	1	25 56
UT.23.ELA.2.R.9.c	1	27 54

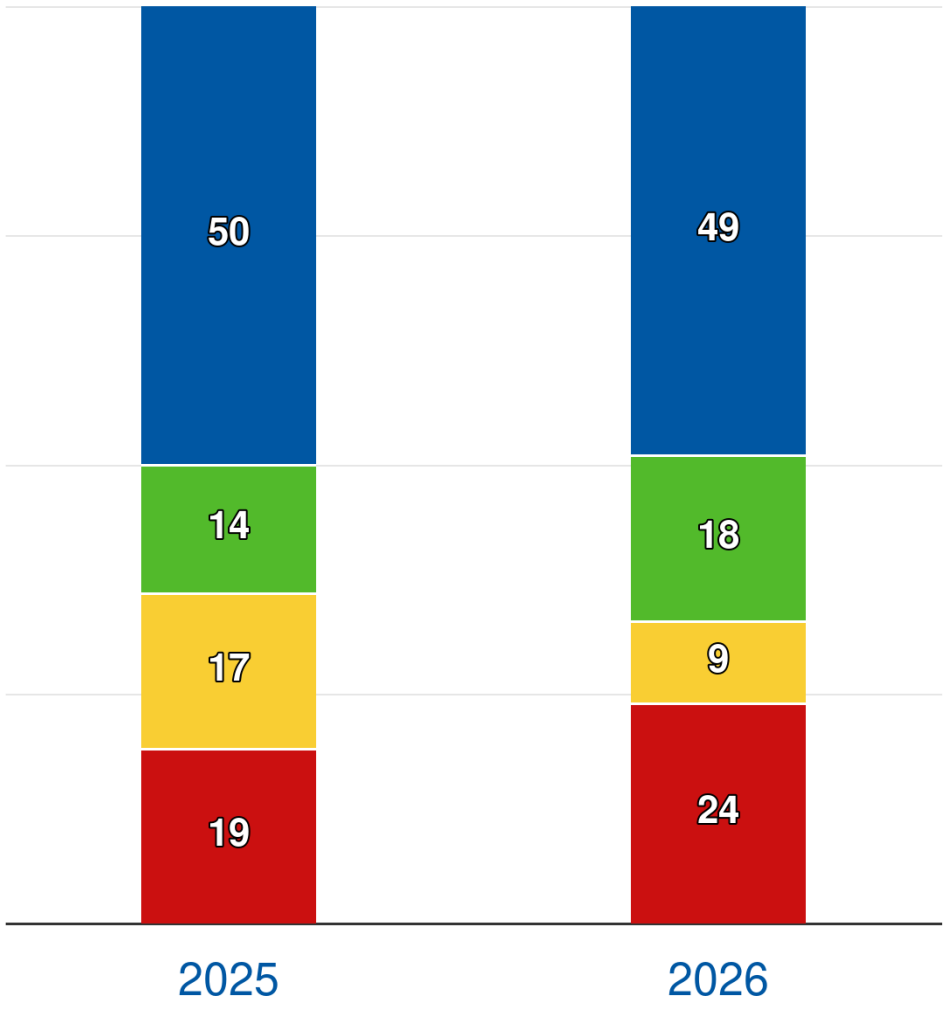
Questions to Consider

- What do we want to know?
- What observations can we make from this data?
- What does this data not tell us?
- Who is being successful?
- Who is not being successful?
- What data are we missing?
- Why does the data look this way?



BOY Nitty Gritty –

Red 19-26 %
Yellow 9-17%
Green 18-26%
Blue 42- 50%



BOY Nitty Gritty- SSE Acadience Reading

Grade Level	Total Student Count	Well Below Benchmark	Below Benchmark	At Benchmark	Above Benchmark
K	2	**50%** 1/2	**0%**	**0%**	**50%** 1/2
1	8	**50%** 4/8	**12%** 1/8	**25%** 2/8	**12%** 1/8
2	6	**33%** 2/6	**0%**	**50%** 3/6	**17%** 1/6
3	8	**25%** 2/8	**0%**	**25%** 2/8	**50%** 4/8
4	8	**62%** 5/8	**0%**	**12%** 1/8	**25%** 2/8
5	10	**20%** 2/10	**30%** 3/10	**10%** 1/10	**40%** 4/10

BOY Nitty Gritty- SSES Acadience Reading

Grade Level	Total Student Count	Well Below Benchmark	Below Benchmark	At Benchmark	Above Benchmark
K	78	**21%** 16/78	**19%** 15/78	**17%** 13/78	**44%** 34/78
1	83	**20%** 8/83	**10%** 8/83	**17%** 14/83	**53%** 44/83
2	81	**21%** 17/81	**9%** 7/81	**20%** 16/81	**51%** 41/81
3	87	**21%** 18/87	**9%** 8/87	**18%** 16/87	**52%** 45/87
4	96	**28%** 27/96	**2%** 2/96	**18%** 17/96	**52%** 50/96

BOY Nitty Gritty- SSES Individual Reading Plans

103 Students scored **below** or **well-below** benchmark in Grades 1-4

- Kindergarten Individual Reading Plans start at MOY

23 were Students with Disabilities

- Students with IEP minutes for reading are not required to have a separate IRP document. They do receive an IRP intervention in addition to their SPED services.

80 out of 80 IRPs were completed during Parent Teacher Conferences

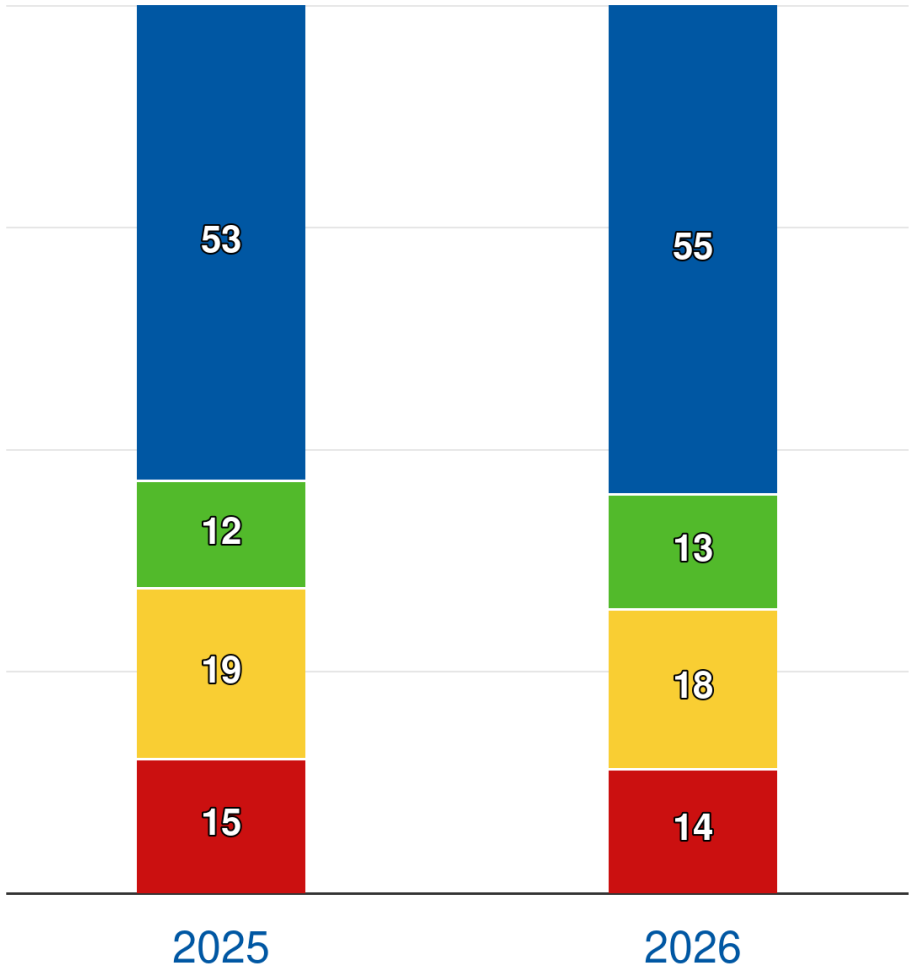


Other SB 241 Requirements:

- All Teachers, paraprofessionals, and Specialists are trained in the Science of Reading.
- All families of students with red indicators received literacy materials that targeted their students' areas of need.
- Every teacher has 30 minutes of dedicated time to provide IRP reading interventions.
- Using observation tools to evaluate Science of Reading implementation in every classroom.

BOY Nitty Gritty –

Red 15-19 %
Yellow 19%
Green 12-15%
Blue 47-55%



BOY Nitty Gritty- SSE Acadience Math

Grade Level	Total Student Count	Well Below Benchmark	Below Benchmark	At Benchmark	Above Benchmark
K	2	0%	0%	50% 1/2	50% 1/2
1	7	14% 1/7	14% 1/7	14% 1/7	57% 4/7
2	6	50% 3/6	17% 1/6	33% 2/6	0%
3	8	50% 4/8	0%	12% 1/8	38% 3/8
4	8	25% 2/8	38% 3/8	0%	38% 3/8
5	10	20% 2/10	20% 2/10	20% 2/10	40% 4/10

BOY Nitty Gritty- SSES Acadience Math

Grade Level	Total Student Count	Well Below Benchmark	Below Benchmark	At Benchmark	Above Benchmark
K	76	**14%** 11/76	**11%** 8/76	**22%** 17/76	**53%** 40/76
1	82	**21%** 17/82	**24%** 20/82	**10%** 8/82	**45%** 37/82
2	81	**1%** 1/81	**5%** 4/81	**14%** 11/81	**80%** 65/81
3	87	**11%** 10/87	**18%** 16/87	**9%** 8/87	**61%** 53/87
4	94	**18%** 17/94	**28%** 26/94	**7%** 7/94	**47%** 44/94

Limitations

Limitations of BOY-to-BOY comparison on PM Assessments:

- Different students
- Last year it was given later
- Changes to some tests
- BOY is missing for all participants on the semester and year tracks.
- Best practice is watching the growth of the same students across the instructional year/semester

Reminder: low BOY proficiency on intended end-of-year content is expected. These baselines do not reflect instructional effectiveness.

BOY Nitty Gritty SSE PM Assessments

Grade	2025 BOY	% Proficient	2026 BOY	% Proficient
K	Math ¼	**25%**	Math ½	**50 %**
1				
2	*Testing Issue*	*N/A*	ELA 0/5	**0%**
3				
4	No Test	*N/A*	Science 1/8	**13%**
5				

BOY Nitty Gritty SSES PM Assessments

ELA			Math			Science	
Grade	**2025 BOY**	**2026 BOY**	**Grade**	**2025 BOY**	**2026 BOY**	**Grade**	**2025 BOY**	**2026 BOY**
K	ELA 3/64 **4%**	ELA/Math 6/75 **8%**	**K**		ELA/Math 6/75 **8%**	**K**		
1	4/12 **33%**	6/82 **7%**	**1**	21/76 **28%**	2/79 **3%**	**1**		
2	15/82 **18%**	29/81 **36%**	**2**	11/15 **73%**	12/81 **15%**	**2**		
3	9/86 **10%**	12/86 **14%**	**3**	5/72 **7%**	5/83 **6%**	**3**		
4	10/93 **11%**	16/96 **17%**	**4**	3/96 **3%**	5/94 **5%**	**4**		20/96 **21%**

BOY Nitty Gritty- SSMS PM Assessments

Subject	2025 BOY	2026 BOY
ELA	90/397 **23%**	216/496 **43%**
Math	14/386 **4%**	14/423 **3%**
Science	56/408 **14%**	109/332 **32%**
Social Studies	8/96 **8%**	36/128 **28%**
Fine Arts	10/13 **77%**	8/74 **11%**
DLI	14/38 **37%**	38/69 **55%**
Electives	31/57 **54%**	32/89 **36%**

BOY Nitty Gritty- Silver Summit Academy

Subject	2025 BOY	2026 BOY
ELA		4/8 **50%**
Math	3/1 **27%**	3/13 **23%**
Science	2/19 **11%**	2/15 **13%**
Social Studies	3/13 **23%**	8/20 **40%**

BOY Nitty Gritty- South Summit High School

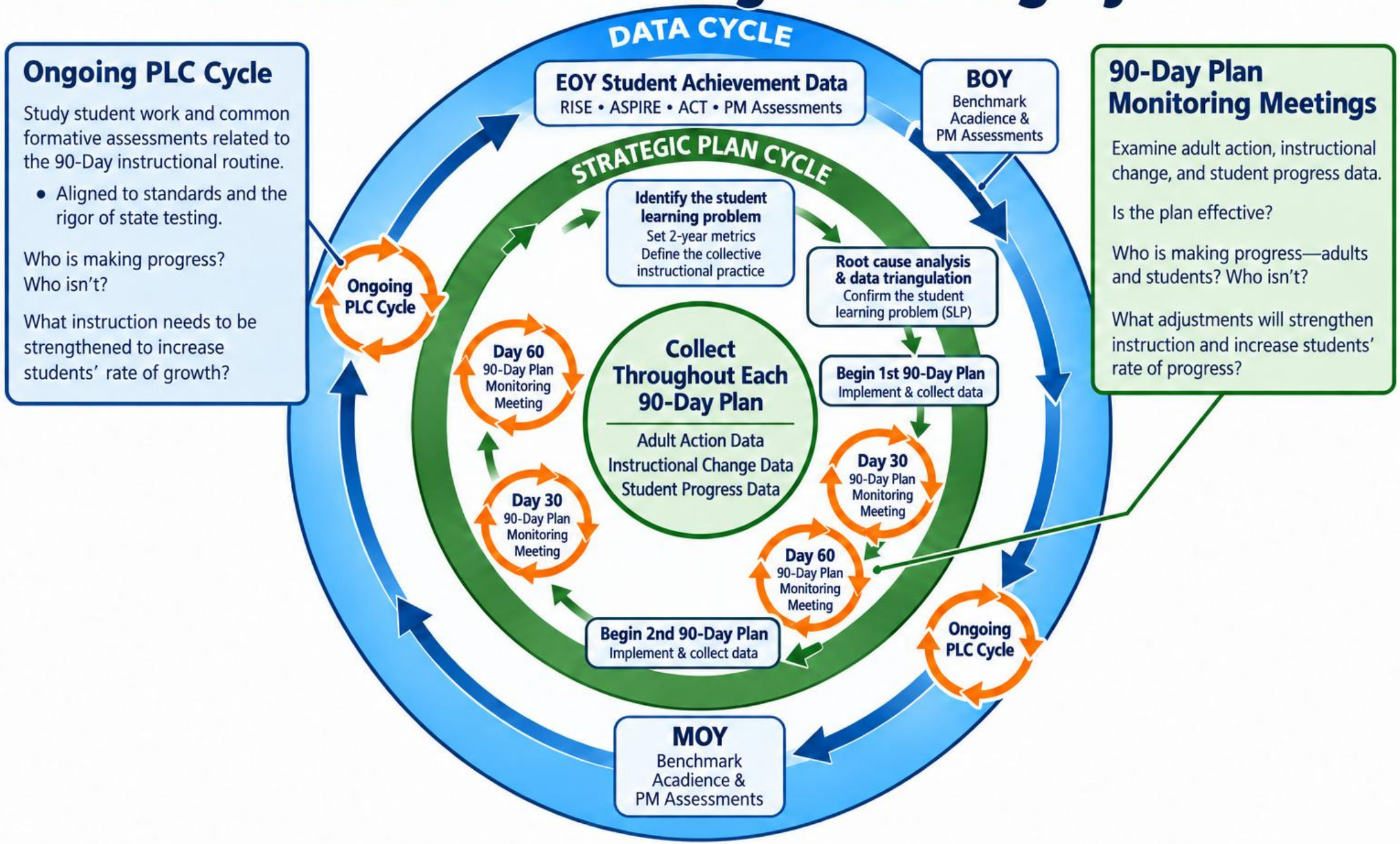
Subject	2025 BOY	2026 BOY
ELA	0/22 **0%**	42/92 **50%**
Math	0/201 **0%**	7/228 **3%**
Science	6/88 **7%**	5/87 **6%**
Social Studies	118/128 **92%**	36/192 **19%**
Fine Arts	14/17 **82%**	4/15 **7%**
Electives	6/40 **15%**	55/116 **47%**

BOY Nitty Gritty SSHS CTE

CTE	# of Students	2025	# of Students	2026
Pre	435	155/845 **18%**	381	88/718 **12%**
Post	372	343/666 **52%**		

Reminder: The Utah CTE Skill Certification Test assesses students' mastery of the technical knowledge and career skills identified in the courses' strands and standards, aligned with Utah and industry expectations for workplace success. (Does not include the teacher evaluations of students' practical performance skills as part of the certification process)

1-Year Data & Strategic Planning Cycle



Ongoing PLC Cycle

Study student work and common formative assessments related to the 90-Day instructional routine.

- Aligned to standards and the rigor of state testing.

Who is making progress? Who isn't?

What instruction needs to be strengthened to increase students' rate of growth?

90-Day Plan Monitoring Meetings

Examine adult action, instructional change, and student progress data.

Is the plan effective?

Who is making progress—adults and students? Who isn't?

What adjustments will strengthen instruction and increase students' rate of progress?



South Summit School District Faculty and Staff



Recommendation 1.1: Using Student Data in Board Meeting Discussions

The central practice is to return to a small set of student outcome goals throughout the year. The board reviews evidence of progress, asks what the district is learning, and uses that discussion when considering resources and support for schools. This fits South Summit's school-driven strategic planning approach.

What the research supports:

In a study comparing school board use of student learning data in high-achieving districts and low-achieving districts.

In the higher-achieving districts, board members described receiving information from multiple sources, referring to the needs of specific student groups, and using a process of studying data, questioning, discussing, deciding, and evaluating. Data was scheduled as a standing agenda item, typically monthly.

Example: Assigning a goal or an interim measure to each month to analyze and determine if progress is on track.

In the lower-achieving districts, achievement data were more often received as a general report with little connection to a decision.

School boards must articulate clear student outcome goals, interim measures, regular public monitoring, and board reflection on their work.

Example:
The board establishes a routine for discussing student learning data, with specific questions to facilitate discussion. The board uses a rubric to evaluate their discussions.

A draft South Summit meeting routine

Scheduling Consideration: Schedule a standing student learning item at each regular board meeting. The board could revisit each major outcome at least at beginning, middle, and end of year, while using 90-day implementation updates between those points.

A 20–30 minute facilitated discussion:

- **President names the question:** "Our goal is ___. What are we learning about progress toward it?"

- **The superintendent or designee presents a short report:** target and trajectory; current student results; differences across grades, schools, or student groups; what school teams are seeing; and the next adjustment.
- **Board asks a few common questions:** “Are we on track?” “Which students are benefiting, and whom are we missing?” “What evidence supports your explanation?” “What support or barrier needs board attention?”
- **President closes the loop:** Restate the finding, any board level action or resource question, and when the board will see the measure again. The minutes record the discussion and follow-up.

Performance Target Considerations:

South Summit student learning evidence (data) could pair annual outcomes (state assessments, growth, graduation) with in-year student learning evidence already relevant to school plans:

- Acadience benchmark movement and reading skill progress;
- Common assessment results and student work tied to the identified learning problem;
- Course completion or credits earned; and
- Attendance where it affects the goal.

A brief account of implementation—whether the agreed instructional actions are occurring and what principals are changing after each 90-day review—would give the board context for interpreting the student results.

Possible First Step:

The first step may be to agree on two or three board-level student outcome targets drawn from the school plans, then put their first-year review dates on a public calendar. That would make Recommendation 1.1 visible in agendas and minutes while preserving the schools’ ownership of their instructional plans.

School Choice for 2027-2028

	Building Capacity	Utilization Factor		Functional Capacity	Enrollment Oct 1, 2026	% of Capacity	Seats Available	Open/Close
South Summit Elementary	680	90%	=	612	433	70.8%	179	OPEN
South Summit Middle	700	90%	=	630	443	70.3%	187	OPEN
South Summit High	700	90%	=	630	514	81.6%	116	OPEN
Silver Summit								
Lower School (Grades K-5)	135	90%	=	122	43	35.2%	79	OPEN
Upper School (Grades 6-12)	175	90%	=	158	60	38.0%	98	OPEN
Cumulative	**2390**		**=**	**2152**	**1493**	**69.38%**	**659**	

	Enrollment Jan 1, 2027	Enrollment April 1, 2027
South Summit Elementary		
South Summit Middle		
South Summit High		
Silver Summit		
Lower School (Grades K-5)		
Upper School (Grades 6-12)		
TOTAL ENROLLMENT	**0**	**0**

Total Non Resident Student Enrollment Requests:	
Non Resident Student Enrollment Requests accepted:	
Resident Students transferring to another district:	

South Summit School District
Achieving Excellence

Public Use of Buildings and Grounds Procedure

Procedure: 3007-B

Section: 3000 District Organization

I. **Rental of Buildings and Grounds**

A. All after-hour use of any district building, except South Summit High School and South Summit Middle School must be scheduled through the District Facilities Scheduler using the District approved software. South Summit High School and South Summit Middle School schedule requests are scheduled through the High School and Middle School using the District approved software. Schools are given ~~first~~ priority when a schedule request is submitted. All other requests will be scheduled on a time and space available basis.

B. Use of public school buildings and grounds as civic centers.

1. As used in this section, “civic center” means a public school building or ground that is established and maintained as a limited public forum to district residents for supervised recreational activities and meetings.

2. Except as provided in Subsection (3), all public school buildings and grounds shall be civic centers.

3. Use of school property for civic center purposes may not interfere with a school function or purpose.

4. Local school boards’ responsibility for school buildings and grounds when used as civic centers.

    a. As used in this section, “civic center” has the same meaning as provided in Utah Code.

    b. A local school board:

i. Shall manage, direct, and control civic centers under this chapter;

ii. Shall adopt policies for the use of civic centers;

iii. May charge a reasonable fee for the use of school facilities as a civic center so that the district incurs no expense for that use;

iv. May appoint a special functions officer under Utah Code to have charge of the grounds and protect school property when used for civic center purposes;

v. Shall allow the use of a civic center, for other than school purposes, unless it determines that the use interferes with a school function or purpose; and

vi. Shall ensure that school administrators are trained about and properly implement the provisions of this section and Utah Code.

5. Prices should be set at a rate to cover all costs including administration, supervision/technician, custodian(s), supplies, and utilities.

    a. Boy Scouts of America Equal Access Act (part of No Child Left Behind Act of 2001) states that no public school, LEA or SEA that provides an opportunity for one or more outside youth or community groups to meet on school premises or in school facilities shall deny equal access or a fair opportunity to meet, or discriminate against, any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code as a patriotic society, that wishes to meet at the school.

        1. <u>CATEGORY 1</u>: SCHOOL, OR DISTRICT EDUCATIONAL, USE: School and school related organizations such as PTO, school clubs, and UHSAA athletic teams, shall not be charged rental fees for district-sponsored activities. Priority use for Category 1 shall be as follows:

a. School and school related educational use (including school sponsored educational clubs).

b. In season UHSAA Athletic Teams

c. South Summit Aquatic and Fitness Center sponsored student activities

d. Next season UHSAA Athletic Teams

e. South Summit Aquatic and Fitness Center sponsored adult activities

f. All other requests will follow the scheduling priorities listed below

2. CATEGORY 2: MUNICIPALITIES OR OTHER TAX-SUPPORTED AGENCIES

    1. Facilities may be rented for meetings, public open houses, meet the candidate nights, productions, etc. This includes registered political parties and officials. Category 2 is required to obtain the insurance liability policy (see section VI Rental Agreements Item D).

3. CATEGORY 3: CHARITABLE OR NON-PROFIT/COMMERCIAL ORGANIZATIONS

    1. This refers to any organization whose purpose is not to profit an individual or an organization (this would include developmental teams). Those wishing to rent the facilities under this category must provide evidence of their non-profit status. Charitable or Non-Profit/Commercial Organizations, developmental teams/squads, or competitive athletic teams, are required to obtain the insurance liability policy (see section VI Rental Agreements Item D).

4. CATEGORY 4: EMPLOYEE PERSONAL USE AND CLASS REUNIONS

    1. Employee Personal Use: There is no rental charge for employees to rent a space for person use (family gatherings, ~~etc~~etc.). Employees are required to obtain the insurance liability policy (see section VI Rental Agreements Item D).

    2. Class Reunions: There is no rental charge for SSSD Class Reunions to rent a space. Class Reunions are required to obtain the insurance liability policy (see section VI Rental Agreements Item D).

5. CATEGORY 5: GENERAL COMMUNITY USE, COMMERCIAL ORGANIZATIONS, FOR PROFIT EVENTS

    1. This refers to any individual, business or organization whose purpose is to profit from its activities (this includes developmental teams).

    2. General Community Use, Commercial Organizations, and For-Profit Events are required to obtain the insurance liability policy (see section VI Rental Agreements Item D).

6. As a guide to scheduling - priorities are as follows:

    1. Category 1

    2. Category 2

    3. Category 3

    4. Category 4

    5. Category 5

South Summit School District
Achieving Excellence

II. Cancellations and/or No-Shows

A. All scheduled rentals will be automatically cancelled on days when school has been unexpectedly cancelled or closed for any reason.

B. The superintendent will reserve the right to cancel any scheduled rentals without liability to the board.

C. A rental may be cancelled if the facility is required for school use.

D. A rental may also be cancelled due to emergency conditions as determined by the superintendent at his/her sole discretion.

E. Use of athletic / grass fields will be cancelled when:

1. The grass and / or sod is in poor playing condition as determined by the Facilities Director;

2. Damage is likely to occur if the use were allowed

F. Cancellation and No Shows will be subject to the following:

Cancellation with more than one week's notice	Full Refund
Cancellation with more than 72 ~~hrs~~hrs. notice but less than one week	50% Refund
Cancellation with less than 72 ~~hrs~~hrs. notice	No Refund
No Shows	No Refund

III. Public Use of School Kitchens

A. School and community organizations may receive approval to use South Summit School District's kitchens and food preparation equipment. However, there are numerous state and federal regulations under which our district School Food Service Program must operate. Generally, these regulations are helpful in ensuring quality, cleanliness, fairness, efficiency, and accountability in our program.

B. The following are Kitchen Use Policy:

1. Requests for kitchen use must be scheduled through the district facility scheduler using the district approved software and approved

by the Food Services Director prior to use. The presence of a member of the Food Services staff may be required for use of school kitchens.

2. Foods that are designated for federal programs (National School Breakfast and Lunch Programs) are not allowed to be stored with food for regular consumption and federal program foods will ~~have priority storage at all times~~always have priority storage. Since refrigerator and freezer space is limited, other arrangements must be made to properly store any foods served for special functions.

3. Use of the kitchen or equipment for special functions must not take place during school hours. Space is limited and priority is given to the school's breakfast/lunch preparation and service needs.

4. Leftover food must be removed at the conclusion of the event and will not be allowed to carry-over into the next school day. However, the Food and Nutrition Services Director, or delegate may approve carry-overs during non-school days.

5. Equipment must be cleaned and returned to the original location immediately after use; facilities must be left as they were found. Instructions for cleaning will be available in each kitchen.

6. Food purchased for special functions from South Summit Schools' vendors must be ordered on a separate invoice and charged to the appropriate department.

7. Cafeteria equipment and cooking tools are not to be moved or removed from the cafeteria for ANY reason. If equipment/tools are missing after a special function, the responsible parties may be charged for replacing items.

IV. General Rules & Regulations

A. The school building and grounds are primarily for the use of the school program and related activities.

1. No outside use of grounds will be allowed during school hours.

2. The building and grounds are under the direction of the school's principal.

3. School buildings cannot be used unless a District representative is in attendance. ~~Such a~~ The representative has authority to protect the building and equipment from improper use.

4. School buildings shall not be used for purposes considered competitive with private-industry or commercial purposes, except when used by non-profit organizations for community projects.

5. School buildings shall not be used for purposes that interfere with school activities.

6. The use of intoxicants or illegal drugs is prohibited at any time on school property.

7. The use of tobacco, tobacco products, nicotine pouches, or vaping on school property is prohibited at any time.

8. The grounds should not be used immediately after heavy rains or other times when the activity could damage the grounds. The school district supervisor of building and grounds will determine when damage could be sustained.

9. There is no driving of any non-maintenance vehicle on any sidewalks, grass, or turf fields.

10. Sunflower seeds, food, and chewing gum, are prohibited on any grass or turf fields.

11. Driving stakes into grass or turf fields is prohibited

12. All visitors to the school shall report to the office for permission to visit the school.

13. No alteration, addition, or major repair shall be made to the building or equipment unless the superintendent has approved a requisition covering the same.

14. In case of emergencies, the Red Cross or other welfare agencies may use the building with permission of the superintendent.

V. **Standards of Conduct for Non-District Groups Using District Facilities**

A. South Summit School District reserves the right to determine availability and retains the right to refuse or terminate facility usage if use is disruptive to school operations, counter to District policies, damaging to District property, discriminatory under federal or state laws, demeaning or degrading to District employees or other persons, or otherwise inappropriate for District facility use.

1. The following restrictions apply to use of the facilities.

    a. Utah State Law prohibits possession or consumption of alcoholic beverages on school property.

    b. Illegal drugs, tobacco, tobacco products, nicotine pouches, and alcohol are not allowed on school property regardless of activity or sponsoring entity.

    c. Except as outlined in Policy 4070 Voluntary Firearms Safety Training or an individual holds a valid “Utah Concealed Firearms Permit” firearms and weapons are not allowed.

    d. All groups or agencies whether public or private must comply with all applicable Americans with Disability Act rules and regulations.

    e. All groups are expected to provide appropriate supervision by a responsible adult (age 21 and over) and to remain in the area of the building designated for their use. All groups are expected to pick up any trash from their activity and clean any areas (grounds or buildings) they may have used.

    f. The use of school property for a civic center purpose may not interfere with a school function or purpose and is considered a permit for governmental immunity purposes for a governmental entity under Utah Code.

    g. Grounds must be left in clean and good condition after use. Vandalism and/or the abuse of school property are prohibited. The lessee and/or renting organization or party will be held responsible for the cost of damage incurred.

    h. The use of areas not covered by the rental agreement is also prohibited. The lessee and/or renting organization or party will be held responsible for cost of damages incurred in

these areas. In addition, the lessee will be charged the rental fee for areas that were used but not listed in the contract.

i. When buildings are occupied all fire and safety ordinances must be observed. All trash must be picked up at the conclusion of use. This includes trash on outside grassy areas and ball fields.

j. No person shall be permitted in the building after the supervisor or technician leaves at the conclusion of the activity. In no case can the locking of the building be delegated to non-school personnel.

k. If no employee is available to open the building or supervise an event (if necessary) then the event will not be approved.

l. The applicant agrees to provide traffic control, protection again pilfering, etc. as needed. The Board shall not be responsible for policing the grounds or regulating traffic.

m. No outside properties or equipment shall be brought into the building without prior approval of the principal or supervisor. When permission is granted, such property or equipment shall be removed immediately following its use and the Board, or its agents, shall not be responsible for damage or loss incurred to such property or equipment.

n. No signs, posters, properties, etc., can be attached to the building by any materials, such as pins, tacks, tape, etc., except upon approval in advance by the principal or supervisor. Independent supports must be provided.

o. Activities for minors shall be concluded by 10:00 p.m. on weekdays and 11:00 p.m. on weekends except when a later hour is approved by the Superintendent. The conduct of those attending such activities shall be of such standard as benefits a proper use of an educational unit. Foul language, rowdiness, etc., shall not be permitted.

p. Facility Rental requests must be made at least 10 days in advance and may not be made more than 90 days prior to an event.

q. Buildings are not to be used for any purpose on Sunday except by the express permission of the Superintendent.

VI. **Rental Agreements**

A. The District Facility Scheduler will provide final approval of all facility schedule requests and facility rental agreements that fall after 4:00 p.m. on weekdays or on non-school days and weekends (except South Summit High School and South Summit Middle School).

B. Principals, athletic directors, and coaches are not authorized to approve grounds use for any group other than school programs. They must schedule the group within the district approved scheduling software program.

C. A deposit of 20% of the total rental cost shall be paid prior to the day of the rental with the remainder of the fee paid within 5 business days following the event.

D. Each lessee (categories 3, 4, and 5) must provide proof of $2,000,000 liability insurance ($1,000,000 per occurrence / $2,000,000 aggregate) at least five business days before the activity/event or the activity/event will be canceled.

E. The rental time shall be computed from the time the lessee requested the opening of the doors until the doors are locked at the close of the activity.

F. Any time over the estimated closing time shall be charged on a half-hour basis. No refunds will be given.

G. There is not a rate differentiation between practice, rehearsals and performances in the rental of facilities.

H. By submitting a facility rental request through the district online scheduler, the responsible party thereby accepts full responsibility and liability for and ~~in~~ on behalf of the renting organization, its officers and members for all accidents, damage, injuries, etc., to persons, building, grounds and equipment associated or connected with the activity, event or function of the renting organization.

I. The superintendent may adjust rental fees for individual activities in situations where special circumstances exist.

South Summit School District
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VII. Procedure for Scheduling of Buildings

A. Principals and their designee shall be given rights to the online facility scheduling management system to:

1. Schedule school events
2. Schedule school events on non-school days and weekends;
3. Schedule employee event requests; and
4. Approve all scheduled school level activities for their building.
5. All after hour requests approved by the principal or their designee shall be forwarded to the district facility scheduler for final approval, with the exception of South Summit High School and South Summit Middle School.

VIII. High School Athletics, Extracurricular / Curricular Activities and School Performances

A. Coaches of athletic teams shall be given rights to the online facility scheduling management system to:

1. Schedule practice sessions;
2. Schedule home games;
3. Schedule away games; and
4. Complete overnight travel requests

B. Advisors of extracurricular activities and performing groups shall be given rights to the on-line facility scheduling management system to:

1. Schedule practice sessions;
2. Schedule competitions;
3. Schedule performances; and
4. Complete overnight travel requests

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IX. **ADA Compliance**

A. In compliance with the Americans with Disabilities Act (ADA) any individual groups or organizations wishing to use district facilities must meet ~~all of~~all the provisions of the law and provide program access to otherwise qualified individuals. Individuals must be provided special accommodations including auxiliary communicative aids and services. Anyone wishing to use district facilities must agree to abide by the provisions of the ADA. Individuals can contact the district ADA compliance officer for further information.

Cross Reference: Policy 3007

Adopted Date: December 9, 2021
Last Reviewed Date:9/8/2025
Last Revised Date: 9/8/2025
Prior Revised Dates: 05/12/2022, 01/12/2023, 12/14/2023, 06/13/2024, 6/9/2025

South Summit School District
Achieving Excellence

Graduation Requirements

Procedure: 4012-A

Section: 4000 Instructional Program

I. **Graduation, Diplomas, and/or Certificate of Completion**

A. Non-Resident students must attend the high school they intend to graduate from, for a minimum of one semester immediately prior to graduation in order to receive a diploma or certificate of completion.

B. The District will award a school-specific diploma to students who meet the 32 credit South Summit School District requirement (see Procedure II.C)

C. The District will award either a High School Diploma or Certificate of Completion to students who complete the requirements as follows:

1. High School Diploma - successful completion of the Utah core curriculum and all state course requirements (24 credits).

2. Certificate of Completion- As outlined in R277-705-4, completion of senior year, exiting or aging out of the school system, and did not meet all state or District requirements for a diploma.

D. The District will award an alternate diploma to a student with a significant cognitive disability if the student accesses grade-level Core standards through the Essential Elements; completes graduation substitutions in the same content area from a list of approved alternative courses as advised by the IEP team; and meets all graduation requirements prior to exiting school at or before age 22. R277-705-5

II. **Procedures for Implementation**

A. Elementary School Education Core Subject Requirements:

1. English Language Arts

2. Mathematics
3. Science
4. Social Studies
5. Arts
    a. Visual Arts
    b. Music
    c. Dance
    d. Theatre
6. Health Education
7. Physical Education
8. Educational Technology, including keyboarding
9. Library Media skills
10. Civics and character education, integrated into the core subject areas.

B. Academic Credits – Middle School:

1. English Language Arts;
2. Mathematics;
3. Middle Level/Integrated Sciences;
4. United States History;
5. Utah History; and
6. At least one course in each of the following in grades 7 or 8:
    a. Health Education;

b. College and Career Awareness;

c. Digital Literacy;

d. The Arts; and

e. Physical Education.

C. Academic Credit- High School (credits required for graduation may not be waived):

1. 4 Credits- English Language Arts
2. 3 Credits- Mathematics (4 years is strongly recommended for college preparation)
3. 3 Credits- Science (including at least one Biological and one Physical Science class)
4. 3 Credits- Social Studies (including Geography, World History, U.S. History, and U.S. Government) Beginning in 2026-2027 school year 3.5 Credits (including Geography, World History, U.S. History, and American Constitutional Government and Citizenship)
5. 1.5 Credits- Fine Arts (including visual arts and/or performing arts)
6. .5 Credits- Health
7. 1.5 Credits- Physical Education (must include Fitness for Life, Participation Skills, and a P.E. Elective)
    a. Exception: a student may earn 0.5 credit per sport team sport/athletic participation up to 1.0 credit with LEA approval to replace participation skills and a P.E. Elective.
8. .5 Credits- Digital Studies
9. .5 Credits- General Financial Literacy
10. 2 Credits- Career and Technical Education (CTE)

11. 12.5 Credits- General electives (any classes not counting toward the above required CORE classes) Beginning in 2026-2027 school year 12 Credits

~~a. Civics Graduation Requirement~~

~~1. Each student must pass a basic civics test as a condition for graduation from high school unless the student qualifies for an alternate assessment. A "basic civics test" means a test that includes 50 of the questions on the civics test form used by the United States Citizenship and Immigration Services. A passing score is at least 35 out of 50 questions answered correctly. The student may take the test as many times as needed to pass the test.~~

~~2. A student qualifies to take an alternate assessment if the student is within six months of graduation or if the student has a disability and the alternate assessment is consistent with the student's IEP. The alternate assessment shall be given in the same manner as the examination given to an unnaturalized citizen and according to 8 CFR § 312.2. (However, the District may modify the manner of administration for a student with a disability in accordance with the student's IEP.)~~
~~Utah Code § 53E-4-205 (2021)~~
~~Utah Admin. Rules R277-700-8 (June 7, 2024)~~
~~8 CFR § 312.2~~
~~Cross Reference – Procedure 4060 – A (V)~~

III. **Methods to Earn Credit**

A. Students may earn credits in any of the following ways:

1. Successful completion of a district high school course.

Transference of credits and grades for courses taken at an accredited school, or a USBE approved school, including accredited supplemental education schools. Procedure 4011-A

Commented [1]: Numbering is messed up

2. Successful completion of a concurrent enrollment course from an accredited post-secondary school, educational program, or institution.

3. Successful completion of a course from an accredited or state approved institution, private school, or institution of higher

education.

4. Upon application and prior approval from the District Credit Committee, successful completion of a course from a non-accredited or non-approved supplemental education or electronic course provider. Procedure 4011-A

5. Demonstrated course proficiency via state or district approved competency assessments or performance appraisal measures, when available. Coursework submitted through demonstrated proficiency for credit will be evaluated by the District Credit Committee.

B. Credit Recovery

1. Students who have failed a content class or are at risk of failing a content area course, will be enrolled in an intervention class, work through online courses, or use computer assisted software. They may also participate in credit recovery opportunities provided through the community education department, outside the regular school day or during the summer.

2. High school counselors will monitor students who have failed content area courses and provide reports to the principal at the end of each semester. After reviewing the report, the principal will direct the appropriate school personnel to arrange opportunities for students to make up the credit as soon as possible.

3. Student progress toward graduation will be monitored by school counselors.

C. Credit for Work-Based Learning, CTE Internships, Apprenticeships, etc.:

1. Students who wish to earn credit through work-based learning, CTE Internships, or apprenticeships must:

    a. be enrolled in a related CTE career pathway course; and

    a. have a plan for College and Career Readiness (CCR) with a career goal on file.

2. The amount of credit to be allowed will be determined by the CCR but may not exceed a total of two credits.

    a. Credit is limited to students in grades 11 or 12 for individual internships and apprenticeships.

D. Credit for work release will be awarded if the following requirements are met:

    a. Students are on track to graduate.

    b. No more than 2.0 total credits in work release will be earned in grades 11-12.

    c. The work release is included in the student's individual IEP.

Legal References:
- Secondary School Completion and Diplomas
- Individuals with Disabilities Education Improvement Act (IDEIA)
- Board to Establish Minimum Standards for Public Schools
- Tribal Regalia at High School Graduation Ceremonies
- Graduation Credits
- Honorary High School Diploma for Certain Veterans
- Accreditation of Schools
- Pupil Accounting
- The Elementary and Secondary School General Core
- Procedures for the Utah High School Completion Diplomas
- High School Course Grading Requirements

Adopted Date: September 1, 2021
Last Reviewed Date: 01/16/2025
Last Revised Date: 01/16/2025
Prior Revised Dates: 9/1/2021, 9/8/2022, 08/10/2023, 9/12/2024

4021-A Concurrent Enrollment

I. Definitions

a. Concurrent enrollment: enrollment in a course that allows a student to earn credit both towards high school graduation and at an institution of higher education.

b. Eligible institution: a degree-granting institution of higher education or a technical college within the state system of higher education or a degree-granting institution of higher education or a technical college within the state system of higher education that offers an online concurrent enrollment course.

c. Eligible student: a student who

   i. is enrolled in and counted towards average daily membership in a school within the District,

   ii. has on file a plan for college and career readiness, and

   iii. is in grade 9, 10, 11 or 12.

d. Eligible instructor: an instructor who is either employed as faculty by an eligible institution or who is employed by the District and meets the requirements of Utah Code § 53E-10-302(6) or, for accelerated foreign language students, meets the requirements of Utah Code § 535E-10-307(1)(e)(i).

   Utah Code § 53E-10-301(2), (4), (5), (6) (20242025)

   Utah Code § 53E-10-302(6) (2024)

   Utah Code § 53E-10-307(1)(e)(i) (2026)

   Utah Code § 53H-1-101(5), (6) (2025)

   Utah Code § 53H-1-102(1) (2025)

e. Designated institution of higher education: an eligible institution designated by the Utah Board of Higher Education to provide a course or program of study within a specific geographic region.

Utah Code § 53E-10-303(1) (2024)

II. Establishing Concurrent Enrollment Courses

a. The District may establish concurrent enrollment courses by entering into a contract with an institution of higher education to provide such courses.

b. The District and the institution of higher education must

   i. ensure that the course instructor is an eligible instructor,

   ii. establish qualifying academic criteria for enrollment in the course,

   iii. ensure that students enrolling are eligible students, and

   iv. coordinate advising of the eligible students.

c. In establishing student eligibility for a concurrent enrollment course, the requirements shall be sufficiently selective to predict a successful experience and satisfy the restrictions set out in Utah State Board of Education rules.

d. The District is primarily responsible for identifying students who are eligible to participate in a concurrent enrollment course.

Utah Admin. Rules R277-701-7(2), (3) (November 7, 202421, 2025)

e. In establishing a particular concurrent enrollment course, the District must first offer to contract with the designated institution of higher education for the course. If the designated institution of higher education chooses not to offer the course, does not respond to the District's proposal within 30 days, uses instructional materials that are sensitive materials or otherwise prohibited for use in K-12, or reaches enrollment capacity for the course and prohibits expanding the course with an eligible instructor, the District must then contract with another eligible institution to provide the course.

Utah Code § 53E-10-303(4) (2024)

Utah Admin. Rules R277-701-7(5) (November 7, 202421, 2025)

f. The District and the institution of higher education must provide the State Superintendent and the Utah System of Higher Education with proposed new course offerings, including syllabi and curriculum materials, by November 15 of the year preceding the school year in which the courses would be offered.

Utah Admin. Rules R277-701-8(3) (November 7, 202421, 2025)

III. Registration

a. Students are responsible for registering with both the high school and the college.

IV. Participation Form and Parental Permission

a. Before allowing an eligible student to participate in a concurrent enrollment course, the District and the institution of higher education must ensure that the student has, for the current school year,

i. submitted a completed participation form which includes the signature of the student's parent indicating permission to participate and

ii. signed an acknowledgment of program participation requirements. (The participation form shall be that which is created by the Utah Board of Higher Education.)

Utah Code § 53E-10-304 (2020)

South Summit School District
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Employee ~~Ethical Standards and~~ Code~~s~~ of Conduct Procedures

Procedure: 5081-A

Section: 5000 Personnel

I. Definitions

A. Abuse
B. "Physical abuse" means abuse that results in physical injury or damage.
C. "Sexual abuse" has the same meaning as defined in Utah Code § 80-1-102(8081).
D. "Verbal abuse" means repeatedly communicating in an objectively demeaning or disparaging manner which creates a hostile, intimidating, abusive, offensive, or oppressive learning environment.
E. "Mental abuse" means a pattern of sustained and repetitive acts or inappropriate statements that cause fear, lower self-esteem, or manipulate the person to control behavior. Examples of actions or statements that could be part of such a pattern include intimidation, threatening harm, destruction of property, insults or putdowns, arbitrary and unpredictable inconsistency, and denial that prior abusive incidents occurred. (Appropriate statements or actions taken in imposing discipline for misconduct do not constitute mental abuse.)
F. *Utah Code § 80-1-102(64), (80) (2025)*
G. *Utah Admin. Rules R277-217-3(3) (January 10, 2024November 21, 2025)*
H.
~~A.~~I. Boundary violation: A boundary violation means crossing verbal, physical, emotional, and social lines with a student or minor that an educator must maintain in order to ensure structure, security, and predictability in an educational environment. A boundary violation may include the following, depending on the circumstances:

1. Isolated, one-on-one interactions with students out of the line of sight of others;
2. Meeting with students in rooms with covered or blocked windows;
3. Telling risqué jokes to, or in the presence of, a student;
4. Employing favoritism to a student;
5. Inappropriate gift giving ~~Giving gifts~~ to individual students;

6. ~~Employee initiated frontal hugging or other~~ uninvited or inappropriate touching;

7. Photographing individual students for a non-educational purpose or use;

8. Engaging in inappropriate or unprofessional contact outside of educational program activities;

9. Exchanging personal email or phone numbers with a student for a non-educational purpose or use;

10. Interacting privately with a student through social media, computer, or handheld devices;

11. Discussing an educator's personal life or personal issues with a student;

~~B.~~J. A boundary violation does not include:

1. Offering praise, encouragement, or acknowledgment;
2. Offering rewards available to all who achieve;
3. Asking permission to touch for necessary purposes;
4. Giving a pat on the back or a shoulder;
5. Giving a side hug;
6. Giving a handshake or high five;
7. Utilizing public social media alerts to groups of students and parents;
8. Contact permitted by an IEP or 504 plan;
9. Emergency Situations

It is not a boundary violation when a student acts or speaks in inappropriately familiar ways with a staff member without having been prompted to do so by the staff member, but such incidents must be promptly documented and reported to the staff member's supervisor or the building principal and the student should be given guidance on proper student-staff relationships as directed by the supervisor or principal.

~~C. Grooming: Grooming means befriending and establishing an emotional connection with a child or a child's family to lower the child's inhibitions for emotional, physical, or sexual abuse.~~

~~D. Sexual Conduct: For purposes of these procedures only, sexual conduct includes any sexual contact or communication between a staff member and a student, including but not limited to:~~

~~1. Sexual abuse, as defined by Utah Code, regardless of the gender of any participant, including:~~

~~a. Touching a student's anus, buttocks, pubic area, breast, or genitalia; or~~

~~i. Otherwise taking indecent liberties with a student; and~~

~~ii. Taking such action with the intent to:~~

~~1. Cause substantial emotional or bodily pain; or~~

~~2. Arouse or gratify the sexual desire of any individual.~~

~~2. Sexual battery, as defined by Utah Code, including intentionally touching, whether or not through clothing, the anus, buttocks, breast, or any part of the genitals of a student, and the actor's conduct is under circumstances the actor knows or should know will likely cause affront or alarm to the student touched; or~~

~~3. A staff member and student sharing any sexually explicit or lewd communication, image, or photograph.~~

10. "Bullying" means the same as that is defined by Policy 5082.
11. "Consensual sexual activity" means sexually explicit conduct involving an individual or consenting adults.

12. "Cyber-bullying" means the same as that is defined by Policy FHA and Policy 5082.
13. "Minor" means an individual under the age of 18 or an individual who an educator reasonably believes is under the age of 18 under the circumstances of the interaction.
14. "Neglect" has the same meaning as defined in Utah Code § 80-1-102(59).
15. The term "parent" means the natural or adoptive or step or foster parent of a child or legal guardian who acts in the place of a parent.

~~E.~~K. Staff: For purposes of these procedures only, staff or staff member means an employee, contractor, or volunteer with unsupervised access to students.

~~F. Student: For purposes of these procedures only, student means a child under the age of 18 or over the age of 18 if still enrolled in a public secondary school.~~

II. Procedures for Implementation

A. Professional ~~Behavior~~ Conduct

~~1. All district employees (including contractors and volunteers) must comply with various standards governing their ethical and professional behavior. Employees acknowledge that they serve the public, and that the public has placed its trust in them. This responsibility requires employees to maintain standards of exemplary professional conduct in a manner characterized by trust, morality, and ethical principles. Because a district employee's~~

~~actions will be viewed and appraised by the community, professional associates, and students, all employees must subscribe to the standards outlined below.~~

1. District staff are expected to comply with all District policies and to adhere to all requirements of the law. District staff are further expected to act professionally. This includes communicating in a civil manner and not promoting personal opinions, issues, or political positions as part of the instructional process in a manner inconsistent with law. It further includes integrity and honesty in relationships with others and conducting any financial business and accounting for funds honestly and with integrity. District staff are expected to comply with appropriate dress and grooming standards as established by District policy, supervisor directives, and generally accepted professional standards. District employees are required to report arrests and convictions as provided for in Policy 5062.

~~B. Professional and Ethical Code of Conduct~~

~~1. All employees, will comply with the Utah Public Officers' and Employees' Ethics Act, including provisions related to:~~

a. Potential conflicts caused by outside employment;

b. Accepting gifts or compensation;

c. Participating in transactions involving a business in which the employee has an interest;

d. Filing the required conflict of interest disclosure if the employee has a relationship with or interest in an outside business entity.

e. Making the well-being of students the fundamental value of all decision making and actions;

f. Fulfilling professional responsibilities with honesty and integrity;

g. Being a role model of civic and social responsibility;

h. Maintaining a positive and safe learning and working environment;

i. Supporting the principle of due process and protect the civil and human rights of all individuals;

j. Obeying local, state and federal laws and not knowingly join or support organizations that advocate, directly or indirectly the overthrow of the government; and

k. Complying with the board's policies and district's administrative procedures.

2. Employee Standards

a. An employee may not:

i. Be convicted of a felony;

ii. Be convicted of a misdemeanor offense that:

1. Adversely affects the educator's ability to carry out the educator's responsibilities; or

2. Adversely affects the well-being of students;

iii. Be convicted of, or engage in conduct of a sexual nature described in Utah Code

iv. Participate in sexual, physical, or emotional harassment towards any colleague or public school-age student;

v. Engage in:

1. A single egregious instance or pattern of inappropriate contact in any communication, including written, verbal, or electronic, with a minor, student, colleague, or member of the community; or

2. A single egregious instance or pattern of boundary violations with a student;

vi. Solicit, encourage, or consummate an inappropriate relationship, whether written, verbal, or physical, with a student or a minor;

vii. Accept an inappropriate gift from, or give an inappropriate gift to, a student;

viii. Be convicted of or commit a criminal offense involving a child, including physical abuse, cruelty, or exploitation of a child;

ix. Use corporal punishment, excessive (physical or emotional) force, or inappropriate physical restraint, except as provided in Utah Code;

x. Provide alcohol or unauthorized drugs to a student or allow a student under the educator's supervision or control to consume or obtain alcohol or unauthorized drugs;

xi. Attend school or a school-related activity in an assigned employment-related capacity while possessing, using, or being under the influence of

alcohol or an illegal drug;

xii. Attend school or a school-related activity in an assigned employment-related capacity after intentionally exceeding the prescribed dosage of a prescription medication that may impair the educator;

xiii. Possess or distribute an illegal drug or be convicted of any crime related to an illegal drug, including a prescription drug not specifically prescribed to the educator;

xiv. Be convicted of an alcohol-related offense;

xv. Subject a student to:

1. Physical Abuse

2. Verbal Abuse

3. Sexual Abuse; and/or;

4. Mental Abuse

xvi. Use or attempt to use a district computer or information system to access information that may be detrimental to young people or inconsistent with the educator's role model responsibility;

xvii. Knowingly possess, while at school or any school-related activity, any pornographic or indecent material in any form;

xviii. Use school or district equipment to intentionally view, create, distribute, or store pornographic or indecent material in any form;

xix. Knowingly use, view, create, distribute, or store pornographic or indecent material involving children;

xx. Expose students to material the educator knows or should have known to be inappropriate given the age

and maturity of the students;

xxi. Violate state laws regarding the possession of a firearm while on school property or at a school-sponsored activity;

xxii. Knowingly allow a student to violate a board policy or law concerning possession or access to a weapon;

xxiii. Interfere with or discourage a student's or colleague's legitimate exercise of constitutional, legal, or civil rights, whose actions are consistent with the law or a board policy;

xxiv. Knowingly or intentionally permit unauthorized collection, sharing, or use of student data;

xxv. Knowingly violate student confidentiality unless revealing confidential information to an authorized person serves the best interest of a student and serves a lawful purpose;

xxvi. Violate:

1. The Utah Public Officers' and Employees' Ethics Act;

2. Utah's Student Privacy and Data Protection Act;

3. Utah Admin. Code R277-107, Educational Services Outside of an Educator's Regular Employment; or

4. Utah Admin. Code R277-120-5, Classroom Materials Developed by Utah Educators;

xxvii. Cheat or engage in academic dishonesty, whether on behalf of a student or in the educator's own educational pursuits.

b.a. Required Conduct for an Educator

i. In addition to Employee Standards an educator shall:

1. Comply with all federal, state, and local laws;

2. Maintain a professional educator/student relationship, including by:

   a. Treating a student with dignity and respect by promoting the health, safety and well-being of students; and

   b. Maintaining appropriate verbal, emotional, and social boundaries;

3. Take prompt and appropriate action to prevent harassment or discriminatory conduct toward a student or school employee that the educator knew or should have known may result in a hostile, intimidating, abusive, offensive, or oppressive environment;

4. Take prompt and appropriate action to protect a student from any known condition detrimental to the student's physical health, mental health, safety, or learning;

5. Report suspected child abuse or neglect to law enforcement or the Division of Child and Family Services in accordance with Utah Code;

6. Report any suspicion of bullying to the appropriate school administrator;

7. Cooperate in providing all relevant information and evidence to the proper authority in the course of an investigation by a law enforcement agency or by the Division of Child and Family Services regarding potential criminal activity, except that an educator may decline to give evidence against himself or herself in an investigation if the evidence may tend to incriminate the educator as that term is defined by the Fifth Amendment of the U.S.

Constitution;

8. Take appropriate steps to notify a student's parents and refer a student to appropriate prevention services if a student threatens suicide or self-harm as required by Utah Code;

9. Provide truthful, accurate, and complete information in:

    a. Licensing, transfer, and employment applications or other documentation;

        i. Evaluations of the educator, other educators, or students;

        ii. Proceedings related to educator licensure, employment, or related benefits;

        iii. Student IEP plans and related special education documentation;

10. Be forthcoming with truthful, accurate, and complete information to an appropriate authority regarding known educator misconduct that could adversely impact performance of a professional responsibility by another educator;

11. Use appropriate and professional language when communicating with students, including verbal, written, and electronic communications. Examples of inappropriate and unprofessional language include but are not limited to:
    a. profanity

    b. risqué, crude, or off-color jokes

    c. intimidating, harassing, threatening, disparaging, or demeaning comments and/or;

d. racially or ethnically charged comments or slurs

12. Notify USBE at the time of application for licensure of:

    a. Current investigations involving professional misconduct in another jurisdiction;

    b. Prior licensing disciplinary action in another jurisdiction; and

    c. Past criminal convictions;

    d. Report an arrest, citation, charge or conviction to the district in accordance with Utah Admin. Code;

13. Conduct financial business with integrity by honestly accounting for all funds committed to the educator's charge, as school responsibilities require, consistent with board policy 2010;

14. Follow the board's accounting/fiscal policy and accompanying administrative procedures for collecting money in connection with a school activity, accounting for all money collected, and not co-mingling district or school funds with personal funds as described in Utah Admin. Code and Board Policy 2010;

15. Demonstrate honesty and integrity by strictly adhering to all state and district instructions and protocols in managing and administering a standardized test to a student consistent with Utah Code and Utah Admin. Code;

16. Accept academic degrees or professional certification only from duly accredited institutions; and

17. Honor all contracts until fulfillment or release.

3. Administrator standards

a. In addition to the above, school and district administrators shall demonstrate the traits, skills, and work functions designated in Utah's Educational Leadership Standards.

III. Violations

A. Any district employee who violates this established code of conduct will be subject to disciplinary action up to and including termination.

B. For licensed educators, a boundary violation will result in disciplinary action at the district level and may result in action being taken against your professional license.

C. Staff must report all suspected violations of any of the above codes of conduct to the appropriate school administrator, the appropriate district administrator, or the human resource department.

D. Failing to report suspected misconduct as required in these procedures is a violation of not only these administrative procedures and the Utah Educator Standards, it may also be a violation of state law, and may result in disciplinary action.

IV. Investigations and Appeals

A. Principals, or their designees, will investigate reported violations of ethical standards and codes of conduct. Investigations into reported violations should be done in a timely manner (typically 1-10 business days), and a written finding will be provided to the person(s) who reported the violation as well as to the employee who was accused.

B. If either the person(s) who reported the violation, or the employee who was accused, are not satisfied with the investigation findings, they may make a written appeal to the Superintended within 10 business days.

C. After receiving the appeal request, the Superintendent or their designee will review the investigation and make a final decision in a timely manner (typically 1-10 business days) regarding administrative action.

V. Training

~~A. The district will annually train all licensed educators on the Utah Educator Standards described in Utah Administrative Code,~~

~~B. Within ten days of beginning employment with the district, a staff member shall receive training regarding these procedures and accompanying board policy and shall acknowledge in writing having received and understood such training.~~

~~C. Staff must annually read and sign all policies related to identifying, documenting and reporting child abuse.~~

~~D. Employees and contractors must annually attend abuse prevention training required by Utah Code Ann.~~

District staff are prohibited from being under the influence of, using, possessing, or distributing any alcoholic beverage, tobacco product (including electronic cigarettes), or controlled substance at school or at a school-related activity where the staff member is functioning as such, as outlined in Policy 5040. District staff are prohibited from providing alcohol or unauthorized drugs to students or from allowing students under the supervision or control of the staff member to use alcohol or unauthorized drugs. District staff are further expected to support District efforts to reduce inappropriate drug use and alcohol or tobacco use among students, including by reporting student actions as provided by Policy 6029.

District staff may not engage in consensual sexual activity on school grounds, during contract hours, or while responsible for actively supervising students. District staff are prohibited from knowingly viewing, accessing, or possessing pornographic or indecent material in any form (print, electronic, or otherwise) while on school premises or at a school-related activity or by using District devices, internet access, or other resources, including equipment provided to the District through an education service provider. District staff may not knowingly use, view, create, distribute, or store pornographic or indecent material involving children at any time. District staff may not expose students to sensitive material as defined by Utah Code § 53G-10-103 and as determined by the District. (This restriction does not apply when District staff access pornographic or indecent material for the limited purpose of investigating a violation of this restriction or to enforce this restriction.) District staff may not expose a student to materials that are inappropriate given the age and maturity of the student.

Professional and Ethical Relationships with Students—

District staff are to comport themselves in a way that contributes to maintaining and fostering a positive, effective, non-disruptive and safe learning environment for students. This includes maintaining professional and appropriate demeanor and relationships with students, both during and outside of school hours and on and off campus and through in-person and electronic interactions (through devices or social media). This also includes respecting appropriate intrapersonal boundaries in interacting with students and avoiding behavior that could reasonably lead to the appearance of impropriety. An educator may not invite, suggest, or encourage a student to reconsider or change the student's sexual orientation or gender identity. An educators may not use his or her position, through

language, instruction, materials, or symbols, to actively endorse, promote, or disparage another individual's race; color; religious belief; sex; national origin; marital status; political belief or creed; physical or mental condition; family, social, or cultural background; sexual orientation; or gender identification particular partisan, religious, denominational, sectarian, agnostic, or atheistic belief or viewpoint in a manner inconsistent with District policy.

Staff are prohibited from engaging in the following conduct towards students:

1. Abuse (physical, sexual, verbal, or mental, as defined above);
2. Bullying, cyberbullying, harassment (including sexual harassment), or hazing;
3. Discrimination or harassment based on race, color, ethnicity, national origin, sex, gender identity, sexual orientation, religion (or lack of religious affiliation or belief), political viewpoint, or disability;
4. Boundary violations;
5. Sharing any sexually explicit or lewd communication, image, or photograph;
6. Allowing students in their homes for a school-related social activity without prior written permission of the principal;
7. Dating or any type of romantic or sexual relationship or conduct;
8. Requests for sexual activity or sexually suggestive comments; or
9. Touching a student in a way that makes a reasonably objective student feel uncomfortable.

The foregoing prohibitions apply to staff interaction with any student presently enrolled in the District and to staff interaction with any student who was enrolled in the District within the time period two (2) years before the conduct in question. In addition, District staff may not knowingly engage in sexually explicit conduct with a former student within six months of the student graduating or officially exiting from high school where the staff member works.

Flaskamp v. Dearborn Public Schools, 385 F.3d 935, 944 (6th Cir. 2004).

The District recognizes that in circumstances where a staff member and a student have a relationship which is independent of and does not arise out of the school context, interactions which would be a boundary violation in the absence of that independent relationship may not constitute a boundary violation. (Examples of such independent relationships include where the staff member and student are family members or otherwise closely related or where the staff member and student are both affiliated with a non-school organization and the interaction relates to or arises out of that relationship.) The other prohibitions listed above apply regardless of the existence of an independent, non-school relationship.

Violation of any of the prohibitions of this policy is grounds for employee disciplinary action up to and including termination of employment and for action up to and including termination of the District's relationship with a contractor or volunteer.

Reporting Requirements—

Staff members are required to promptly report any suspected incidents of abuse (physical, verbal, sexual, or mental) or neglect, including suspected incidents of child abuse as provided in Policy 6038. Staff members are also required to report incidents of student prohibited acts under Policy 6065, which includes hazing and demeaning or assaultive behavior). Staff members shall also report incidents of bullying, cyberbullying, and harassment.

Staff members are also required to report any instance of violation of this Code of Conduct policy, including but not limited to instances of sexual harassment as provided by Policy 5031. If a staff member becomes aware that a student has initiated any interaction

with a staff member which would be improper or inappropriately familiar, the staff member must promptly document and report that incident.
Staff members should report any instances where the staff member knows or has reason to believe that a staff member holding a Utah educator or administrative license has violated the Utah Educator Standards.

Reporting Procedures—

Reports required under this Code of Conduct shall be made as follows: Reports regarding child abuse or neglect shall be made according to Policy 6038. Reports regarding sexual harassment shall be made according to Policy 5031. Reports of student prohibited conduct shall be made according to Policy 6065. Other reports required by this Code of Conduct shall be made to the staff member's immediate supervisor or the building principal. However, if the person who would receive the report is the person whose conduct is in question, the report will be made instead to that person's supervisor.

Training—

Each staff member must, at least every year, read Policy 6038(regarding reporting of suspected child abuse) and any other policies relating to identifying or documenting child abuse.
Each staff member must, at the time of initial employment and at least every year thereafter, be trained on the requirements of this code of conduct Policy 5081A and must at the time of each training sign a statement acknowledging that the staff member has read and understands this code of conduct.

Each staff member who is either an employee or a contractor must, once every three years, attend sexual abuse and human trafficking prevention training.
Each staff member who holds a Utah educator or administrative license shall become and remain familiar with the professional standards set forth in Utah Administrative Rule R277-217.
Each staff member who holds a Utah educator or administrative license must, each year, read and acknowledge reading Policy 5081.

Public Notice of Code of Conduct—

This policy shall be posted on the District's web site.

Legal References

Utah Admin. Rules R277-217-3(3) (November 21, 2025)
Utah Admin. Rules R277-210-2(6) (November 21, 2025)
Utah Admin. Rules R277-210-2(11) (November 21, 2025)
Utah Admin. Rules R277-210-2(36) (November 21, 2025)
Utah Admin. Rules R277-217-2, -3, -4, and -5 (November 21, 2025)
Utah Admin. Rules R277-217-2(1012) to (1214) (November 21, 2025)
Utah Admin. Rules R277-322-2(3) (August 7, 2024)
Utah Admin. Rules R277-495-4(1)(c) (October 8, 2025)
Utah Admin. Rules R277-217-2(5), (18) to (22) (November 21, 2025)
Utah Code § 76-5c-208 (2026)
Utah Admin. Rules R277-217-2(4), (7) to (9), (25) to (28) (November 21, 2025)
Utah Admin. Rules R277-217-3(2), (3) (November 21, 2025)
Utah Admin. Rules R277-322-2(2), (4) (August 7, 2024)
Utah Admin. Rules R277-322-3(3)(a) to (j) (August 7, 2024)

South Summit School District
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Utah Code § 63G-7-301(3)(a)(i), (b) (2025)
Utah Code § 76-5-422 (2025)
Utah Admin. Rules R277-210-2(44), (50) (November 21, 2025)
Utah Admin. Rules R277-217-2(6) (November 21, 2025)
Utah Admin. Rules R277-322-3(3)(c), (k)(i) (August 7, 2024)
Utah Admin. Rules R277-322-3(5)(a) (August 7, 2024)
Utah Admin. Rules R277-322-3(5)(b) (August 7, 2024)
Utah Admin. Rules R277-322-3(3)(k)(i), (5) (August 7, 2024)
Utah Admin. Rules R277-322-3(3)(k)(ii) (August 7, 2024)
Utah Code § 63G-7-301(3)(b) (2025)
Utah Admin. Rules R277-322-3(6) (August 7, 2024)
Utah Admin. Rules R277-322-3(3)(k)(iii) (August 7, 2024)
Utah Code § 53G-9-207(3) (2026)
Utah Code § 53G-6-806(4) (2026)
Utah Admin. Rules R277-322-3(4) (August 7, 2024)

Utah Code Ann. §76-5-404.1(2), Forcible Sexual Abuse (2019)
Utah Code Ann. §76-9-702.1, Sexual battery (2015)
Utah Code §53E-6-603(2), Ineligibility for educator license (2020)
Utah Code §53G-8-302, Prohibition of corporal punishment (2019)
Utah Admin. Code R277-107, Educational Services Outside of an Educator's Regular Employment
Utah Admin. Code R277-120-5, Classroom Materials Developed by Utah Educators
Utah Code Ann. §§53E-9-203(7), Student Privacy (2018)
Utah Code Ann. 53G-9-604(2), Parental Notification of Certain Incidents and Threats required (2019)
Utah Code Ann. §§53E-6-701, Mandatory reporting of physical or sexual abuse of students (2019)
Utah Code Ann. 62A-4a-409, Investigation by division (2021)
Utah Admin. Code R277-217-4
Utah Admin. Code R277-113
Utah Code §53E-4-312, Preparation for tests (2019)
Utah Admin. Code R277-404
Utah Administrative Code, Rule R277-217
Utah Code Ann. §53G-9-207, Child Sexual Abuse Prevention (2019)

Adopted Date: June 9, 2022
Last Reviewed Date:
Last Revised Date:
Prior Revised Dates:

School Choice for 2027-2028

	Building Capacity	Utilization Factor		Functional Capacity	Enrollment Oct 1, 2026	% of Capacity	Seats Available	Open/Close
South Summit Elementary	680	90%	=	612	433	70.8%	179	OPEN
South Summit Middle	700	90%	=	630	443	70.3%	187	OPEN
South Summit High	700	90%	=	630	514	81.6%	116	OPEN
Silver Summit								
Lower School (Grades K-5)	135	90%	=	122	43	35.2%	79	OPEN
Upper School (Grades 6-12)	175	90%	=	158	60	38.0%	98	OPEN
Cumulative	**2390**		**=**	**2152**	**1493**	**69.38%**	**659**	

	Enrollment Jan 1, 2027	Enrollment April 1, 2027
South Summit Elementary		
South Summit Middle		
South Summit High		
Silver Summit		
Lower School (Grades K-5)		
Upper School (Grades 6-12)		
TOTAL ENROLLMENT	**0**	**0**

Total Non Resident Student Enrollment Requests:	
Non Resident Student Enrollment Requests accepted:	
Resident Students transferring to another district:	

Board of Education Board of Education Regular Meeting
Monday, September 14, 2026, at 6:00 PM
Located at Boardroom, 285 East 400 South, Kamas, Utah 84036.

Board Members Present were:
Attendance Taken at 6:00 PM.

Dan Eckert:	Present
Ty Metcalf:	Present
Matt Weller:	Present
Lynda Whitmore:	Present
Wade Woolstenhulme:	Present

I. INTRODUCTORY ITEMS

A. President Weller called the meeting to order at 6:00 PM
   1. Guests in attendance were:
      a. Superintendent Maughan
      b. Business Administrator Robinson
      c. Board Assistant McMillan
      d. Student Board Member Ellis
      e. Student Board Member Smith
      f. Stephanie Clegg
      g. Shelley Halverson
      h. Lisa Flinders
      i. Mike Ruf
      j. Cristal Taylor
      k. Rebecca Jensen
      l. Kymm Hansen
      m. Jodi Jones
      n. Marci Mitchell
      o. Lorraine Jones
      p. Janet Mitchell
      q. Sara Charboneau
      r. MeriKae Parker
      s. Jerry Parker
      t. Kristine Weller

B. Vision and Mission Statements: Business Administrator Robinson reviewed the Vision and Mission Statements
Vision Statement: South Summit School District — valuing individuals and **preparing** them for **success.**
Mission Statement: We **support, empower,** and **inspire** individuals to **promote** and **achieve** academic and character **excellence.**

C. Pledge of Allegiance: Board Member Metcalf led the Pledge of Allegiance

II. Oath of Office: Board President Weller conducted the Oaths of Office

A. Superintendent, Greg Maughan
B. Business Administrator, Adam Robinson
C. Student Board Member, Ireland Ellis
D. Student Board Member, Isabelle Smith

III. CLOSED SESSION: Closed Session Reasoning: 52-4-204 and 52-4-205

Motion to go into closed session to discuss personnel at 6:03 PM.
Made by Lynda Whitmore
Seconded by Wade Woolstenhulme
Carried

Voting Detail:

Dan Eckert:	Yea
Ty Metcalf:	Yea
Matt Weller:	Yea
Lynda Whitmore:	Yea
Wade Woolstenhulme:	Yea

The board went into closed session at 6:03 PM to discuss personnel and the character and competence of an individual or individuals.

Motion by Board Member Woolstenhulme to return to the Open Meeting
Second by Lynda Whitmore
The board returned to the open meeting at 7:15 PM

Board President read a letter to the public regarding the Superintendent's use of district owned property - see attached.

IV. **PUBLIC INPUT:** None
Board Member Woolstenhulme asked President Weller to provide clarification to the public on the procedures for Public Comment. Board Assistant McMillan provided the board with the document that is given to the public when they sign up for public comment.

V. **GOVERNANCE TRAINING**: Heidi Alder - SSSD District Attorney – presented
   A. Ms. Alder first clarified the Reporting Law under the Utah Professional Practices and Advisory Commission (UPPAC): This law states that when a parent makes a complaint about an alleged violation of the educator ethics (Board Rule 277-217), the school district, Superintendent, or designee, is required to report to UPPAC regardless of the outcome of the investigation. UPPAC will follow up and carry on its own investigation.
   B. Board Governance: Utah Code 53G-4-402, South Summit School District Policy 1001, and Governance Best Practices (USBA and NSBA). See attached

VI. **DISTRICT UPDATES**

   A. Spotlight: Student Board Members
   Ireland Ellis introduced herself and updated the board about all of the South Summit Schools. South Summit Elementary is working on communication skills with students; South Summit Middle School has changed their intervention to be focused on being intentional. South Summit High School has integrated online studies. Enrollment is up to 514 students

   B. Isabelle Smith introduced herself and updated the board about Silver Summit. She was recently elected as the President of the Senior Class.

   C. Director Reports
      1. Coaching Update: Shelley Halverson presented a coaching update - see attached.
      2. Concurrent Enrollment Update: All Things Concurrent. Melinda Lee and Stephanie Clegg presented. See attached.

   D. Superintendent Update
      1. Late Open Enrollment Numbers
      2. Board phone numbers on website verified: The board asked for a Facebook Post introducing them and illustrating how to contact them.

3. Facility Use Policy 3007 and Procedure 3007-B: The Board asked the Superintendent Maughan and Business Administrator Robinson to review Policy 3007 regarding the requirement for liability insurance for class reunions. Superintendent Maughan explained that the recommendation is to keep the policy as it is. Business Administrator Robinson spoke with State Risk Management, and they also recommended the district require the liability insurance.

E. Business Administrator Update
   1. Scoreboard: Mr. Fierro had a contact come and get it working. It will need to be updated, and it will be back for board review in the next couple of months. Board Member Eckert suggested asking sponsors to donate money to go toward a new scoreboard in exchange for advertising.
   2. Rec Center RAP Tax Request: Rec Center RAP Tax Request: Presented by Mike Ruf. Mr. Ruf would like permission to apply for the RAP Tax Grant to purchase new equipment for South Summit Recreation. He is asking for permission to use $20,000.00 that is already in his approved budget to apply for a $40,000.00 RAP Tax Grant. The actual grant would be $20,000.00 and the funds in his budget would match it. Board Member Woolstenhulme suggested that Mr. Ruf asks for more money in the RAP Tax and then the district will help come up with the money match the grant.
   3. Teacher Raises Trajectory – see attached Teacher Salary Charts.
   4. Preschool Tuition: Business Administrator Robinson proposed a reduced preschool tuition of 50% off the regular tuition for employees who have preschool aged students. The estimated cost to the district will be approximately $300 per year. Currently, there are only two employees who this would affect.

F. Professional Development Evaluation Reports
   1. Frances Phillips - PBL World Napa Valley, CA
   2. Quintin Nethercott - PBL World Napa Valley, CA
   3. Elizabeth Wallace - PBL World Napa Valley, CA
   4. Blithe Small - PBL World Napa Valley, CA
   5. Aspen Blazzard - PBL World Napa Valley, CA

VII. PROCEDURAL UPDATE

A. New Procedure 4021-A: Concurrent Enrollment: The procedure was updated to match state code, and procedures were moved out of the policy.
   1. Board President Weller stated that the fees and graduation requirements should be moved back to policy and not be included in the procedure.

B. Procedure 4060-A: Standardized Testing Procedures. This procedure was updated to remove the section regarding the Civics Exam. Per new legislative requirements.
   1. Board Member Woolstenhulme asked if the district can still require the Civics Test even if the state doesn't require it. It was discussed and the board was informed that the new requirements don’t include the Civics Test.

C. Procedure 6005-A: Student Attendance Procedures. This procedure was updated based on current legislation. A 2.0 GPA is required to excuse some absences.

D. Update Procedure 6007-A: Student Fees and Fines. This procedure was updated based on legislation and audit.

E. Update Procedure 6009-A: Non-Resident Students. Foreign Exchange Student procedures were moved into a separate procedure. This procedure was updated for Non-Resident Students based on legislation.

F. New Procedure 6009-B: Foreign Exchange Students. A new procedure was created for Foreign Exchange Students.

G. New Procedure 6024-D: Vision Screening. A formal procedure was created for practices already being followed when a student does not pass the vision screening performed by our school nurses.

H. Procedure 6029-A: Safe Schools. This procedure was updated to clarify the process for the Safe School Hearing and eliminate redundancy.

I. Procedure 6029-B: Student Offender Reintegration. This procedure was updated based on legislation regarding the notification and written plan for the reintegration of student offenders.

J. Procedure 6029-H: Substance Use and Possession. This procedure was updated to include the definition of a Non-Nicotine Inhalant and the requirement to report students to the court system for possession.

K. Procedure 6029-I: Interrogations, Searches, and Law Enforcement. This procedure was updated to eliminate the redundancy between procedures and cross-referencing the procedures.

L. New Procedure 6038 A: Reporting Child Abuse. This new procedure outlines the requirements for mandatory reporting of child abuse by all school employees.

M. Procedure 6052-A: Student Acceptable use of Internet and Technology Resources. This procedure was updated to include the prohibited use of technology for violence and the prohibited use of certain AI Generated images.

N. Procedure 6062-A: Student Clubs. This procedure was updated to comply with new legislation and to clarify the procedures for applying and overseeing student clubs.

O. Procedure 6062-B: Curricular Club Application. This procedure was updated to update the forms based on legislative requirements.

P. Procedure 6062-C Non-Curricular Club Application. This procedure was updated to update the forms based on legislative requirements.

Q. New Procedure 6062-D: Annual Club Renewal. This is a new procedure based on legislation. Annual Club Renewal

R. Procedure 6067-A: Sexual Harassment – Students. This procedure was updated to update the Student Services Director contact information.

S. NEW Procedure 7015-B Transportation Cost Allocation and Recovery. This is a new procedure to help properly account for transportation expenses.

VIII. **RECESS:** None was taken

IX. **Consent Agenda**

Motion to approve the Consent Agenda to include the Meeting Minutes; the Financial and Payment Reports; the New Hires to include the Rec Center New Hires, the New Teachers, the Substitute Teachers, the Education Support Professionals, and other hires; the reassignments; the Volunteers with approved background checks; the Out of State Travel Requests; the Homeschool Affidavits; the Policies for 2nd Reading; and the miscellaneous items.

Made by Lynda Whitmore
Seconded by Ty Metcalf
Carried

Dan Eckert:	Yea
Ty Metcalf:	Yea
Matt Weller:	Yea
Lynda Whitmore:	Yea
Wade Woolstenhulme:	Yea

A. August 2026 Financials
B. August 10, 2026, Regular Meeting Minutes
C. New Hires
    1. South Summit Recreation
        Bridger Anderson - SSREC
        Colby DeCamp - SSREC
        Trudi Watson - SSREC
        Morgan Wilson - SSREC
        Kathryn Froerer - SSREC
        Aubrey Solmonsen - SSREC
        Lucy Russell - SSREC
        Brielle Smith - SSREC
        Robbie Froerer - SSREC
        Axel Todd – SSREC
    2. Educational Support Professionals and Substitutes
        Audra Aston - SSES Classroom ESP
        Brynn Saunders - SSMS SpEd ESP
        Arieanna James - SSES Classroom ESP
        Debra Dellagnola - SSES Classroom ESP
        Roslenn Richardson - SSA ESP
        John Ryszka - Substitute
        Mark Peck – Substitute
        Shandra Morris - Substitute
        Jake Pickett - Substitute Bus Driver
D. Volunteers with approved background checks
E. Homeschool Affidavits
    1. K, 3rd, 6th, 7th
    2. K, 2nd, 5th, 6th
    3. 8th
    4. 2nd, K - both partially enrolled
    5. 3rd & 1st
    6. K & 1st
F. Policies for 2nd Reading
    1. Policy 6051 - Personal Electronic Devices/Cell Phones
    2. Policy 6061 - Participation in Activities
    3. Policy 6065 - Bullying, Cyber-Bullying, Hazing, and Abusive Conduct
G. Out of State Travel Requests
    1. Board Travel - NSBA April 2027 Washington, DC
    2. FFA National Convention - Indianapolis, IN
    3. ACTE Region V Leadership Conf. - Colorado Springs, CO
    4. NASP 26-27 Conference Feb 2027 - Charlotte, NC
H. LEA-S Board Approval List
I. Miscellaneous

X. **ACTION ITEMS**

A. RAP Tax Grant: There was previous discussion (above) regarding the amount of the grant that Mr. Ruf should apply for. The board instructed Mr. Ruf to ask for $40,000 and match it so there will possibly be $80,000 for additional

sports equipment along with the rec center equipment. Business Administrator Robinson clarified that the equipment applied for needs to have a dual use (used for the South Summit Recreation's programs and used for school sports programs).

Motion to approve the RAP Tax Grant application for $80,000 ($40,000 from the Rec Center and $40,000 from the grant) for the Rec Center.
Made by Lynda Whitmore
Seconded by Ty Metcalf
Carried

Dan Eckert:	Yea
Ty Metcalf:	Yea
Matt Weller:	Yea
Lynda Whitmore:	Yea
Wade Woolstenhulme:	Yea

B. 50% Pre-K tuition reduction for children of district employees

Motion to approve a 50% reduction in Preschool Tuition for employees who have preschool students.
Made by Lynda Whitmore
Seconded by Wade Woolstenhulme
Carried

Dan Eckert:	Yea
Ty Metcalf:	Yea
Matt Weller:	Yea
Lynda Whitmore:	Yea
Wade Woolstenhulme:	Yea

C. Update Policy 4021: Concurrent Enrollment – 1st Reading: The update to the policy splits the procedures off the policy.
   1. President Weller would like the fees and graduation moved from procedure back to the policy.

   This policy was tabled for the requested revisions and will be on the October Agenda.

D. Update Policy 6029 - Safe Schools – 1st Reading: This policy was updated to define Corporal Punishment as required by the legislature.

Motion to approve policy 6029 Safe Schools for 1st Reading.
Made by Lynda Whitmore
Seconded by Ty Metcalf
Carried

Wade Woolstenhulme:	Abstain (Without Conflict)
Dan Eckert:	Yea
Ty Metcalf:	Yea
Matt Weller:	Yea
Lynda Whitmore:	Yea

E. Update Policy 6038 Reporting Child Abuse – 1st Reading: The policy was updated to split the procedures off the policy.

Motion to approve policy 6038 Reporting Child Abuse for 1st Reading.
Made by Ty Metcalf
Seconded by Lynda Whitmore
Carried

Dan Eckert:	Yea
Ty Metcalf:	Yea
Matt Weller:	Yea
Lynda Whitmore:	Yea
Wade Woolstenhulme:	Yea

F. Policy 6052 - Acceptable Use of Internet and Technology - 1st Reading: This policy was updated to meet recent legislation.

1. Board President Weller asked to revisit this policy regarding the 1 to 1 technology.

Motion to approve Policy 6052 Acceptable Use of Internet and Technology for 1st Reading.
Made by Lynda Whitmore
Seconded by Wade Woolstenhulme
Carried

Dan Eckert:	Yea
Ty Metcalf:	Yea
Matt Weller:	Yea
Lynda Whitmore:	Yea
Wade Woolstenhulme:	Yea

G. Policy 6062 Student Groups/Clubs - 1st Reading. This policy was updated to meet recent legislation.

Motion to approve Policy 6062 Student Groups/Clubs for 1st Reading.
Made by Lynda Whitmore
Seconded by Wade Woolstenhulme
Carried

Dan Eckert:	Yea
Ty Metcalf:	Yea
Matt Weller:	Yea
Lynda Whitmore:	Yea
Wade Woolstenhulme:	Yea

H. Policy 6067: Sexual Harassment Update – 1st Reading. This policy was updated to meet recent legislation.

Motion to approve Policy 6067 - Sexual Harassment Update for 1st Reading.
Made by Ty Metcalf
Seconded by Lynda Whitmore
Carried

Dan Eckert:	Yea
Ty Metcalf:	Yea
Matt Weller:	Yea
Lynda Whitmore:	Yea
Wade Woolstenhulme:	Yea

XI. **BOARD ITEMS**

A. Board Items

1. The OLAG (Office of Legislative Auditors) will present their audit findings to the Legislative subcommittee tomorrow (September 15, 2026). Board President Weller will attend. The OLAG auditors will then present the audit at the October 12th board meeting.
2. Work Session: Board Work Session is on October 12th at 4:00 pm prior to the regular board meeting.
3. Master Board Training is now available. They have now invited the Superintendent and Business Administrator to complete the training.
4. USBA Meeting on September 30 at 6:00 at BlackRock
5. Board Member Metcalf reported that retention and turnover have improved over the last few years. The data is better than the state and national averages for teachers.

XII. **ADJOURNMENT**

Motion to adjourn at 9:04 PM.
Made by Lynda Whitmore

_____

Board President, Matt Weller

_____

Business Administrator, Adam Robinson

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STATEMENT AFFIRMING THE PURPOSE OF A CLOSED MEETING

I, Matt Weller, certify that I am a member of the Board of Education of the South Summit School District who presided at the closed meeting of the Board held on September 14, 2026. I hereby affirm, pursuant to Utah Code § 52-4-206(6), that the sole purpose of holding this closed meeting was to discuss the character, professional competence, or physical or mental health of an individual.

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

Signed on the 12 day of October, 2026 at Kamas, Utah.

Matt Weller
President South Summit School Board

Printed Name

Signature

South Summit School District
Achieving Excellence

OATH OF OFFICE

STATE OF UTAH)
:
COUNTY OF SUMMIT)

I, **Gregory O. Maughan**, being first duly sworn, on my oath, do say:

"That I have been duly appointed as the Superintendent of Schools of the South Summit School District, County of Summit and State of Utah."

"That I will uphold and defend the Constitution of the United States of America, and of the State of Utah, and that I will discharge the duties of said office with fidelity."

(Term of appointment is from July 1, 2026 to June 30, 2028)

_____
Gregory O. Maughan, Superintendent

Subscribed and sworn to before me this _____ day of

_____, 2026 by Gregory O. Maughan

_____
Name:Dawn McMillan
Notary Public

South Summit School District
Achieving Excellence

OATH OF OFFICE

STATE OF UTAH)
:
COUNTY OF SUMMIT)

I, **Adam Robinson**, being first duly sworn, on my oath, do say:

"That I have been duly appointed as the Business Administrator of the South Summit School District, County of Summit and State of Utah."

"That I will uphold and defend the Constitution of the United States of America, and of the State of Utah, and that I will discharge the duties of said office with fidelity."

(Term of appointment is from July 1, 2026 to June 30, 2028)

_____
Adam Robinson, Business Administrator

Subscribed and sworn to before me this _____ day of

_____, 2026 by Adam Robinson

_____
Name:Dawn McMillan
Notary Public

South Summit School District
Pursuing Excellence

Dawn McMillan <dmcmillan@ssummit.org>

Board Statement

1 message

Matt Weller <matt.weller@ssummit.org> Mon, Sep 14, 2026 at 7:38 PM
To: Dawn McMillan <dmcmillan@ssummit.org>

Board Statement Regarding Use of District Property

On behalf of a majority of the Board, I want to briefly address the concerns that have been raised regarding the Superintendent's past storage of personal property in a District facility.

We appreciate the members of our community who brought this issue to the Board's attention and who have taken the time to express their concerns. The Board understands that the concern is not simply whether the property has now been removed, but whether the arrangement was appropriate, whether applicable laws and District policies were followed, and whether the Board exercised appropriate oversight.

In response to those concerns, the Board, in consultation with District legal counsel, has reviewed the circumstances surrounding the arrangement, including how permission was given, the Board's knowledge of the arrangement, applicable District policies and practices, and the potentially applicable provisions of Utah law and professional standards.

Based on that review, a majority of the Board has concluded that the circumstances do not warrant disciplinary or other corrective action against the Superintendent. The Superintendent did not simply appropriate District property for his own use. It is our understanding that permission was given by Board leadership at the time, the Board was aware of the arrangement, and the space involved was otherwise unused. The District has also historically permitted certain personal uses of District buildings or schools by employees without charging a rental fee.

That does not mean the Board believes the arrangement was handled perfectly. An arrangement of this duration involving personal use of District property should have been more clearly documented. The Board believes there are lessons to be learned from this matter, and the District will review its policies and practices so that future arrangements of this nature are addressed through a clearer and more formal process.

We also recognize that some community members may disagree with the Board's conclusion. They remain free to provide their concerns or information to any law-enforcement or governmental agency they believe has jurisdiction, and the District will cooperate with any lawful inquiry.

The Board takes seriously its responsibility to oversee the Superintendent and to safeguard public resources. We believe we have given this matter appropriate consideration. Having completed that review, a majority of the Board considers the matter concluded unless new and material information is presented.

We appreciate the public's participation and the opportunity to clarify the Board's position.

School Board Governance

Duties, responsibilities & effective practice for Utah local school boards

Utah Code § 53G-4-402 • South Summit Policy 1001 • Governance best practices

Board training presentation

The governance mindset

The board leads the district by setting direction, establishing policy, allocating resources, and holding the system accountable.

Set Direction

Define mission, vision, priorities and expected outcomes for students and the community.

Govern by Policy

Create the rules, guardrails and standards within which the superintendent and staff operate.

Ensure Accountability

Monitor results, evaluate the superintendent, approve budgets, and ask whether district performance matches board expectations.

Governance is not “doing the work.” It is ensuring the right work is defined, authorized, resourced and evaluated.

Utah law: the board's core statutory charge

Utah Code § 53G-4-402 assigns both specific duties and broad responsibility for district control and success.

§ 53G-4-402

Local school board powers & duties

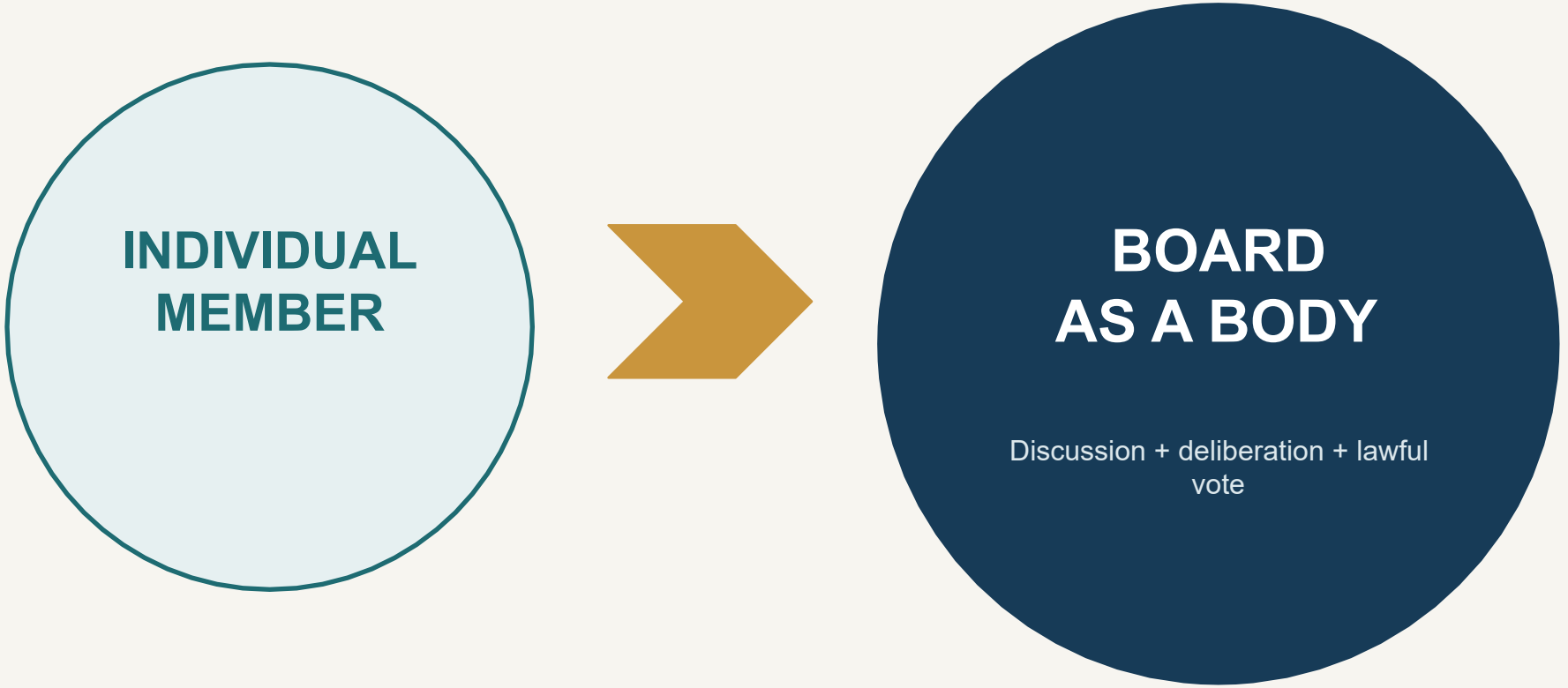
"control and management" of district schools

…and all other things necessary for the maintenance, prosperity, and success of the schools and promotion of education.

- Implement core standards, assessment, progress monitoring and improvement systems.
- Adopt bylaws and written policies for board procedures and district control/management.
- Oversee property, facilities, cooperative arrangements, libraries and designated programs.
- Maintain required safety structures, including traffic safety and comprehensive emergency response planning.
- Approve required instructional-material processes and other statutory district policies.

Policy 1001: board authority is collective

Individual board members have influence and a vote; the board has legal authority when it acts as a body.



A member should not direct employees, promise board action, or exercise authority outside authority delegated by the board.

Policy 1001 ethics: recognize that the Board acts as a body; correct perceived problems through board discussion and direction to the Superintendent.

Board vs. superintendent: define the line

A healthy governance team separates “what and why” from “how and who,” while maintaining strong communication.

BOARD — GOVERNANCE

- Sets mission, vision, goals and priorities
- Adopts policy and budget
- Hires and evaluates superintendent / business administrator
- Defines expected outcomes and guardrails
- Monitors performance and asks strategic questions

SUPERINTENDENT — ADMINISTRATION

- Implements board policy and direction
- Manages staff and day-to-day operations
- Develops administrative rules, procedures and systems
- Recommends solutions and provides reliable information
- Reports results and accepts accountability

Policy 1001 expressly delegates required actions and detailed operating arrangements to the Superintendent.

Strategic leadership: mission, vision, goals & plans

Board work should create a coherent line from community values to district priorities to measurable outcomes.



Policy 1001 calls for annual review of district vision and goals, alignment of board policy to those goals, approval of local school plans, and adoption of an annual budget.

Fiscal stewardship & oversight

The budget is governance in numbers: it should express priorities, protect public resources, and create accountability.

Align Resources

Adopt a balanced budget that supports district vision, goals and approved plans. Ask what the spending is intended to accomplish.

Exercise Oversight

Review financial information, approve expenditures as required, understand material risks, and maintain appropriate internal controls.

Protect Public Assets

Exercise board authority over real property, facilities and major commitments; ensure statutory voting and process requirements are met.

Good oversight is neither passive approval nor operational micromanagement.

Accountability without micromanagement

The board should ask for evidence of results—not substitute itself for administrators.

GOOD GOVERNANCE QUESTIONS

- What outcome are we trying to achieve?
- What data show whether we are making progress?
- How does this recommendation align with board goals and policy?
- What risks, tradeoffs and alternatives should the board understand?
- What will we monitor, and when will we revisit the decision?

MICROMANAGEMENT SIGNALS

- Directing individual employees or principals
- Trying to resolve operational complaints personally
- Dictating the mechanics of implementation
- Re-litigating routine administrative decisions without a governance purpose
- Using individual influence to bypass established lines of authority

Ethics, confidentiality & conflicts

Public trust depends on how board members use authority—not just on the decisions they make.

All Students

Make policy in the interest of all children and consider the entire district community.

No Personal Gain

Do not use board membership for personal gain or prestige.

Confidentiality

Protect confidential information and closed-session matters.

Civil Governance

Raise concerns through board processes without personal disparagement.

Fiduciary Conduct

Build constructive relationships and comply with applicable nepotism/conflict rules.

Chain of Authority

Support employees carrying out policy; do not disrupt administration or direct staff outside proper channels.

Open meetings & transparent decision-making

Board governance happens in public, subject to lawful exceptions and required procedures.

Open Deliberation

A quorum discussing board business is generally subject to Utah's Open and Public Meetings Act. Use properly noticed meetings for board deliberation and action.

Public Participation

Utah law requires local school boards to provide reasonable opportunities for germane public comment at qualifying open meetings and to maintain a written public-comment policy.

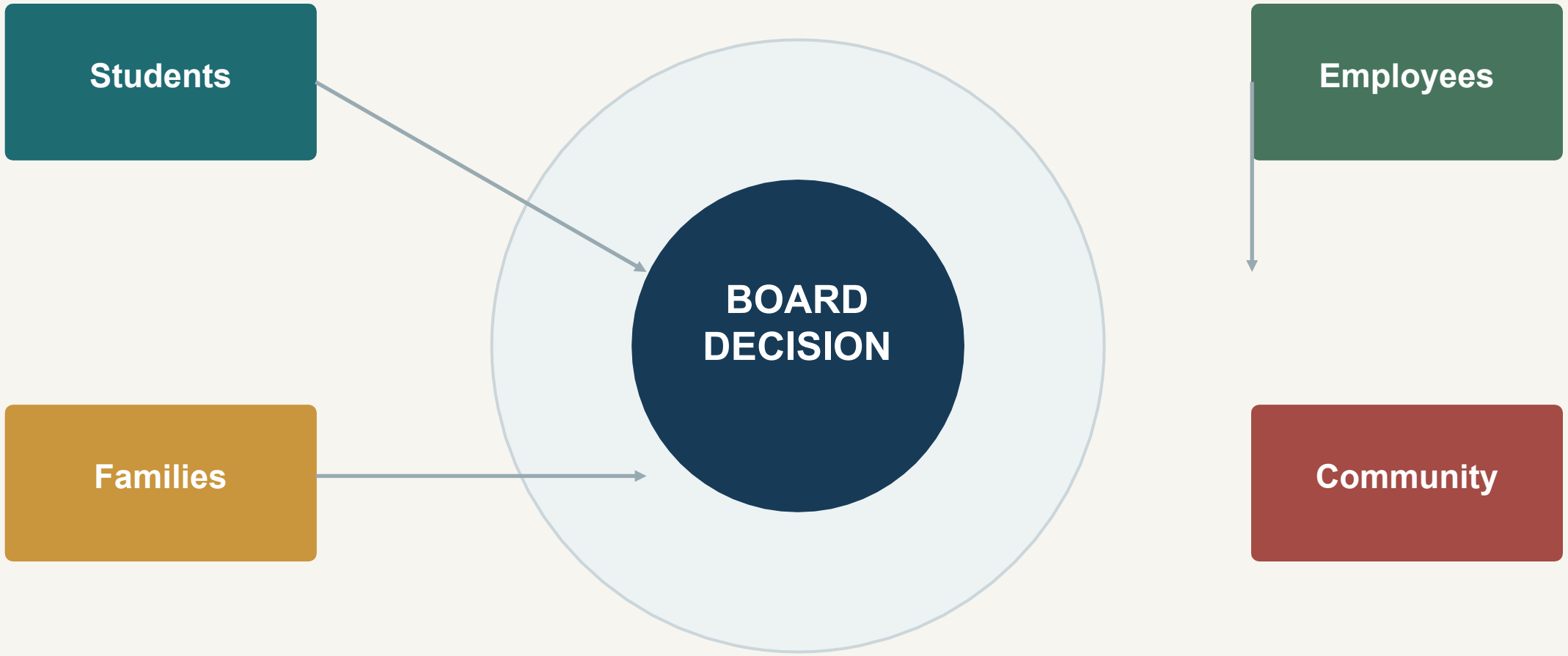
Closed Meetings

Closed sessions are limited to statutory purposes and must follow required procedures. Confidentiality obligations continue after the meeting.

Policy 1001 expressly requires board business to comply with the Utah Open Meetings Act.

Community representation: listen broadly, govern for the whole

A board member represents constituents—but fiduciary responsibility extends to the district and all students.



Listen • learn • deliberate • decide for the district as a whole

A practical protocol for constituent concerns

Board members can be accessible and responsive without becoming the district's complaint investigator or supervisor.

1. **LISTEN** — Hear the concern respectfully; avoid promising an outcome.
2. **CLARIFY** — Identify whether the issue is policy, governance, or an operational matter.
3. **ROUTE** — Direct operational concerns through the appropriate administrative process or chain of command.
4. **INFORM** — Share material governance concerns with the superintendent/board through appropriate channels.
5. **GOVERN** — If board action is warranted, address the policy/system issue through a properly noticed board process.

Key discipline: address patterns and policy at the board level; leave individual administration to authorized staff.

Scenario: governance or administration?

Use the board's role, policy, and statutory authority to decide where the issue belongs.

A parent complains about a coach's playing-time decision.	ADMINISTRATION	Refer through school/district complaint channels unless a policy/system issue emerges.
Student achievement data show persistent gaps across several schools.	GOVERNANCE	Ask for goals, strategy, resources, progress measures and accountability.
A board member wants a principal to change an employee assignment.	ADMINISTRATION	Do not direct the principal; raise governance concerns through the superintendent/board.
The district needs to revise its instructional-material approval process.	GOVERNANCE	Board policy/action is required; ensure statutory public process is followed.

Test: Does this require the board to set direction, policy, resources, or accountability—or is it implementation within existing direction?

High-performing board habits

Effective governance is a repeatable discipline, not a personality trait.

Prepare — Read materials, understand policy, ask questions in time for good answers.

Stay strategic — Keep student outcomes, district goals and long-term stewardship at the center.

Speak candidly — Debate issues respectfully before the vote; avoid personal attacks and hidden agendas.

Honor decisions — Once the board acts, respect the board's lawful decision while retaining the right to revisit through proper process.

Build trust — Maintain clear roles, reliable communication and a strong working relationship with the superintendent.

Keep learning — Use training, self-assessment and continuous improvement to strengthen board performance.

Strong governance creates clarity: the board knows its job, the superintendent knows the board's expectations, and the community can see how decisions are made.

Board governance checklist

Before acting, ask whether the board is operating at the right level and through the right process.

- ✓ Is this within the board's legal authority?
- ✓ Is the issue about direction, policy, resources or accountability?
- ✓ Are we acting as a board—not as individual supervisors?
- ✓ Have we given administration clear expectations without prescribing unnecessary operational detail?
- ✓ Do we have the information and data needed for a reasoned decision?
- ✓ Are we complying with open-meeting, confidentiality and conflict requirements?
- ✓ Does the decision serve the district as a whole and advance student outcomes?

If the answer is unclear:
slow the decision down, identify the governing authority, and clarify roles.

Key authorities & resources

Primary sources and governance references used in this presentation.

Utah Code § 53G-4-402	Local school board powers and duties; current version effective July 1, 2026.
South Summit Policy 1001	Composition of Board of Education; Legal Status, Responsibilities, and Ethics.
Utah Open and Public Meetings Act	Utah Code Title 52, Chapter 4, including school-board public-comment requirements.
Utah School Boards Association	A Guide to Effective Utah School Boards; PowerUp governance training resources.
National School Boards Association	School Board Governance Resources and Key Work of School Boards.
Utah State Board of Education	Governance of Public Education; local boards responsible for control and management of district schools.

Training note: This presentation is a governance overview and should be read together with current law, district policy, and legal advice for specific matters.

Instructional Coaching

Investment in our Teachers = Investment in our Students

What do instructional coaches do?



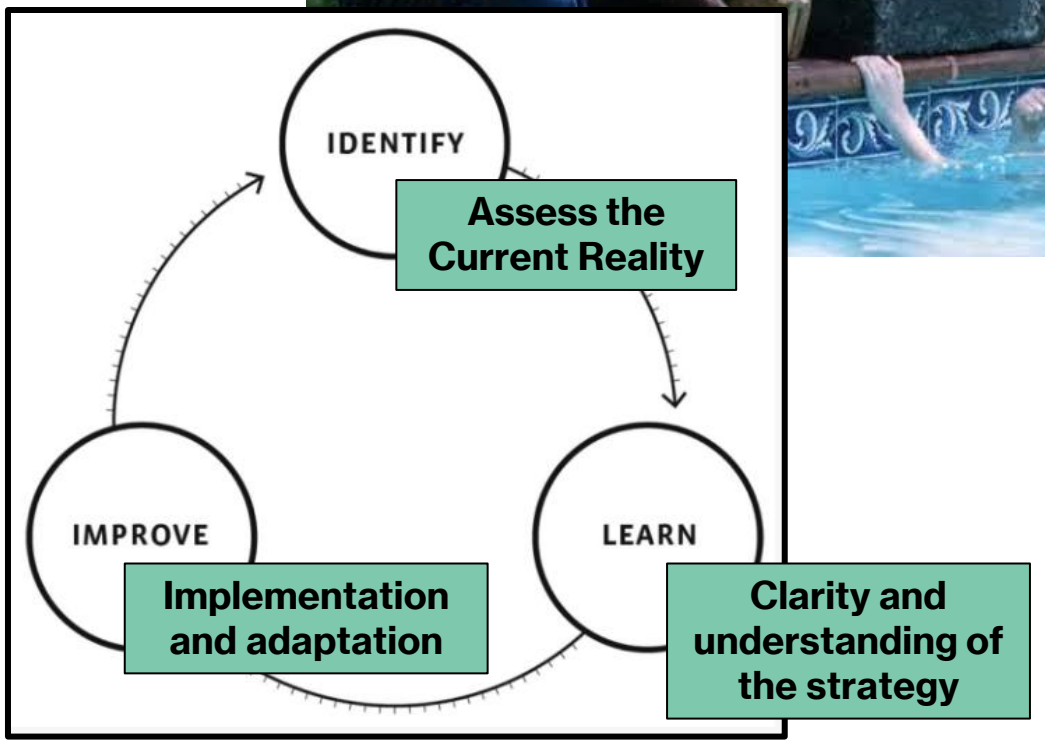
What do instructional coaches do?

Instructional coaches build teachers' capacity to improve instruction and student learning.

Their work includes:

- Facilitating ongoing coaching cycles;
- Co-planning lessons, assessments, and instructional responses;
- Modeling or co-teaching effective instructional practices;
- Observing instruction and collecting objective evidence;
- Providing specific, actionable feedback;
- Helping teachers analyze assessment data and student work;
- Supporting PLCs in moving from data to instructional action;
- Helping teachers implement curriculum, professional learning, GSIP, and school strategic plans; and
- Connecting teacher practice to changes in student engagement, thinking, growth, and proficiency.





SSES Example

Student Learning Priority: Verbal Reasoning Skills. Students lack the structured language tools (sentence frames, precise vocabulary, and guided verbal modeling) needed to organize and articulate their conceptual reasoning.

The first 90 days:

Teachers will:

- Consistently post, teach, and reference discussion expectations (look, lean, listen, lower voice, respond) and use sentence stems during Tier 1 instruction.
- Embed at least 1 accountable talk structure (Turn and Talk, Partner Share, or Interactive Read Aloud) daily.
- Use intentional wait time (3-5 seconds) before calling on students.
- Collect informational data on student oral responses daily.
- Participate in coaching cycles and implement at least one coaching goal in subsequent lessons.

Administrator Role:	Instructional Coach Role:
• **Communicate,** clarify, and reinforce the plan's purpose and expectations. • Participate in and plan all related professional learning. • **Set expectations** for effective PLC meetings. • Conduct observation and feedback cycles **to evaluate** the consistency and quality of teacher actions. • **Ensure** teachers are getting supported to enable full implementation of the plan. • **Facilitate data analysis** to **evaluate** the consistency and quality of implementation, impact on instruction, and the resulting student growth. • **Accountability**	• **Translate** the plan's purpose and expectations into classroom practice. • Plan and participate in related professional learning. • **Structure and facilitate** PLCs according to established expectations. • Conduct observation and feedback cycles **to collect implementation evidence.** • **Use evidence to guide teacher reflection** and next steps. • **Support teachers** in coaching cycles to support full implementation. • **Facilitate individual and PLC data analysis to assess student growth in verbal reasoning**. • **Co-plan** verbal reasoning lessons, assessments, and instructional responses; • **Model or co-teach** effective verbal reasoning instructional practices; • **Respond** to teacher needs and requests.

Evidence for Coaching

Instructional coaching increases the likelihood that teachers adopt new practices of higher quality in the classroom than teachers who do not receive coaching support after professional development. (Cornett & Knight, 2009)

"When teachers are expected to change their instruction, additional support is necessary." (Cornett & Knight, 2009)

Studies suggest that instructional coaching is a support that increases the transfer of new teachers' knowledge into practice. (Knight, J. 2019)

Teachers who received coaching were more likely to:
Implement the new teaching routine (87% coached to 33% not coached);
Continue to use the new teaching routine (68% coached to 18% not coached);
Reported higher expectations of using the teaching routine in the future (96% coached to 35% not coached).
(Knight, J. 2019)

Measures of student engagement showed significant gains in time-on-task behavior after their teachers received coaching. (Knight, J. 2019)

Secondary students taught by coached teachers demonstrated an average achievement gain equivalent to moving from the 50th to the 59th percentile. (Allen et al., 2011)

This achievement effect emerged after teachers had time to develop and apply the practices- not immediately during the coaching year. (Allen et al., 2011) (Kraft, Blazar, & Hogan, 2018)

5 coaching cycles with elementary ELA teachers produced an average increase of 3 percentile points on ELA student achievement measures. (Clark, M., et al., 2022).

Reminder: More coaching cycles do not automatically produce stronger results**. Focus, quality, teacher engagement, and connection to academic content may matter more than simply counting contacts. (**Clark, M., et al., 2022).

Measuring Quality Coaching



Determining our Return on Investment:

Coaching Implementation: Time in complete cycles, teachers served, cycle completion, strategic priorities served, and quality of coaching practices.

Teacher Impact: Changes in targeted instructional practice, implementation evidence, teacher skill or confidence.

Student Impact: Changes in student engagement, work quality, formative evidence, proficiency, or growth connected to the coaching focus.

Coaching does not create ***impact simply by having a coach present or by the number of coaching contacts****. Its* ***effectiveness*** *depends on* ***the quality and focus of the coaching cycle****,* ***teacher participation****,* ***coach expertise****,* ***protected coaching time****, and the* ***district's ability to maintain implementation quality as the program expands.***

Instructional Coaching FAQ

What do instructional coaches do? The answer is on your handout; we discussed it earlier.

Why does a district of this size need three coaches?

- The number of coaches should be evaluated against the number of teachers, schools, grade levels, instructional priorities, and meaningful coaching cycles – not just student enrollment. We are monitoring both coach workload and evidence of impact.

Shouldn't principals be doing this?

- Principals remain responsible for instructional leadership and evaluation. Coaches provide sustained, specialized, non-evaluative practice and feedback that principals generally cannot provide at the needed frequency. The roles complement one another.

Why can't teachers just attend training?

- Training introduces knowledge. Coaching supports implementation and skill improvement. Research indicates that ongoing, classroom-connected coaching is more likely to change instruction than one-time professional development.

How do we know coaching is working?

- We should see evidence at three levels: coaches completing focused cycles, teachers changing targeted practices, and students demonstrating improved engagement or learning connected to those changes.

Are coaches only helping teachers who volunteer?

- Coaching should respond to teacher needs, but it must also align with school strategic plans and identified student learning needs. It is both differentiated support and part of the district's improvement system.

Does research prove that coaches raise test scores?

- Research shows strong effects on instructional practice and positive, though smaller and more variable effects on student achievement. Instructional coaching cannot match a teacher's impact on student learning. Coaching is most effective when it is focused, sustained, evidence-based, **and implemented well** – it is not the job title alone that creates results.

Questions about Instructional Coaching in SSSD???

Please reach out!

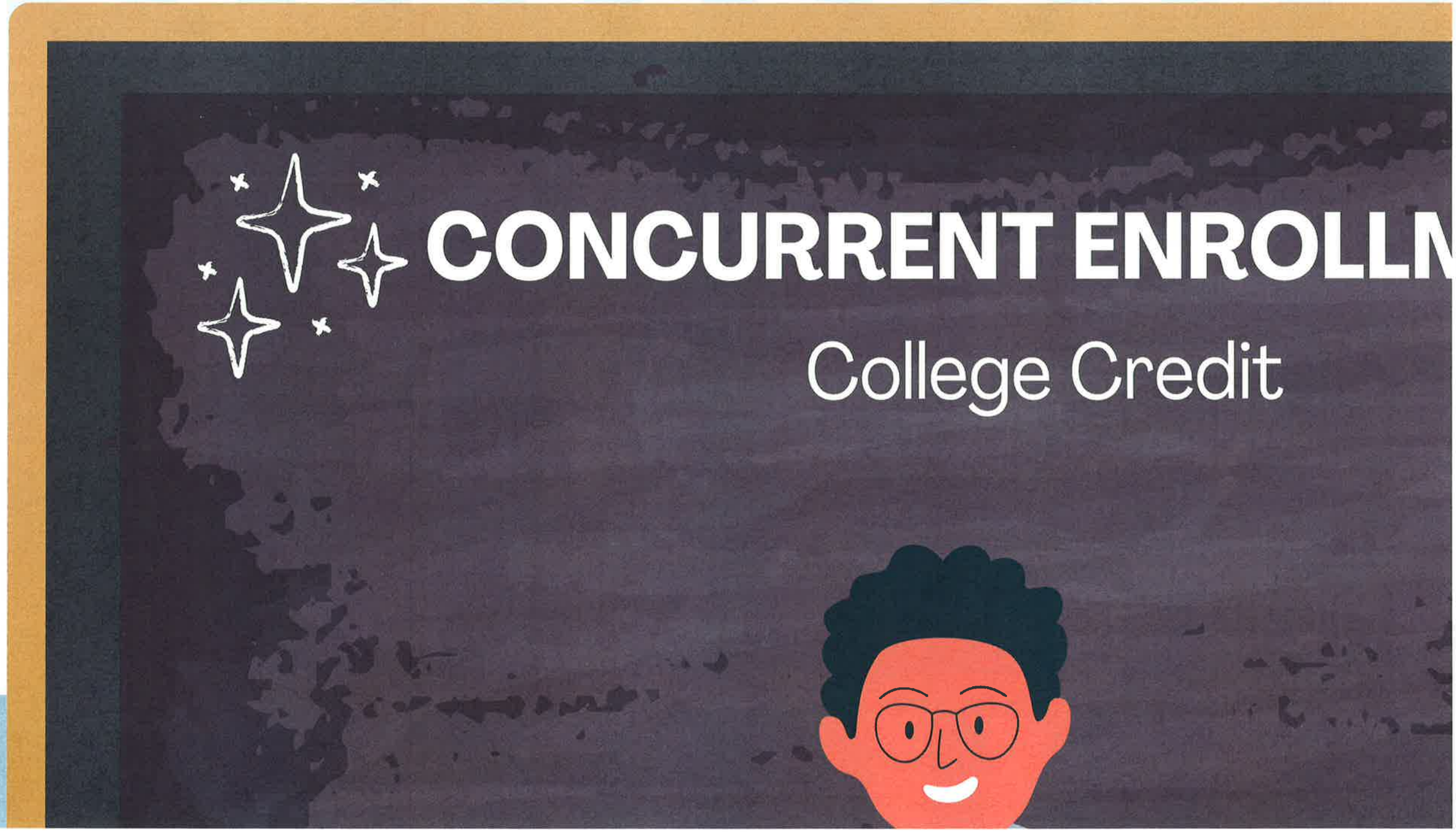
Shelley Halverson

shelley.halverson@ssummit.org

435-783-4301

References

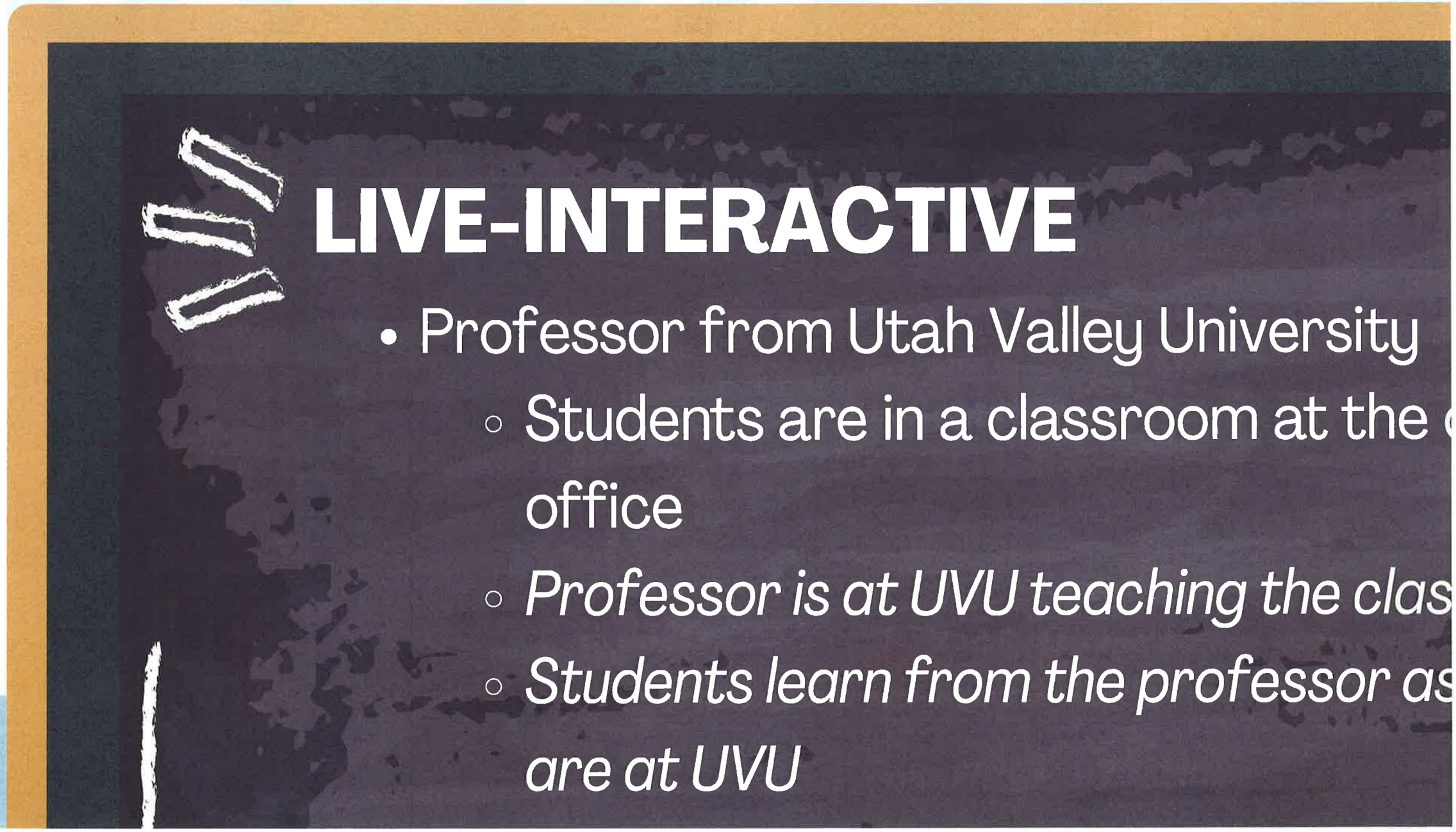
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CONCURRENT ENROLLM
College Credit

What is a Concurrent Enrollment?

Dual Enrollment between high schools and postsecondary institutions (UVU & MTECH)

- Live-Interactive
- Live-Stream
- Online
- Face to Face


LIVE-INTERACTIVE
• Professor from Utah Valley University
◦ Students are in a classroom at the
office
◦ Professor is at UVU teaching the clas
◦ Students learn from the professor as
are at UVU

LIVE-STREAM

- The UVU Professor teaches the class in time.
  - Students use their own laptops to the class.
  - Everything is done on the computer
  - Students can interact virtually with

ONLINE

- The UVU Professor records lectures an
  them accessible to the students.
  - The students can then watch the le
    a time that works for them.

FACE-TO-FACE

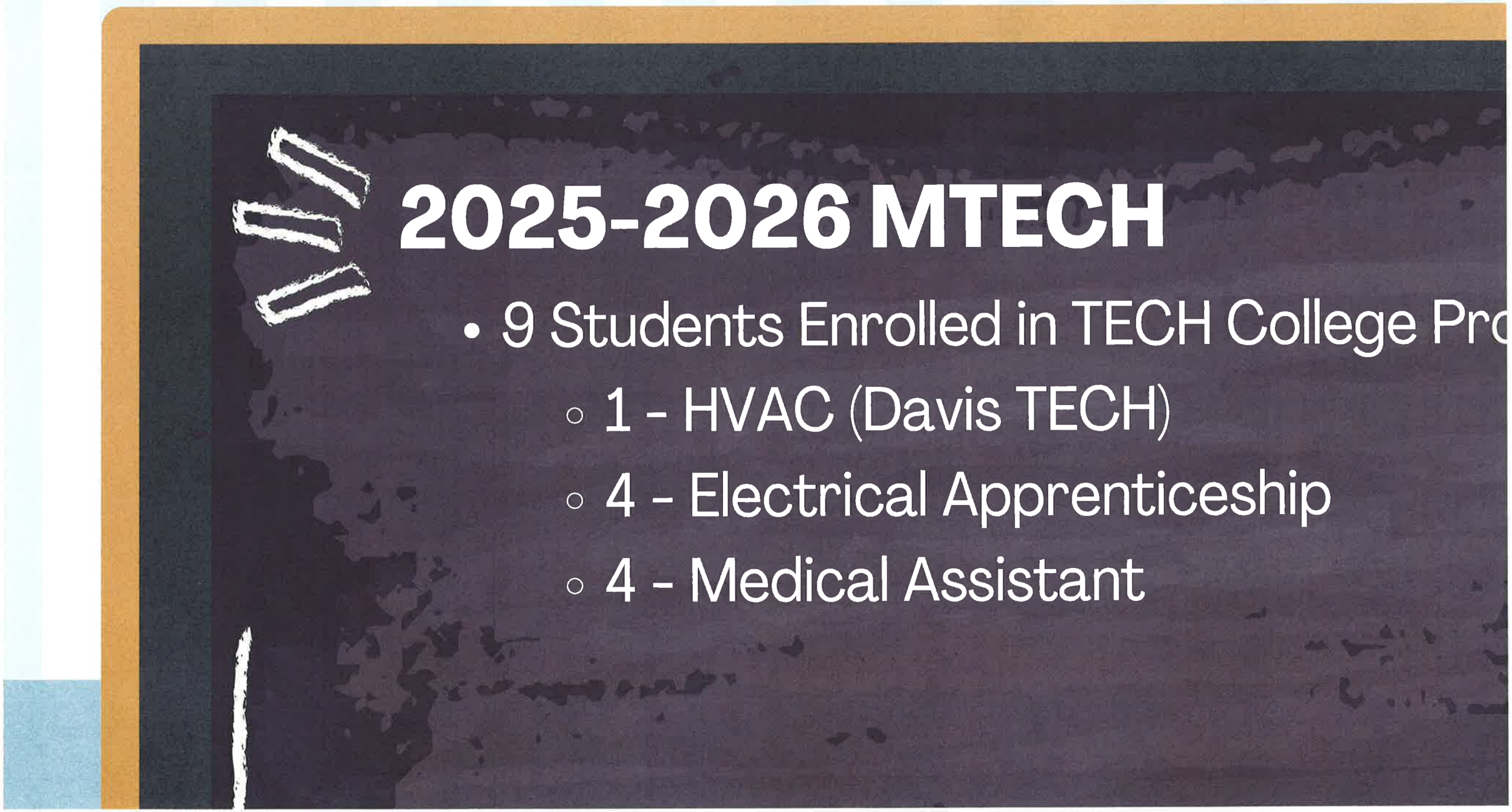
- South Summit High School educators a
  by UVU Professors to teach UVU curric
  their own classroom and/or;
- Students ride the CTE Shuttle/Bus to th
  Heber Campus and attends MTECH co
  other high school students and adults

2025-2026 UVU CE

- 454 enrollments
  - 173 students
- 1,377 credits earned
- 98.8% Pass rate for DE
- 100% Pass rate for FF
- $333,960 for the cost of $6,900

DEGREES EARNED

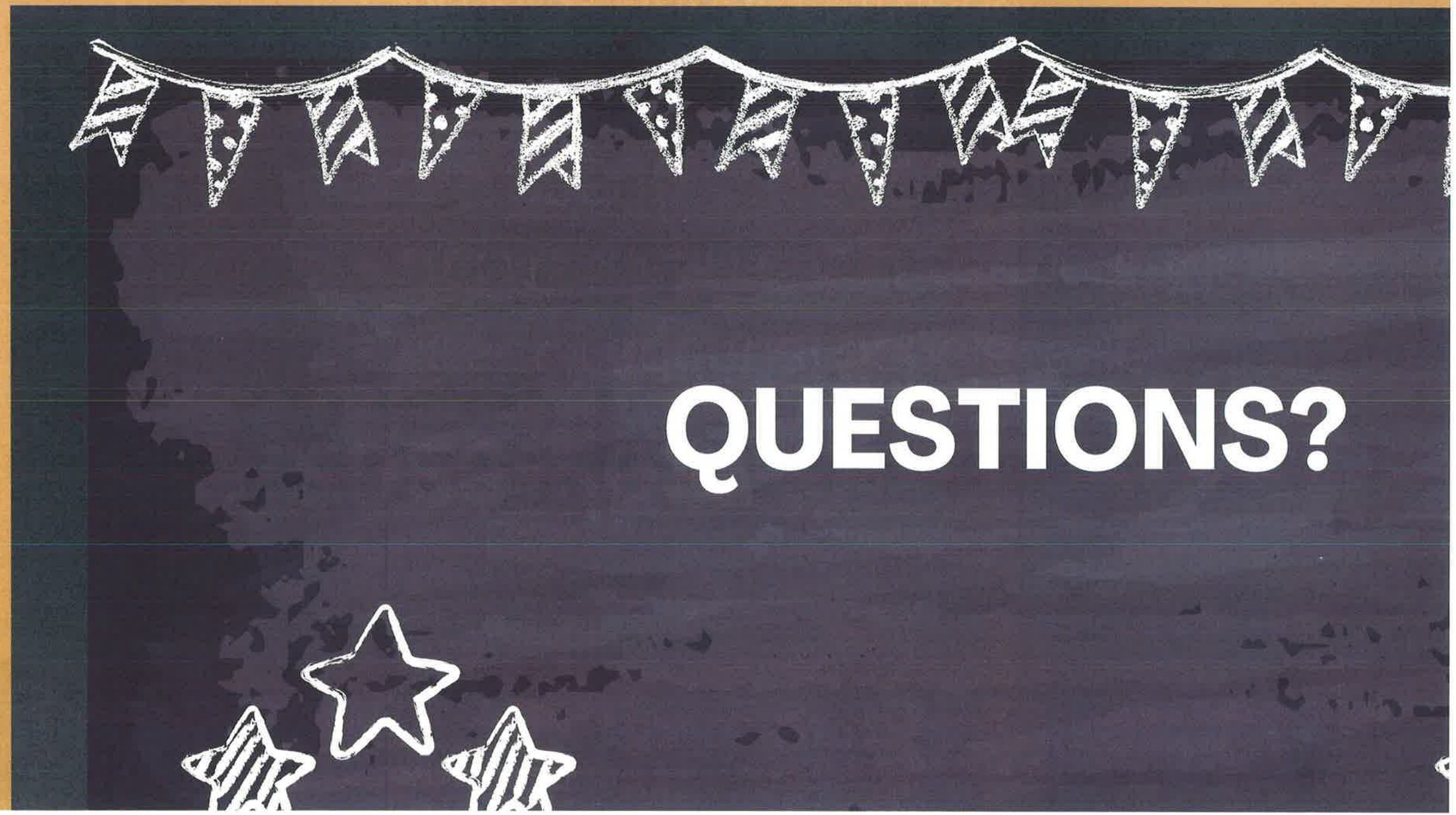
- Associate Degree
  - In University Studies
  - 60 Credits
  - 35 GE credits + 25 Elective
    - 2 Students
- General Educatio
  - 35 GE credits
  - ALL Utah public i
    accept
    - 7 Students


2025-2026 MTECH
• 9 Students Enrolled in TECH College Pro
◦ 1 - HVAC (Davis TECH)
◦ 4 - Electrical Apprenticeship
◦ 4 - Medical Assistant

INDUSTRY CREDENTIALS EARNED

- 2 - Medical Assistant
- 1 - 1st Yr HVAC App
- 4 - 1st Yr Electrical App


2026-2027
• First Credential Scholarship
• UVU Concurrent Enrollment Merit Scho
◦ $3500 or $5000 a year
◦ 15 or more CE credits earned
• MTECH Heber Campus
◦ 28 Students enrolled


QUESTIONS?

Late Open Enrollment Numbers 2026-2027

Early Open Enrollment November 15th - first Friday in February

Late Open Enrollment the second Monday in February - the Friday before school starts

	Grade	Accepted	Denied	Total Applications	Notes
SSES	Preschool	0	0	0	
	Kindergarten	3	0	3	
	1st	0	0	0	
	2nd	1	0	1	
	3rd	0	0	0	
	4th	0	0	0	
SSMS	5th	1	0	1	
	6th	0	0	0	
	7th	1	0	1	
	8th	0	0	0	
SSHS	9th	3	1	4	Enrollment/Class Size
	10th	1	1	2	Enrollment/Class Size
	11th	1	0	1	
	12th	1	0	1	
	TOTAL	***12***	***2***	***14***	
	Grade	**Accepted**	**Denied**	**Total Applications**	**Notes**
Silver Summit	Kindergarten	0	0	0	
	1st	1	0	1	
	2nd	0	0	0	
	3rd	1	0	1	
	4th	1	0	1	
	5th	0	0	0	
	6th	1	0	1	
	7th	1	0	1	
	8th	0	0	0	
	9th	1	0	1	
	10th	1	0	1	
	11th	1	0	1	
	12th	1	0	1	
	TOTAL	***9***	***0***	***9***	

BOARD ACTION REQUESTED

Permission to pursue a RAP Tax grant

South Summit Recreation requests authorization to apply for a $40,000 RAP Tax grant. This grant would be to modernize heavily used weight room equipment at **The Summit Recreation Center**.

Total project value: approximately $40,000

DECISION REQUEST

Authorize South Summit Recreation to apply for the RAP Tax grant.

Why this project matters

The weight room is one of the most consistently used spaces in the facility. The project would focus on equipment that sees the heaviest use and creates the most day-to-day value.

1

Replace

Update pieces that are worn, aging, or no longer meeting current use patterns.

2

Restore

Prioritize equipment based on need, safety, condition, and frequency of use.

3

Expand

Add more of the pieces patrons use most so peak-time access improves.

This is targeted reinvestment in a high-use community space, focused on the pieces that will make the most noticeable difference.

Funding plan and next step

Estimated project structure

$20K RAP Tax Grant

$20K Local Match

South Summit Recreation has $30,000 in our current equipment budget. We propose using $20,000 of this budget to meet our 50% matching requirement.

- If more money were authorized, we would pursue a larger matching grant.

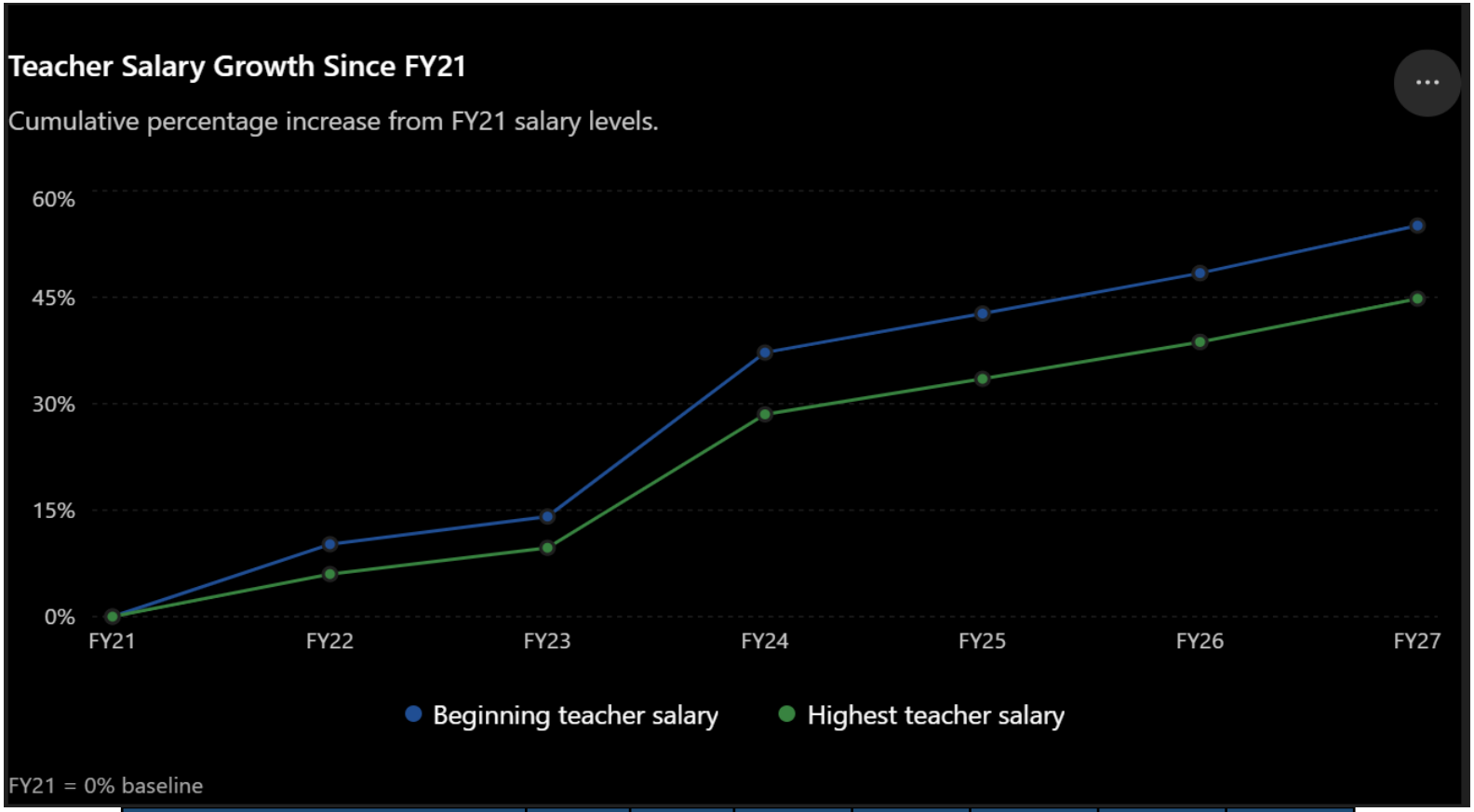
How we reduce the local impact

- ✓ Use eligible payroll and in-kind labor where allowed as part of the match.
- ✓ Surplus replaced equipment and recover a small portion of project cost.
- ✓ Target purchases to the most heavily used and most needed pieces first.

Recommended motion

Authorize South Summit Recreation to apply for a $40,000 RAP Tax grant for weight room equipment modernization, using a $20,000 local match.

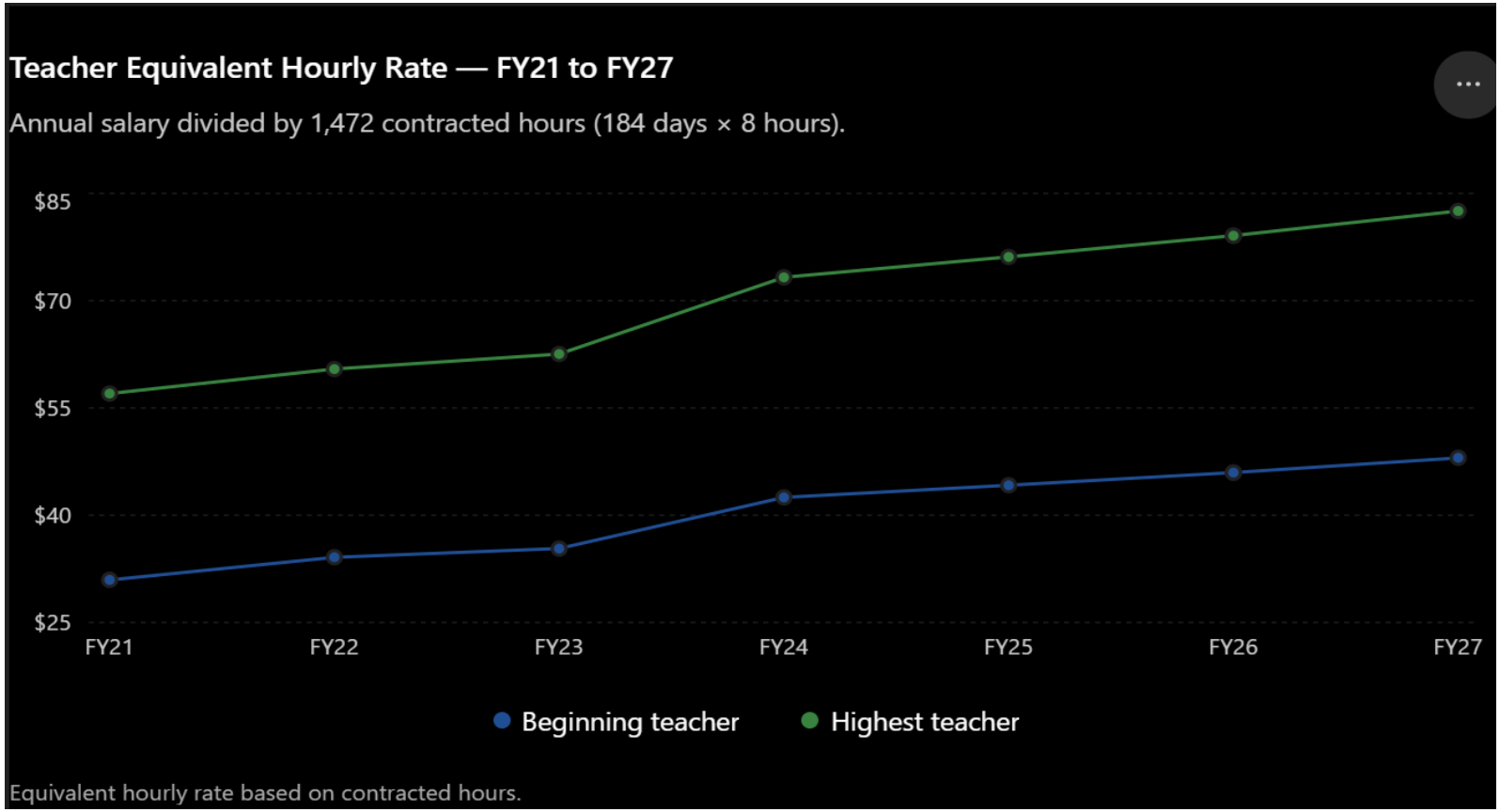
Staff will return with final award details before purchases are made, if required.



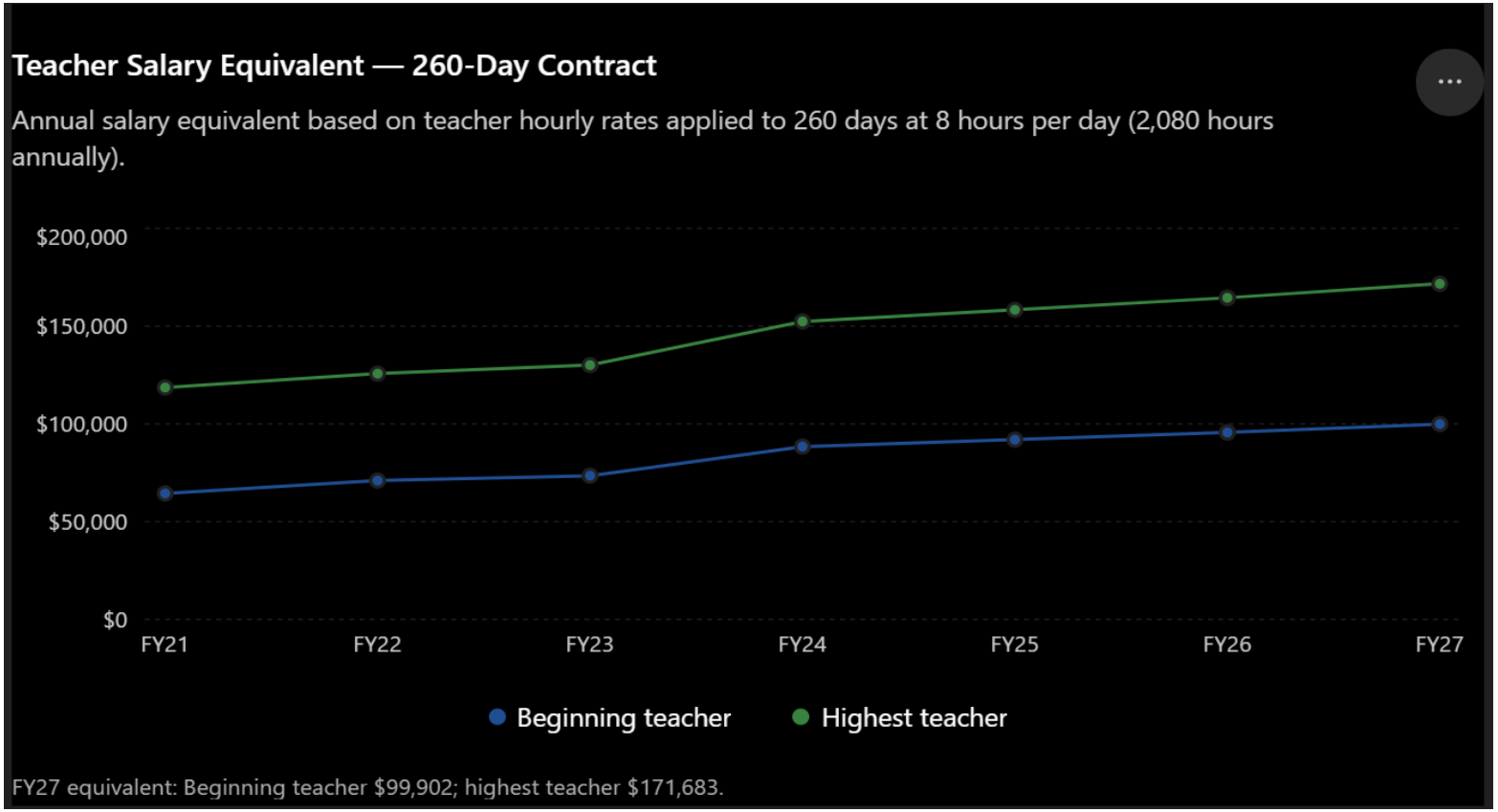
Teacher Status	FY 21	FY22	FY23	FY24	FY25	FY26	FY27
Beg Teacher Salary	$45,578	$50,241	$51,999	$62,549	$65,051	$67,653	$70,698
Highest Teacher Salary	$83,912	$88,947	$92,060	$107,844	$112,038	$116,399	$121,502

Beginning salary: **+$25,120 / +55.1%**

Highest salary: **+$37,590 / +44.8%**



Teacher Status	FY21	FY22	FY23	FY24	FY25	FY26	FY27
Beginning Teacher	$30.96	$34.13	$35.33	$42.49	$44.19	$45.96	$48.03
Highest Teacher	$57.01	$60.43	$62.54	$73.26	$76.11	$79.08	$82.54



Teacher Status	FY21	FY22	FY23	FY24	FY25	FY26	FY27
Beginning Teacher	$64,397	$70,990	$73,486	$88,379	$91,915	$95,597	$99,902
Highest Teacher	$118,581	$125,694	$130,083	$152,381	$158,309	$164,486	$171,683

To the Members of the South Summit School Board,

Subject: Reasoning for Employee Pre-K Tuition Discount Strategy

I am writing to respectfully submit the reasoning for the implementation of the 50% tuition reduction for the children of South Summit employees who enroll in the district's Pre-K programs. This benefit recognizes the extraordinary dedication of our staff, serves as a powerful talent retention tool, and directly supports the district's core mission of promoting early educational excellence.

Reasoning behind the Action:

1. Talent Recruitment and Retention

Competitive compensation extends beyond salary. Offering discounted early childhood education provides a high-value, practical benefit that directly reduces the cost-of-living burden for our educators and support staff. At a time when school districts statewide face hiring challenges, a meaningful benefit like this makes South Summit a highly attractive workplace for high-performing teachers and staff.

2. Deepening Investment in the School Community

When our educators' own children attend early childhood programs within the district, it fosters a unique sense of shared investment and community. Staff members aren't just employees—they are directly invested parents within the very system where they work every day.

3. Seamless Educational Continuity

Children of district staff who enter our Pre-K programs gain an early, smooth transition into the South Summit ecosystem. They become familiar with the school culture, routines, and educational standards, setting a strong foundation for a seamless transition into Kindergarten and beyond.

4. Strong Return on Investment

Providing a 50% tuition reduction for employee children utilizes available capacity in Pre-K classrooms without adding significant incremental costs. In return, the district gains stronger staff loyalty, reduced turnover costs, and a tighter-knit school environment.

Summary Table: Impact At-a-Glance

Stakeholder	Direct Benefit
District & Board	Enhanced retention, competitive recruitment edge, and efficient classroom resource utilization

School Staff	Meaningful financial relief and convenient, quality early learning for their young children
Students & Community	Stronger school culture and an early head start on lifelong educational achievement

Thank you for your time, leadership, and continued commitment to the growth and success of all children across the South Summit School District.

Sincerely,

Lisa Flinders

South Summit Elementary School

4021-A Concurrent Enrollment

I. Definitions

a. Concurrent enrollment: enrollment in a course that allows a student to earn credit both towards high school graduation and at an institution of higher education.

b. Eligible institution: a degree-granting institution of higher education or a technical college within the state system of higher education or a degree-granting institution of higher education or a technical college within the state system of higher education that offers an online concurrent enrollment course.

c. Eligible student: a student who

   i. is enrolled in and counted towards average daily membership in a school within the District,

   ii. has on file a plan for college and career readiness, and

   iii. is in grade 9, 10, 11 or 12.

d. Eligible instructor: an instructor who is either employed as faculty by an eligible institution or who is employed by the District and meets the requirements of Utah Code § 53E-10-302(6) or, for accelerated foreign language students, meets the requirements of Utah Code § 535E-10-307(1)(e)(i).

   Utah Code § 53E-10-301(2), (4), (5), (6) (20242025)

   Utah Code § 53E-10-302(6) (2024)

   Utah Code § 53E-10-307(1)(e)(i) (2026)

   Utah Code § 53H-1-101(5), (6) (2025)

   Utah Code § 53H-1-102(1) (2025)

e. Designated institution of higher education: an eligible institution designated by the Utah Board of Higher Education to provide a course or program of study within a specific geographic region.

   Utah Code § 53E-10-303(1) (2024)

II. Establishing Concurrent Enrollment Courses

a. The District may establish concurrent enrollment courses by entering into a contract with an institution of higher education to provide such courses.

b. The District and the institution of higher education must

   i. ensure that the course instructor is an eligible instructor,

   ii. establish qualifying academic criteria for enrollment in the course,

   iii. ensure that students enrolling are eligible students, and

   iv. coordinate advising of the eligible students.

c. In establishing student eligibility for a concurrent enrollment course, the requirements shall be sufficiently selective to predict a successful experience and satisfy the restrictions set out in Utah State Board of Education rules.

d. The District is primarily responsible for identifying students who are eligible to participate in a concurrent enrollment course.

Utah Admin. Rules R277-701-7(2), (3) (November 7, 202421, 2025)

e. In establishing a particular concurrent enrollment course, the District must first offer to contract with the designated institution of higher education for the course. If the designated institution of higher education chooses not to offer the course, does not respond to the District's proposal within 30 days, uses instructional materials that are sensitive materials or otherwise prohibited for use in K-12, or reaches enrollment capacity for the course and prohibits expanding the course with an eligible instructor, the District must then contract with another eligible institution to provide the course.

Utah Code § 53E-10-303(4) (2024)

Utah Admin. Rules R277-701-7(5) (November 7, 202421, 2025)

f. The District and the institution of higher education must provide the State Superintendent and the Utah System of Higher Education with proposed new course offerings, including syllabi and curriculum materials, by

November 15 of the year preceding the school year in which the courses would be offered.

Utah Admin. Rules R277-701-8(3) (November 7, 202421, 2025)

III. Registration

a. Students are responsible for registering with both the high school and the college.

IV. Fees

a. The student is responsible for expenses and arrangements associated with college enrollment as provided for in Utah Code § 53E-10-305.

b. Postsecondary tuition and participation fees charged to a concurrent enrollment student are not fees, as defined in Utah State Board of Education rule, and do not qualify for fee waivers.

c. All costs related to concurrent enrollment classes that are not tuition and participation fees are subject to a fee waiver.

d. The student may apply for a fee waiver if appropriate under the District fee waiver policy for class-related costs including consumables, lab fees, copies, material costs, application fees and textbooks.

e. Concurrent enrollment costs subject to fee waiver may include consumables, lab fees, copying, material costs and textbooks required for the course.

f. The district shall be responsible for the fee waiver.

g. Unless otherwise provided by agreement with the institution of higher education, the District is responsible for fee waivers.

Utah Code § 53E-10-305 (2024)

Utah Code § 53G-7-503(2)(b)(iii) (2025)

Utah Admin. Rules R277-701-11(3), (4) (November 7, 202421, 2025)

V. Participation Form and Parental Permission

a. Before allowing an eligible student to participate in a concurrent enrollment course, the District and the institution of higher education must ensure that the student has, for the current school year,

i. submitted a completed participation form which includes the signature of the student's parent indicating permission to participate and

ii. signed an acknowledgment of program participation requirements. (The participation form shall be that which is created by the Utah Board of Higher Education.)

Utah Code § 53E-10-304 (2020)

South Summit School District
Achieving Excellence

Standardized Testing Procedures

Procedure: 4060-A

Section: 4000 Instructional Program

I. **Time Periods for Administering Statewide Assessments**

A. A District educator, trained employee, or third-party proctor shall administer statewide assessments required under Utah Admin. Rule R277-404-5 consistent with the schedule established by the State Superintendent and the District's assessment plan.

B. A District educator, trained employee, or third-party proctor shall complete all required assessment procedures before the end of the assessment window defined by the State Superintendent.

II. **Assessment Training**

A. Staff will use the Standard Test Administration and Testing Ethics Policy in providing training for all assessment administrators and proctors.

B. At least once each school year, the principal or designee will provide professional development for all educators, administrators, and assessment administrators (including third-party proctors) concerning guidelines and procedures for statewide assessment administration, including educator responsibility for assessment security and proper professional practices.

III. **School Responsibilities**

A. The District, school, or educator may not use a student's score on a statewide assessment (or a student's exemption from taking such an assessment) to prohibit a student from enrolling in an honors, advanced placement, or International Baccalaureate course. The District and school shall require an educator and assessment administrator and proctor (including a third-party proctor) to individually sign the testing ethics signature page acknowledging or assuring that the educator administers assessments consistent with ethics and protocol requirements.

B. All educators and assessment administrators shall conduct assessment preparation, supervise assessment administration, and certify assessment results before providing results to the State.

C. All educators and assessment administrators and proctors shall securely handle and return all protected assessment materials, where instructed, in strict accordance with the procedures and directions specified in assessment administration manuals, District rules and policies, and the Standard Test Administration and Testing Ethics Policy.

IV. Parental Right to Exempt Students from State Required Assessments

A. A parent has the right to exempt the parent's student from a statewide assessment. A student who is exempted from a statewide assessment may not be penalized (put in an unfavorable position or at a disadvantage) because of the exemption. This policy sets forth the required procedure for exemption and addresses related matters. The District may establish its own policy with regard to any assessments which are required by the District but are not statewide assessments, including whether a student can be exempted from District assessments and what consequences there are for taking or failing to take such an assessment.

South Summit School District
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~~V. Exception Regarding Basic Civics Test~~

~~A.~~V. ~~A student must pass the basic civics test in order to receive a high school diploma, as provided in Utah Code § 53E-4-205(2) and Utah Administrative Rules R277-700-8(2)(b)(i). A parent may exempt the parent's student from taking the basic civics test, but the student may not graduate without successfully completing that test requirement, notwithstanding the prohibition on penalizing a student exempted from state required assessments.~~

Commented [1]: There is no longer a requirement for a Civics Test

VI. Exemption Procedure

A. To exempt a student from one or more statewide assessments, the parent shall, on an annual basis, fill out the Parental Exclusion from State Assessment form and deliver it to the principal or the District at least one day before the beginning of any assessment from which the student is to be exempted. (In the discretion of the District, and upon parental request, the District may exempt a student from a statewide assessment when the form is delivered less than a day before the assessment begins.) The form may be delivered by email, mail, or in person. The form is available at https://schools.utah.gov/assessment. (The District may create a District-specific form if that form lists the District required assessments from which the student may be exempted and the form also contains the information described in the Parental Exclusion from State Assessment form.)

VII. Additional Requirements

A. The following standards apply to parental exemptions

1. Students may not be given non-academic rewards for participation in a statewide assessment or for performance on a statewide assessment. Teachers may use student scores on statewide assessments to improve the student's academic grade or to demonstrate the student's competency within a relevant course.

2. A teacher, principal, or other District administrator may contact a parent to verify that the parent submitted a Parental Exclusion from State Assessment form.

3. A parent may be requested, but may not be required, to meet with a teacher, principal, or other District administrator regarding the parent's request to exclude the parent's student from taking a statewide assessment.

4. The student's parent shall, consistent with the protection of student privacy, be provided the student's individual test results and scores.

5. If a student who has been exempted from participating in a statewide assessment is in attendance during test administration, the student shall be provided with an alternative learning experience.

6. A student who has been exempted from participation in a statewide assessment may be allowed to be physically present in the room during test administration.

VIII. District Employee Compliance with Assessment Requirements, Protocols, and Security

A. Teachers, administrators, and all District personnel shall not:

1. Violate any specific assessment administrative procedure specified in the assessment administration manual, violate any state or District standardized assessment policy or procedure, or violate any procedure specified in the State Board testing ethics policy;

2. Fail to administer a state-required assessment;

3. Fail to administer a state-required assessment within the designated assessment window;

4. Submit falsified data;

5. Allow a student to copy, reproduce, or photograph an assessment item or component; or

6. Knowingly do anything that would affect the security, validity, or reliability of standardized assessment scores of any individual student, class, or school.

B. A school employee or third-party proctor shall promptly report an assessment violation or irregularity to a building administrator and testing coordinator.

C. An educator who violates this rule or an assessment protocol is subject to Utah Professional Practices Advisory Commission or Board disciplinary action consistent with Utah Admin. Rules R277-217.

D. All assessment material, questions, and student responses for required assessments are designated protected, consistent with Utah Code § 63G-2-305, until released by the State.

E. The District shall ensure that all assessment content is secured so that only authorized personnel have access and that assessment materials are returned to the State following testing.

F. An individual educator, third-party proctor, or school employee may not retain or distribute test materials, in either paper or electronic form, for purposes inconsistent with ethical test administration or beyond the time period allowed for test administration.

IX. **Reporting Assessment Results**

A. UTREx data will be updated using the processes and according to the schedules determined by the State. The District will ensure that any computer software for maintaining or submitting District data is compatible with data reporting requirements established in R277-484. The District shall ensure that all statewide

assessment data have been collected and certify that the data are ready for accountability purposes no later than July 12. The District shall verify that it has satisfied all the requirements of the State Superintendent's directions regarding data exchange and reporting requirements.

X. **Referral to State Board for Violation**

A. Any employee violating this policy shall be subject to adverse employment action, including, but not limited to, termination of employment, and any such educator shall be referred to the Utah Professional Practices Advisory Commission of the State Board of Education for possible disciplinary action.

Cross Reference: Policy 4060

Legal References:

Utah Admin. Rule R277-404-5
~~Utah Admin. Rules R277-404-4(3) (July 22, 2022)~~
~~Utah Admin. Rules R277-404-5(8), (9), (10) (July 22, 20~~
~~Utah Admin. Rules R277-404-5(5), (6), (7) (July 22, 202~~
~~Utah Admin. Rules R277-404-7(1), (2), (6) (July 22, 202~~
Utah Admin. Rules R277-700-8(2) (August 12, 2021)
~~Utah Code § 53E-4-205(2)~~
Utah Admin. Rules R277-404-7(3)(c) (July 22, 2022)
~~Utah Admin. Rules R277-404-7(4) (July 22, 2022)~~
~~Utah Admin. Rules R277-404-7(5),(7) to (11)(July 22, 20~~
Utah Code § 53E-4-303(4)(b) (2021)
~~Utah Code § 53E-4-304(3) (2019)~~
Utah Code § 53E-4-305(4) (2019)
Utah Admin. Rules R277-217
Utah Code § 63G-2-305
Utah Admin. Rules R277-484
Utah Admin. Rules R277-404-9 (July 22, 2022)

South Summit School District
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Link to State Assessment Parental Exclusion Forms

Adopted Date: December 14, 2023
Last Reviewed Date: 1/12/2026
Last Revised Date: 1/12/2026
Prior Revised Dates:

South Summit School District
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Student Attendance Procedures

Policy: 6005-A

Section: 6000 Students

I. **Definitions**

A. Absence or absent: The failure of a student assigned to a class or class period to attend at least half of thea class or class period for a given day or class period. ~~Absence or absent does not mean multiple tardies used to calculate an absence for the sake of a truancy.~~

Utah Admin. Rules R277-607-2(1)

Utah Code § 53G-6-201(1) (2026)

B. Approved School Activity: An activity sponsored by the school and approved by the school's administration. A student may attend an approved school activity as a member of a team, class, club, or group. Approved school activities are excused absences, however, students are responsible to complete any missed schoolwork.

C. Attendance validated program: ~~–~~ An educational program where a student receives direct teacher interaction and instruction and student participation is measured by physical or virtual attendance at scheduled instructional periods.

~~C.~~ Utah Code § 53F-2-102(1) (2026)~~A program within the District that consists of eligible, enrolled public-school students who physically attend school in a brick-and-mortar school.~~

D. Blended learning program– A formal education program under the direction of the District in which a student learns through an integrated experience that is in part:

1. Through online learning, with some element of student control over time, place, path, or pace; and

2. In a supervised brick-and-mortar school away from home.

E. Brick and mortar school– A school where classes are conducted in a physical school building.

F. Chronic absenteeism- a student has missed 10% or more of days enrolled, for any reason.

Utah Admin. Rules R277-607-2(1) (August 8, 2023)

G. Competency-based learning program– An education program that provides instruction through competency-based education as defined in Utah Code Ann. § 53F-5-501

H. Excused absence or Valid Excuse: A student's absence from school that has been excused by the school administration for any of the following reasons:

1. An illness, which may be either mental or physical;

2. Mental or behavioral health of the school-age child;

3. The death of a family member or close friend;

4. An approved school activity;

5. A medical, dental, or orthodontic appointment;

6. Any reason a parent provides to justify a student's absence, if the student maintains a cumulative grade point average of at least 2.0, including, but not limited to, participation in mountain biking or shooting sports clubs or in a youth development program administered by Utah State University; or

7. Any other reason established by the district as valid.

   a. In determining whether to pre-approve an extended absence of a student as a valid excuse, the district shall approve the absence if the district determines that the absence will not adversely impact the student's education.

~~6.~~ A "valid excuse" does not include a parent acknowledgement of an absence for a reason other than those stated above unless the Board of Education has specifically permitted an absence for that reason.~~A family emergency;~~

~~7. A family event; OR~~

8. An absence excused through a health care or other accommodation plan, an Individualized Education Program (IEP) under the Individuals with Disabilities Education Act (IDEA), or a Section 504 accommodation plan.

9. Competition in a rodeo sanctioned by an international, non-profit organization dedicated to the development of sportsmanship, horsemanship, and character in youth through the sport of rodeo.

10. Schools may not require documentation from a medical professional for an absence due to mental or physical illness.

~~Utah Code § 53G-6-201(13) (2024)~~
Utah Code § 53G-6-205 (2021)
Utah Code § 53G-6-803(5) (2020)
Utah Admin. Rules R277-607-2(8) (March 10, 2025)

I. Intervention: a series of non-punitive and increasingly frequent and individualized activities that are designed to create a trusting relationship between teachers, students, and parents, improve attendance, improve academic outcomes, and reduce negative behavior referrals. It can include mentorship programs, family connection to community resources, academic support through small group or individualized tutoring or similar methods, and teaching executive function skills (planning, goal setting, understanding and following multi-step directions, and self-regulation).

Utah Admin. Rules R277-607-2(4) (March 10, 2025)~~*Utah Admin. Rules R277-607-2(2)* (August 8, 2023)~~
~~Utah Code § 53G-6-206(1) (2024)~~

J. Parent: The natural or adoptive father and/or mother of a student, the custodial parent of the student, a legally appointed guardian of a student, or any other person purporting to exercise any authority over the student which could be exercised by a person described above.

K. Learner validated enrollment measurement: A methodology used to establish a student's membership or enrollment status for purposes of generating membership days.

L. Learner validated program: A program within the District that consists of eligible, enrolled public-school students where the student receives instruction through:

1. An online learning program;

2. A blended learning program; or

3. A competency-based learning program

M. Mental health - a person's emotional, psychological, and social well-being which can affect how a person thinks, feels, and acts including how a person handles stress, relates to others, and makes healthy choices.

Utah Admin. Rules R277-625-2(2) (November 7, 2022January 10, 2024)

N. Reasonably Accommodate: When a school makes its best effort to enable a parent to exercise a parental right specified in Utah Code without substantial impact to staff and resources, including employee working conditions, safety and supervision at school and for school activities, and the efficient allocation of expenditures; and while balancing (1) parental rights, (2) educational needs of the students, (3) the academic and behavioral impacts to a classroom, (4) a teacher's workload, and (5) the assurance of the safe and efficient operation of a school.

O. Tardy: When a student arrives at a class after the tardy bell has rung. Tardiness is considered a disciplinary issue as well as an attendance issue. If a student arrives to class after more than one half (1/2) of the total class period has expired, the tardy will be considered an

"absence" for that class period. It is the responsibility of any student who is tardy to meet with the teacher either during or following the class period to ensure that theyhe/she were marked appropriately. Each school may develop additional policies and procedures for dealing with tardiness as per section 10 of this policy.

P. Truant: a student is absent without a valid excuse for at least 50% of the instructional student's school day. A student may not be considered truant under this policy more than one time during one day.

Q. Habitual truant: a school-age child who is in grade 7 or above (unless the child is less than 12 years old) who has not been exempted from school attendance and either is truant at least 20 days during one school year or fails to cooperate with the school's efforts to resolve the attendance problem as provided in this policy.
Q.

Utah Code § 53G-8-211(1)(c) (2026)*Utah Code § 53G-8-211(1)(b) (2025)Utah Code § 53G-8-211(1)(b) (2025)*

Utah Admin. Rules R277-607-2(3) (March 10, 2025)Utah Admin. Rules R277-607-2(3) (March 10, 2025)

R. Chronic Absenteeism: a student who was enrolled in the District for at least 60 calendar days has missed 10% or more of instruction days whether the absence was excused or unexcused.

II. **Attendance Requirement**

A. Students are required to attend each period for each class in which they are enrolled unless excused as provided in this policy.

B. Students are required to arrive on time to each class in which they are enrolled and remain until the class ends unless excused as provided in this policy.

C. Violation of this policy may result in the actions described in sections VI, VII, & VIII

III. **Frequency and Location of Learner Validated Attendance**

A. Learner validated attendance will be taken daily and reviewed and updated weekly on the last school day of each week. Learner validated attendance will be entered as follows:

1. Daily attendance will be entered into the Student Information System (SIS) in adherence to District Policy.

2. Students physically in attendance will be marked present. Students not physically in attendance will be marked as absent. Excused attendance will be adjusted by the front office.

IV. **Procedures for Excusing an Absence**

A. The decision to mark an absence "excused" is made by the school administration, consistent with this policy. Parent acknowledgment~~acknowledgement~~ of an absence for a reason other than a reason described in subsection IV. B & C does not excuse the absence.

B. Parents may request that an absence be excused. To do so, the parent must contact the school and provide the reason for the absence. Failure to provide one of the reasons listed in subsection I.H will result in the absence being documented as unexcused. If possible, parents should contact the school prior to the absence, but for the request to be considered, the parent must provide the reason and make the request within two (2) school days following the absence. The two (2) school day time limit, however, does not extend beyond the end of the term. All requests for excused absences must be made by the last day of each term. Parents requesting that an absence be excused after the two (2) school day limit or beyond the last day of the term must follow the due process procedures outlined in Section IX of this policy.

C. Students having excused absences exceeding all or part of five (5) school days due to a stated illness may be required to provide a doctor's note specifically addressing the dates the student was absent from school.

D. School administrators shall reasonably accommodate a written request of a student's parent or guardian to excuse the student from attendance for a family event or visit to a health care provider, without obtaining a note from the provider. Administrators may evaluate

requests to approve extended or excessive absences. Such absences may be excused so long as the absences do not negatively impact the academic progress of the student or otherwise fall outside the scope of a reasonable accommodation as defined in Section I.N above. Students are required to complete make-up work missed due to an excused absence. Schools may offer positive incentives for students to attend schools.

E. School administrators have authority to grant exceptions to the above procedures in situations involving unforeseen circumstances.

V. **Checking out of School**

A. Any student who leaves school during the school day is required to check out at the attendance office. In order for the absence to be validly excused, the student must present a note from their~~his/her~~ parent or must contact their~~his/her~~ parent at that time in order to document the reason for the absence. If the student does not check out at the attendance office, the absence will be unexcused. In an emergency, a school administrator may approve the checkout at the time, pending parental confirmation by telephone or note. When a student checks out and leaves the school for a legitimate purpose and then returns to school later in the day, they~~he/she~~ are required to check in at the attendance office.

VI. **School Responsibilities**

A. Notification

1. Each school shall notify students and parents of this policy and any local school attendance and/or tardy policies and procedures every year. The policies, or a summary thereof, may be included in the school's student handbook.

2. Teachers, or other employees as assigned, will monitor and record student absences and tardies in the District's student information system (SIS) each school day.

3. Parents will be notified each day if the student was absent that day.

South Summit School District
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B. School Procedures

~~1.~~ Each school in the District shall establish procedures to promote regular attendance and resolve school absenteeism and truancy issues which are consistent with this policy. These procedures shall include processes to monitor for chronic absenteeism and to implement interventions for students with chronic absenteeism which are appropriate for the particular circumstances and needs of the school's students and the school. District administration shall provide support to schools in establishing procedures and in implementing efforts to promote regular attendance.

1. Utah Admin. Rules R277-607-3(1)(a)(ii) (March 10, 2025)

2. Each school in the District shall regularly review student attendance data to identify students at risk of chronic absenteeism, implement tiered interventions for students with attendance concerns, notify parents within two instructional days of a student's unexcused absence (including the total number of unexcused absences for the school year), and maintain accurate and timely attendance records in the student information system. The District shall ensure that the student information system accurately captures and reports student enrollment, attendance, and membership data, including by conducting an annual internal review of attendance data accuracy.

Utah Code § 53G-6-206(5) (2026)
Utah Code § 53G-6-214(1) (2026)

3. Each school in the District shall provide annual training to all relevant staff on attendance policies and procedures and shall clearly communicate attendance expectations and consequences to parents and students. The Board of Education shall review relevant attendance data, annually evaluate the effectiveness of attendance interventions, ensure adequate resources are allocated for attendance monitoring and intervention programs, and approve any changes to attendance policies in a public meeting.

Utah Code § 53G-6-215 (2026)

C. Attendance Concern Letter

1. A school shall mail an Attendance Concern Letter to the parent of a student who has five (5) truancies during the current school

year.

2. A school may mail an Attendance Concern Letter to the parent of a student who has fewer than five (5) truancies during the current school year.

3. A Concern Letter should inform the parent of the student's unexcused absences, request the parent's help in solving the attendance problems, and inform the parent of possible school action if the truancies continue.

VII. **Response to Truancy Grades 1-6 ~~(Effective June 2022)~~**

A. Notice of Compulsory Education Violation

1. A Notice of Compulsory Education Violation shall be issued to the parent of a student in grade one (1) through six (6) who has ten (10) truancies during the current school year.

2. A Notice of Compulsory Education Violation may be issued to the parent of a student in grade one (1) through six (6) who has fewer than ten (10) but at least five (5) truancies during the current school year.

3. The Notice of Compulsory Education Violation must be served on the parent by personal service or certified mail and shall contain the notifications and provisions required by Utah Code § 53G-6-202 (2021) including:

    a. Directing the parent to meet with school authorities to discuss the student's truancies;

    b. Directing the parent to cooperate with the school in securing regular attendance by the student;

    c. Designating the school authorities with whom the parent is required to meet; AND

    d. Informing the parent that it is a class B misdemeanor for the parent to intentionally or without good cause: (a) fail to meet with the designated school authorities to discuss

the student's attendance problems; or (b) fail to prevent the student from being truant five (5) or more times during the remainder of the current school year.

4. School officials shall meet with parents following the issuance of a Notice of Compulsory Education Violation. During the meeting, the parents and school shall consider the following in an attempt to solve the attendance problems:

    a. Providing appropriate counseling services to the student;

    b. Making any necessary and reasonable adjustments to the curriculum and/or schedule to meet the special needs of the student;

    c. Considering alternatives proposed by the parent;

        i. Incorporating attendance in school-age child's course score or grade;

    d. Providing, upon request, a list of resources available to assist the parent in resolving the student's attendance problems.

5. The District shall report violations of this policy to the appropriate city, county, or district attorney. The District shall maintain records of each notice of compulsory education violation that is issued and any resulting referrals and general outcomes.

~~5.~~6. Parents may contest the Notice of Compulsory Education Violation in accordance with due process procedures set forth in section IX of this policy.

B. Report to Division of Child and Family Services

1. If school personnel have reason to believe that, after a notice of compulsory education violation is issued, the parent has failed to make a good faith effort to ensure that the student receives an appropriate education, the issuer of the compulsory education violation shall report to the Division of Child and

Family Services:

a. Identifying information of the student and the parent who received the notice of compulsory education violation;

b. Information regarding the longest number of consecutive school days the student has been absent or truant from school and the percentage of school days the student has been absent or truant during each relevant school term;

c. Whether the student has made adequate educational progress;

d. Whether the requirements for resolving attendance problems, as detailed in Utah Code 53G-6-206~~Ann.~~, have been met;

e. Whether the student is two or more years behind the school's age group expectations in one or more basic skills; and

f. Whether the student is receiving special education services or systematic remediation efforts.

VIII. **Response to Truancy Grades 7-12 ~~(Effective June 2022)~~**

A. Notice of Truancy

1. A Notice of Truancy shall be mailed to or served on the parent of a student who is in seventh grade or above and at least twelve (12) years old who has ten (10) truancies during the current school year. A Notice of Truancy may be mailed to or served on the parent of a student who is in seventh grade or above and at least twelve (12) years old who has fewer than ten (10) but at least five (5) truancies during the current school year.

2. The Notice of Truancy shall contain the notifications and provisions required by Utah Code Including the following:

a. Identifying each of the five (5) or more dates when the students was truant.

b. Directing the parent to meet with school authorities to discuss the student's truancies; and

c. Requesting the parent to cooperate with the school in securing regular attendance by the student.

3. Following the issuance of a Notice of Truancy, school officials shall meet with parents and students, as appropriate. During the meeting, the parents and school shall consider the following in an attempt to solve the attendance problems:

a. Providing appropriate counseling services to the student;

b. Making any necessary and reasonable adjustments to the curriculum and/or schedule to meet the special needs of the student;

c. Incorporating attendance into the student's course score and grade ~~if that is determined to be appropriate through an individualized plan developed by the student's parent and teacher with written consent from the parent and with the parent having the right to revoke the consent at any time~~;

d. Considering alternatives proposed by the parent;

e. Providing, upon request, a list of resources available to assist the parent in resolving the student's attendance problems.

f. Monitoring of attendance by parents and the school.

4. Parents may contest the Notice of Truancy in accordance with the due process procedures set forth in section IX of this policy.

~~4.~~5. The school shall maintain records of each notice of truancy issued and any resulting referrals and general

outcomes.

B. Law Enforcement and Court Referral

1. The School Administrator may refer a student who is in grade 7 or above to a law enforcement officer or agency if the student fails to participate in prevention and early intervention youth services.

2. If a student is referred to a court or a law enforcement officer or agency, the school administrator shall continue to engage with the student and the student's family through the court process.

3. The school administrator shall include the following in the referral to court or law enforcement:

    a. Attendance records for the student;

        i. A report of the evidence-based alternative interventions used by the District before the referral and any action taken by the school, including the outcomes of each intervention;

        ii. The name and contact information of the school administrator;

        iii. A report from the Division of Juvenile Justice Services that demonstrates the student's failure to complete or participate in prevention and early intervention youth services; and

        iv. Any other information that the school considers relevant.

IX. **Due Process**

A. A parent may, within ten (10) school days, appeal an unexcused absence, a Notice of Compulsory Education Violation, or a Notice of Truancy. All appeals shall be in writing and shall be made to the person from whom the notice came. If no appeal is made within the timeline set forth above, the action described in the notice is final. In

the event of an appeal, the parent is entitled to the following:

1. Within ten (10) school days from the date of the appeal, the parent, student (when appropriate), teacher (if necessary), and a school administrator shall meet in an effort to resolve the matter.

2. In the event the matter is not resolved at the meeting with the school administrator, the parent may request the matter to be reviewed by a school multi-disciplinary team. The school administrator shall meet with the school multi-disciplinary team who will render a decision on the matter.

3. In the event the matter is not resolved with the multidisciplinary team, the parent may request a meeting with the Superintendent. The decision of the Superintendent is final.

B. For matters concerning suspensions, expulsions, or Board releases, parents are entitled to the appropriate due process procedures set forth in Policy 6029 - Safe and Orderly Schools.

X. **Unenrollment after Ten Consecutive Truancies**

A. Under Utah Administrative Code, the District may not keep a student enrolled if the student has unexcused absences during all of ten (10) consecutive school days. This provision is often referred to as the "10-day drop rule."

B. If a student accumulates ten (10) consecutive unexcused absences and neither the student nor the parent has made contact with or responded to contact from school officials to provide a reason for the absences, the school administrator or designee shall withdraw the student from enrollment in the District, subject to the following:

1. As described in paragraph IV.A, a school administrator or designee may excuse an absence for a reason listed in subsection I At the administrator's discretion, the absence may be excused regardless of whether the parent-initiated contact with the school or requested that the absence be excused, so long as the administrator has reason to believe the absence is excusable under section IV D & E

2. Before un enrolling a student under this section, a school administrator or designee shall make a good faith effort to contact the parent to determine the reason for the absences.

3. A student receiving special education or related services under Policy 4030 – Special Education Policy and General Provisions may not be unenrolled without approval of the Director of Special Education.

4. When a student is withdrawn from enrollment under this section, the school shall notify the parent via letter or email at the last known address that the student's enrollment has been withdrawn. The letter should notify the parent of the dates of the student's absences and the school's previous attempts at contacting the parent, and it should also inform the parent that the school is required by law to withdraw the student's enrollment.

XI. Student Travel/Family Activities

A. Parents wishing to have their student participate in family travel or activities that will require the student to miss between four and ten consecutive days of school must notify the principal or designee to make prior arrangements with the principal for the student's absence.

1. The principal will determine if these extended absences will adversely impact the student's education. While some assignments may be made up~~made-up~~, some class experiences cannot be replicated, and a student's progress may suffer. Teachers may offer alternative assignments for classroom activities that cannot be replicated.

2. Regardless of prior arrangements, if a student's excused absence exceeds ten days, at the principal's discretion, the student may be withdrawn from school

a. A student who has been withdrawn by the principal may be re-enrolled when the student returns to school.

XII. Reporting to the State Board of Education

A. The District shall annually report to the State Board of Education (a) the number of absences with a valid excuse and (b) the number of absences without a valid excuse.

~~Utah Code § 53G-6-206(7) (2024)~~
Utah Admin. Rules R277-607-3(2) (March 10, 2025)

Cross Reference:
Policy 6005
Policy 6006

Legal References:
Utah Code Ann. § 53F-5-501

Adopted: February 10, 2022
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Prior Revised Dates: 4/25/2022, 08/10/2023, 1/16/2025

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Student Fees and Fines

Procedure 6007-A

Section: 6000 – Students

I. Definitions

A. Fee:

1. something of monetary value

2. requested or required as a condition to a student's full participation in or admission to

3. an activity, class, or program which is provided, sponsored, or supported by a school.

4. It does not include money or something of monetary value raised by a student or the student's family through fundraising.

~~Utah Code § 53G-7-501(7)(a), (c)(v) (2025)~~
~~Utah Admin. Rules R277-407-2(5) (July 8, 2025)~~

B. Something of monetary value: a charge, expense, deposit, rental, fine, or payment (regardless of how it is described) in the form of money, goods, or services, whether it is directly or indirectly requested or required.

~~Utah Code § 53G-7-501(7)(a) (2025)~~
~~Utah Admin. Rules R277-407-2(24)(a) (July 8, 2025)~~

South Summit School District
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1. Payments to a third party providing a part of a school activity, class, or program; and

2. A fine, unless that fine is within the scope of the definition in Non-Fee Charges, below.

   ~~Utah Code § 53G-7-501(7)(b) (2025)~~
   ~~Utah Admin. Rules R277-407-2(24)(b) (July 8, 2025)~~

3. It does not include a payment or charge for damages which may be reasonably attributed to normal wear and tear.

   ~~Utah Admin. Rules R277-407-2(24)(c) (July 8, 2025)~~

4. Requested or required as a condition of a student's participation: 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.

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~~Utah Admin. Rules R277-407-2(19) (July 8, 2025)~~

C. Provided, sponsored or supported by a school: an activity, class, program, club, camp, clinic, or other event that:

1. Is authorized by the District or a District school, according to Board policy; or

2. Satisfies at least one of the following conditions:

   a. It is managed or supervised by the District, a District school, or a District employee in the capacity of their District employment;

   b. It uses, more than inconsequentially, District or a District school's facilities, equipment, or other resources; or

   c. It is supported or subsidized, more than inconsequentially, by public funds, including school activity funds or minimum school program dollars.

3. Is not a noncurricular club as defined by Policy 6062.

   ~~Utah Admin. Rules R277-407-2(16) (July 8, 2025)~~

4. This definition applies regardless of the time or season of the activity, class, or program (for example, summer camps or clinics are sponsored by a school if the foregoing requirements are met).

   ~~Utah Admin. Rules R277-407-4(4) (July 8, 2025)~~

D. Personal Student Supply: For a secondary student, an object, tool, material, or supply that is the personal property of a student which, regardless of the use of the supply in the

instructional process, is also commonly purchased and used by persons not enrolled in the class or activity in question and has a high probability of regular use in other than school-sponsored activities.

1. It includes pencils, paper, notebooks, crayons, scissors, standard gym clothing and any similar personal or consumable supplies over which a student retains ownership.

2. It excludes any such items if, to create a uniform appearance not related to basic function, the school imposes specific requirements such as brand, color or a special imprint.

~~Utah Code § 53G-7-501(13) (2025)~~
~~Utah Admin. Rules R277-407-2(15) (July 8, 2025)~~

E. Fee Course: a course that is not a non-fee course.

~~Utah Code § 53G-7-501(8) (2025)~~

F. Non-fee Course: a course that results in course credit or a course grade within the core standards the Utah State Board of Education establishes for:

1. English language arts;

2. Health education;

3. Mathematics;

4. Science; and

5. Social studies.

South Summit School District
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~~Utah Code § 53G-7-501(12) (2025)~~

G. Textbook: instructional material necessary for participation in an activity, course or program, regardless of the format of the material. It excludes school equipment, instructional equipment and instructional supplies. It includes:

1. Hard copy book or printed pages of instructional material, including a consumable workbook; and computer hardware, software, or digital content.

~~Utah Code § 53G-7-501(19) (2025)~~

H. Common education expense: an expense the District incurs that is related to the delivery of instruction for all courses, unrelated to a specific course, program or activity. Such expenses include the costs of employing educators and staff, providing capital facilities, and operation and maintenance costs.

~~Utah Code § 53G-7-501(1) (2025)~~

I. Instructional equipment: an activity, course, or program-related tool that a student is required to use as part of an activity, course, or program in a secondary school and becomes the property of the student upon exiting the activity, course, or program. This excludes school equipment, an instructional supply, and a personal student supply for a secondary student.

~~Utah Code § 53G-7-501(10) (2025)~~

J. Instructional supply: a non-reusable or a consumable material or supply that is necessary to use, expend, or deplete as a component or element of an activity, course, or program in a secondary school. This excludes a personal student supply for a secondary student.

~~Utah Code § 53G-7-501(11) (2025)~~

K. School equipment: a durable, reusable machine, equipment, facility, or tool owned by a secondary school and used by a student as part of an activity, course, or program in a secondary school. For example, it includes a saw or a 3D printer.

~~Utah Code § 53G-7-501(15) (2025)~~
~~Utah Admin. Rules R277-407-2(23) (July 8, 2025)~~

L. Course: an activity, course, or program conducted primarily during school hours and that the District provides, sponsors or supports, and intends to deliver instruction, including a course in which a student is required to enroll as a condition of participation in a separate extracurricular activity.

~~Utah Code § 53G-7-501(2) (2025)~~

M. Regular school day: the same as school day as defined in Utah Administrative Code R277-419-2.

~~Utah Admin. Rules R277-407-2(18) (July 8, 2025)~~
~~Utah Admin. Rules R277-419-2(30) (February 7, 2025)~~

N. Extracurricular activity: an activity or a program that is not a course and is provided, sponsored or supported by the District or a District school and is not a noncurricular club.

~~Utah Code § 53G-7-501(6) (2024)~~

O. School trip: a school-sponsored travel activity of two or more nights that requires a student to pay a fee for participation in the activity, except it does not include such a travel activity when the travel is associated with an in-state activity sponsored by the Utah High Schools Activities Association or other association as defined in Utah Code § 53G-7-801.

South Summit School District
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~~N.~~P. Action plan: a written agreement between a principal and a student that outlines specific, reasonable steps the student will take to contribute to the school or community in exchange for a fee waiver for a second school trip.

II. **Non-Fee Charges:** Certain items of monetary value provided in connection with students and schools are not considered fees.

A. Student Fines A student fine is not a fee if it is specifically approved by the District and is imposed for one of the following:

1. Failing to return school property;

2. Losing, wasting, or damaging private or school property through intentional, careless, or irresponsible behavior (including defacing or damaging school property); or

3. Improper use of school property (including a parking violation).

~~Utah Code § 53G-8-212 (2021)~~
~~Utah Code § 53G-7-501(7)(c)(i) (2025)~~
~~Utah Admin. Rules R277-407-2(24)(b)(iv) (July 8, 2025)~~

4. When fines have been assessed to a student for damaging or losing school property, the school shall not exclude the student from school for nonpayment but may withhold a transcript or diploma to obtain payment of such charges pursuant to the Board policy regarding defacing or damaging school property. However, a school may not withhold student records which are required for student enrollment or placement in a subsequent school. In addition, if the Department of Health and Human Services or a licensed child-placing agency has been granted custody of the student, that student's records, if requested by the department or agency, may not be withheld from the department or agency for nonpayment of damages.

South Summit School District
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~~Utah Code § 53G-8-212 (2021)~~
~~Utah Admin. Rules R277-407-9(10), (11) (July 8, 2025)~~

B. Student Records: A school may impose a reasonable charge to cover the cost of duplicating, mailing, or transmitting transcripts and other school records. However, no charge may be imposed for duplicating, mailing, or transmitting copies of school records to an elementary or secondary school in which a former student is enrolled or intends to enroll.

~~Utah Admin. Rules R277-407-6(8)(b), (c) (July 8, 2025)~~

C. Non-Waivable Charges: A cost, payment, or expenditure that falls into one of the following categories is not a fee.

1. A personal discretionary charge or purchase, including:

   a. A charge for insurance, unless the insurance is required for a student to participate in a school activity, class, or program;

   b. A charge for college credit from an institution of higher education or post-secondary related courses~~relating to successful completion of a concurrent enrollment class or an advanced placement examination~~; or

   c. A charge for a personal consumable item such as a yearbook, class ring, letterman jacket or sweater, or other similar item (unless requested or required by the school or District).

   d. A charge which is subject to sales tax.

   e. A charge for school lunch or breakfast.

f. A deposit that is a pledge securing the return of school property which is refunded upon return of the property.

g. A charge for a replacement for damaged or lost school equipment or supplies.

~~Utah Admin. Rules R277-407-2(14) (July 8, 2025)~~
~~Utah Admin. Rules R277-407-3(9) (July 8, 2025)~~
~~Utah Code § 53G-7-501(7)(c), (11) (2025)~~

D. Donations of Supplies to an Elementary School

1. An elementary school or elementary school teacher may compile and provide to a student's parent a suggested list of supplies for use during the regular school day so that a parent may furnish, only on a voluntary basis, the listed supplies for student use. Such a list must include and be preceded by the following language:

   a. NOTICE: THE ITEMS ON THIS LIST WILL BE USED DURING THE REGULAR SCHOOL DAY. THEY MAY BE BROUGHT FROM HOME ON A VOLUNTARY BASIS, OTHERWISE, THEY WILL BE FURNISHED BY THE SCHOOL.

   ~~Utah Admin. Rules R277-407-3(1)(c), (6) (July 8, 2025)~~
   ~~Utah Code § 53G-7-503(2)(b) (2025)~~

E. Donations

1. For a donation to not be a fee, it must not affect the participation of an individual student. Donations are generally governed by Policy 2007. Donations or contributions may be invited on forms provided to parents of students but must clearly state that donations and contributions are voluntary and are not required for

participation in an activity or class.

~~Utah Admin. Rules R277-407-8(1) (July 8, 2025)~~

2. Students and families may be notified that they may voluntarily pay an increased fee amount or provide a donation to cover the costs of other students and families. Any such payments are considered donations and are not fees. To accept such payments, schools shall require that the payments be clearly designated as made for the purpose of covering the costs of other students.

~~Utah Admin. Rules R277-407-9(2)(b) (July 8, 2025)~~

III. Authorizing Fees

A. No fee may be charged by the District, a District school, or any District officer or employee unless the fee has been authorized by the Board as required in this policy and applicable law. This includes any and all fees as defined in this policy, including those related to courses and extracurricular activities. Each fee must be individually authorized by the Board.

~~Utah Code § 53G-7-503(1)(a), (b) (2025)~~
~~Utah Code § 53G-7-505 (2025)~~
~~Utah Admin. Rules R277-407-3(2) (July 8, 2025)~~
~~Utah Admin. Rules R277-407-6(1) (July 8, 2025)~~

B. Prohibited and Permitted Fees

1. The District may not charge a secondary student a fee for a non-fee course, except that a fee may be charged to a secondary student for any course for instructional equipment, a school field trip or activity trip or performance (including related transportation, food, lodging, and admission charges or participation fees), school activity clothing, a discretionary project (as

provided in the following paragraph), or a competency remediation program in accordance with Utah Code § 53G-9-803 .

2. In project-related courses, projects required for course completion shall be included in the course fee. However, a secondary student may request approval to complete a discretionary project in lieu of or in addition to a required classroom project. The school is not required to approve such a request. If the request is approved, the school may charge a fee for the discretionary project, including charges for the materials or activity involved. However, the school may not require such an additional project as a condition for enrolling, completing, or receiving the highest possible grade for a course. Schools shall avoid allowing high-cost additional projects, particularly where authorization of an additional discretionary project results in pressure on a student by teachers or peer to also complete a similar high-cost project.

3. A secondary student may be charged a fee for a fee course, including instructional supplies, the life-cycle replacement costs for school equipment directly related to the fee course, a musical instrument rental, licensing fees for fine arts intellectual property, or a participation in a driver education course described in Utah Code § 53G-10-503.

4. A secondary student may be charged for open enrollment application processing in accordance with Utah Code § 53G-6-402(5).

5. A secondary student may be charged a fee for an extracurricular activity, including for the life-cycle replacement costs for school equipment directly related to

the extracurricular activity.

6. A secondary student may be charged a fee for an adult education course in accordance with Utah Code § 53E-10-202 .

7. A secondary student may be charged a fee for tuition, college credit, an exam, or a textbook for an Advanced Placement or a concurrent enrollment course described in Utah Code § 53E-10-302.

8. Fee may not be charged for school equipment. Other than as specified above, a fee may not be charged for a textbook. A fee may not be charged for a common education expense. A fee may not be charged that is general in nature or for a good service that does not have direct benefit to the student paying the fee.

~~Utah Code § 53G-7-501(3) (2025)~~
~~Utah Code § 53G-7-503(2), (3) (2025)~~
~~Utah Admin. Rules R277-407-3(5) (July 8, 2025)~~

C. Process to Adopt Fee Policies and Schedules

1. The board shall adopt fee policies and a fee schedule in a public meeting held on or before June 1. The Board shall consult with stakeholders and shall encourage public participation in the development of the fee schedule and of waiver policies. Before taking action to approve the policies and fee schedule, the Board shall provide the opportunity for public comment on the proposed fee schedule during at least two public Board meetings. In addition to the notice required for a regular Board meeting, the Board shall provide notice of these meetings using the same form of communication regularly used by the District to communicate with parents (such as email, text, flyer, or

phone call).

~~Utah Code § 53G-7-505(2) (2025)~~
~~Utah Admin. Rules R277-407-6(2) (July 8, 2025)~~

2. After adoption of the fee schedule, the Board may amend the fee schedule by following the process described in the preceding paragraph (other than the June 1 deadline).

~~Utah Admin. Rules R277-407-6(3) (July 8, 2025)~~

3. The Board shall annually review the District's policies on fees and fee waivers.

~~Utah Admin. Rules R277-407-15(5) (July 8, 2025)~~

D. Fee Schedules

1. A fee must be included in the Board approved fee schedule in order to be charged. The fee schedule shall include the specific amount for each fee and a spending plan for each fee. The spending plan shall provide transparency to students, parents, and employees by identifying the uses of a fee. The spending plan shall identify the needs for which the fee is being charged and include a list or description of the anticipated types of expenditures (either during the current fiscal year or as carryover for use in a future year) that are funded by the fee. The fee schedule shall include the maximum fees allowed per activity and per student. If there are multiple fees related to one activity, class, or program, the fee schedule shall include an easy-to-understand delineation of each of the fees and the fee total for the activity, class, or program. The fee schedule shall also include the District's fee waiver policy, including an easily understandable statement informing a parent that a student may be eligible to have one or more fees waived and may appeal a denial of a requested waiver

and also specifying the maximum dollar amount of the fees that will be waived for each student.

~~Utah Code § 53G-7-505(3)(a) (2025)~~
~~Utah Admin. Rules R277-407-6(1)(c) (July 8, 2025)~~
~~Utah Admin. Rules R277-407-13(2), (3) (July 8, 2025)~~

E. Notice of Fee Policies and Schedules

1. The District shall annually publish on each school's website the fee schedule (including fee maximums), fee waiver policies, the fee waiver application, the fee waiver decision and appeals form and the school fee notice for families. Annual school registration materials shall include a copy of the fee schedule and fee waiver policies, and these materials shall be provided to a parent of a student who enrolls after the initial enrollment period. School registration materials shall clearly identify the fee for each activity, course, or program alongside the description of the activity, course, or program in the materials. The notices and forms used may be those approved by the State Board of Education, including:

    a. For elementary schools:

        i. School Fees Notice for Families of Students in an Elementary School

        ii. Fee Waiver Application (Elementary School)

        iii. Fee Waiver Decision and Appeal Form

    b. For secondary schools:

i. School Fees Notice for Families of Students in Grades Seven through Twelve

ii. Fee Waiver Application (Secondary School)

iii. Fee Waiver Decision and Appeals Form

~~Utah Code § 53G-7-505(3)(b) (2025)~~
~~Utah Admin. Rules R277-407-6(6)(a) (July 8, 2025)~~

IV. Standards for Fees

A. In setting fees, the Board shall establish the following maximum fee amounts:

1. The amount that a school may charge per student for each activity.

2. The total aggregate amount that a school may charge to a student in fees in a year.

~~Utah Admin. Rules R277-407-6(4) (July 8, 2025)~~

B. To preserve equal opportunity for all students and to limit diversion of money and school and staff resources form the basic school program, the Board's fee policies shall be designed to limit student expenditures for school-sponsored activities, including expenditures for activities, uniforms, clubs, clinics, travel, and subject area Career and Technical Education leadership organizations, whether local, state or national.

~~Utah Admin. Rules R277-407-6(9) (July 8, 2025)~~

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

South Summit School District
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~~Utah Admin. Rules R277-407-6(4)(b) (July 8, 2025)~~

D. In setting fees, the Board shall establish a dollar amount cap on the total fees which will be waived for a student during the year. In authorizing and allocating funds for classes, programs, and activities that have associated fees, the Board shall take into account this dollar amount cap on individual student fee waivers.

~~D.~~E. No fees may be charged for elementary school activities that are part of the regular school day (including assemblies and field trips) or for supplies a student uses during the regular elementary school day. Fees may be charged to students in grade 6 as secondary students if those students are attending a school that includes any of the grades 7 through 12. A school that provides instruction to students in grades other than~~that~~ grades 6 through 12 may not charge fees to students in grade 6 unless for those students the school follows a secondary model of instruction.

~~Utah Code § 53G-7-503(4)(a) (2025)~~
~~Utah Admin. Rules R277-407-3(1), (3) (July 8, 2025)~~

~~E.~~F. Fees may be charged to elementary school students for activities which do not take place during the regular school day so long as participation in the activities is voluntary and does not affect a student's grade or ability to participate fully in any course taught during the regular school day.

~~Utah Code § 53G-7-503(4)(a) (2025)~~
~~Utah Admin. Rules R277-407-4(1) (July 8, 2025)~~

~~F.~~G. All fees, including fees for extracurricular activities, must be within the maximum amounts established for the activity by the Board.

~~Utah Admin. Rules R277-407-4(2) (July 8, 2025)~~

South Summit School District
Achieving Excellence

~~Utah Admin. Rules R277-407-6(1)(b), (4) (July 8, 2025)~~

~~G.~~H. A fee may not be imposed or increased in order to supplant or subsidize another fee, including to supplant or subsidize a prohibited fee, including the normal expense of delivering instruction in a course. The amount of a fee may not be increased to offset the cost of fee waivers. The fee imposed on a student for a particular activity, course, or program must be directly related to and cannot exceed the expense incurred by the school in providing the activity, course, or program.

~~Utah Code § 53G-7-503(1)(c) – (f) (2025)~~
~~Utah Admin. Rules R277-407-9(2)(a) (July 8, 2025)~~

~~H.~~I. In establishing fee schedules, the Board may also review and consider the following as to each school in the District:

1. The cost to the school to provide the activity, class, or program;

2. The student enrollment;

3. The median income of families within the attendance area or enrolled at the school;

4. The number and monetary amount of fee waivers (designated by individual fee) annually granted in the prior three years;

5. The historical participation and school interest in certain activities;

6. The prior year fee schedules;

7. The revenue collected from each fee in the prior year;

8. Fundraising capacity;

9. Prior year community donors; and

10. Other resources available (including through donations and fundraising).

~~Utah Admin. Rules R277-407-6(5) (July 8, 2025)~~

V. Optional Fundraising for Fees

A. Consistent with Policy 6050, students may avail themselves to optional individual fundraising opportunities to raise money to offset the cost of the student's fees. Required individual fundraising is prohibited. Student membership in or participation in a team or group may not be denied based on non-participation in any kind of fundraiser (individual or group).

~~Utah Admin. Rules R277-407-10(6) (July 8, 2025)~~
~~Utah Admin. Rules R277-408-2(4) (August 7, 2024)~~
~~Utah Admin. Rules R277-408-4(2) (August 7, 2024)~~

VI. Service in Lieu of Payment of Fees

A. Students may choose (but may not be required) to perform service in lieu of paying a fee.

~~Utah Admin. Rules R277-407-2(17) (July 8, 2025)~~
~~Utah Admin. Rules R277-407-10(1) (July 8, 2025)~~

B. If elected by a student, the service assignment shall be determined by the principal or designee. The assignment shall be appropriate to the age, physical condition, and maturity of the student and service required shall be consistent with the federal Fair Labor Standards Act. The service must be credited at an hourly rate at least equal to the minimum wage and must be able to be performed within a reasonable period. Service

assignments may include service within the school, including tutorial assistance to other students and assistance before or after school to teachers and other school personnel on school related matters.

~~Utah Code § 53G-7-504(2)(a) (2024)~~
~~Utah Admin. Rules R277-407-10(2) (July 8, 2025)~~
~~Utah Admin. Rules R277-407-15(2) (July 8, 2025)~~

C. A student who performs service in lieu of paying a fee may~~many~~ not be treated differently than students who pay the fee, and 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.

~~Utah Admin. Rules R277-407-10(3) (July 8, 2025)~~

D. Upon request of the student, student's service credit shall be transferred to another school within the District or to another local education agency.

~~Utah Admin. Rules R277-407-10(4) (July 8, 2025)~~

VII. Waiver of Fees

A. A waiver means a full release from the requirement of payment of a fee and any provision in lieu of fee. (A provision in lieu of fee means an alternative to payment of the fee.) All fees are subject to a waiver. Non-fee charges (see above) are not subject to waiver.

~~Utah Code § 53G-7-501(20) (2025)~~
~~Utah Admin. Rules R277-407-2(17), (29) (July 8, 2025)~~
~~Utah Admin. Rules R277-407-9(1) (July 8, 2025)~~

B. Supplemental Nutrition Assistance Program, or SNAP, means a program, formerly known as food stamps, which provides

nutrition benefits to supplement the food budget of low-income families through the Utah Department of Workforce Services.

~~Utah Admin. Rules R277-407-2(25) (July 8, 2025)~~

C. SSI means Supplemental Security Income for children with disabilities, which is a benefit administered through the Social Security Administration that provides payments for qualified children with disabilities in low-income families.

~~Utah Admin Rules R277-407-2(26) (July 8, 2025)~~

D. TANF means Temporary Assistance for Needy Families, which is a program (formerly known as AFDC) which provides monthly cash assistance and food stamps for low-income families with children under the age 18 through the Utah Department of Workforce Services.

~~Utah Admin. Rules R277-407-2(27) (July 8, 2025)~~

E. Eligibility for Waiver

1. A waiver shall be granted to a student if charging the fee would deny the student the opportunity to participate in a class or school-sponsored or supported activity because of an inability to pay a fee.

   ~~Utah Code § 53G-7-504(1)(a) (2024)~~
   ~~Utah Admin. Rules R277-407-9(3) (July 8, 2025)~~

2. A student is eligible for waiver upon providing verification that:

   a. The student qualifies based on income eligibility levels established annually by the State Superintendent;

b. The student receives SSI;

c. The family receives TANF or SNAP funding;

d. The student is in foster care through the Utah Division of Child and Family Services;

e. The student is in state care; or

f. The student qualifies for McKinney-Vento Homeless Assistance Act assistance.

~~Utah Admin. Rules R277-407-11(1), (2) (July 8, 2025)~~

3. Fees may be retroactively waived if eligibility is determined to exist before the date of the fee waiver application.

~~Utah Admin. Rules R277-407-11(6) (July 8, 2025)~~

4. A student who does not qualify based on the foregoing may also be granted a waiver if the student is not reasonably capable of paying the fee based on extenuating circumstances. Such circumstances might include exceptional financial burden, loss or substantial reduction of income, or extraordinary medical expenses.

~~Utah Admin. Rules R277-407-11(4)(b) (July 8, 2025)~~

5. In the event that circumstances change for a student or family such that fee waiver eligibility no longer exists, the school may charge a proportional share of a fee or a reduced fee reflecting the change in eligibility.

~~Utah Admin. Rules R277-407-11(5) (July 8, 2025)~~

South Summit School District
Achieving Excellence

F. Process for Waiver

1. The principal, or the principal's designee, shall review and make decisions regarding fee waiver requests, verifying eligibility as required (including obtaining the required documentation). The decision shall be made promptly and if possible before the fee becomes due. A family may not be subjected to unreasonable demands for re-qualification.

   ~~Utah Code § 53G-7-504(1)(b) (2024)~~
   ~~Utah Admin. Rules R277-407-6(7)(a) (July 8, 2025)~~
   ~~Utah Admin. Rules R277-407-9(4), (8)(b) (July 8, 2025)~~
   ~~Utah Admin. Rules R277-407-11(4)(a) (July 8, 2025)~~

2. Parents shall be provided the opportunity to review available provisions in lieu of fee payment.

   ~~Utah Admin. Rules R277-407-9(9)(a) (July 8, 2025)~~

3. The waiver process shall be administered fairly, objectively, without delay, and in a manner that avoids stigma, embarrassment, undue attention, and unreasonable burdens on students and parents. There shall be no visible indicators which could lead to identification of waiver applicants. The privacy requirements of FERPA apply and shall be followed. Other students may not assist in the waiver approval process. Students who receive a waiver may not be treated differently than other students. Students who receive a waiver may not be identified to other students and may not be identified to any other person (including staff members) who do not need to know of the waiver.

   ~~Utah Admin. Rules R277-407-9(5), (6), (7) (July 8, 2025)~~
   ~~Utah Admin. Rules R277-407-15(1) (July 8, 2025)~~

4. The waiver application and associated required documentation shall incorporate and conform to the regulations issued by the State Board of Education, which will specify forms of documentation and verification which are acceptable.

   ~~Utah Code § 53G-7-504(4) (2024)~~

5. In lieu of income verification, the school may rely on the following alternative forms of verification:

   a. If the student's family receives TANF or SNAP, an electronic copy or screen shot of the student's family's eligibility determination or eligibility status from the Utah Department of Workforce Services which covers the period for which waiver is sought;

   b. If the student receives SSI, a benefit verification letter from the Social Security Administration;

   c. If the student is in state custody or in foster care, either or both of the following when provided by a case worker from the Utah Division of Child and Family Services or the Utah Juvenile Justice Department

      i. The youth in care required intake form;

      ii. The school enrollment form;

      iii. If the student qualifies for McKinney-Vento Homeless Assistance Act assistance, verification from the District's Student Services Director.

      ~~Utah Admin. Rules R277-407-11(3) (July 8, 2025)~~

6. The principal or designee may grant a full or partial waiver or deny the request. Upon determination by the principal or designee, the parent shall be provided a written decision using the standard written decision and appeal form authorized by the State Board of Education. A full or partial denial decision shall include the reasons for the denial and give notice of the procedure to appeal the decision.

   ~~Utah Admin. Rules R277-407-6(7)(b) (July 8, 2025)~~
   ~~Utah Admin. Rules R277-407-15(1)(e) (July 8, 2025)~~

7. Appeals of the principal's decision on the granting of fee waivers may be made to the Superintendent of Schools. Appeals of the Superintendent's decision may be made to the Board.

   ~~Utah Admin. Rules R277-407-9(9)(b) (July 8,2025)~~

8. The requirement that a student pay a fee shall be suspended during any period during which the student's eligibility for waiver is being determined or when an appeal of a denial of waiver is in process.

   ~~Utah Admin. Rules R277-407-9(9)(c) (July 8, 2025)~~
   ~~Utah Admin. Rules R277-407-15(1)(f) (July 8, 2025)~~

G. Addressing the Effects of Waivers

1. The District shall identify and address potential inequities due to the impact of the number of students who receive waivers with each of the District’s schools. The Board shall distribute the impact of fee waivers among the schools of the District so that no school carries a disproportionate share of the District’s fee waiver burden.

   ~~Utah Admin. Rules R277-407-13(4) (July 8, 2025)~~

South Summit School District
Achieving Excellence

VIII. Fee Waivers for School Trips

A. A fee waiver may not be granted to a student for more than two school trips per year. The limit on fee waivers for school trips does not prevent a student who receives waivers for two school trips from participating in additional school trips, but the student must pay the fees for such additional trips in order to participate.

~~H.~~B. To receive a fee waiver for the second trip, the student must meet with the principal or person designated by the principal and develop an action plan that includes school-related contributions, including performing custodial work, participating in school-related service programs, or completing other contributions that the principal or designee approves. The action plan shall match a student's abilities and availability, consider a student's individual circumstances, specify the type and duration of the contribution to the school or community, and avoid interference with a student's academic or personal responsibilities.

~~VIII.~~IX. **Fee Collection**

A. Students may not be involved in the collection of fees.

~~Utah Admin. Rules R277-407-15(1)(d) (July 8, 2025)~~

B. The school may allow a fee to be paid through an installment plan. However, such a plan may not be required in lieu of a fee waiver.

~~Utah Admin. Rules R277-407-10(5) (July 8, 2025)~~

C. The district may pursue reasonable methods of collecting fees. However, the District may not, as a result of unpaid fees:

1. Exclude a student from school or from an activity, class, or program during the regular school day;

2. Refuse to issue a course grade;

3. Withhold official student records, including written or electronic grade reports, class schedules, diplomas, or transcripts.

~~Utah Admin. Rules R277-407-6(8)(a) (July 8, 2025)~~
~~Utah Admin. Rules R277-407-9(10) (July 8, 2025)~~

D. If the school has been provided with a copy of a court order allocating responsibility for school fees between a student's parents before the day on which the school first issues a bill for a school fee, the school shall, upon request from either parent, separately bill each parent for the share of the fee that the parent is to pay under the court order. Each parent is liable only for the share of the fee the parent is required to pay under the court order, regardless of whether the court order is provided to the school before or after the bill is issued for the fee, the school may not make a negative credit report relating to a fee about a parent who has paid the share of the fee required by the court order. The school may bill a parent for that parent's share of the fee even though the other parent has obtained a full or partial fee waiver.

~~Utah Code § 15-4-6.7 (2023)~~Utah Code § 15-4-6.7 (2023)

~~IX.~~X. Option for Graduation Credit Without Fees

A. The District shall ensure that each school that awards credit towards graduation provides at least one option for each graduation requirement that fulfills the graduation requirement and does not require payment or waiver of any fee. However, the District is not required to offer, without fee or waiver, any specific activity, course, or program of a student's preferred

activity, course, or program.

~~Utah Code § 53G-7-502(2) (2025)~~
~~Utah Admin. Rules R277-407-6(10) (July 8, 2025)~~

~~X.~~XI. Staff Training

A. Employees of the District shall receive, on at least an annual basis, training on fee policies specific to the employee's job function. Such training shall make use of the resources and training materials provided by the State Superintendent.

~~A.~~B. Principals will document which staff have been trained each year.

~~Utah Admin. Rules R277-407-15 (July 8, 2025)~~

~~XI.~~XII. Records Regarding Fees

A. The District shall collect and maintain the following information, which may be requested by the State Superintendent:

1. a summary of:

    a. the number of students in the District given fee waivers,

    b. the number of students who worked in lieu of a fee waiver,

    c. the number of students denied fee waivers,

    d. and the total dollar value of fees waived by the District,

2. the total dollar amount of all fees charged to students within all the schools in the District.

South Summit School District
Achieving Excellence

~~Utah Admin. Rules R277-407-14(1) (July 8, 2025)~~

~~XII.~~XIII. Required Notices and Action

A. The District and each school shall use the following standard forms as they are provided by the State Board of Education:

1. Standard parental notification letter ~~(School Fees Notice for Families of Students in Grades 7-12 or School Fees Notice for Families of Students in Grades K-6)~~School Fees Notice for Families of Students in Grades K-6)

2. Standard fee waiver application ~~(Fee Waiver Application)~~

3. Standard written decision and appeal form ~~(Fee Waiver Decision and Appeal Form)~~

4. School fees service agreement ~~(Service Agreement Form)~~

B. These standard forms as drafted and adopted by the State Board of Education are hereby incorporated into these policies. (The forms are also available in Spanish, Arabic, Chinese, and Somali.)

C. The District and each school shall adhere to the terms and conditions~~condition~~ set forth in the standard form.

Legal References:

~~Utah Admin. Rules R277-407~~ Utah Admin. Rules R277-407 ~~(July 8, 2025)~~

Utah Admin. Rules R277-408

~~C.~~ Utah Admin. Rules R277-419~~-2(30) (February 7, 2025)~~

South Summit School District
Achieving Excellence

D. Utah Code § 15-4-6.7
Utah Code 53E-10-202
Utah Code 53G-6-402(5)
Utah Code § 53G-7-501 (2025)
Utah Code § 53G-7-502 (2025)
Utah Code § 53G-7-503
Utah Code 53G-7-504
Utah Code § 53G-7-505

Utah Code § 53G-7-801

Utah Code § 53G-8-212 (2021)
Utah Code § 53G-9-803
Utah Code § 53E-10-202
Utah Code § 53E-10-302
~~Utah Code 53G-10-50~~Utah Code 53G-10-503

Adopted Date: April 17, 2025
Last Reviewed Date: 09/08/2025
Last Revised Date: 09/08/2025
Prior Revised Dates:

South Summit School District
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Non-Resident ~~and Foreign Exchange~~ Students

Procedure: 6009-A

Section: 6000 Students

I. **Definitions**

A. For the purpose of this policy the following definitions apply:

1. District program: A district-wide program designated by the Board of Education located at select schools and offered to all students in the district during normal school hours.

2. Open enrollment: The enrollment procedures prescribed by Utah Code 53G-6-402, for students who reside outside a school's or the district's boundaries.

    a. Prior to November 15 (or the first Monday thereafter), the SSSD School board will designate its schools as either Open or Closed for Early Enrollment.

    b. November 15 through the first Friday in February - Early Enrollment applications accepted.

    c. March 15 - parents of currently enrolled students on open enrollment~~,~~ will be notified if their students are not permitted to attend school in the district the following school year.

    d. March 30 - parents notified of accepted or denied early enrollment applications.

3. Early enrollment: An enrollment application submitted between November 15th (or the first Monday thereafter) and the first Friday in February for admission for the next school year that is not a student’s school of residence.

4. Open enrollment threshold

a. For early enrollment, a projected school enrollment that is the greater of

i. 90% of the maximum capacity as defined by Utah Code; or

ii. Maximum capacity minus 40 students.

5. School enrollment moratorium: An action by the Board of Education to designate a school as not open for permit enrollment for nonresident students because the school is operating above the open enrollment threshold.

6. Late enrollment: An enrollment application submitted after the Early Enrollment deadline (first Friday in February) for admission for the next school year that is not a student's school of residence; or for admission for the current year to a school that is not the student's school of residence.

a. Applications received after the first Friday in February through August are considered Late enrollment applications.

b. Parents will be notified by the Friday before school starts if their late enrollment applications are accepted or denied.

~~7. Foreign Exchange Student: A high school student (11th or 12th grade) who travels to a foreign country to live and study.~~

~~8. J-1 Visa: Also known as an Exchange Visitor Visa. It is a temporary nonimmigrant visa that allows foreign nationals to live in the United States and participate in an approved exchange program.~~

~~9.~~7. Inter-District Reciprocity: Students attending school on an Open Enrollment Application from another district.

~~10.~~8. Intra-District Reciprocity: Students within the district who wish to attend a school within the district other than their boundary school.

II. **Inter-District and Intra-District Reciprocity**

A. A student's legal residence is the domicile of the student's parent or court-appointed guardian.

B. Students from another district (Inter-District) may attend South Summit District schools. Only after going through the open enrollment application process and approval is an open enrollment granted by the district or its designee.

C. Permission for a non-resident student to attend a South Summit school will be granted under the following conditions

1. The South Summit School District Open Enrollment Form is filled out correctly.

2. The current enrollment indicates that space is available in a district program if warranted and/or in the grade and school requested.

3. The student and parent/guardian agree to abide by all the district and school policies, rules, and regulations.

4. The student and parent/guardian sign a contract with the school in which is delineated the conditions by which the student may remain a student at the school. (This contract is on the back of the application). By signing the application, the parent/guardian and student agree to the terms of the contract.)

    a. For students whose applications are accepted as a Provisional Enrollment, the student and parent/guardian will meet with a school administrator after the application is accepted to sign a Provisional Agreement.

5. The parent/guardian agrees to transport the student to and from school in a timely manner.

D. The District may deny applications from students who have been guilty of chronic misbehavior which would, if continued, endanger persons or property, cause serious disruptions in the school, or place unreasonable burdens on school staff. The District may reject an application from a student who has any school safety incidents or safe-school violations.

~~D.~~E. Students must re-apply for non-residency status when progressing into a middle-level school and when progressing into the high school.

~~E.~~F. The Open Enrollment period for Non-Resident and Intra-District transfers is every year beginning November 15 (or the first Monday thereafter) through the first Friday in February in order to transfer to the new school the following school year.

1. Parent/Guardian will be notified of acceptance or denial on or before March 31 of the current school year.

~~F.~~G. Any application submitted after Open Enrollment is considered a Late Enrollment application.

1. Parent/Guardian will be notified of acceptance or denial on or before the Friday prior to the beginning of the next school year.

~~G.~~H. Applications are reviewed on a first-come, first-served~~first-come first-serve~~ basis.

1. Schools may NOT develop "waiting lists" from Early Open Enrollment or Special Open Enrollment applications. Applications must be accepted or rejected by the March deadline.

2. Students whose applications are rejected during the Early Open Enrollment or Special Open Enrollment may reapply for a Late Enrollment after April 1 for the coming year.

~~H.~~I. Priority will be given to intra-district transfers over inter-district transfers during the enrollment period to which they have applied. All inter-district transfer requests will be given priority in the following order:

1. Applicants who have siblings enrolled in the requested school, for the requested year.

2. Applicants whose parent/guardian is an employee of the district.

3. All other applicants.

~~I.~~J. This policy also adheres to the additional requirements and stipulations as listed in the Utah Code.

~~J.~~K. Permission for a non-resident student to attend a South Summit school may be revoked for any or all of the following:

1. Failure on the part of the student and/or parent/guardian to comply with items II.C. 1-5 listed above.

2. Any repeated or consistent patterns of severe behavior that are deemed extremely disruptive or a significant threat to the well-being and safety of students and school personnel.

3. Unsatisfactory attendance and/or tardiness.

4. Academic performance is determined to be unsatisfactory given the student's abilities and/or special circumstances.

5. Falsification of information in the application process. If permission for a non-resident student to attend a South Summit school is revoked, the parent/guardian may appeal the decision to the Superintendent.

~~K.~~L. When appropriate, charges for enrolling students still under the jurisdiction of another school district or agency will be paid by the school district or agency involved.

III. Procedure to Appeal a School Choice Denial

A. Utah Code provides parents the opportunity to appeal any school choice denial to the Superintendent by filing a written request for appeal within 20 school days of the date of the written notice of the denial. The request for an appeal must be accompanied by a copy of the written notice denying transfer, and include a statement of the facts surrounding the denial, and the reasons why the appellant believes the denial should be reversed The request for appeal may also include relevant legal authority or argument.

IV. Non-Resident Students with Disabilities

A. The current space available for Ss~~s~~tudents Ww~~w~~ith Dd~~d~~isabilities will be determined through the following process:

1. The special education team at the school that the enrollment is being requested will have the parent sign a release of records form from the school that the student is currently attending.

2. The school will request the student's current Individual Education Plan (IEP) and their previous IEP.

3. Upon receiving the IEPs, the special education team will review the goals, placement, and current services provided under the students' current IEP. If the student's current IEP has been in place for less than 90 school days, their previous IEP will also be reviewed.

4. Upon review of the appropriate IEPs the special education team at the receiving school will determine how the student would be served at their school based on the goals, placement, and services

identified through the review.

5. If the student can be served based on the current staffing pattern without the addition of staff or services, the student will be accepted for enrollment if space is available at the school and at the student's grade level at the school.

6. If the student cannot be served based on the current staffing pattern without the addition of staff or services, the student will not be accepted for enrollment and will be placed on a waiting list based on the date of their submission of the application.

~~V. **Foreign Exchange Students**~~

~~A. The South Summit School District accepts students with a J-1 Visa through a cultural exchange program, if the state has allocated funds to subsidize these students. The state will inform the district in March of each year if funds for J-1 students are available and the number of slots allocated to the district. These students are accepted on a first-come, first-servedfirst come first-serve basis.~~

~~1. J-1 students will be limited to no more than two (2) students total per year.~~

~~2. All required and appropriate documentation must be received by the school prior to August 1 of each year.~~

~~3. Foreign Exchange Students are only accepted prior to August 1 for the following school year.~~

~~B. The Board will be given the names of these students enrolling at South Summit High School at a Board meeting before the beginning of each school year.~~

~~C.~~V. ~~The district does not accept or issue I-20 Visas.~~

~~VI. **Non-Utah Residents**~~

~~A. Non-Utah residents will be charged a per capita cost unless such tuition is waived by the Board.~~

B. The tuition for non-Utah residents will be determined by the Board on an annual basis.

C.A. Non-Utah resident students must complete the application for admission, submit all required documentation, and pay the public education fee before being approved.

VII. Utah High School Activities Eligibility Requirements for Foreign Exchange and J-1 Students

A. All J-1 students must comply with the rules and regulations found in "Interpretations and Participation Standards" Item 40 of the Utah High School Activities Association Handbook.

Legal References:
U.C.A. §53G-6-302 et seq.
Utah Admin. Code R277-437
§U.C.A. 53G-6-401
Utah Code 53G-6-302 through 53G-6-407
Utah Code 53G-6-403

Adopted Date: April 15, 2021
Last Reviewed Date: 08/08/2024
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Prior Revised Dates: 01/14/2022, 03/10/2022

South Summit School District
Achieving Excellence

Foreign Exchange Students

Procedure: 6009-B

Section: 6000 Students

I. **Definitions**

1. Foreign Exchange Student: A high school student (11th or 12th grade) who travels to a foreign country to live and study.

2. J-1 Visa: Also known as an Exchange Visitor Visa. It is a temporary nonimmigrant visa that allows foreign nationals to live in the United States and participate in an approved exchange program.

II. **Foreign Exchange Students**

A. The South Summit School District accepts students with a J-1 Visa through a cultural exchange program, if the state has allocated funds to subsidize these students. The state will inform the district in March of each year if funds for J-1 students are available and the number of slots allocated to the district. These students are accepted on a first-come, first-served basis.

1. J-1 students will be limited to no more than two (2) students total per year.

2. All required and appropriate documentation must be received by the school prior to August 1 of each year.

3. Foreign Exchange Students are only accepted prior to August 1 for the following school year.

B. The Board will be given the names of these students enrolling at South Summit High School at a Board meeting before the beginning of each school year.

C. The district does not accept or issue I-20 Visas.

III. **Utah High School Activities Eligibility Requirements for Foreign Exchange and J-1 Students**

A. All J-1 students must comply with the rules and regulations found in

South Summit School District
Achieving Excellence

"Interpretations and Participation Standards" Item 40 of the Utah High School Activities Association Handbook.

6024-D
Vision Screening

Vision Screening at Enrollment

A. A child under nine years old entering a public school for the first time in this state must present one of the following to the school:

   1. A completed vision screening form signed by a health care professional certifying that the child has received an adequate vision screening; or

   2. A written statement signed by a parent that the child will not be screened before attending public school in the state.

B. The District shall conduct free vision screening clinics for children who are at least 3 1/2 years old but not yet 16 years old who enrolled at a school within the boundaries of the District.

C. A volunteer who serves as a vision screener for a free vision screening clinic for a qualifying child must be either trained by a school nurse or complete the Department of Health and Human Services online training module and must be supervised by a school nurse or an outside entity conducting screening for the District consistent with Department of Health and Human Services regulations. A vision screening volunteer may not market, advertise, or promote a business in connection with assisting at the screening clinic.

D. Screening provided under this policy shall follow the procedures and standards set out in Utah Administrative Rules R384-201.

Utah Admin. Rules R384-201 (July 9, 2020)

South Summit School District
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Safe Schools Procedures

Policy: 6029-A

Section: 6000 Students

I. **Definitions**

A. Suspension: removal of a student from the student's regular classroom assignment for a definite period of time.

1. In-school suspension: a temporary removal from the student's regular classroom for at least half a school day while remaining under the direct supervision of school personnel.

2. Out-of-school suspension: removal of the student from school grounds for disciplinary reasons, except:

a. If the student is served solely under a Section 504 plan, "out-of-school suspension" means excluding the student from school for disciplinary purposes for one day or longer; and

b. If the student is a student with disabilities under IDEA, "out-of-school suspension" means the temporary removal of the student from the student's regular school to another setting for disciplinary reasons.

Utah Admin. Rules R277-100-2(33) ~~*(March 11, 2024)*~~

3. Short-term suspension: an out-of-school suspension with exclusion of the student from the school, school grounds, and school activities and functions for a

specific period of time that is equal to or less than 10 school days.

4. Long-term suspension: an out-of-school suspension with exclusion of the student from the school, school grounds, and school activities and functions for a specific period of time that is greater than 10 school days.

B. Expulsion: termination of the student's status as a student enrolled in the school. Expulsion may be for an indefinite or fixed period of time.

C. Involuntary transfer: reassignment of a student from one school, campus, or academic program, to a different school, campus, or academic program within the District. Involuntary transfer may be for an indefinite period of time or for a fixed period of time.

D. School district location: any school building or on any school premises; on any school-owned vehicle or in any other school-approved vehicle used to transport students to and from school or school activities; off school property at any school-sponsored or school-approved activity, event or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district.

E. Disruptive behavior: conduct which unreasonably interferes with the educational process or instruction of students in the classroom or elsewhere, including foul, profane, vulgar or abusive language. Disruptive behavior includes:
    1. Frequent or flagrant willful disobedience, defiance of proper authority, or disruptive behavior, including the use of foul, profane, vulgar, or abusive language;

    2. Willful destruction or defacing of school property;

    3. Behavior or threatened behavior which poses an immediate and significant threat to the welfare, safety, or morals of other students or school personnel or to

the operation of the school;

4. Illicit use, possession, or distribution of a controlled substance, drug paraphernalia, a tobacco product, an electronic cigarette product, or an alcoholic beverage;

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

6. Behavior listed below which threatens harm or does harm to the school or school property, or to a person associated with the school, or property associated with that person, regardless of where it occurs; as well as an offense listed below that affect another student or staff member, or any serious offense occurring in a school building, in or on school property, or in conjunction with any school activity, including:

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

   b. the actual or threatened use of a look-alike weapon with intent to intimidate another person or to disrupt normal school activities; or

   c. the sale, control, or distribution of a drug or controlled substance as defined in ~~Utah Code § 58-37-~~Utah Code § 58-37-101~~2~~, an imitation controlled substance defined in ~~Utah Code §~~ Utah Code § 76-18-401~~58-37b-2~~, or drug paraphernalia as defined in ~~Utah Code §~~ Utah Code § 76-18-301~~58-37a-3~~.

7. 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 under Utah law. See Board Procedure 6065–A: Student Bullying, Cyber-Bullying, Hazing, and Abusive Conduct.

Utah Code § 53G-8-210 (2020)
Utah Code § 53G-8-209 (2025)

F. Bullying: student bullying and staff bullying.

Utah Code § 53G-9-601(3) (2025)

G. Communication: the conveyance of a message, whether verbal, written, or electronic.

Utah Code § 53G-9-601(4) (2025)

~~G.~~H. Hazing: See Board Procedure 6065–A: Student Bullying, Cyber-Bullying, Hazing, and Abusive Conduct.

~~H.~~I. Cyber-Bullying: See Board Procedure 6065–A: Student Bullying, Cyber-Bullying, Hazing, and Abusive Conduct.

~~I.~~J. Retaliation: See Board Procedure 6065–A: Student Bullying, Cyber-Bullying, Hazing, and Abusive Conduct.

~~J.~~K. Staff bullying: See Board Procedure 6065–A: Student Bullying, Cyber-Bullying, Hazing, and Abusive Conduct.

~~K.~~L. Weapon: "dangerous weapon," which includes any firearm or any object that is used for, or is readily capable of, causing death or serious bodily injury. "Firearm" means a pistol, revolver, shotgun, short barreled shotgun, rifle or short barreled rifle, or any device that could be used as a dangerous weapon from which is expelled a projectile by action of an explosive. The following factors are used in determining whether an object other than a firearm is a dangerous weapon:

1. the location and circumstances in which the object was used or possessed;

2. the primary purpose for which the object was made;

3. the character of the wound, if any, produced by the object's unlawful or improper use;

4. the way the object was unlawfully or improperly used;

5. whether the way the object is used or possessed constitutes a potential imminent threat to public safety; and

6. the lawful purposes for which the object may be used.

7. Possession of a weapon by a student shall not violate this policy if possession is approved in writing by the responsible school administrator or if the item or material is present or to be used in connection with a lawful activity approved in writing by the responsible school administrator before the material in question is brought on school premises. (Persons under 21 years of age are not permitted to carry concealed firearms on school premises even if they have a permit or provisional permit to carry a concealed firearm.)

Utah Code § 76-11-101(3), (4) (2025)
Utah Code § 76-11-205 ~~(2025)~~

~~L.~~M. Unlawful conduct: any conduct by a student which violates any local, state, or federal law or regulation, or violates any District or school policy, or violates the legal rights of another person, and includes, but is not limited to, the following:

1. Harassment: the crime of harassment occurs when a student, with intent to frighten or harass another, communicates a written or recorded threat to commit a violent felony.

Utah Code § 76-5-106 (2022)

~~M.~~N. Indecent exposure of another individual: this crime occurs when an individual, in a public place and without the other individual's consent, (1) exposes another individual's genitals, breast below the top of the areola if the individual is female, buttocks, anus, or pubic area, or (2) exposes undergarments intended to cover any of these areas. (A student may be disciplined but may not be referred to law enforcement for this conduct unless the student has previously received a written warning from a law enforcement officer for such conduct.)

Utah Code § 76-5-421 (2025)

~~N.~~O. Burglary: burglary means entering or unlawfully remaining in a building or any portion of a building with the intent to commit an additional crime.

Utah Code § 76-6-202 ~~(2023)~~

~~O.~~P. Theft: theft means obtaining or exercising unauthorized control over the property of another with the purpose to deprive him or her thereof.

Utah Code § 76-6-404(2) (2025)

~~*P.*~~*Q.* Criminal mischief: criminal mischief means recklessly or willfully shooting or propelling a missile or other object at or against a motor vehicle, bus, airplane, locomotive, train, railway car, or caboose, whether moving or standing, or intentionally and unlawfully tampering with the property of another so as to recklessly endanger human life, health, or safety or recklessly causes or threatens a substantial interruption or impairment of critical infrastructure.

Utah Code § 76-6-106 (2023)

~~Q.~~R. Assault: assault means an attempt, with unlawful force or violence, to inflict bodily injury on an individual.

Utah Code § 76-5-102 ~~(2022)~~

~~R.~~S. Gang Activity: *Utah Code § 76-9-802 to 805*

~~S.~~T. Willfully defacing or otherwise damaging school property.

Utah Code § 53G-8-212 (2021)

~~*T.*~~*U.* Making a false alarm: a student makes a false alarm if he or she initiates or circulates a report or warning of a fire, impending bombing, or other crime or catastrophe and knows that the report or warning is false or baseless and is likely to cause the evacuation of a building or public transport and is likely to cause public inconvenience or alarm or action of any sort by an official or volunteer agency organized to deal with emergencies.

Utah Code § 76-9-105 (2025)

~~*U.*~~*V.* Disrupting the operation of a school: Disrupting the operation of a school occurs when a person is on the property of a public or private school (including property being used by the school for a school function), has the purpose of encouraging or creating an unreasonable and substantial disruption or risk of disruption of a class, activity, program, or other function of the school, and remains on the property after being requested to leave by a school official.

Utah Code § 76-9-106 (2025)

~~V.~~W. Threat of Terrorism: A student commits a threat of terrorism if the student commits or threatens to commit an offense involving bodily injury, death, or substantial property damage, and the student:

1. Threatens to use a weapon of mass destruction or hoax weapon of mass destruction; or

   a. The student acts with intent to:
      i. Influence or affect a government or unit of government or intimidate or coerce a civilian population; or

      ii. Cause action of any nature by an official or volunteer agency organized to deal with emergencies due to the student's conduct posing a serious and substantial risk to the general public; or

      iii. Prevent or interrupt the occupation of a building or a portion of a building, a place to which the public has access, or a facility or vehicle of public transportation operated by a common carrier.

   Utah Code § 76-5-107.3 ~~(2025)~~

~~W.~~X. Sexual Harassment: has the definitions set out in Policy 6067 – Sexual Harassment Student Policy.

~~X.~~Y. Parent: See ~~Board~~ Procedure ~~Policy~~ 6001-A: Student Enrollment and Admissions.

~~Y.~~ Reasonable Suspicion: See Procedure 6051-A ~~Reasonable suspicion is satisfied when two conditions exist:~~

~~1. The search is justified at its inception, meaning that there are reasonable grounds for suspecting that the search will reveal evidence that the student has violated or is violating the law or school rules, and~~

~~2.~~Z. ~~The search is reasonably related in scope to the circumstances justified the search, meaning that the measures used to conduct the search are reasonably related to the~~

~~objectives of the search and that the search is not excessively intrusive in light of the student's age and sex and the nature of the offense.~~

~~Z.~~AA. School Administrator: For the purposes of these procedures, school administrator means the principal, assistant principal, or the principal's designee who must be a licensed staff member.

II. **Publication of Safe Schools Policy**

A. Each school must have written standards for student behavior expectations, including self-discipline, citizenship, civic skills, and social skills. Schools shall also adopt and enforce rules and standards that cover topics including but not limited to, school and classroom management, adult supervision, and disruptive behaviors. Such school rules and standards must be compatible with board policies, district administrative procedures, and state and federal law. The district's Special Education Procedures must be followed when issues involve special education students.

B. Each school will have a Positive Behavioral Interventions & Supports (PBIS) guidelines that include:

1. Written behavioral expectations applicable across school settings;

2. Effective instructional practices for the explicit teaching of student expectations, including self-discipline, citizenship, civic skills, and social skills; that are taught explicitly;

3. Systemic methods for reinforcement of expected behaviors;

4. Uniform methods for correcting behavioral errors;

5. Uniform methods for at least annually evaluating school level data to determine the efficiency and effectiveness

of PBIS and school rules;

6. Training for students, faculty, and staff related to student self-discipline, good citizenship, and recognizing and preventing disruptive behaviors, including overt aggression, covert or relational aggression, and gang involvement; and

7. Articulating pathways for students to repair harm, resolve conflict with peers, and restore standing within the classroom after a behavior infraction.

C. A continuum of school rules and standards, including those that deal with habitually disruptive students, must be developed through a cooperative effort of the administration, instructional and support staff, students, parents, and community members.

D. School rules will be clearly stated and written with clear expectations and consequences.

E. A copy of this policy shall be given to each student in school upon enrollment in the school. Each student transferring to a school in the district who was not attending a school in the district just prior to the transfer shall receive a copy of this policy. When a copy of this policy is provided to a student, a copy shall also be provided to the student's parent.

Utah Code § 53G-8-204(2)(a) (2024)

F. School rules, the board's conduct and discipline policy will be distributed to and reviewed with students annually.

G. A copy of this policy shall be posted in a prominent place in each school in the district. Any significant change in this policy shall be posted in each school in the district, and a copy of the revised policy shall be distributed to the students in each school.

H. Each school will develop a continuum of multi-tiered systems of support and intervention strategies to assist students whose

behavior in school does not meet reasonable expectations. Specific student skill building interventions that may be provided in a classroom or by the school counselor include, but are not limited to, training on: responsible decision-making, relationship skills, social awareness, self-management, self-awareness, self-esteem, and specific pathways to repair harm.

I. Administrators are responsible for disciplining students and enforcing these administrative procedures. A school resource officer (SRO) should only be involved in school discipline when necessary to prevent harm to students, faculty, or staff.

J. Parents will be notified when their student has committed a major infraction or is being suspended, including in-school suspensions (Procedure 6029-D). Parents may also be notified when their student commits a minor infraction.

III. **Conduct Warranting Discipline**

A. A student may be disciplined for the conduct described below. The type of discipline imposed will depend on the nature of the particular conduct.

    1. Before imposing any of the following consequences on a student with a disability, please refer to Section X of this procedure.

B. Minor Infractions: Minor Infractions are offenses of school rules that are usually handled by teachers in the classroom. Chronic or excessive minor infractions can become major infractions and result in referral to the school administrator for more severe disciplinary actions. Minor infractions can result in loss of privileges, phone calls home, in-school suspensions, etc. Restricting daily recess periods will not be used as discipline at the elementary level. Examples of minor infractions include, but are not limited to:

    1. Disrespect, including put downs, talking back;

2. Public displays of affection;

3. Inappropriate language and actions;

4. Tardies;

5. Disruptive behavior including talk-outs, chronic talking, and out-of-seat;

6. Bus misconduct; or

7. Horseplay

C. Notice of Disruptive Student Behavior: A school administrator shall issue a Notice of Disruptive Student Behavior to a student, nine years of age or older, who:

1. Engages in disruptive student behavior, which does not result in suspension or expulsion, three times during the school year; or

2. Engages in disruptive student behavior, which results in suspension or expulsion, once during the school year.

D. The Notice of Disruptive Student Behavior shall:

1. Include a list of available resources, including a school counselor or other school representative designated to work with the student, to assist the parent in resolving the student's disruptive behavior problem before the student becomes subject to the jurisdiction of the juvenile court as discussed below;

2. Require the student and a parent of the student to meet with school authorities to discuss the student's disruptive behavior and cooperate in correcting the disruptive student behavior;

3. Outline the procedure the parent can follow to contest the notice of disruptive student behavior; and

4. Shall be mailed by certified mail to, or served on, the parent of the student.

Utah Code § 53G-8-210 (2020)

E. A copy of the Notice of Disruptive Student Behavior and any related documentation shall be retained by the school as documentation regarding the notice.

F. Habitual Disruptive Student Behavior Notice: A habitual disruptive student behavior notice may only be issued by the school principal, a designee of the school principal, or a truancy specialist, to a student, nine years or age or older, who:

1. Engages in disruptive student behavior, that does not result in suspension or expulsion, at least six times during the school year;

2. Engages in disruptive student behavior, that (A) does not result in suspension or expulsion, at least three times during the school year; and (B) that results in suspension or expulsion, at least once during the school year; or

3. Engages in disruptive student behavior that results in suspension or expulsion at least twice during the school year.

G. Within five days after the day on which a habitual disruptive student behavior notice is issued, a representative of the school district shall provide documentation, to a parent of the student who receives the notice, of the efforts to attempt to resolve the minor's disruptive student behavior problems made by the designated school counselor or representative identified in the notice of disruptive student behavior.

Utah Code § 53G-8-210 (2020)

H. Major Infractions: Conduct Which May Warrant, But Does Not Require, Suspension or Expulsion.

1. A student may be disciplined for the following prohibited conduct when it occurs in a school building, or on or in proximity to school property; in conjunction with any school sponsored activity; in or on a school vehicle; is directed at or against another student or a district employee; or when it threatens harm or does harm to the school, school property, a person associated with the school, or property of a person associated with the school.

2. The type and length of discipline is based on factors such as previous offenses, severity of conduct, and other relevant educational concerns. The recommended discipline must be consistent with that imposed on similarly situated students committing a similar offense. When appropriate, students may be placed on remedial discipline plans or behavioral contracts.

3. Consequences that may be imposed by a school administrator include, but are not limited to, loss of privileges, removal from a school-sponsored team or activity, including school-sponsored transportation, in-school suspension, suspension from school for up to 10 consecutive days, and other reasonable disciplinary consequences.

4. Before suspending any student for less than 10 days, the student is entitled to a minimal due process, but is not entitled to formal due process, i.e., the student is not entitled to a hearing or appeal process.

    a. The school administrator should provide the student/parent with written notification of the decision to suspend, and the discipline and

interventions being imposed (Procedure 6029-D).

5. Student actions that may warrant such a suspension include, but are not limited to, the following:

   a. Unlawful conduct, as that is defined above;

   b. Frequent or flagrant willful disobedience, defiance of proper authority, or disruptive behavior, including the use of foul, profane, vulgar, or abusive language;
   c. Willful destruction, defacing, or damaging of school property school property that belongs to students, teachers, or other school personnel;

   d. Behavior, or threatened behavior, which poses an immediate and significant threat to the welfare, safety or morals of other students or school personnel or to the operation of the school;

   e. Disruptive behavior, as that is defined above;

   f. *Possession or use of pornographic material on school property that would constitute a misdemeanor offense under* Utah Code § 75-5c-208. (This includes accessing such material through the District computer network or by using any District-owned device.);

   g. Bullying, abusive conduct, cyberbullying, retaliation, and making false allegations of bullying, bullying or retaliation. See Policy 6065;

   h. Use of an electronic device or camera to record sounds or images or otherwise capture material in an unauthorized setting or at an unauthorized time shall subject the user of the device to increased discipline based on the circumstances and whether the student has been involved in prior offenses of this policy;

i. Use of a device or an electronic device or camera to threaten, intimidate or embarrass another or to capture and transmit test information or any other information in a manner constituting fraud, theft or academic dishonesty may result in an immediate suspension;

j. Use of a device in a manner which may be physically harmful to another person, such as shining a laser in the eyes of another student, may result in an immediate suspension. When a student repeatedly engages in such behavior, the punishment may be increased as is appropriate;

k. Selling, giving, delivering, transferring, possessing, controlling, or distributing an alcoholic beverage on or in proximity to school property or at or in proximity to any school sponsored event. See Procedure 6029-H;

l. Selling, giving, delivering, transferring, possessing, controlling, or distributing tobacco products on or in proximity to school property or at or in proximity to any school sponsored event. Students shall not smoke or use tobacco products on school property or at any school-related or school-sanctioned activity on or off school property. "Tobacco products" includes an electronic cigarette or electronic cigarette product as that has been defined by state law Utah Code § 76-9-1101. See Procedure 6029-H;

m. Being under the influence of an alcoholic beverage or controlled substance on or in proximity to school property or at or in proximity to any school sponsored event. See Policy 6029-H;

n. Engaging in, assisting, permitting, or otherwise being involved in hazing, as provided by the District's policy prohibiting hazing, Policy 6065;

Utah Code § 53G-8-205(1) (2025)
Utah Code § 53G-8-602 (2018)
Utah Code § 53G-8-209 (2025)

o. *Engaging in conduct that contains the elements of the offense of arson or aggravated arson under the Utah Criminal Code;*

Utah Code § 76-6-102 (2023)
Utah Code § 76-6-103 (2023)

p. Engaging in conduct that contains the elements of any felony;

q. Sexually inappropriate behavior that do not rise to the level of sexual harassment;

r. Using profane, obscene, indecent, abusive, immoral, or highly offensive language and/or gestures;

s. Making indecent propositions or exhibitions;

t. Engaging in gang-related activity that is dangerous or disruptive;

u. Mutual combat, fighting, or simple assault where there is only minor injury or limited threats of violence;

v. Criminal mischief;

w. Repeated acts of relational aggression;

x. Wearing, possessing, or displaying clothing, apparel, bandanas, head gear, or jewelry bearing insignia, initials, names symbols or any other emblem or writing which is drug, alcohol, or gang related;

y. Gambling;

z. Trespassing (administrators may also contact the district's executive director of policy and legal services for assistance with issuing official trespass warnings); and

aa. Engaging in any unethical academic behavior including cheating, plagiarism, forging records, altering student records, and hacking.

6. Students suspended from school can request make-up work to complete during their suspension. Students will be given no fewer than the number of days they were suspended to complete make-up work upon their return to school.

I. Schools will also create a re-entry plan which should include restorative practices to ensure a student's smooth and appropriate transition back into school following a suspension.

1. Schools should consider including in the plan, supports for the student that may include: academic and social skill building lessons with the school counselor; social emotional skill building support such as Adverse Childhood Experiences (ACES) training; conflict resolution training; empathy skill building; mindfulness skill building; utilizing a grump meter; or utilizing calming spaces.

J. Schools should also consider appointing a staff member to serve as an adult advocate for the student. The advocate will communicate with the student's parent regarding academic and behavior data and communicate with teachers on the student's schedule prior and subsequent to the student's re-entry into school.

K. A student's suspension or expulsion becomes a part of his/her cumulative record.

L. During the time any student is suspended from school, the student is prohibited from being on campus, riding on any district or school sponsored transportation (including district buses), being a spectator, or a participant at any school function or activity unless the student receives prior authorization from the school administrator.

IV. Conduct Which Requires Suspension or Expulsion

A. Some offenses of student behavior are so severe that they warrant a district-level response and safe school hearing.

1. Any offense which warrants an expulsion or suspension of 10 days or more must be referred to the district for a district-level safe school hearing; students are entitled to formal due process.

2. A student shall be suspended (out-of-school suspension) or expelled from school for a serious offense affecting another student or a staff member, or a serious offense when it occurs in a school building, in or on school property; or in conjunction with any school sponsored activity including:

   a. The sale, control, delivery, transfer or distribution of a drug or controlled substance, as defined in ~~Utah Code § 58-37-~~Utah Code § 58-37-101~~2~~, an imitation controlled substance, as defined in ~~Utah Code §~~ Utah Code § 76-18-401~~58-37b-2~~, or drug paraphernalia as defined in ~~Utah Code §~~ Utah Code § 76-18-301~~58-37a-3~~ (See Procedure 6029-H); or

   b. The actual use of violence or sexual misconduct; or

   c. The actual or threatened use of a look-alike weapon with intent to intimidate another person or to disrupt

normal school activities; or

d. Commission of an act involving the use of force or the threatened use of force which if committed by an adult would be a felony or class A misdemeanor; or

e. The commission of a serious offense of Board Policy 3019 -Nondiscrimination; or

f. The commission of a serious offense of Board Policy 6065 - Bullying, Cyber- Bullying, Hazing, and Abusive Conduct; or

g. Repeated offenses from Section C.v above, e.g. a student continues to engage in bullying or harassing behavior despite the documented implementation of appropriate interventions; or

h. Making a false report of an emergency at a school under Utah Code § 76-9-105.5(2)(b).
~~,~~ *Utah Code § 53G-8-205(2)(a) ~~(2025)~~ ~~,~~*
Utah Code § 76-5-102 ~~(2022)~~ ~~,~~
Utah Code § 76-5-102.3 (2022)~~,~~
~~h.~~ *Utah Code § 76-9-105.5(2)(b) ~~(2025)~~*

3. Conduct Which Requires 1-year Expulsion

a. A student shall be expelled from school for not less than one year, subject to the 45-day review process for mandatory year expulsions set forth below, if the student engages in conduct which requires suspension or expulsion (as set out above) and the conduct involves a real or look-alike weapon, explosive, or flammable material.

Utah Code § 53G-8-205(2)(b) ~~(2025)~~

4. Discipline Rules for Students with Disabilities

a. Federal and state laws impose particular requirements regarding discipline of students identified as having a disability or when the school has sufficient notice of a disability.

b. If a student has a qualified disability under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act (Section 504), the school administrator will explain separate procedures that may apply based on the procedural safeguards provided by the IDEA and Section 504. Students with qualified disabilities have certain rights regarding cumulative days of suspension.

c. If a student with any qualified disability has violated a school rule, board policy, or district administrative procedure, contact the student's special education teacher before determining consequences that may include suspension from school.

d. A district-level safe school hearing for a student with any qualified disability (IDEIA or Section 504) will not be scheduled until the school administrator is certain that all due process requirements for that student have been met.

e. Contact the designated special education director for assistance.

f. Students with qualified disabilities are subject to the one-year expulsion imposed for offenses involving firearms, explosives, and flammable materials.

g. Students with qualified disabilities who are studying under an Individualized Education Program (IEP) may not be expelled or have their school placement changed without an IEP team meeting being held, except for serious offenses including weapons,

drugs, or serious bodily injury.

V. **Remedial Measures and Disciplinary Sanctions**

A. Following a determination that a student has committed an offense, the student may be subject to one of the following remedial measures or disciplinary sanctions, as is determined to be appropriate for the offense or as is required by the terms of this policy or other District policies.

B. Remedial Measures

1. Continued school attendance subject to the terms of a remedial discipline plan prepared to correct the offense. This remedial measure is available only where the offense is for willful disobedience, defiance of authority, or disruptive behavior when such conduct is not of such a violent or extreme nature that immediate removal from school is required.

2. Continued school and class attendance accompanied by the student's parent or guardian for a designated period of time. This remedial measure is available only with the consent of the student's teacher or teachers and the agreement of the student's parent or guardian. The parent or guardian must agree to attend all the student's classes for each day of the suspension. If the parent or guardian fails to attend class with the student, the student shall then be subject to suspension or other discipline in accordance with this policy.

3. In-school suspension. Attendance in a designated in-school suspension program. Students shall be instructed in the essential elements of the courses in which they are enrolled at the time of removal.

4. Home-based instruction. Instruction at home, provided that combined days of suspension and assignment to home-based instruction shall not exceed ten (10) school

days in a semester.

5. Voluntary transfer. Voluntary transfer to another school, campus, community-based alternative school or other special program within the district, subject to the admission criteria of such alternative programs.

6. Withholding grade reports, diplomas and transcripts. If a school determines that school or district property has been lost or willfully cut, defaced or otherwise damaged by a student, the school may withhold the issuance of an official written grade report, diploma, or transcript of the student responsible for the damage or loss until the student or student's parent has paid for the damages.

    a. If the student and the student's parent are unable to pay for the damages or if it is determined by the school in consultation with the student's parent that the student's interests would not be served if the parent were to pay for the damages, then the school shall provide a program of work the student may complete in lieu of the payment. In that case, the school shall release the official grade report, diploma, or transcript of the student upon completion of the work.

C. If the Department of Human Services or a licensed child-placing agency has been granted custody of the student, that student's records, if requested by the Department or agency, may not be withheld from the Department or agency for non-payment of damages under this section.

D. No penalty may be assessed for damages which may be reasonably attributed to normal wear and tear.

Utah Code § 53G-8-212 (2021)

E. Disciplinary Sanctions

1. Detention. Students in grades kindergarten through six may be detained in school after regular school hours in the event the responsible school administrator determines that such action is justified in disciplining the student. No student may be detained after regular school hours until his or her parent has received prior notice of the detention to take place on a particular school day.

    a. The notice provided for under this policy need not be completed prior to detention of the student if detention is necessary for the student's health or safety.

    Utah Code § 53G-8-203~~(2) (2025)~~

2. Suspension (in-school or out-of-school).

3. Involuntary transfer. Involuntary transfer to another school, campus, community-based alternative school or other special program within the District.

4. Expulsion

VI. Authority to Impose Discipline

A. The Board of Education hereby delegates to each school principal within the District the authority to suspend a student in the principal's school for up to ten (10) school days, in accordance with this policy.

B. The Board of Education hereby delegates to the S~~s~~uperintendent the authority to suspend a student for up to one (1) school year.

C. The Board of Education has the authority to expel a student for a fixed or indefinite period.

Utah Code § 53G-8-206 (2019)

VII. **Procedure for Imposing Discipline**

A. Remedial measures or disciplinary sanctions may be imposed on a student only after it has been determined, following appropriate due process, that the student has committed an offense. The nature of the due process required depends in part on the magnitude of the penalty to be imposed. When a student is accused of sexual harassment, the procedure set out in Policy 6067 shall be followed in place of the procedure in this policy.

B. Short-term Out-of-School Suspension

1. Informal due process hearing. A school administrator may suspend a student from school for up to ten (10) school days for an offense. Prior to imposing such a suspension, the following procedures shall be followed:

   a. meet with the student, if possible, to discuss the incident(s) and to provide the student an opportunity to respond; and

   b. determine whether an offense has occurred and whether suspension or other discipline is appropriate.

   c. In appropriate cases, consider and offer the student alternatives to out-of-school suspension, including in-school suspension and parental attendance with the student (where appropriate consent from teachers is obtained); and

   d. Document in PowerSchool the meeting/conversation with the student and any disciplinary actions.

2. Short-term out-of-school suspension pending due process hearing.

a. If the school administrator makes an initial determination that the offense warrants long-term suspension or expulsion, the school principal may recommend those sanctions and may impose a short-term out-of-school suspension pending a hearing on whether those sanctions should be imposed.

3. Departure from school grounds.

a. A suspended student shall immediately leave the school building and grounds following a determination by the school of the best way to transfer custody of the student to the parent or other person authorized by the parent or applicable law to accept custody of the student.

Utah Code § 53G-8-206(5)(a) (2019)

i. Parents who cannot immediately pick up a student can request an~~and~~ in-school suspension for the remainder of that school day.

ii. Students younger than 14 should only be released into their parent's custody or pursuant to arrangements made between the school administrator and parent.

iii. Students~~Student~~ 14 and older should be released to a parent and should never be sent from school prior to the end of the school day without permission from a parent or emergency contact.

4. Notice of short-term out-of-school suspension. If a short-term suspension is imposed, the school

administrator shall immediately provide notice to the student's parent. Notice shall, if possible, be given by telephone. Written notice (Procedure 6029-D) shall be sent to the parent. The notice, shall include the following:

a. That the student has been suspended from school.

b. The grounds for the suspension.

c. The period of time for which the student is suspended from school.

5. The date, time and place for the parent and student to meet with the principal or assistant principal to review the suspension. This meeting shall be scheduled to occur as soon as is practicable, but in all cases prior to the end of the tenth day of the suspension.

Goss v. Lopez, 419 U.S. 565 (1975)
Utah Code § 53G-8-206(4) (2019)

6. Notice of recommended expulsion or long-term suspension. If the school administrator has recommended that the Ssuperintendent expel the student or suspend the student from school for a period longer than ten days, that fact shall be included in the notice to the parent or guardian.

7. Meeting to review out-of-school suspension. At this meeting, the school administrator shall review with the parent and student the charges and evidence against the student and shall provide the student and parent with an opportunity to respond. During this meeting, the school administrator may determine whether the suspension previously imposed should be maintained, whether to adopt an alternative remedial measure, or whether the suspension should be terminated. The school administrator should also discuss with the parent

a plan to avoid recurrence of the problem.

Utah Code § 53G-8-206(5)(b), (c) (2019)

C. Long-term Out-of-School Suspension or Expulsion

1. Due process hearing "Safe School Hearing".

a. If the principal or assistant principal recommends long-term suspension from school or expulsion, he or she shall notify the ~~superintendent~~ Student Services Director of that recommendation.

b. The Student Services Director ~~superintendent~~ shall then schedule a hearing to be held with the student's parent or guardian, the student, and at least one other District administrator.~~the superintendent or the superintendent's designee~~.

~~1.~~c. The hearing shall be scheduled to take place prior to the tenth day of the student's suspension from school where possible.

2. Notice of hearing.

a. ~~-~~The Student Services Director ~~superintendent~~ shall coordinate~~provide written notice of~~ the date, time and place of the hearing with~~to~~ the student's ~~and his or her~~ parent or guardian so as to afford a reasonable opportunity for preparation.

b. The Student Services Director will also provide the student's parent or guardian with a written notice of a Safe School Hearing.

i. The notice shall include a statement of the charges against the student, that a recommendation has been made for suspension from school for more than 10 days or for expulsion and the period of time for

which suspension or expulsion has been recommended.

~~2.~~i. The statement of the charges against the student shall include the nature of the evidence and the names of any witnesses whose testimony may be used against the student unless confidentiality is required due to the necessity to protect student witnesses.

Wagner v. Ft. Wayne Community Schools, 255 F. Supp. 2d 915 (N.D. Ind. 2003)

3. Conduct of hearing.
   a. The Student Services Director~~superintendent or the superintendent's designee~~ shall preside at and conduct the hearing at the appointed time and place.

   b. The district and the student may each be represented by a person of their choice.

   c. Each side may present testimony of witnesses or other evidence, may cross-examine witnesses and may make legal arguments relevant to the issues.

   ~~3.~~d. However, the district may present hearsay evidence if confidentiality is required due to the necessity to protect witnesses.

   Wagner v. Ft. Wayne Community Schools, 255 F. Supp. 2d 915 (N.D. Ind. 2003)

4. Decision.
   a. At the conclusion of the hearing, the Student Services Director~~superintendent or designee~~ shall make a final determination of the matter and shall

state his or her determination to those attending the hearing.

b. The determination shall then be placed in writing and mailed to the student's ~~and his or her~~ parent or guardian.

c. Upon a finding that the student has engaged in conduct warranting discipline, the Student Services Director~~superintendent~~ may determine what discipline or remedial measures are appropriate for the conduct.

i. The written determination will be shared with the building administrator and placed in the student's cumulative file.

d. If the Student Services ~~superintendent~~t determines that the appropriate sanction is expulsion, then that sanction must be authorized by the Board of Education as set out below.

e. Apart from expulsion, the Student Services Director ~~superintendent~~ may impose any of the available remedial measures or sanctions as are found to be appropriate.

~~4.~~f. In determining the appropriate sanction, the Student Services Director ~~superintendent~~ shall consider whether alternatives to suspension are appropriate or available.

Utah Code § 53G-8-206 (2019)
Utah Code § 53G-8-207 (2019)

5. Appeal.

a. A student may appeal the determination of the Student Services Director ~~superintendent~~ to the Superintendent~~Board of Education~~ by filing a written notice of appeal ~~with the superintendent~~ within ten

(10) days of the date the decision of the Student Services Director ~~superintendent~~ is mailed to the student.

b. No further hearing will be held.

c. The Superintendent~~Board~~ will review the evidence submitted ~~to the superintendent~~ and the written determination ~~of the superintendent~~.

d. The Superintendent~~Board~~ may affirm the ~~superintendent's~~ decision or modify the ~~Superintendent's~~ decision.

~~5.~~e. The Superintendent~~Board~~'s written decision will be issued within thirty (30) days of receipt of the student's written notice of appeal.

6. Board evaluation of expulsion recommendation.

a. If the Student Services Director ~~superintendent~~ recommends expulsion for an indefinite or definite period of time, then the S~~s~~uperintendent will transmit that recommendation to the Board of Education along with the record of evidence submitted to the S~~s~~uperintendent.

b. The Board may review the recommendation based on this record or may at its sole discretion accept further evidence.

c. Following its review, the Board may accept, modify, or reject the recommendation, or impose other disciplinary sanctions.

~~6.~~d. This decision is final.

Utah Code § 53G-8-206(3) (2019)

7. 45-day review of mandatory one-year expulsions.

a. Where a student has been expelled for one year because of an offense involving a weapon, explosive, or flammable material, a hearing shall be held within 45 days of the imposition of the expulsion.

b. This hearing shall be held before the Ssuperintendent or the Student Services Directorsuperintendent's designee and shall be attended by the student and a parent of the student.

7.c. At this hearing, the Ssuperintendent or the Student Services Director shall determine

a.i. what conditions must be met by the student and the student's parent for the student to return to school, including conditions or restrictions required as part of a student reintegration plan;

b.ii. whether the student should be placed on probation in a regular or alternative school setting, and if so, what conditions must be met by the student to assure the safety of students and staff at the school the student is placed in; and

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

d. If the Ssuperintendent or Student Services Directorhis or her designee determines that the student should return to school prior to the expiration of the one-year expulsion term conditioned on compliance with the conditions established by the Ssuperintendent, then the

Ssuperintendent shall submit that recommendation to the Board of Education.

d.i. If the Board of Education approves the return, the student may return to school pursuant to the conditions established.

Utah Code § 53G-8-205(2)(b) (2025)

8. A student may be denied admission to a public school on the basis of having been expelled from that or any other school during the preceding 12 months.

Utah Code § 53G-8-205(3) (2025)

9. If a student and/or parent is offered the opportunity to explain, and/or have a district-level safe school hearing, and the student and/or parent refuses that opportunity, due process is satisfied.

D. During the time any student is suspended or expelled from school, the student is prohibited from being on campus, riding on any district or school sponsored transportation (including district buses), being a spectator, or a participant at any school function or activity unless the student receives prior authorization from the school administrator.

VIII. **Evidence in Student Hearings**

A. All student Safe Schooldisciplinary hearings shall be conducted by the Board or its designee in an executive session. All evidence presented in such hearings shall constitute student educational records and shall be treated as "confidential". The District hereby designates all student records as "protected" under the Government Records Access Management Act. The names of students giving statements used in a student hearing involving other students may be protected and redacted where necessary to protect the students from threats of harm or interference with

the educational process.

IX. Notification of Offense on School Property or at School Activity

A. Whenever a student allegedly~~minor~~ commits an offense on school grounds when school is in session or at a school sponsored activity and that information is reported to or known by a school employee, the school employee shall notify the principal. After receiving such a notification, the principal shall notify appropriate law enforcement personnel if permitted under Utah Code § 53G-8-211~~, as well as~~ school and district personnel who the principal determines should be informed, and the student's parent or guardian. However, the principal shall not disclose the identity of the reporting employee to the student or student's parent or guardian. In addition, the identity of the reporting employee shall be kept confidential, except that it may be disclosed to a law enforcement officer or agency for purposes of an investigation or prosecution. Reporting employees and the principal who act in good faith in reporting or conducting an investigation of offenses are immune from legal liability.

Utah Code § 53G-8-510 ~~(2024)~~

~~A.~~ *Utah Code § 53G-8-512*

X. Sexual Crimes or Serious Offenses by Students

A. For purposes of this section:

1. serious offense: any of the following:

   a. a violent felony as defined in Utah Code § 76-3-203.5, or

   b. an offense that is a violation of Utah Code Title 76, Chapter 6, Part 4, Theft and the property stolen is a firearm; or

   c. an offense that is a violation of Utah Code Title 76, Chapter 11, Weapons.

2. sexual crime or sexual misconduct: any conduct described in:

   a. Utah Code Title 76, Chapter 5, Part 4, Sexual Offenses, or

   b. Utah Code Title 76, Chapter 5b, Sexual Exploitation Act, or

   c. Utah Code § 76-7-102, incest.

   ~~d. (It does not include enticing a minor, lewdness involving a child, or failure to report child sexual abuse material by a computer technician.)~~

   Utah Code § 53G-8-201 ~~(2025)~~
   Utah Code § 80-6-103(1)(d) ~~(2025)~~

3. When a student commits a serious offense or sexual crime or sexual misconduct on school property, the impact of that misconduct on the school or school facility where the misconduct occurred shall be considered in determining both the discipline to be imposed and the conditions for the student to return to school. Where the misconduct was a ~~sexual crime or forcible~~ violent felony as defined by Utah Code § 76-3-203.5 directed at another student or a school employee, the student may not return to a school where the victim attends or works.

   Utah Code § 53G-8-203~~(4)(b)(ii) (2025)~~
   Utah Code § 53G-8-213(5) ~~(2025)~~
   ~~3.~~ *Utah Code § 76-3-203.5*

4. When a student commits a serious offense or sexual crime or sexual misconduct in connection with engaging in hazing, the discipline shall include loss of membership in or participation with the related team, organization, program, club, or event and unless a specific substantial justification is established otherwise

shall also result in the student being permanently ineligible to participate in any extracurricular activity or association in the District.

Utah Code § 53G-8-203~~(4)(b)(i) (2025)~~

5. When a student is suspended or expelled from school because the student has committed a serious offense or sexual crime or sexual misconduct, or when a juvenile court or law enforcement agency provides notice as addressed in Procedure 6029-B, a student reintegration plan shall be established for the student's return to school.

Utah Code § 53G-8-203~~(4)(b) (2025)~~
Utah Code § 53G-8-213 ~~(2025)~~

XI. **Education of Students Subject to Discipline**

A. The educational services that will be provided to students subject to discipline will depend upon the nature of the discipline.

1. Students subject to remedial measures. Students subject to remedial measures such as a remedial discipline plan, class attendance with a parent, or in-school suspension will continue to receive educational services from the district according to the remedial measure. A student transferred to another school or program within the district will receive educational services through that school or program.

2. Parental responsibility for education. When a student is expelled or is suspended from school for more than 10 days, it is the responsibility of the parent's student to undertake an alternative education plan which will ensure that the student's education continues during the period of the suspension or expulsion. The parent shall work with designated school officials to determine

how that responsibility might best be met through private education, alternative programs offered by the district, or other alternatives which will reasonably meet the student's educational needs. Costs for educational services not provided by the district are the responsibility of the student's parent.

Utah Code § 53G-8-208 (2020)

3. Review of student progress. The district shall contact the parent of each suspended or expelled student under the age of 16 at least once per month to determine the student's progress.

   Utah Code § 53G-8-208(4)(b) (2020)

4. Record of disciplined students. The district shall maintain a record of all suspended or expelled students and a notation of the recorded suspension or expulsion shall be attached to the student's cumulative folder.

   Utah Code § 53G-8-208(4)(a) (2020)

XII. Readmission of Suspended or Expelled Students

A. Suspended students. A suspended student may not be readmitted to a public school until the student and the student's parent or guardian have met with a designated school official to review the suspension and have agreed with the school official upon a plan to avoid recurrence of the offense resulting in suspension. At the discretion of the principal, the student may be readmitted if the student and the student's parent or guardian have agreed to participate in such a meeting. However, a suspension may not extend beyond ten (10) days unless the student and the student's parent or guardian have been given a reasonable opportunity to meet with a designated school official

to respond to the allegations and proposed disciplinary action.

B. Expelled students. The Ssuperintendent or Student Services Director ~~his or her designee~~ shall review the expulsion sanction of each expelled student at least once per year and shall report the conclusions of such review to the Board of Education. The Ssuperintendent or Student Services Director~~his or her designee~~ may make recommendations regarding whether such sanction should be modified or removed, and what conditions, if any, should be imposed on the student's readmission. If the Board has expelled a student for a set period of time and has not otherwise specified, at the expiration of that expulsion term a student may enroll at his or her area school on the same terms as a new student.

XIII. Information Regarding SafeUT Crisis Line

A. The SafeUT Crisis line established by the State through the Huntsman Mental Health Institute provides crisis intervention, including suicide prevention, to individuals experiencing emotional distress or psychiatric crisis. It also provides means for an individual to anonymously report (1) unsafe, violent, or criminal activities, or the threat of such activities at or near a public school, (2) incidents of bullying, cyberbullying, harassment, or hazing, and (3) incidents of physical or sexual abuse committed by a school employee or school volunteer. The Board shall inform students, parents, and school personnel about the SafeUT Crisis Line.

~~*Utah Code § 53B-17-1202(1) (2024)*~~
~~*Utah Code § 53B-17-1204(3) (2024)*~~

XIV. Response to SafeUT Crisis Line Reports

A. The District shall respond to reports received through the SafeUT Crisis Line in accordance with models developed by the State Board of Education.

Utah Code § 53G-8-203~~(1)(i) (2025)~~

Adopted Date: April 14, 2022
Last Reviewed Date: 9/8/2025
Last Revised Date: 9/8/2025
Prior Revised Dates: 4/14/2022, 8/10/2023, 12/12/2024

South Summit School District
Achieving Excellence

Substance Use and Possession

Procedure 6029-H

Section: 6000 - Students

I. Definitions

A. School district location: in any school building or on any school premises; on any school-owned vehicle or in any other school-approved vehicle used to transport students to and from school or school activities; off school property at any school-sponsored or school-approved activity, event or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district.

B. Electronic cigarette: an electronic oral device that provides an aerosol or a vapor of nicotine or other substance and that simulates smoking through its use or through inhalation of the device, including but not limited to an oral device that is composed of a hearing element, battery, or electronic circuit and marketed, manufactured, distributed as an e-cigarette, e-cigar, e-pipe, or any other name or description if the function of the product meets this definition. It also includes a component of such a device or an accessory sold in the same package as the device. It does not include a medical cannabis device as defined by Utah Code § 26B-4-201. ~~*Utah Code § 76-9-1101(4) (2025)*~~

C. Electronic cigarette substance: any substance, ~~including liquid~~ containing nicotine that is~~,~~ used or intended for use in an electronic cigarette. ~~*Utah Code § 76-9-1101(6) (2025)*~~

D. Electronic cigarette product: an electronic cigarette, an electronic cigarette substance, ~~or~~ a prefilled electronic cigarette, a non-

nicotine inhalation product, or a non-nicotine inhalation substance. *Utah Code § 53G-1-103 (2025)* ~~, *Utah Code § 76-9-1101(5) (2025)*~~

E. Prefilled electronic cigarette: an electronic cigarette that is sold prefilled with an electronic cigarette substance. ~~*Utah Code § 76-9-1101(14) (2025)*~~

F. Nicotine product: an alternative nicotine product or a nontherapeutic nicotine product as defined by *Utah Code § 76-9-1101(9)* ~~*(2025)*~~

G. Non-nicotine inhalation product: a product that:

1. Is a manufacturer sealed prefilled electronic cigarette that the manufacturer does not intend the consumer to open;
2. Contains a substance other than nicotine, including a vitamin, mineral, dietary supplement, or alkaloid;
3. Is designed specifically to be used with an electronic cigarette to produce an aerosol or vapor of the substance;
4. Does not contain a cannabinoid; and
5. Does not contain nicotine.

It excludes a medical cannabis device and a product the manufacturer did not design to be placed directly on an individual's mouth to simulate smoking.

Utah Code § 76-9-1101(10)

H. Non-nicotine inhalation substance: any substance not containing nicotine or a cannabinoid that is used or intended for use in an electronic cigarette. ~~F.~~

II. Tobacco

A. All tobacco and e-cigarette offenses must be reported to a school administrator.

B. Tobacco offenses, including the use of e-cigarettes, can be handled by school administrators without a law enforcement referral; a referral to the SRO may be made at the discretion of the school administrator.

1. Students may not possess, use, or distribute tobacco or tobacco products on school property or during any school activity (whether or not it takes place on school property). *Utah Code § 53G-8-209(2)(b)(ii)(B) (2025)* , *Utah Code § 53G-8-210(1)(a)(ii) (2020)*

C. Nicotine Products

1. Students may not possess, use, or distribute any nicotine product on school property or during any school activity (whether or not it takes place on school property). *Utah Code § 53G-8-209(2)(b)(ii)(B) (2025)* ,*Utah Code § 53G-8-210(1)(a)(ii) (2020)*

D. Electronic Cigarette Products

1. Students may not possess, use, or distribute any electronic cigarette product on school property or during any school activity (whether or not the activity takes place on school property). Students violating this prohibition are subject to discipline under Policy FHA and to action under Policy FF Student Activities and under Policy FHAE Safe Schools: Disruptive Student Behavior. *Utah Code § 53G-8-203*~~*(3)(b) (2025) ,*~~ *Utah Code § 53G-8-209(2)(b)(ii)(B) (2025)*~~,~~
~~1.~~ *Utah Code § 53G-8-210(1)(a)(ii) (2020)*

E. Confiscation and Disposal of Electronic Cigarette Products

1. Any electronic cigarette product found in the possession or control of a student on school property or at a school activity (including such products found in student lockers, desks, or similar locations) shall be confiscated

by staff and shall be destroyed or otherwise disposed of. However, if the electronic cigarette product is suspected to contain illegal controlled substances or to be used to consume illegal controlled substances, a school administrator may release the product to law enforcement upon request of law enforcement as part of an investigation or action rather than destroying or destroying the confiscated product. (For purposes of this exception, nicotine or other tobacco derivatives are not considered illegal controlled substances.) *Utah Code § 53G-8-203~~(3)(b), (c) (2025)~~ ,*

~~1.~~ *Utah Code § 53G-8-508(2) (2020)*

2. The administrator is not allowed to return any electronic cigarette product to the student.

3. A student in possession of an e-cigarette that contains an illegal drug or controlled substance will be disciplined in accordance with Section 2 of these procedures.

F. Offenses by students, grades K – 6

1. School administrators must notify parents and file a report with the Department of Child & Family Services for all drug and alcohol offenses at these grade levels. School administrators will assign consequences and social and emotional support, as needed. Administrators may consider using suspension for drug and alcohol offenses. Repeated tobacco and e-cigarette offenses by the same student may warrant additional interventions, longer suspensions, and/or a safe school hearing referral.

G. Offenses by students, grades 7 – 12

1. First offense: Parents will be notified and students may be suspended for one day. School administrators will refer the student to the student services committee to

determine site level interventions and support.

2. Second offense: Parents will be notified and students may be suspended for up to three days.

3. Third offense: Parents will be notified and the student may be suspended for up to five days.

    i. The following tobacco cessation services are available to all individuals who wish to stop using tobacco products
        i. The Utah Tobacco Quit Line (1.800.QUIT.NOW) provides telephone-based counseling, support materials, and referrals to local classes and additional assistance when appropriate. Callers may also qualify for free nicotine replacement therapy.

        ii. Utah QuitNet (www.utahquitnet.com) provides quitting guides, peer support through message boards and email, expert advice and other services to help people quit using tobacco.

        iii. Tobacco Free Resource Line (1.877.220.3466 or theTRUTH@utah.gov) provides materials including brochures, Quit Line cards, posters and fact sheets.

    2. Additional tobacco and e-cigarette offenses by the same student may warrant additional interventions, longer suspensions and a referral for a district-level safe school hearing.

H. Offenses by high school seniors

1. High school seniors who are referred to a district-level safe school hearing for sale or distribution of drugs or illegal substances will comply with the ruling of the Safe School Committee and may not be eligible to participate in their graduation ceremony.

2. The diploma will be awarded upon the student's completion of the graduation requirements and will not be withheld under this disciplinary procedure.

III. Drug & Alcohol

A. A person may not possess or drink an alcoholic beverage inside or on the grounds of any building operated by a part of the District or in those portions of any building, park, or stadium that is being used for an activity sponsored by or through the District or any part thereof. Violation of this provision is a misdemeanor. *Utah Code § 53G-8-602 (2018)*

B. Student Offenses

1. All drug and alcohol offenses must be reported to a law enforcement officer. A student shall be suspended or expelled from his/her school of attendance for any of the following reasons

1. Use, control, possession, distribution, sale, or arranging for the sale of an illegal drug or controlled substance (which includes alcohol), an imitation controlled substance, or drug paraphernalia in a school building, in a school vehicle, on district property, or in conjunction with any school activity;

2. Misuse or abuse, distribution, sale, or arranging for the sale of prescription medication at school or a

school function; or

3. Misuse or abuse of over-the–counter medication, or sharing, distributing, selling or arranging for the sale of over-the-counter remedies.
No student shall distribute, dispense, possess, use or be under the influence of any alcoholic beverage, malt beverage or fortified wine or other intoxicating liquor or unlawfully manufacture, distribute, dispense, possess or use or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, anabolic steroid or any other controlled substance, as defined in schedules I through V of Section 202 of the Controlled Substances Act (21 U.S.C. § 812) and as further defined by regulation at 21 CFR § 1300.01 et seq., before, during or after school hours at school or in any other school district location as defined below.

C. Guidelines

1. Compliance with this policy should be mandatory. A student who violates the terms of this policy may be suspended or expelled from school, at the discretion of the Board. Each student found in violation of this policy shall be provided with information about drug and alcohol counseling, rehabilitation, and re-entry programs available to students through the school district or otherwise. Violations of the policy on drugs and alcohol may be reported to an appropriate law enforcement agency if permitted under Utah Code § 53G-8-211. Where a student is alleged to have committed a drug possession offense, the student must be referred to court in certain circumstances

D. Violations—Use or Possession

1. Offenses by students, grades K – 6

    1. School administrators must notify parents and file a report with the Department of Child & Family Services for all drug and alcohol offenses at these grade levels. School administrators will assign consequences and social and emotional support, as needed. Administrators may consider using suspension for drug and alcohol offenses.

2. Offenses by students grades 7-12

    1. First Violation, grades 7-12:

        i. Students violating the Drugs and Alcohol Policy for the first time will automatically be placed in an alternative education program at home for a minimum of ten (10) days. Students who are participants of teams, choirs, clubs, etc., or elected officers will give up their involvement in that extracurricular activity for the duration of the ten (10) days. They will not be allowed to attend such activities, even as a spectator. Students and their parents will have an opportunity to fulfill the ten (10) day obligation in two ways:

        ii. The student will be placed in an alternative educational program based at home for the designated ten (10) school days. Parents will be required to coordinate homework assignments with a designated school representative.

        iii. In lieu of the ten (10) day home-based alternative educational program, the student and his/her parents will enroll in an Early

Intervention Drugs and Alcohol Class. The student will be able to return to regular classes the day following the first session of the class. Parents will be required to coordinate homework assignments with a designated school representative during the intervening time.

2. Second Violation grades 7-12:

    i. If there is a second violation of the Drugs and Alcohol Policy, the student will be placed on a home-based alternative educational program for a period of nine (9) weeks. A certificated teacher will be sent to the home for two hours once a week for the nine-week period to aid the student with his/her learning.

    ii. Any student who has a second violation of the Drugs and Alcohol Policy must submit to a written assessment for potential chemical dependence. This assessment will be conducted by a District team composed of the local school guidance specialist and a school district psychologist. Any assessment done by anyone other than this team would be at the option and expense of the parent(s). Before the student is readmitted to school, the assessment results will be presented to the parent(s) and will be forwarded to Juvenile Court if permitted under Utah Code § 53G-8-211.

3. Third Violation:

    i. If any student is involved in a third violation of the Drugs and Alcohol Policy, the student will

automatically be placed in a home-based alternative education program for the remainder of the school year.

IV. Violations—Selling or Distributing

A. First Offense:

1. Because of the seriousness of the offense, a student selling and/or delivering alcohol or other illegal substances shall be automatically placed in a home-based alternative educational program for a period of nine (9) weeks.

2. Before the student is re-admitted to school, he/she must submit to a written assessment for potential chemical dependence. This assessment will be conducted by a District team composed of the local school guidance specialist and a school district psychologist. Any assessment done by anyone other than this team would be at the option and expense of the parent(s). The assessment results will be presented to the parent(s) and will be forwarded to Juvenile Court if permitted under Utah Code § 53G-8-211.

B. Second Offense:

1. Any second offense for selling and/or delivering alcohol or other illegal substance will automatically place a student in a home-based alternative educational program for the remainder of the school year.

C. Alternative Education

1. Students who violate the Drug and Alcohol Policy will be placed in alternative education programs as outlined under items 1 and 2. If the designated number of days

or weeks of alternative education cannot be completed by the end of the school year, the alternative education program is to be completed at the beginning of the next school year.

D. Repeat Offenders

1. Records will be maintained on all violations of the Drug and Alcohol policy. A student with more than one violation on record will be considered a repeat offender whether the first offense was committed in the current school year or in any prior school year.

E. Removal from Campus

1. During the time a student is on the home-based alternative educational program, he/she is not to be on campus or be a spectator or participant or attend any extra-curricular activity sponsored by the school. If a senior student is placed on the home-based alternative educational program for violation of the Drugs and Alcohol Policy and that placement coincides with the end of school, he/she will not be allowed to participate in graduation exercises. The diploma will be awarded upon completion of the home-based alternative educational program and all other graduation requirements.

F. Students in Elected Positions

1. Students in elected leadership positions or representing the school through current extracurricular activities who violate this policy are subject to its guidelines regardless of the time or location of the violation. Students found in violation of this policy will also be subject to the due process under the school district’s policy.

South Summit School District
Achieving Excellence

G. Offenses by high school seniors

1. High school seniors who are referred to a district-level safe school hearing for sale or distribution of drugs or illegal substances will comply with the ruling of the Safe School Committee and may not be eligible to participate in their graduation ceremony.

2. The diploma will be awarded upon the student's completion of the graduation requirements and will not be withheld under this disciplinary procedure.

H. Disclosure

1. Utah state law requires teachers and school personnel to disclose information of suspected chemical and alcohol abuse to the parent but~~parent~~but prohibits disclosing to the parent the identity of the person who reported the suspected abuse.~~.~~ Personnel will complete the Suspected Abuse Report form and submit it to the appropriate school administrator for referral to the parent. ~~*Utah Code § 53G-8-502 (2018)* , *Utah Code § 53G-8-503 (2019)*~~
   Utah Code § 53G-8-510 (2026)
2. The purpose of disclosure will be to make parents aware of potential problems and dangers associated with substance abuse.

3. The disclosure will review student behavior or situations causing concern: attendance, discipline, behavior, grades, physical symptoms, and other problems that affect school performance.

4. Disclosure will allow parents to seek help for further evaluation of the child from outside agencies.
5. Parents will be provided with information regarding agencies providing service to adolescents: assessment

counseling and treatment.

6. In complying with Utah state law for disclosure, the school district meets this obligation to parents. The school system will not be held responsible for any financial action resulting from disclosure (assessment, treatment, or counseling). Payment for services or materials provided by chemical abuse professionals who are not school employees will be the responsibility of the parents.

I. Treatment

1. In order to support the family and student when treatment is sought, the District will provide elective credit for education received during the treatment process. The treatment program must meet Utah State Division of Alcoholism and drug license qualifications.

2. Inpatient/Day Treatment—A student may earn a maximum of one health credit for inpatient treatment under the following guidelines:

    1. Successful completion of the treatment credit will be awarded on the same basis as academic credit (90 hrs. equals 1/2 credit).

    2. A maximum of five and one-half (5 ½) hours per day may be counted.

3. Aftercare—After completion of the treatment program, a student may earn one elective health credit for participation in an approved aftercare program. The following condition must be met:

1. A maximum of one credit hour may be earned. This credit will be recorded as one elective health credit.

2. Credit will be awarded on the same hourly basis as academic credit. (90 hours equals ½ credit).

3. Students must submit a schedule of aftercare programs and verification of regular attendance.

V. **Notice:** The following notice shall be provided to all students of the District:

A. *YOU ARE HEREBY NOTIFIED that use of illicit drugs and the unlawful possession and use of alcohol is wrong and harmful and that it is a violation of the policy of this school district for any student to distribute, dispense, possess, use, or be under the influence of any alcoholic beverage, malt beverage or fortified wine or other intoxicating liquor or unlawfully manufacture, distribute, dispense, possess or use or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, anabolic steroid or any other controlled substance as defined in Schedules I through V of Section 202 of Controlled Substances Act (21 U.S.C. § 812) and as further defined by regulation at 21 CFR § 1308.11 through 1308.15, before, during or after school hours, at school or in any other school district location as defined below.*

B. *"School district location" means in any school building and on any school premises; in any school-owned vehicle or in any other school-approved vehicle used to transport students to and from school or other school activities; off-school property at any school-sponsored or school-approved activity, event or function, such as a field trip or athletic event, or during any period of time when the student is under the supervision of school district personnel or otherwise engaged in a school district activity.*

C. *Any student who violates the terms of the school district's Drug and Alcohol Policy is subject to the discipline outlined in the school district's policies including all disciplinary sanctions consistent with local, state and federal law, up to and including expulsion and referral for prosecution and/or completion of an appropriate rehabilitation program.*

D. *YOU ARE FURTHER NOTIFIED that compliance with this policy is mandatory.*

Legal References:

Section 5145 of the Drug Free Schools and Community Act (Public Law 101-226).

Adopted Date: September 8, 2025
Last Reviewed Date: 09/08/2025
Last Revised Date: 09/08/2025
Prior Revised Dates:

South Summit School District
Achieving Excellence

Interrogations, Searches, and Law Enforcement

Procedure 6029-I

Section: 6000 - Students

I. Definitions

A. Appropriate school official: the most appropriate school employee, considering all the circumstances, who should search a student. Usually, the appropriate school official will be the school principal or assistant principal. Generally, the more intrusive the search, the higher the level the appropriate school official should be who conducts the search. Other factors may include age of the student, gender of the student, if the student has an IEP, the student's background, seriousness of the item(s) being searched for, which appropriate school official is reasonably available, and the urgency of the situation.

~~B.~~ Electronic cigarette: See Procedure 6029-H.

~~1. an electronic device used to deliver or capable of delivering vapor containing nicotine or another substance to an individual's respiratory system;~~

~~2. a component of the device described in Subsection (a); or~~

~~3. an accessory sold in the same package as the device described in Subsection (a).~~

~~4. Electronic cigarette includes an e-cigarette as that term is defined in Utah Code Ann. §26-38-2.~~

~~5.~~1. ~~Electronic cigarette product: an electronic cigarette, an electronic cigarette substance, or a prefilled electronic cigarette.~~

~~6. Electronic cigarette substance: any substance, including liquid containing nicotine, used or intended for use in an electronic cigarette.~~

~~7.~~2. ~~Electronic device: a privately-owned device that is used for audio, video, or text communication or any other type of computer or computer-like instrument.~~

~~C.~~ Reasonable suspicion: See Procedure 6051-A ~~a particularized and objective basis, supported by specific articulable facts, for suspecting a person of criminal activity; reasonableness extends to both the reason for the search and the appropriateness of the scope of the search.~~

~~D. Reasonable suspicion for a search: grounds sufficient to cause an adult of normal intellect to believe that the search of a particular person, place, or thing will lead to the discovery of evidence that the student:~~

~~1. has violated or is violating a rule or behavioral norm provided in school policy; or~~

~~2. has violated or is violating a particular law; or~~

~~3.~~B. ~~possesses an item or substance which presents an immediate danger of physical harm or illness to students, staff or school/district property;~~

II. Searches of School-Owned Property

A. School-owned electronic devices and storage areas (including lockers, desks, etc.) remain under the exclusive control of the School and are subject to search at any time— with or without reasonable suspicion. Students shall have no expectation of privacy with respect to School-owned electronic devices or storage areas. Students shall provide passwords used to protect data on any school-owned electronic devices. Locks may be destroyed while searching School-owned storage areas.

B. All lockers and other storage areas provided for student use remain the property of the School. These lockers and storage areas are subject to inspection, access for maintenance, and search pursuant

to this policy. A student using the locker or storage area has no expectation of privacy in that locker or storage area or the contents contained therein. In the course of any search, students' privacy rights will be respected regarding any items that are not illegal or against local school board policy. No student shall lock or otherwise impede access to any locker or storage area except with a lock provided by or approved by the teacher or School administrator. Unapproved locks may be removed and destroyed.

C. An appropriate School official may search student lockers and storage areas and the contents contained therein at any time for any justifiable reason.

D. An appropriate School official may, at any time, request assistance of the appropriate law enforcement agency having jurisdiction over the facilities of the School. The law enforcement officer must have probable cause, however, to personally orchestrate or conduct a search of the lockers and storage areas and their contents.

III. Using Dogs in Searching School Property

A. School also authorizes the use of canines, trained in detecting the presence of drugs or devices, when the appropriate school official has reasonable suspicion that illegal drugs may be present in a school. This means of detection shall be used only to determine the presence of drugs in locker areas, student desks, and other places in the School where such substances could be concealed. Canine detection must be conducted in collaboration with law enforcement authorities or other certified organizations and will not be used to search students personally unless either a warrant or parental permission has been obtained prior to the search.

B. Where a dog sniff search is otherwise appropriate, it is acceptable to detain students or restrict their movement to facilitate the search. Also, School has authority to require students to relinquish personal items from their possession (backpacks, book bags, gym bags) to facilitate searches.

IV. Search and Seizure

A. Students shall be free from unreasonable search and seizure by school officials.

B. School officials may search students, personal property, and vehicles parked on school property with reasonable suspicion or with the student's consent.

C. School disciplinary procedures may be brought against a student who fails to comply with a reasonable inspection request of a school administrator.

D. The police may be contacted or called if the school administrator determines there is a serious and immediate threat to the physical safety of students, school personnel, or the public.

E. The authorization to search shall apply to all situations in which the student is under the jurisdiction of the district, including all students participating in extracurricular activities and athletics, dually enrolled students, and students taking online courses, when applicable.

F. A school administrator has no obligation to contact parents before an administrator detains and/or questions a student. Depending on the particular circumstances of the search, notifying parents of the student search is often best practice.

G. A search must be reasonable both in the reason for the search and the scope of the search.

New Jersey v. T.L.O., *469 U.S. 325 (1985)*

Jones v. Latexo, 499 F. Supp. 223 (ED. Tex. 1980)

Bellnier v. Lund, 438 F. Supp. 47 (N.D.N.Y 1977)

V. Searches of Places

A. A school administrator who has reasonable grounds to believe that the search of a student's vehicle that is parked on school property will produce evidence of an offense of policy or law may ask the driver of the vehicle to open the vehicle and may inspect the vehicle in the driver's presence.

B. If a driver fails to comply with the requests of the school administrator, or if an inspection reveals any evidence of an offense, the school administrator may take measures reasonably calculated to maintain the safety and control and management of the school, including revoking a student's parking privilege.

C. A school administrator may disable the vehicle until police or parents can be summoned.

VI. Searches of Student's Person

A. Authorized searches of the student's person are as follows:

1. the student's pockets;

2. purses, backpacks, or any objects in the possession of the student;

3. a "pat down" of the exterior of the student's clothing and the removal of any identified item;

4. removal of an article of exterior clothing such as a jacket, watch, or hat;

5. a student's electronic device if warranted and to the extent warranted.

B. The search of a student will be conducted in a private area of the school by an administrator of the same sex as the student being searched.

C. Any search of a student or his/her personal property will be observed by an objective third party, for example, an administrator, teacher or police officer, of the same sex as the student who is being, or whose belongings are being, searched.

D. The nature and scope of a search must be reasonable in light of the suspected infraction and any concern for safety and order in the school.

E. *A school administrator may ask the student to remove his/her hat, coat, shoes and socks, turn pockets inside out, and roll up sleeves to see if the student is hiding contraband. Under no circumstances may a school administrator require students to remove other items of clothing during the search.*

F. *A school administrator may perform a "pat down" of the exterior of the student's clothing but must refrain from touching students in any other way during the search.*

G. *If this limited search does not reveal suspected contraband and school administrators still have a reasonable suspicion that the student is concealing contraband in his/her inner clothing (i.e., hiding drugs, weapons or other contraband underneath shirts, pants or underwear), law enforcement shall be summoned.*

H. *A school administrator shall thoroughly document the details of any search conducted of a student's person or property. Including:*

    1. *the reasons for the search;*

    2. *information received that established the need for the search and the name of the informant, if any;*

    3. *the persons present when the search was conducted;*

    4. *any substances or objects found, and the disposition made of them;*

    5. *and any subsequent action taken.*

Singleton v. Board of Educ. USD 500, 894 F. Supp. 386 (D. Kan. 1995)

Doe v. Renfrow, 475 F. Supp. 1012 (N.D. Ind. 1979)

South Summit School District
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VII. Electronic Cigarette Products

A. Based on reasonable suspicion, a student may be searched for electronic cigarette products (as those are defined under Procedure 6029-H). Electronic cigarette products are contraband and shall be confiscated and disposed of as provided for in Procedure 6029-H.

Utah Code § 53G-8-~~2032026(3)~~ ~~(2025)~~ ~~Utah Code § 53G-8-508(2) (2020)~~
Utah Admin. Rules R277-615-4(1) (August 12, 2020)

VIII. Student Consent

A. If the District does not have reasonable cause to search a student or his property, the District may search with the student's free and voluntary consent. However, coercion, whether expressed~~express~~ or implied, invalidates the apparent consent.

Jones v. Latexo, 499 F. Supp. 223 (E.D. Tex. 1980)

IX. Use of Breath – Test Instruments

A. The appropriate School official may arrange for a test to be conducted on a student whenever the School authority has individualized reasonable suspicion to believe the student has consumed an alcoholic beverage or an illegal unprescribed substance.

B. The appropriate School official shall attempt to contact a local law enforcement agency and arrange for it to conduct the test.

C. The following procedure should be used if the test is conducted by a School official:

1. Take the student(s) to a private administrative or instructional area on School property and have at least one other member of the teaching or administrative staff present as a witness to the test. If the student refuses to take the test, inform him that refusal to participate leaves the observed evidence of the alcohol or drug use

unrefuted, thus leading to disciplinary action.

2. Allow the student a second opportunity to be tested, and if the student refuses again, ask the student to sign a refusal statement. Regardless of whether or not the student signs a refusal statement, prepare a written report of the incident.

X. Police Involvement

A. Where school officials initiate a search and police involvement is minimal, the reasonableness standard is applicable. The ordinary warrant requirement and probable cause standard will apply where "outside" police officers initiate, or are predominantly involved in, a school search of a student or student property for police investigative purposes.

Myers v. State, *839 N.E.2d 1154 (Ind. 2005)*

F.S.E. v. State, 993 P.2d 771 (Ok. Crim. App. 1999)

In Re Josue T., 989 P.2d 431 (N.M. Ct. App. 1999)

XI. Coordination with Law Enforcement

A. The school administration may invite law enforcement officials to the school to:

1. Conduct an investigation of alleged criminal conduct on the school premises or during a school-sponsored activity; or

2. Maintain a safe and orderly educational environment; or

3. Maintain or restore order when the presence of such officers is necessary to prevent injury to persons or property; or

B. Investigation Initiated by School Resource Officers and Other Law Enforcement Authorities

1. School officials shall cooperate with school resource officers and other law enforcement authorities who are carrying out official duties such as investigating crimes, serving subpoenas, etc.

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

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

    a. To maintain order in the schools, officers shall notify the school administrator or other designated person before beginning an investigation on school premises. (Notice of Investigation Form)

    b. The administrator shall document the circumstances warranting the investigation as soon as practical.

    c. Alleged criminal behavior related to the school environment brought to the school administrator's attention by law enforcement officers shall be dealt with under the provisions of this section.

    d. Alleged criminal behavior related to the school environment brought to the school administrator's attention by law enforcement officers shall be dealt with under the provisions of this section.

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

C. Release of Student to Law Enforcement Official

1. School officials should not release students to law enforcement authorities voluntarily unless the student has been placed under arrest or unless the parent or legal guardian and the student agree to the release.

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

3. The school administrator shall immediately notify the District Superintendent's office of the removal of a student from school by law enforcement authorities.

4. Where it is necessary to take a student into custody on school premises, the law enforcement officer should contact the school administrator and relate the circumstances necessitating such action.

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

6. When possible, the school administrator should have the student summoned to the administrator's office before the student is taken into custody.

7. When a student has been taken into custody or arrested on school premises without prior notification to the school administrator, the school staff present shall encourage the law enforcement officers to tell the administrator of the circumstances as quickly as possible. If the officers decline to tell the administrator, the school staff members present shall immediately notify the administrator.

D. Quelling Disturbances of School Environment

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

E. Coordination of Policies with Law Enforcement Authorities

1. School administrators shall meet at least annually with local law enforcement authorities to discuss the District's Safe and Orderly Schools Policy and rules on law enforcement contacts with the school District. Law enforcement authorities shall be asked to inform their staff about the terms of the Safe Schools Policy.

XII. Collection and Reporting of Offense Data

A. School personnel shall collect data regarding offenses which occur on school grounds while school is in session or during a school-sponsored activity and which involve (1) suspension or expulsion of a student, or other formal school discipline (2) minors found in possession of a dangerous weapon, or (3) “law enforcement action” (defined below).

B. For this reporting requirement, “law enforcement action” means a significant law enforcement interaction with a minor, including (1) a search and seizure by a law enforcement officer (including a school resource officer), (2) issuance of a citation, (3) filing a delinquency petition, indictment, or criminal information, (4) referral to juvenile court, or (5) use of force by a law enforcement officer.

C. The report of the offense shall also include information on the student or minor’s age, grade level, race, sex, disability status, and youth in care designation. If applicable, the report shall also include

the demographics of a person who is subject to bullying, hazing, cyber-bullying, or retaliation (as defined in Policy FHA). To collect the data, school personnel shall use the form established by the State Superintendent in consultation with law enforcement agencies.

D. The District shall report the data to the State Superintendent in a timely manner as required by the State Superintendent. The District shall report the data compiled for each school year to the State Superintendent on or before September 1 of the year in which the school year ended.

Utah Code § 53E-3-516 (2024)
Utah Admin. Rules R277-912-2 (April 9, 2024)

XIII. Distribution of Policy

A copy of this policy in electronic and printed form shall be made available to parents and students upon enrollment.

Utah Admin. Rules R277-615-4(4) (August 12, 2020)

Adopted Date: September 8, 2025
Last Reviewed Date:
Last Revised Date:
Prior Revised Dates:

Procedure 6038-A: Reporting Child Abuse

1. **Reporting of Child Abuse**

    a. Whenever any employee of the District knows or reasonably believes that a child has been neglected, or physically or sexually abused, such employee shall immediately notify the nearest peace officer, law enforcement agency or office of the State Division of Child and Family Services (DCFS).

    b. Under such circumstances, the employee shall <u>also</u> notify the building principal.

    c. Such a report to the principal does not satisfy the employee's personal duty to report to law enforcement or DCFS.

    d. It is not the responsibility of school employees to prove that the child has been abused or neglected or determine whether the child is in need of protection.

        i. Investigations are the responsibility of the Division of Child and Family Services.

        ii. Investigation by education personnel prior to submitting a report should not go beyond that necessary to support a reasonable belief that a reportable problem exists.

    e. Subject to the constitutional right against self-incrimination, and with respect to students or employees of the District, school officials shall cooperate appropriately with DCFS and law enforcement agency employees authorized to investigate charges of child abuse and neglect, assisting as asked as members of interdisciplinary child protection teams in providing protective, diagnostic, assessment, treatment, and coordination services, including:

        i. allowing appropriate access to students;

        ii. allowing authorized agency employees to interview children consistent with DCFS and local law enforcement protocols;

iii. making no contact with parents/legal guardians of children being questioned by DCFS or local law enforcement; and

iv. cooperating with ongoing investigations and maintaining appropriate confidentiality;

v. responding truthfully and promptly to lawful inquiries by law enforcement;

vi. providing relevant information within the employee's knowledge or possession; and

vii. complying with lawful subpoenas, warrants, or other compulsory processes.

f. The employee shall maintain the confidentiality of and not disclose any information learned in connection with an investigation except with those persons with whom the employee is required to cooperate, including the Division, law enforcement, the State Board of Education, or supervisory District officials.

g. Persons making reports or participating in an investigation of alleged child abuse or neglect in good faith are immune from any civil or criminal liability that otherwise might arise from such actions, as provided by law.

h. The anonymity of those reporting or investigating child abuse or neglect will be preserved and information provided pursuant only to the manner provided for in Utah Code § 80-2-1005.

Utah Admin. Rules R277-217-3(5), (69) (January 10, 2024November 21, 2025)
Utah Admin. Rules R277-401-3 (September 21, 2017)
Utah Code § 80-2-602 (2022)
Utah Code § 80-2-1005 (2025)

2. Reporting of Child Abuse by a School Employee

a. An employee who has reasonable cause to believe that a student may have been physically or sexually abused by a school employee shall immediately report that belief to **both** the school principal **and** the Superintendent.

b. A District administrator, including the Superintendent, who has received such a report or who otherwise has reasonable cause to believe that a student may have been physically or sexually abused by an educator shall immediately report that information to the State Board of Education and to the Utah Professional Practices Advisory Commission.

Utah Admin. Rules R277-217-3(5) (January 10, 2024November 21, 2025)

Utah Code § 53E-6-701 (2022)

Student Acceptable use of Internet and Technology Resources

Procedure 6052-A
Section: 6000 Students

1. **Acceptable Use for Internet Access**

    a. Acceptable Use Agreements must be completed by parents and students annually.

2. **Rules for Internet and Technology Use**

    a. Appropriate Uses

        i. Research and creation of assigned classroom projects.

        ii. Exchanging appropriate electronic mail with other users.

    b. Rules of Use

        i. Use the system efficiently in terms of time, disk space, and printer facilities.

        ii. Use computer facilities for educational purposes.

        iii. Change passwords frequently, to promote security, and keep passwords secure (do not allow others to use the password or use the passwords of another person.)

    c. Prohibited Uses

        i. Accessing, transmitting, or retransmitting material that:

            ~~ii.~~1. Promotes violence or advocates destruction of property including, but not limited to, access to information concerning the manufacture of destructive devices such as explosives, fireworks, smoke bombs, incendiary devices or the like.

            2. Contains pornographic or other sexually oriented material (pornographic means pictures or writing that are intended to stimulate erotic feelings, by the description or portrayal of sexual activity or nudity).

~~iii.~~a. Including AI generated or manipulated content.

~~iv.~~3. Advocates or promotes violence or hatred against particular individuals or groups of individuals or advocates or promotes the superiority of one racial, ethnic, or religious group over another.

ii. Creating, generating, or manipulating Artificial Intelligence content to depict any student or staff member in any manner, including violent, sexualized or nude, etc.

~~v.~~iii. Using or possessing illegal software or downloads that violate copyrights (meaning any software downloaded or in the user's possession without the appropriate registration of the software, including the payment of any fines owing to the owner of the software)

~~vi.~~iv. Using encryption software from any access point within the school district.

~~vii.~~v. Transmitting credit card information or other personal information from an access point within the school district.

~~viii.~~vi. Transmitting email through an anonymous remailer.

~~ix.~~vii. Accessing the Internet from a school district access point using a non-school district Internet account.

~~x.~~viii. Committing or attempting to commit any willful act involving the use of the network which disrupts the operation of the network within the school district or any network connected to the Internet, including the use or attempted use or possession of computer viruses.

~~xi.~~ix. Engaging in illegal activity.

~~xii.~~x. Using, communicating, or sending impolite, abusive, slanderous, derogatory, vulgar, lewd, indecent or obscene language or pictures.

~~xiii.~~xi. Using the email system to hinder the ability of others to work, or to bully, harass, or intimidate a person.

~~xiv.~~xii. Changing computer files that do not belong to the user.

~~xv.~~xiii. Sending or receiving copyrighted material without permission.

~~xvi.~~xiv. Copying commercial software in violation of copyright laws.

~~xvii.~~xv. Forwarding (or reposting) the personal information of another user without his or her permission.

~~xviii.~~xvi. Sending material over the Internet with someone else's name as author.

~~xix.~~xvii. Using the computer system for personal financial gain or profit.

~~xx.~~xviii. Using computer programs to decode access control information.

~~xxi.~~xix. Attempting to circumvent or subvert system security.

~~xxii.~~xx. Sending or forwarding information known or believed by the sender to be false.

~~xxiii.~~xxi. Conducting product advertisement or political lobbying.

Adopted Date: July 7, 2022
Last Reviewed Date: 07/07/2022
Last Revised Date: 07/07/2022
Prior Revised Dates:

South Summit School District
Achieving Excellence

Student Clubs Procedure

Procedure: 6062-A

Section: 6000 Students

I. **Administrative Procedures - Student Clubs**

A. Definitions: The following definitions apply to this Procedure

1. Bigotry: The action or advocacy of imminent action involving

   a. The harassment or denigration of a person or entity; or

   b. Any intent to cause a person not to freely enjoy or exercise any right secured by the constitution or laws of the United States or the state, except that an evaluation or prohibition may not be made of the truth or falsity of any religious belief or expression of conscience unless the means of expression or conduct arising therefrom violates the standards of conduct outlined by law.

2. Club: Any student organization that meets during non-instructional time.

3. Conscience: A standard based upon learned experiences, a personal philosophy or system of belief, religious teachings or doctrine, an absolute or external sense of right and wrong which is felt on an individual basis, a belief in an external absolute, or any combination of the foregoing.

4. Curricular Club: A club that is school sponsored and that may receive leadership, direction, and support from the school or District beyond providing a meeting place during non-instructional time and:~~.~~

   ~~a. An elementary school curricular club means a club that is organized and directed by school sponsors at the~~

~~elementary school.~~

~~b.~~a. ~~A secondary school curricular club means a club~~

i. with ~~Whose~~ subject matter that is taught or will soon be taught in a regular course;

ii. with ~~Whose~~ subject matter that concerns the body of courses as a whole;

iii. in which participation is required for a particular course; or

iv. in which participation results in academic credit.

5. Discretionary Time: School-related time for students that is not instructional time, including free time before and after school, during lunch and between classes or on buses, and private time before athletic and other events or activities.

6. Elementary school curricular club: a curricular club at an elementary school.

~~6.~~7. Encourage criminal or delinquent conduct: The action or advocacy of imminent action that violates any law or administrative rule but does not include discussions concerning changing of laws or rules or actions taken through lawfully established channels to effectuate such change.

~~7.~~8. Instructional Time: Time during which a school is responsible for a student and the student is required or expected to be actively engaged in a learning activity, including instructional activities in the classroom or study hall during regularly scheduled hours, required activities outside the classroom, and counseling, private conferences, or tutoring provided by school employees or volunteers acting in their official capacities during or outside of regular school hours.

~~8.~~9. Involve human sexuality:

a. Presenting information in violation of laws governing sex education, including Utah Code 53G-10-402 and 53E-9-203;

b. Advocating or engaging in sexual activity outside of legally recognized marriage or forbidden by state law; or

c. presenting or discussing information relating to the use of contraceptive devices or substances, regardless of whether the use is for purposes of contraception or personal health.

~~9.~~10. Limited open forum: A forum created by the District for student expression within the constraints of Utah Code.

~~10.~~11. Non-curricular club: A club in a secondary school that students ~~-~~initiated ~~group~~ that may be authorized and allowed school facilities use during non-instructional time ~~in secondary schools~~ by a school and the Board of Education ~~school governing board~~ in accordance with law. A non-curricular clubs' meetings, ideas, and activities are not sponsored or endorsed in any way by the Board, the District or District employees. A non-curricular club shall have a minimum of three members.

~~11.~~12. Non-instructional time: Time set aside by a school before instructional time begins or after instructional time ends, including discretionary time.

13. Personal identity characteristic: an individual's race, color, ethnicity, sex, sexual orientation, national origin, religion, or gender identity.

14. Prohibited discriminatory practice: the same as the term is defined in Utah Code § 53H-1-504.

~~12.~~15. Religious club: A non-curricular club designated in its application as either being religiously based or based on expression or conduct mandated by conscience.

16. School facilities use: Access to a school facility, premises, or playing field. "School facilities use" includes access to a limited open forum.

~~13.~~17. Secondary school curricular club: a curricular club located at a secondary school.

II. **Formation and Renewal of Student Club**

A. Within twenty (20) school days after the beginning of the school year, each student group seeking to establish a club under this p~~P~~olicy must submit an application to form a club. In addition to filing an initial application to form the club, within twenty (20) days after the beginning of

the school year each club must submit to the principal or a designee an application annually.

B. Faculty members or students proposing a curricular club shall submit written application for authorization on a form approved by the District. However, clubs whose membership is determined by student body

election or clubs that are governed by an association that regulates interscholastic activities are exempted from these application requirements.

1. An application for authorization of a curricular club shall include;

   a. the recommended club name, which must be consistent with the club's purposes and school sponsorship;

   b. a statement of the club's purpose that supports or enhances a specific course, academic pathway, or instructional program, the club's, goals, and the club's activities;

   c. a statement of the club's categorization, ~~which shall be included in the parental consent required under Utah Code,~~ indicating all of the following that may apply;

      i. athletic;

      ii. business/economic;

      iii. agriculture;

      iv. art/music/performance;

      v. science;

      vi. gaming;

      vii. religious;

      viii. community service/social justice; and ix. other;

   d. the recommended meeting times, dates, and places;

   e. a statement that the club will comply with the provisions of this part and all other applicable laws, rules, or policies; and

   f. budget showing the amount and source of any funding ~~provided or to be provided to~~ the club receives or will receive and the~~its~~ proposed use of the funding.

g. If the school finds that the proposed club is a non-curricular club, the school may;

i. return the application to the faculty member or students proposing the club for amendment; or

ii. review the application as an application for authorization of a non-curricular club.

III. Non-curricular Club Annual Application for Authorization

A. Students proposing a non-curricular club shall submit a written application for authorization on a form approved by the District.

1. An application for authorization of a non-curricular club shall include;

a. the recommended club name~~, which must reasonably reflect the club's purpose, goals, and activities~~;

b. a statement of the club's purpose that supports or enhances a specific course, academic pathway, or instructional program, the club's, goals, and the club's activities;

c. a statement of the club's categorization indicating~~categorization, which shall be included in the parental consent required under Utah Code, indicating~~ all of the following that may apply;

i. athletic;

ii. business/economic;

iii. agriculture;

iv. art/music/performance;

v. science;

vi. gaming;

vii. religious;

viii. community service/social justice; and ix. other;

d. the recommended meeting times, dates, and places;

e. a statement that the club will comply with the provisions of this part and all other applicable laws, rules, or policies; and

f. a budget showing the amount and source of any funding ~~provided or to be provided to~~ the club receives or will receive and the~~its~~ proposed use of the funding.

g. Sports teams that are sponsored by non-district organizations or are not governed by the UHSAA are not eligible to be school or student clubs;

IV. Noncurricular Club Name Approval

A. Noncurricular club name approval is a separate action from approval of a noncurricular club. A ~~school may grant access to the~~ noncurricular club name must:~~but condition such access on the change of the club's name to ensure that the club's name~~

1. reasonably~~accurately~~ reflect~~s~~ the actual ~~nature,~~ purpose, goals, and activities of the club;

2. ~~does~~ not improperly imply school sponsorship or affiliation; or

3. ~~will~~ not result in or imply a violation of the requirements for clubs, undue disruption of school operations, subjecting students to harassment or persecution, imply inappropriate association with any non- school organizations or groups, or imply that the club would operate in violation of laws or rules.

V. Clubs – Limitations and Denials

A. Noncurricular clubs are not permitted in elementary schools.

B. If noncurricular clubs are permitted in a secondary school, the school shall allow all noncurricular clubs which meet the requirements of this policy.

C. When noncurricular clubs are permitted, similar noncurricular clubs shall receive uniform treatment from schools within the District.

~~A.~~D. A school shall limit or deny authorization or school facilities use to a club or require changes to the club's application before~~prior to~~ granting authorization or school facilities use;

1. as the school determines ~~it~~ to be necessary to

a. protect the physical, emotional, psychological, or moral well-being of students and faculty;

b. maintain order and discipline on school premises;

c. prevent a material and substantial interference with the orderly conduct of a school's educational activities;

d. protect the rights of parents and students;

e. maintain the boundaries of socially appropriate behavior; or

f. ensure compliance with all applicable laws, rules, regulations, and policies; or

2. whose proposed application and proposed activities indicate students or advisors in club related activities would as a substantial, material, or significant part of the~~ir~~ student's or club's conduct or means of expression;

a. encourage criminal or delinquent conduct;

b. promote bigotry;

c. involve human sexuality; ~~or~~

d. involve any effort to engage in or conduct mental health therapy, counseling, or psychological services for which a license is~~would be~~ required under state law; or~~.~~

~~d.~~e. promote or encourage a prohibited discriminatory practice.

~~B.~~E. If a school or the District limits or denies authorization to a club, the school or the District shall provide, in writing, to the applicant the factual and legal basis for the limitation or denial.

VI. Notice of Authorized Noncurricular Clubs

A. The District shall publish on its website a list of authorized noncurricular clubs within the District, including a short description of each club. A school shall consult this list and the lists from neighboring LEAs in considering an application for authorization of a noncurricular club.

~~VI.~~VII. ~~Faculty~~ Oversight of Authorized Clubs

A. A school shall approve a~~the~~ faculty sponsor, ~~supervisor, or monitor~~ for each authorized curricular club and a faculty sponsor or monitor for each authorized~~,~~ non-curricular or~~, and~~ religious club to provide oversight consistent with this p~~P~~olicy and the needs of the school to ensure that the methods of expression, religious practices, or other conduct of the students or advisors involved do not;

1. Unreasonably interfere with the ability of school officials to maintain order and discipline;

2. Unreasonably endanger or threaten the well-being of persons or

property;

3. violate concepts of civility or propriety appropriate to a school setting; or

4. violate applicable laws, rules, regulations, and policies.

B. Sponsors

1. A school shall annually approve faculty members as sponsors of curricular clubs.

2. Sponsors shall organize and direct the purpose and activities of a curricular club.

C. Supervisors and monitors

1. A school shall approve faculty members to serve as supervisors and monitors for authorized non-curricular clubs.

2. A supervisor and monitor shall provide oversight to ensure compliance with the approved club purposes, goals, and activities and with the provisions of this procedure and other applicable laws, rules, and policies.

3. A monitor approved for a religious, political, or public policy club may not participate in the activities of the ~~religious~~ club, except to perform the supervisory role required by this policy~~procedure~~.

4. The approval of a faculty supervisor or monitor does not constitute school sponsorship of the club.

D. Without the prior approval by the school, a person who is not a school faculty member or a club member may not:

1. Make a presentation to a non-curricular club; or

2. direct, conduct, control, or regularly attend the meetings of a non-curricular club.

~~VII.~~VIII. Use of School Facilities by Clubs

A. A school shall determine and assign school facilities use for curricular and non-curricular clubs consistent with the needs of the school.

1. The following rules apply to curricular clubs:

a. In assigning school facilities use, the administrator may give priority to curricular clubs over non-curricular clubs; and

b. the school may provide financial or other support to curricular clubs.

2. The following rules apply to non-curricular clubs on an equal basis to all noncurricular clubs in the District:

a. a school may not give a preference or priority ~~may not be given~~ among non-curricular clubs;

b. a school ~~may~~shall only provide the space for non-curricular club meetings;

c. a school may not spend public funds for non-curricular clubs, except as required to implement the provisions of this Policy, including providing space and faculty oversight for non-curricular clubs;

d. a school shall establish the non-instructional times during which non-curricular clubs may meet;

e. a school may establish the places that non-curricular clubs may meet;

f. a school may set the number of hours non-curricular clubs may use the school's facilities per month, ensuring the equal treatment of ~~provided that~~ all non-curricular clubs ~~shall be treated equally~~; and

g. a school shall determine the~~what~~ access a non-curricular club~~s~~ shall be given to the school newspaper, yearbook, bulletin boards, or public address system, ensuring the equal treatment of~~provided that~~ all non-curricular clubs ~~shall be treated equally~~.

~~VIII.~~IX. Club Membership

A. ~~A school shall require written parental consent for student participation in all curricular and non-curricular clubs at the school.~~

1. Membership in curricular clubs is governed by the following rules:

a. a school or the Board of Education may limit m~~M~~embership ~~may be l~~imited to students who are currently attending the sponsoring school or another District school; and members who attend a school other than the sponsoring school shall have, in addition to the consent required for all club membership under this policy~~Utah Code~~, specific parental

South Summit School District
Achieving Excellence

permission for membership in a

curricular club at another school;

b. cCurricular clubs may require that prospective members try out based on objective criteria outlined in the application materials; and try-outs may not require activities that violate the provisions of this Policy orand other applicable laws, rules, orand policies;

c. a curricular club may not:

i. promote, limit, or restrict membership based on a personal identity characteristic; or

ii. require affirmation of a particular ideological or political belief unrelated to the curricular purpose of the club; and

c.d. other rules as determined by the State Board of Education, the District, or the school.

2. Membership in non-curricular clubs is governed by the following rules:

a. sStudent membership in a non-curricular club is voluntary;

b. a school or Board of Education may limit mMembership shall be limited to students who are currently attending the sponsoring school;

c. non-curricular clubs may require that prospective members try out based on objective criteria outlined in the application materials; and try- outs may not require activities that violate the provisions of this Policy orand other applicable laws, rules, orand policies; and

d. noncurricular clubs may not limit or restrict membership based on a personal identity characteristic; and

e. other rules as determined by the State Board of Education, the District, or the school.

Materials Presented at Noncurricular Club Meetings

1. A person who is not a school faculty member or a club member and who presents any written or other media materials at a noncurricular club meeting must deliver a copy of the materials to a school administrator no later than 24 hours after the noncurricular club meeting. A student's parent may review the materials upon request.

Parental Consent—

A school shall require written parental consent for student participation in all curricular and noncurricular clubs at the school.

1. The consent shall include an activity disclosure statement containing the following information:
   a. the specific name of the club;
   b. a statement of the club's purpose, goals, and activities;
   c. a statement of the club's categorization as described in the application for authorization of the club;
   d. beginning and ending dates;
   e. a tentative schedule of the club activities with dates, times, and places specified;
   f. personal costs associated with the club, if any;
   g. the name of the sponsor, supervisor, or monitor who is responsible for the club; and
   h. any additional information the school considers important for the students and parents to know.
2. The parent of the club's sponsor, supervisor, or monitor shall file all completed parental consent forms with the school's principal or designee.

Violations – Investigations – School Responses—

1. A school shall investigate any written complaint that an authorized curricular or noncurricular club is:
   a. participating in activities beyond the scope of the club's purpose; or
   b. in violation of a provision of this part or another applicable law, rule, regulation, or policy.
2. After meeting with the faculty sponsor, faculty supervisor, or faculty monitor, the students involved, and the person making the written complaint, if the school substantiates a violation, the school may:
   a. allow the club's original statement of the club's purpose, goals, and activities to be modified to include the activities if the activities are in compliance with the provisions of this Policy and other applicable laws, rules, regulations, and policies;
   i. instruct the faculty sponsor, supervisor, or monitor not to allow similar violations in the future;
   ii. limit or suspend the club's authorization or school facilities use pending further corrective action as determined by the school; or
   iii. terminate the club's authorization and dissolve the club.
   b. The school shall use the least restrictive means necessary to satisfy the school's interests as identified in this policy in imposing a limitation on expression,

practice, or conduct of any student, advisor, or guest in a meeting of a curricular or noncurricular club, or in imposing any limitation on school facilities use.

c. A club that has been terminated may not reapply for authorization until the following school year.

d. A student who makes a false allegation or report under this section shall be subject to school discipline.

Appeals—

1. A school shall investigate and approve or deny a completed application or complaint within a reasonable amount of time.
2. If an application or complaint is denied, the school shall provide written reasons for the denial or results of the investigation and, if appropriate, make suggested corrections to remedy the deficiency.
3. If a school denies a club school facilities use, it shall inform the club at the time of the denial of the factual and legal basis for the denial, and, if appropriate, how the club could correct the basis for the denial.
4. A club, a student desirous of participating or speaking, or a complaining parent, has ten school days from the date of the denial, suspension, or termination of the club to file a written appeal from the denial, suspension, or termination to the Board of Education or its designee.
5. The Board of Education or its designee shall issue a determination within a reasonable amount of time from receipt of the appeal, which decision is final and constitutes satisfaction of all administrative remedies unless an agreement of all parties extends the time for evaluation.
6. A person directly affected by a decision made in accordance with the provisions of this part may appeal the decision by writing to the Board of Education or its designee.

Construction of Policy with Respect to Certain Rights—

Nothing in this Policy is intended to:

1. Influence the form or content of any prayer or other religious activity;
2. Require any person, student, or employee to participate in any prayer or other religious activities;
3. Compel any school employee to attend a meeting of a noncurricular student group if the content of the speech at the meeting is contrary to the beliefs of the employee;
4. Sanction meetings that are otherwise unlawful; or
5. Abridge the constitutional rights of any person.

~~d.~~

South Summit School District
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Legal References:

Utah Code §§ 53G-10-402 (2020) (Curriculum Participation and Requirements)
Utah Code 53E-9-203 (2020) (Student Privacy and Data Protection)
Utah Code § 53G-10-203(2)(b) (2018) (Expressions of Belief - Discretionary time)
Utah Code § 53G-7-701 ~~(2019)~~ (Definitions)
Utah Code § 53G-7-709 (2019) (Parental consent)
Utah Code § 53G-7-702
Utah Code § 53G-7-703 ~~(2019)~~ (Curricular Clubs)
Utah Code § 53G-7-704 ~~(2019)~~ (Non-curricular Clubs)
~~Utah Code § 53G-7-704(5) (2019) (Non-curricular Clubs)~~
Utah Code § 53G-7-705 ~~(2019)~~ (Clubs - Limitations and denials)
Utah Code § 53G-7-706 ~~(2018)~~ (Faculty oversight of authorized clubs)
Utah Code § 53G-7-707 (2019) (Use of school facilities by clubs)
Utah Code § 53G-7-708
Utah Code § 53G-7-709
Utah Code § 53G-7-710
Utah Code § 53G-7-711
Utah Code § 53H-1-504

South Summit School District
Achieving Excellence

Utah Code § 53G-7-708 (2019) (Club membership)

Adopted Date: February 10, 2022

Last Reviewed Date:
Last Revised Date:
Prior Revised Dates:

South Summit School District
Achieving Excellence

Curriculaarum Club Application

Procedure: 6062-B

Section: 6000 - Students

New CurriculNew Curricularum Club Application Club Application

Parent/Guardian FormParent/Guardian Form

Adopted Date: October 10, 2024
Last Reviewed Date: 10/10/2024
Last Revised Date: 10/10/2024
Prior Revised Dates:

South Summit School District
Achieving Excellence

Non-Curricular~~um~~ Club Application

Procedure: 6062-C

Section: 6000 - Students

Non-Curricular~~um~~ Club Application

Parent/Guardian Form

Adopted Date: October 10, 2024
Last Reviewed Date: 10/10/2024
Last Revised Date: 10/10/2024
Prior Revised Dates:

Sexual Harassment - Students

Procedure: 6067-A
Section: 6000 Students

1. **Reporting Procedures**

    a. Any student or employee who believes he or she has been the victim of sexual harassment by an employee, student or visitor of the District, or any third person with knowledge or belief of conduct which may constitute sexual harassment should submit a written report of the alleged acts immediately to an appropriate school or district official as designated by this policy. The District encourages the reporting party or complainant to use the report form available from the principal of each building or available from the District office. If the conduct in question meets the definition of sexual harassment in education programs (set out below), the process and procedures for such harassment (below) should also be followed.

    b. In Each School Building. The building principal is the person responsible for receiving oral or written reports of sexual harassment at the building level. Upon receipt of a report, the principal must notify the District Title IX Coordinator immediately without screening or investigating the report. A written report will be forwarded simultaneously to the Title IX Coordinator. If the report was given verbally, the principal shall reduce it to written form within 24 hours and forward it to the Title IX Coordinator. Failure to forward any sexual harassment report or complaint as provided herein will result in disciplinary action. If the complaint involves the building principal, the complaint shall be filed directly with the Title IX Coordinator.

    c. District-Wide. The Title IX Coordinator (identified below) is designated as the individual to receive reports or complaints of employment sexual harassment from any individual, employee or victim of employment sexual harassment and also from the building principals as outlined above. If the complaint involves the Title IX Coordinator, the complaint shall be filed directly with the Superintendent. Contact information for the Title IX Coordinator shall be disseminated as provided for below.

    d. Use of formal reporting forms is not mandatory.

2. **Investigation and Recommendation**

    a. By authority of the District, the Title IX Coordinator, upon receipt of a report or complaint alleging sexual harassment in employment, shall immediately authorize an investigation. This investigation may be conducted by District

officials or by a third party designated by the District. The investigating party shall provide a written report of the status of the investigation within 10 working days to the Superintendent of Schools and the Title IX Coordinator.

b. In determining whether alleged conduct constitutes sexual harassment, the District should consider the surrounding circumstances, the nature of the sexual advances, relationships between the parties involved and the context in which the alleged incidents occurred.

c. The investigation may consist of personal interviews with the complainant, the individuals against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.

d. In addition, the District may take immediate steps, at its discretion, to protect the complainant, students and employees pending completion of an investigation of alleged sexual harassment. Those steps must be in the nature of supportive measures as defined for purposes of sexual harassment in education programs (below) and may not include disciplinary or punitive measures which burden an individual accused of sexual harassment prior to a determination that the person has engaged in sexual harassment. However, an individual may be removed on an emergency basis as provided below regarding sexual harassment in education programs and an employee may be placed on administrative leave during the pendency of a grievance proceeding consistent with District leave relating to possible employment action.

e. The Title IX Coordinator shall make a report to the Superintendent upon completion of the investigation.

3. **Reprisal**

a. The District will discipline any individual who retaliates against any person who reports alleged sexual harassment or who retaliates against any person who testifies, assists, or participates in an investigation, proceeding, or hearing relating to an employment sexual harassment complaint. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment.

4. **Right to Alternative Complaint Procedures**

a. These procedures do not deny the right of any individual to pursue other avenues of recourse which may include filing charges with the Division of Antidiscrimination and Labor, initiating civil action or seeking redress under state

criminal statutes and/or federal law.

5. **Discipline**

    a. Any District action taken pursuant to this policy will be consistent with requirements of applicable Utah statutes and District policies.

6. **Report of Sexual Harassment**

    a. This form shall be maintained as confidential by the District within the limitations outlined in policy.

7. **Education Program Sexual Harassment Definitions**

    a. “Actual knowledge” means notice of sexual harassment or allegations of sexual harassment to any student or employee of the District.

    b. “Complainant” means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

    c. “Formal complaint” means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the District investigate the allegation of sexual harassment. (The complainant must be participating or attempting to participate in a District program or activity at the time of filing.) Although the Title IX Coordinator may sign a formal complaint, the Title IX Coordinator does not thereby become the complainant or a party to the grievance proceeding.

    d. “Consent” means a freely given agreement to the conduct at issue by a competent person.

    e. A “program or activity” of the District includes all locations, events, or circumstances over which the District exercised substantial control over both the respondent and the context in which the sexual harassment occurs.

    f. “Respondent” means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

    g. “Sexual Harassment” means conduct on the basis of sex that satisfies one or more of the following:

        i. An employee of the District conditioning the provision of an aid, benefit, or service of the District on an individual’s participation in unwelcome sexual

conduct; or

ii. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to a program or activity of the District; or

iii. "Sexual assault" as defined in 18 U.S.C. 3772 (c), "dating violence" as defined in 34 U.S.C. § 12291(a)(11), "domestic violence" as defined in 34 U.S.C. § 12291(a)(12), or "stalking" as defined in 34 U.S.C. § 12291(a)(36).

h. "Sexual harassment" for purposes of this policy does not include all improper conduct based on sex. Conduct which is not sexual harassment may violate other District policies and be subject to disciplinary action.

i. "Supportive measures" means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to any District program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the District's educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures.

8. **Title IX Coordinator**

a. The District shall designate one or more employees to serve as Title IX Coordinator. The Title IX Coordinator is responsible and has authority to coordinate the District's compliance with Title IX and Title VII, including but not limited to responding to sexual harassment of any type. The designated Title IX Coordinator for the District is: Stephanie Clegg. The contact information for the Title IX Coordinator is:

Name: Stephanie Clegg Title/Position: Student Services Director
Mailing Address: 285 E 400 S~~45 S 300 E~~, Kamas, UT 84036
Office Email sc1@ssummit.org Telephone: 435-783-4301~~13~~ x3300

b. Reports about any form of sex discrimination (including sexual harassment, whether under the Title VII definition or the Title IX definition) may be made to the

Title IX Coordinator by any person (whether or not the discrimination was directed at that person) using any of the contact methods listed above or by any other means and at any time (including during non-business hours).

9. **District Response to Education Program Sexual Harassment**

   a. As directed and coordinated by the Title IX Coordinator, the District shall, after receiving "actual knowledge" of "sexual harassment" in a District "program or activity" (as each of those terms are defined in this policy), respond promptly and reasonably to fulfill its obligations under Title IX. The District shall treat the complainant and respondent equitably and may not impose disciplinary actions or sanctions for sexual harassment on a respondent before a determination of responsibility is made through the grievance procedure set out below. The response shall include prompt contact by the Title IX Coordinator with the complainant to:

      i. Discuss the availability of supportive measures;

      ii. Consider the complainant's wishes with respect to supportive measures;

      iii. Inform the complainant that supportive measures are available with or without filing a formal complaint;

      iv. Inform the complainant that an informal resolution is available; and

      v. Explain the process for filing a formal complaint.

   b. Regardless of whether a formal complaint is filed, the District shall respond appropriately, including implementing appropriate supportive measures as determined by the Title IX Coordinator.

   c. In response to a formal complaint of education program sexual harassment, the District shall follow the grievance procedure set out below. In appropriate circumstances, the District's response to actual knowledge of sexual harassment may include the Title IX Coordinator signing a formal complaint to initiate the grievance procedure even when the complainant does not wish to do so.

   d. The District may remove a respondent from a District program or activity on an emergency basis if following an individualized safety and risk analysis the District determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal. (However, such actions are subject to restrictions relating to change in placement under IDEA

and restrictions under Section 504.)

10. **Education Program Sexual Harassment Grievance Procedure**

    a. The education program sexual harassment grievance procedure is initiated by the filing of a formal complaint with the Title IX Coordinator. The parties to the procedure are the complainant and the respondent. The complaint may be filed in person, by mail, or by email. A formal complaint can be in the form of a document or electronic submission and must either contain the physical or electronic signature of the complainant or the Title IX Coordinator or otherwise indicate that the complainant is the person filing the formal complaint.

    b. Generally Applicable Requirements

        i. The following standards and requirements apply generally throughout the grievance and appeal process:

            1. The respondent is presumed to be not responsible for ~~the~~ alleged sexual harassment~~conduct~~ until a determination regarding responsibility is made at the conclusion of the grievance process.

            2. The District is to shoulder the burden of gathering evidence sufficient to reach a determination regarding responsibility and is not to place that burden on the parties.

            3. Legal evidentiary privileges are to be respected: The District will not require, allow, rely on, seek disclosure of, or otherwise use information protected under a legally recognized privilege unless the person holding the privilege has waived it.

            4. The parties will be given equal opportunity to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence.

            5. The District will not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence within the procedural framework.

            6. The parties will have the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney, and not limit the choice or presence of

advisor for either the complainant or respondent in any meeting or grievance proceeding.

7. For any investigative interviews or other meetings at which a party's participation is expected or invited, the party will be given written notice of the date, time, location, participants, and purpose of the interview or meeting at a time sufficiently in advance to enable the party to prepare to participate.

8. The time frames provided in this policy are intended to provide reasonably prompt resolution of complaints. However, the District may, for good cause and with written notice to the complainant and respondent explaining the reasons, temporarily delay the grievance process or extend a time frame for a limited time. Good cause may include (but is not limited to) considerations such as the absence of a party, a party's advisor, or a witness, concurrent law enforcement activity, or the need for language assistance or accommodation of disabilities.

ii. Supportive Measures During the Grievance Process

1. During the pendency of the grievance process, either party may request or the Title IX Coordinator may offer supportive measures, and such measures shall be provided as the Title IX Coordinator determines is appropriate.

iii. Potential Disciplinary Sanctions for Responsible Respondents

1. A respondent who is found responsible for sexual harassment following the conclusion of the grievance procedure may be subject to disciplinary action in the form of remedies that are in the nature of supportive measures for the complainant but which impose a burden on the respondent and are punitive in nature. A responsible employee respondent may be sanctioned by disciplinary actions including probation, suspension (with or without pay), and termination of employment. (Policy 3019 and Policy 5060.) The same sanctions may be imposed on a respondent who admits to being responsible for sexual harassment without challenging the charge through the formal grievance process.

iv. Consolidation of Complaints

1. Where the allegations of sexual harassment arise out of the same facts or circumstances, the Title IX Coordinator may consolidate formal complaints made against more than one respondent, or made by more than one complainant against one or more respondents, or made by one party against another party. When complaints are consolidated, singular references in this policy (for example, “complainant”) also include the plural as is applicable.

v. Summary Dismissal of Complaint

1. After receiving the formal complaint, the Title IX Coordinator shall review the allegations in the complaint and make a determination whether, accepting the allegations as true, any of the following circumstances are present:

    a. The conduct alleged does not constitute sexual harassment as defined in this policy.

    b. The conduct alleged did not occur in a District program or activity.

    c. The conduct alleged did not occur against a person in the United States.

2. If any of these circumstances are present, the Title IX Coordinator shall dismiss the complaint for purposes of sexual harassment and this policy and shall promptly send simultaneous written notice of the dismissal and the reason(s) for dismissal to the parties. If the alleged conduct constitutes employment sexual harassment as defined above, the Title IX Coordinator shall follow the process outlined above for addressing such harassment. If the alleged conduct constitutes misconduct under other District policies regulating employee or student conduct, the Title IX Coordinator shall refer the complaint to the appropriate administrator for consideration for investigation and possible disciplinary action.

vi. Permissive Dismissal of Complaint

1. At any time during the investigation of a formal complaint or the determination process, the Title IX Coordinator may dismiss a complaint or particular allegations in the complaint if:

a. The complainant gives written notice to the Title IX Coordinator that the complainant wants to withdraw the formal complaint or particular allegations in the complaint;

b. The respondent is an employee and is no longer employed by the District or is a student and is no longer enrolled in the District; or

c. Specific circumstances prevent the District from gathering evidence sufficient to reach a determination as to the complaint or the allegations in the complaint.

2. If the Title IX Coordinator determines to dismiss the complaint on any of these grounds, then the coordinator shall promptly send simultaneous written notice of the dismissal and the reason(s) for dismissal to the parties.

vii. Appointment of Investigator and Decision Maker

1. Upon receipt of a formal complaint, the Title IX Coordinator shall either determine that the Title IX Coordinator will investigate the complaint or shall appoint a qualified and trained District employee to investigate the complaint.

2. The Title IX Coordinator shall also appoint one, three, or five qualified and trained District employees to render the decision on the complaint as provided below. Neither the Title IX Coordinator nor any investigator on a complaint may serve as a decision maker.

viii. Written Notice of Complaint

1. Within 7 working days of receipt of a formal complaint, the Title IX Coordinator shall provide to all known parties a written notice which includes:

a. Notice of the grievance procedures, including the availability of voluntary mediation as provided in this policy;

b. Notice of the allegations potentially constituting sexual harassment. This notice shall include, as known at the time of the notice, the identities of the parties involved, a description of the conduct allegedly constituting sexual harassment, and the date(s) and location(s) of the alleged

incident(s). This information must be provided with sufficient time for a party to prepare a response before an initial interview;

c. The statement that the respondent is presumed not responsible for the alleged sexual harassment~~conduct~~ and that a determination regarding responsibility is made at the conclusion of the grievance process;

d. Notice that each party may have the assistance of an advisor of their choice (who may be an attorney but is not required to be an attorney);
e. Notice that each party may inspect and review evidence;

f. Notice that under this policy parties are prohibited from knowingly making false statements or knowingly submitting false information during the grievance process.

2. If during the course of the investigation the District decides to investigate allegations (about the complainant or the respondent) which are not included in the initial written notice, then the District will provide notice of the additional allegations to all known parties.

ix. Investigation, Initial Response to Evidence, and Investigative Report

1. The investigation will be completed as soon as reasonably possible, and generally not more than 30 working days after the investigator is assigned.

2. The investigation should be conducted so as to obtain the evidence necessary to make a determination regarding responsibility. Typically, this would include interviewing and/or obtaining written or recorded statements from the complainant and the respondent as well as any witnesses to the alleged conduct. It would also include gathering relevant physical and documentary evidence, including but not limited to video or audio recordings, notes, email, text messages, and social media. However, the District may not obtain, access, or use a party's treatment records in any way unless the party has given voluntary written consent for those records to be used in the grievance process. (If the party is under 18 years old and is not attending an institution of postsecondary education, the consent must be given by the student's parent.) For purposes of this restriction, "treatment records" means records made or maintained in connection with

providing treatment to a party by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity.

3. Prior to the conclusion of the investigation and the completion of the investigative report, the District will provide to the parties copies of all evidence obtained in the investigation which is directly related to the allegations in the complaint, including any inculpatory or exculpatory investigation and even if the District does not intend to rely on the evidence in making a responsibility determination. The copies will be provided in either electronic format or a hard copy. Each party may, within 10 working days of being provided the evidence, submit a written response to the investigator regarding the evidence.

4. After considering the evidence and any written response by the parties to the evidence, the investigator will complete an investigative report which fairly summarizes the relevant evidence. The completed report will be provided to each party and the party's advisor (if any) in electronic format or hard copy for review and written response. The report shall be provided at least 15 working days before the time when the decision maker begins consideration of the evidence.

x. Determination by Decision Maker

1. Upon the completion of the investigative report, the Title IX Coordinator shall notify the parties of the date when the decision maker will begin consideration of the evidence.

2. Position statement

    a. On or before the date the decision maker begins consideration of the evidence, a party may submit a written statement which outlines the party's position regarding the allegations and evidence and states the party's requested determination regarding responsibility.

3. Written questions

    a. Each party may, no later than 5 working days before the time the decision maker begins consideration of the evidence, submit written, relevant questions that the party

wants asked of any party or witness. Proposed questions may refer to or rely on any of the evidence disclosed to the parties by the investigator.

b. The decision maker shall determine whether each question is relevant to the allegations and to the issue of whether respondent is responsible for sexual harassment. However, questions and evidence regarding the complainant's sexual predisposition or prior sexual behavior are not relevant unless the questions and evidence either:

    i. Are being offered to show that someone other than the respondent committed the alleged conduct, or

    ii. Are being offered to show consent and concern specific instances of the complainant's prior sexual behavior with respect to the respondent.

c. For any question excluded as not relevant, the decision maker must explain the decision to the party proposing the question.

d. The decision maker shall submit the approved questions and shall provide copies of the answers to all parties. Each party may, within 2 working days of being provided answers, submit limited additional follow-up questions.

e. The decision maker shall determine whether follow-up questions are relevant and may also impose reasonable limitations on the number of follow-up questions allowed. The decision maker must explain to the party proposing the question any decision to exclude a follow-up question based on relevance.

f. The decision maker shall submit the approved follow-up questions and shall provide copies of the answers to all parties.

4. Written determination

    a. After weighing the evidence and considering the materials submitted (including the investigative report and the parties' written submissions), the decision maker shall

make a determination regarding responsibility. In so doing, the decision maker shall apply a preponderance of the evidence standard. Evidence must be evaluated objectively and credibility determinations may not be based on a person's status as a complainant, respondent, or witness.

b. If the decision maker consists of a panel of three or five individuals, the decision will be based on majority vote.

c. The decision maker will issue a written statement setting forth the determination, which must include the following elements:

    i. Identification of the allegations potentially constituting sexual harassment as defined above;

    ii. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;

    iii. Findings of fact supporting the determination;

    iv. Conclusions regarding the application of the District's conduct policies (including this policy and student and employee discipline policies) to the facts;

    v. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility.

        1. When a respondent is found responsible for sexual harassment against the complainant, the determination shall provide appropriate remedies to the complainant, which shall be designed to restore or preserve the complainant's equal access to the District's program or activity.

        2. Such remedies may include the kinds of services which are included in "supportive

measures" as defined above, but need not be non-disciplinary or non-punitive and need not avoid burdening the respondent.

vi. A description of the appeal procedures and the permissible grounds for appeal by the complainant or respondent (as set forth below).

1. The written determination shall be provided promptly and generally within 14 working days after the date the decision maker begins consideration of the evidence. The written determination must be provided simultaneously to the parties.

2. The decision maker's determination becomes final on the date when the time to appeal expires (if no appeal is timely filed) or on the date that the District provides the written determination on a timely appeal.

3. The Title IX Coordinator is responsible for the effective implementation of any remedies.

xi. Appeal

1. Grounds for appeal

a. A complainant or a respondent may appeal a dismissal decision or the determination of the decision maker based on the following grounds:

i. A procedural irregularity which affected the outcome;

ii. New evidence that could affect the outcome which was not reasonably available at the time the dismissal was made or the decision maker made the determination; or

iii. There was a conflict of interest or bias on the part of the Title IX Coordinator, an investigator, or a decision maker (either for or against complainants or respondents generally or for or against the

individual complainant or respondent) that affected the outcome.

2. Time for appeal

    a. An appeal must be submitted within 14 working days after the decision (the notice of dismissal or the decision maker's written determination) is provided to the party. Appeals submitted after that date will not be considered and the decision will be final.

3. Appeal process

    a. The appeal must be delivered to the Title IX Coordinator, must be in writing and must identify each ground for appeal, together with supporting evidence and argument.

    b. Upon receipt of a timely appeal, the following process will be implemented:

        i. The Title IX Coordinator will appoint a qualified and trained District employee as the appeal officer. This person must be someone other than a decision maker on the complaint appealed from, the Title IX Coordinator or any investigator on the complaint.

        ii. The Title IX Coordinator will give the other party written notice of the appeal, including a copy of the appeal.

        iii. The other party may provide a written response to the appeal within 14 working days of being provided the appeal, including supporting evidence and argument.

        iv. After the time for response has expired, the appeal officer shall consider the appeal and any response and within 14 working days issue a written decision describing the result of the appeal and the rationale for that result.

        v. The appeal officer considers only whether the appealing party has shown that one or more of the grounds for appeal have been demonstrated. The

appeal officer must not reweigh the evidence considered by the decision maker and may consider new evidence only as it is relevant to the particular ground of appeal.

vi. If the appeal officer determines that a ground for appeal has been established, then the appeal officer will determine what remedy is appropriate.

vii. The appeal officer shall provide the appeal decision simultaneously to both parties.

xii. Mediation

1. Except for complaints that an employee has sexually harassed a student, after a formal complaint has been filed, the parties may engage in mediation facilitated by the District as follows. Mediation may occur at any time before the decision maker issues the written determination.

2. The mediator will keep all information or evidence shared with the mediator strictly confidential and will not disclose that information outside the mediation process. In the complaint proceeding, the parties may not refer to or use any statements or information received only through the mediation process. (This does not include a written agreement by the parties resolving the complaint.) Either party may withdraw from mediation for any reason at any time before the party has agreed to a resolution of the complaint.

3. Once mediation is initiated, the complaint process will be suspended until the mediation ends (either with signing of a written agreement by the parties or by one or both parties withdrawing from the mediation). However, if mediation is not completed within 30 working days of being initiated, the complaint process will resume.

4. If one or both parties express interest in mediation the Title IX Coordinator will provide both parties with a written notice which describes the allegations of the complaint and which explains the requirements and conditions of the mediation process. Before mediation may proceed, both parties must have been provided the written notice above and must give voluntary written consent to participate in mediation. (If a party is a student under 18 who is

not attending a postsecondary institution, this consent must be provided by the student's parent.)

5. If the parties agree to mediation, the Title IX Coordinator will appoint a District employee with appropriate training to serve as the mediator. The mediator may not be the Title IX Coordinator and may not participate in the complaint resolution in any other way (may not serve as an investigator, decision maker, or appeal officer).

6. If the parties reach an agreement to resolve the complaint through mediation, the mediator will reduce that agreement to writing and upon signing of the agreement by the parties will provide a copy of the agreement to the Title IX Coordinator. The Title IX Coordinator will implement the agreement, subject to the coordinator's authority to reject the agreement or request the parties to modify the agreement as needed for the District to meet its obligations under Title IX or to avoid unreasonable burdens on the District.

11. **Qualification and Training**

a. To be qualified to serve as a Title IX Coordinator, investigator, decision maker, appeal officer, or mediator, an individual must not have a conflict of interest or bias for or against complainants or respondents generally or against a specific complainant or respondent.

b. The District will provide training on the following issues to Title IX coordinators, investigators, decision makers, appeal officers, and mediators:

i. The definition of sexual harassment;

ii. The scope of the District's programs and activities;

iii. How to conduct an investigation and grievance process including hearings, appeals, and mediations, as applicable;

iv. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias;

v. Issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant;

vi. For investigators, training on issues of relevance relating to creating an investigative report that fairly summarizes relevant evidence;

c. Training materials must not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints of sexual harassment. Records of training materials shall be kept for 7 years by the Title IX Coordinator and shall be made available to the public on the District's website.

12. **Retaliation Prohibited**

a. It is prohibited to intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX or implementing regulations or this policy, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing relating to sexual harassment or other types of sex discrimination. Prohibited retaliation includes acting with the purpose of interfering with any right or privilege secured by Title IX or implementing regulations or this policy by intimidation, threats, coercion, or discrimination. If brought for the purpose of interfering with these rights, prohibited retaliation includes charges against an individual for violations that do not involve sex discrimination or sexual harassment but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment. Reports of retaliation should be made as another form of sex discrimination under Policy 3019.

13. **Records**

a. Records relating to sexual harassment shall be maintained by the Title IX Coordinator in a confidential manner and shall be kept for a period of at least 7 years.

b. The Title IX Coordinator shall create a record regarding each instance when the District has actual knowledge of sexual harassment (that is, when the District is required to respond in some way). This record shall include any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment, shall document the basis for the conclusion that the District's response was not deliberately indifferent, and shall document that the District has taken measures designed to restore or preserve equal access to the District's education program or activity. If a complainant was not provided with supportive measures, then the Title IX Coordinator must document the reasons why that was not clearly unreasonable in light of the known circumstances.

c. In addition to the records in the prior paragraph, the Title IX Coordinator shall maintain records regarding each sexual harassment investigation, any disciplinary sanctions imposed, any remedies provided to the complainant designed to restore or preserve equal access to the District's program or activity, and regarding any appeal (including the result).

14. **Dissemination of Policy**

a. Notice of this policy and of the name and contact information of the Title IX Coordinator shall be provided to applicants for employment or for admission, employees, employee associations, students, and parents of students. The contact information for the Title IX Coordinator shall be prominently displayed on the District's website and in employment application materials and student admission materials. In addition, a copy of this policy shall be published on the District website and included in employment application materials, student admission materials, in materials provided to employees, and in student handbooks. A copy of this policy shall also be provided to the appropriate officer of each employee association.

Cross References: Policy 3019

Policy 5060

Policy 6067

Last Reviewed Date: 05/15/2014, 09/14/2023, 12/14/2023
Last Revised Date:
Prior Revised Dates:

South Summit School District
Achieving Excellence

NEW Transportation Cost Allocation and Recovery

Procedure: 7015-B
Section: 7000 Transportation

I. Purpose

A. The purpose of this procedure is to establish budgetary controls for extracurricular activities, field trips, and other district-sponsored travel requiring transportation services.

B. This procedure is intended to:
   1. Allocate transportation costs to the programs generating those costs.
   2. Promote responsible use of district transportation resources.
   3. Provide administrators, coaches, advisor, and program directors with accurate information regarding transportation costs.
   4. Improve financial accountability and budget management.
   5. Preserve transportation expenditures for state transportation funding calculations.

II. Applicability

A. This procedure applies to all district-sponsored extracurricular activities, athletics, student organizations, field trips, and other approved programs utilizing district transportation services.

B. This procedure does not apply to regular home-to-school transportation services funded through the District transportation program.

III. Transportation Cost Calculation

A. The Transportation Supervisor shall annually establish a transportation cost-per-mile rate.

B. The cost-per-mile rate shall be based upon estimated transportation operating costs, including:
   1. Driver salaries and benefits
   2. Fuel costs

3. Vehicle maintenance and repair costs
4. Other transportation operating costs deemed appropriate by the Transportation Supervisor and Business Administrator

C. The approved cost-per-mile rate shall be utilized for all transportation cost allocation calculations during the fiscal year unless revised by the District.

IV. Transportation Requests

A. All transportation requests shall be submitted through the District's FMX transportation request system.

B. The Transportation Supervisor shall review each request and provide an estimated transportation cost based upon the approved cost-per-mile rate.

C. Requesting schools, departments, activities, and organizations shall be responsible for managing transportation expenditures within their approved budgets.

D. Transportation cost estimates shall be communicated to the requestor prior to trip approval whenever practical.

V. Monthly Cost Allocation Process

A. Upon completion of each trip, actual mileage shall be recorded by the Transportation Department.

B. The Transportation Supervisor shall calculate the actual transportation cost using the approved cost-per-mile rate.

C. The Transportation Supervisor shall prepare a monthly summary of completed trips and provide the summary to the Business Administrator.

D. The monthly summary shall include:
1. Date of trip
2. Requesting school, department, or activity
3. Miles traveled

4. Applicable cost-per-mile rate
5. Total transportation cost
6. Classification as either:
    1. Day Trip
    2. Overnight Trip

VI. Accounting Procedures

A. Transportation costs shall be allocated monthly as part of the District's month-end financial close process.

B. The Business Administrator shall prepare and approve journal entries based upon the monthly transportation cost allocation report.

C. Transportation costs shall be charged to the benefiting school, department, activity, or program.

D. Transportation cost recovery shall be recorded within Function 2700 utilizing designated cost recover accounts established by the District.

E. Cost recovery accounts shall include:
    1. Object Code 517 – Overnight Trip Cost Recovery
    2. Object Code 518 – Day Trip Cost Recovery

F. The purpose of these entries is to:
    1. Assign transportation costs to the programs generating those costs
    2. Improve budget accountability
    3. Preserve transportation expenditures used in state transportation funding calculations

VII. Documentation

A. The District shall maintain records supporting all transportation cost allocation transactions.

B. Documentation shall include:
    1. FMX transportation requests
    2. Trip mileage records

3. Annual cost-per-mile calculations
4. Monthly transportation cost allocation reports
5. Journal entries and supporting documentation

VIII. Annual Review

A. The Transportation Supervisor and Business Administrator shall annually review:
   1. The transportation cost-per-mile methodology
   2. Transportation budgets
   3. Cost allocation procedures
   4. Cost recovery accounts

B. Revisions may be made as necessary to ensure accurate cost allocation, budget accountability, and compliance with District and state requirements.

Cross Reference: Policy 7015 – Transportation Funding

Legal References:
Utah Administrative Code R277-600
Student Transportation Standards and Procedures
Utah State Board of Education Chart of Accounts

Adopted Date:
Last Reviewed Date:
Last Revised Date:
Prior Revised Dates:

Report Description: BOARD REVENUE SUMMARY Account Year: 27 Period Range: 02 - 02 Date Range: 08/01/2026 - 08/31/2026

Account	Account Description	Original Budget	Adjustments	Est Revenue	Revenue Received Current	Revenue Received YTD	Available	Percent
10 Maintenance and Operations Fund								
1 Revenue From Local Sources								
1100	**Property Taxes**	**$22,772,648.88**	**$0.00**	**$22,772,648.88**	**$139,472.01**	**$139,472.01**	**$22,633,176.87**	**99.39**
1300	**Tuitions**	**$44,500.00**	**$0.00**	**$44,500.00**	**$2,415.49**	**$2,671.74**	**$41,828.26**	**94.00**
1500	**Earnings on Investments**	**$550,000.00**	**$0.00**	**$550,000.00**	**$79,374.24**	**$164,194.54**	**$385,805.46**	**70.15**
1800	**Revenue From Community Service**	**$695,200.00**	**$0.00**	**$695,200.00**	**$51,612.12**	**$122,399.09**	**$572,800.91**	**82.39**
1900	**Other Revenue From Local Sources**	**$51,500.00**	**$0.00**	**$51,500.00**	**$0.00**	**$17,468.96**	**$34,031.04**	**66.08**
1 Revenue From Local Sources		**$24,113,848.88**	**$0.00**	**$24,113,848.88**	**$272,873.86**	**$446,206.34**	**$23,667,642.54**	**98.15**
3 Revenue From State Sources								
3000	**Revenue From State/Min School Program**	**$0.00**	**$0.00**	**$0.00**	**$68,188.00**	**$68,331.00**	**-$68,331.00**	**0.00**
3100	**Special Education/Applied Tech**	**$1,422,687.00**	**$0.00**	**$1,422,687.00**	**$171,032.57**	**$331,433.25**	**$1,091,253.75**	**76.70**
3200	**Other State Programs**	**$1,221,638.00**	**$0.00**	**$1,221,638.00**	**$102,852.42**	**$201,723.01**	**$1,019,914.99**	**83.49**
3300	**Other State Programs**	**$120,806.00**	**$0.00**	**$120,806.00**	**$0.00**	**$0.00**	**$120,806.00**	**100.00**
3400	**Other State Programs**	**$1,790,040.00**	**$0.00**	**$1,790,040.00**	**$326,602.21**	**$453,750.87**	**$1,336,289.13**	**74.65**
3500	**Other State Programs**	**$1,366,593.86**	**$0.00**	**$1,366,593.86**	**$0.00**	**$560,191.56**	**$806,402.30**	**59.01**
3800	**Supplementals/Other Bills**	**$59,000.00**	**$0.00**	**$59,000.00**	**$5,490.00**	**$5,490.00**	**$53,510.00**	**90.69**
3 Revenue From State Sources		**$5,980,764.86**	**$0.00**	**$5,980,764.86**	**$674,165.20**	**$1,620,919.69**	**$4,359,845.17**	**72.90**
4 Revenue From Federal Sources								
4200	**Unrestricted Federal Govt. Revenue/State**	**$65,000.00**	**$0.00**	**$65,000.00**	**$0.00**	**$0.00**	**$65,000.00**	**100.00**
4500	**Restricted Federal Govt./State**	**$285,000.00**	**$0.00**	**$285,000.00**	**$0.00**	**$0.00**	**$285,000.00**	**100.00**
4700	**Federal Revenue Received From Other Agen**	**$33,000.00**	**$0.00**	**$33,000.00**	**$0.00**	**$0.00**	**$33,000.00**	**100.00**
4 Revenue From Federal Sources		**$383,000.00**	**$0.00**	**$383,000.00**	**$0.00**	**$0.00**	**$383,000.00**	**100.00**
5 Other Sources and Changes								
5200	**Transfers**	**$229,306.94**	**$0.00**	**$229,306.94**	**$0.00**	**$0.00**	**$229,306.94**	**100.00**
5300	**Fixed Assets**	**$5,000.00**	**$0.00**	**$5,000.00**	**$0.00**	**$0.00**	**$5,000.00**	**100.00**
5 Other Sources and Changes		**$234,306.94**	**$0.00**	**$234,306.94**	**$0.00**	**$0.00**	**$234,306.94**	**100.00**
10 Maintenance and Operations Fund		**$30,711,920.68**	**$0.00**	**$30,711,920.68**	**$947,039.06**	**$2,067,126.03**	**$28,644,794.65**	**93.27**
21 School Funds								
1 Revenue From Local Sources								
1500	**Earnings on Investments**	**$3.00**	**$0.00**	**$3.00**	**$0.00**	**$0.00**	**$3.00**	**100.00**
1700	**Student Activities**	**$599,712.00**	**$0.00**	**$599,712.00**	**$0.00**	**$0.00**	**$599,712.00**	**100.00**
1900	**Other Revenue From Local Sources**	**$112,090.00**	**$0.00**	**$112,090.00**	**$0.00**	**$0.00**	**$112,090.00**	**100.00**
1 Revenue From Local Sources		**$711,805.00**	**$0.00**	**$711,805.00**	**$0.00**	**$0.00**	**$711,805.00**	**100.00**
21 School Funds		**$711,805.00**	**$0.00**	**$711,805.00**	**$0.00**	**$0.00**	**$711,805.00**	**100.00**
26 Tax Increment Financing Fund								
1 Revenue From Local Sources								
1100	**Property Taxes**	**$201,336.94**	**$0.00**	**$201,336.94**	**$0.00**	**$0.00**	**$201,336.94**	**100.00**
1 Revenue From Local Sources		**$201,336.94**	**$0.00**	**$201,336.94**	**$0.00**	**$0.00**	**$201,336.94**	**100.00**
26 Tax Increment Financing Fund		**$201,336.94**	**$0.00**	**$201,336.94**	**$0.00**	**$0.00**	**$201,336.94**	**100.00**

Report Description: BOARD REVENUE SUMMARY Account Year: 27 Period Range: 02 - 02 Date Range: 08/01/2026 - 08/31/2026

Account	Account Description	Original Budget	Adjustments	Est Revenue	Revenue Received Current	Revenue Received YTD	Available	Percent
32 Capital Projects Fund								
1 Revenue From Local Sources								
1100	**Property Taxes**	**$5,477,000.00**	**$0.00**	**$5,477,000.00**	**$32,848.81**	**$32,848.81**	**$5,444,151.19**	**99.40**
1500	**Earnings on Investments**	**$575,350.00**	**$0.00**	**$575,350.00**	**$39,994.59**	**$79,618.72**	**$495,731.28**	**86.16**
1900	**Other Revenue From Local Sources**	**$69,300.00**	**$0.00**	**$69,300.00**	**$1,625.00**	**$1,625.00**	**$67,675.00**	**97.66**
1 Revenue From Local Sources		**$6,121,650.00**	**$0.00**	**$6,121,650.00**	**$74,468.40**	**$114,092.53**	**$6,007,557.47**	**98.14**
5 Other Sources and Changes								
5300	**Fixed Assets**	**$5,000.00**	**$0.00**	**$5,000.00**	**$217.50**	**$10,863.00**	**-$5,863.00**	**0.00**
5 Other Sources and Changes		**$5,000.00**	**$0.00**	**$5,000.00**	**$217.50**	**$10,863.00**	**-$5,863.00**	**0.00**
32 Capital Projects Fund		**$6,126,650.00**	**$0.00**	**$6,126,650.00**	**$74,685.90**	**$124,955.53**	**$6,001,694.47**	**97.96**
40 Building Reserve Fund								
1 Revenue From Local Sources								
1500	**Earnings on Investments**	**$210,000.00**	**$0.00**	**$210,000.00**	**$19,472.83**	**$38,809.77**	**$171,190.23**	**81.52**
1 Revenue From Local Sources		**$210,000.00**	**$0.00**	**$210,000.00**	**$19,472.83**	**$38,809.77**	**$171,190.23**	**81.52**
40 Building Reserve Fund		**$210,000.00**	**$0.00**	**$210,000.00**	**$19,472.83**	**$38,809.77**	**$171,190.23**	**81.52**
49 Food Services Fund - Governmntl								
1 Revenue From Local Sources								
1600	**Food Services**	**$262,600.00**	**$0.00**	**$262,600.00**	**$26,634.25**	**$26,720.15**	**$235,879.85**	**89.82**
1 Revenue From Local Sources		**$262,600.00**	**$0.00**	**$262,600.00**	**$26,634.25**	**$26,720.15**	**$235,879.85**	**89.82**
3 Revenue From State Sources								
3800	**Supplementals/Other Bills**	**$98,000.00**	**$0.00**	**$98,000.00**	**$0.00**	**$0.00**	**$98,000.00**	**100.00**
3 Revenue From State Sources		**$98,000.00**	**$0.00**	**$98,000.00**	**$0.00**	**$0.00**	**$98,000.00**	**100.00**
4 Revenue From Federal Sources								
4500	**Restricted Federal Govt./State**	**$205,000.00**	**$0.00**	**$205,000.00**	**$0.00**	**$0.00**	**$205,000.00**	**100.00**
4 Revenue From Federal Sources		**$205,000.00**	**$0.00**	**$205,000.00**	**$0.00**	**$0.00**	**$205,000.00**	**100.00**
5 Other Sources and Changes								
5200	**Transfers**	**$229,306.94**	**$0.00**	**$229,306.94**	**$0.00**	**$0.00**	**$229,306.94**	**100.00**
5 Other Sources and Changes		**$229,306.94**	**$0.00**	**$229,306.94**	**$0.00**	**$0.00**	**$229,306.94**	**100.00**
49 Food Services Fund - Governmntl		**$794,906.94**	**$0.00**	**$794,906.94**	**$26,634.25**	**$26,720.15**	**$768,186.79**	**96.64**
7		**$38,756,619.56**	**$0.00**	**$38,756,619.56**	**$1,067,832.04**	**$2,257,611.48**	**$36,499,008.08**	**94.17**

Report Description: BOARD EXPENDITURE SUMMARY Account Year: 27 Account Periods: 02 - 02 Dates: 08/01/2026 - 08/31/2026

Account Account Description	Original Budget	Adjusted Budget	YTD Encumbrance	Period Expended	YTD Expended	Available Balance	Percent
7							
10 Maintenance and Operations Fund							
1 Salaries	$17,654,681.50	$17,647,811.50	$0.00	$514,360.08	$965,828.10	$16,681,983.40	5.47
2 Benefits	$7,890,826.17	$7,890,826.17	$0.00	$233,127.22	$530,217.21	$7,360,608.96	6.72
3 Purchased Professional and Technical	$733,645.22	$733,645.22	$6,000.00	$42,009.71	$48,914.81	$678,730.41	7.49
4 Purchased Property Services	$586,200.00	$586,200.00	$130,394.02	$62,689.18	$176,669.56	$279,136.42	52.38
5 Other Purchased Services	$1,153,930.00	$1,157,930.00	$360.00	$130,815.54	$181,055.25	$976,514.75	15.67
6 Supplies and Materials	$2,212,362.00	$2,215,232.00	$364,017.65	$232,513.62	$502,367.72	$1,348,846.63	39.11
7 Property	$292,900.00	$292,900.00	$28,789.34	$17,911.28	$17,911.28	$246,199.38	15.94
8 Other	$187,376.00	$187,376.00	$0.00	$15,424.51	$43,523.61	$143,852.39	23.23
10 Maintenance and Operations Fund	$30,711,920.89	$30,711,920.89	$529,561.01	$1,248,851.14	$2,466,487.54	$27,715,872.34	9.76
21 School Funds							
3 Purchased Professional and Technical	$61,055.00	$61,055.00	$0.00	$0.00	$0.00	$61,055.00	0.00
4 Purchased Property Services	$500.00	$500.00	$0.00	$0.00	$0.00	$500.00	0.00
5 Other Purchased Services	$183,050.00	$183,050.00	$0.00	$0.00	$0.00	$183,050.00	0.00
6 Supplies and Materials	$436,825.00	$436,825.00	$0.00	$0.00	$0.00	$436,825.00	0.00
7 Property	$14,000.00	$14,000.00	$0.00	$0.00	$0.00	$14,000.00	0.00
8 Other	$16,375.00	$16,375.00	$0.00	$0.00	$0.00	$16,375.00	0.00
21 School Funds	$711,805.00	$711,805.00	$0.00	$0.00	$0.00	$711,805.00	0.00
26 Tax Increment Financing Fund							
8 Other	$201,336.94	$201,336.94	$0.00	$0.00	$0.00	$201,336.94	0.00
26 Tax Increment Financing Fund	$201,336.94	$201,336.94	$0.00	$0.00	$0.00	$201,336.94	0.00
32 Capital Projects Fund							
3 Purchased Professional and Technical	$335,000.00	$335,000.00	$83,709.50	$7,842.25	$9,342.25	$241,948.25	27.78
4 Purchased Property Services	$5,007,019.00	$5,002,019.00	$581,992.49	$203,677.80	$467,630.20	$3,952,396.31	20.98
7 Property	$784,631.00	$789,631.00	$758,805.57	$0.00	$328,993.85	-$298,168.42	137.76
32 Capital Projects Fund	$6,126,650.00	$6,126,650.00	$1,424,507.56	$211,520.05	$805,966.30	$3,896,176.14	36.41
49 Food Services Fund - Governmntl							
1 Salaries	$350,776.55	$350,776.55	$0.00	$8,547.06	$17,009.48	$333,767.07	4.85
2 Benefits	$153,383.41	$153,383.41	$0.00	$3,364.63	$8,481.77	$144,901.64	5.53
5 Other Purchased Services	$522.00	$522.00	$0.00	$303.55	$362.93	$159.07	69.53
6 Supplies and Materials	$286,550.00	$286,550.00	$0.00	$30,323.32	$32,307.01	$254,242.99	11.27
8 Other	$3,675.00	$3,675.00	$0.00	$0.00	$0.00	$3,675.00	0.00
49 Food Services Fund - Governmntl	$794,906.96	$794,906.96	$0.00	$42,538.56	$58,161.19	$736,745.77	7.32
7	$38,546,619.79	$38,546,619.79	$1,954,068.57	$1,502,909.75	$3,330,615.03	$33,261,936.19	13.71

SOUTH SUMMIT SCHOOL DISTRICT AUG.2026

Date	Vendor Name	Amount
8/3/2026	ZIONS BANK	$49,993.88
8/4/2026	JACKI RUF	$10.00
8/4/2026	KARMA BONNER	$725.97
8/4/2026	SOLVEIG QUERRY	$67.00
8/4/2026	STEPHANIE FILLMORE	$327.00
8/5/2026	SHERI KAYE LEAVITT	$107.00
8/5/2026	UTAH SCHOOL BOARDS ASSOCIATION	$216,283.01
8/6/2026	OFFICE DEPOT INC/ODP BUSINESS SOLUTIONS	$75.89
8/10/2026	AAF INTERNATIONAL	$369.04
8/10/2026	ACE HARDWARE KAMAS	$2,496.32
8/10/2026	ADP LEMCO INC	$1,980.00
8/10/2026	AGE OF LEARNING	$6,530.00
8/10/2026	AIR QUALITY CONSULTING LLC	$980.00
8/10/2026	AMAZON CAPITAL SERVICES INC	$2,679.20
8/10/2026	AMERICAN RED CROSS	$468.00
8/10/2026	BELL JANITORIAL SUPPLY LC	$19,833.86
8/10/2026	BLACK STITCH APPAREL	$1,390.00
8/10/2026	BRADY INDUSTRIES	$2,131.50
8/10/2026	C & B ASPHALT	$111,346.80
8/10/2026	CANON U.S.A. INC	$879.19
8/10/2026	CEM AQUATICS	$224.35
8/10/2026	COMFORT SYSTEMS INTERMOUNTAIN	$34,770.00
8/10/2026	COMMERCIAL FLOORING SYSTEMS LLC	$159,333.35
8/10/2026	DEPT OF GOVERNMENT OPERATIONS	$6,024.21
8/10/2026	DRIVERS ED SOLUTIONS	$30.00
8/10/2026	EMBRACE EDUCATION	$3,733.33
8/10/2026	GRAINGER INC	$14.65
8/10/2026	HEATH ENGINEERING COMPANY	$1,500.00
8/10/2026	HOME DEPOT CREDIT SERVICES	$85.04
8/10/2026	INTERMOUNTAIN EQUIPMENT SALES COMPANY	$229.50
8/10/2026	J & S AUTO INC	$390.74
8/10/2026	KAMAS FOODTOWN	$388.17
8/10/2026	KENWORTH SALES COMPANY	$766.27
8/10/2026	KSC CONSTRUCTION	$99.19
8/10/2026	KUDER INC	$2,500.00
8/10/2026	LEVEL DATA	$4,941.18
8/10/2026	LEXIA LEARNING SYSTEMS LLC	$13,781.00
8/10/2026	MECHANICAL PRODUCTS	$6,747.00
8/10/2026	MIRROR LAKE SERVICE	$79.05
8/10/2026	NORTHEASTERN UTAH EDUCATIONAL SERVICES	$15,926.54
8/10/2026	PC PRINTINK	$132.50
8/10/2026	PETERSON PLUMBING SUPPLY	$6,331.78
8/10/2026	PITNEY BOWES INC	$463.44

8/10/2026	READ NATURALLY	$3,300.00
8/10/2026	SENSKE SERVICES	$1,478.85
8/10/2026	SPRINKLER SUPPLY CO INC	$1,042.44
8/10/2026	STATEFIRE	$11,698.17
8/10/2026	SUMMIT COUNTY HEALTH DEPT	$108.00
8/10/2026	UTAH RETIREMENT SYSTEMS	$296,079.24
8/10/2026	UTAH VALLEY UNIVERSITY	$2,500.00
8/10/2026	WASATCH AUTO PARTS	$67.97
8/10/2026	YOUSCIENCE	$2,043.75
8/11/2026	JOE WILLIAMS	$20.59
8/11/2026	LUCINDA JOSIE	$174.50
8/11/2026	MERCHANTS BUILDING MAINTENANCE	$10,956.00
8/11/2026	STEPHANIE FOLKMAN	$2,629.25
8/11/2026	UTAH EDUCATION NETWORK	$173.80
8/11/2026	WARNER & ASSOCIATES CONSTRUCTION INC	$192,878.00
8/12/2026	BRAD PIZZA	$450.00
8/12/2026	KAMAS CITY CORP	$18,087.75
8/12/2026	PEAK ALARM COMPANY INC	$787.15
8/12/2026	REPUBLIC SERVICES	$1,871.32
8/12/2026	ROCKY MOUNTAIN POWER	$29,890.15
8/14/2026	ACCESS PRINTER PRODUCTS	$138.00
8/19/2026	ABELARDO VAZQUEZ	$41.00
8/19/2026	AMAROS SERVICES LLC	$960.00
8/19/2026	BEEHIVE GLASS COMPANY INC	$660.00
8/19/2026	CHRISTOPHER BURTON	$41.00
8/19/2026	I and E GROUP	$774.00
8/19/2026	ISAAC MONTANO	$226.80
8/19/2026	MINGA SOLUTIONS	$8,030.00
8/19/2026	PELION BENEFITS INC	$700.00
8/19/2026	STRATTON & BRATT LANDSCAPES LLC	$350.00
8/19/2026	THATCHER COMPANY INC	$873.60
8/19/2026	UTAH BUREAU OF CRIMINAL IDENTIFICATION	$588.00
8/19/2026	WEBER CANYON STORAGE	$90.00
8/21/2026	FIRETROL PROTECTION SYSTEMS INC	$209.55
8/21/2026	LIBERTY PAPER	$26,140.80
8/21/2026	MOUNTAIN REGIONAL WATER	$1,772.68
8/21/2026	SNYDERVILLE BASIN WATER RECLAMATION DIST	$86.22
8/21/2026	SUMMIT ENERGY	$3,388.17
8/24/2026	ALL WEST COMMUNICATIONS	$1,934.60
8/24/2026	ENBRIDGE GAS	$4,014.16
8/24/2026	VERIZON WIRELESS	$117.82
8/25/2026	AMANDA SHEPPERSON	$175.76
8/25/2026	CRAWFORD DOOR SALES	$459.00
8/25/2026	ECKLAND WINDOW CLEANING INC	$800.00
8/25/2026	HEALTHY ROSTER INC	$999.00
8/25/2026	INTERMOUNTAIN WORKMED / HEALTH	$75.00
8/25/2026	MARY ANN CINEUS	$258.26

8/25/2026	MILLIMAN, INC	$12,401.25
8/25/2026	SHELLEY HALVERSON	$67.52
8/26/2026	ALLOTECH	$915.00
8/26/2026	CONTINENTAL PRESS INC	$645.17
8/26/2026	EXPLOREK12 INC	$4,795.00
8/26/2026	MEDICAL EXPENSE REIMBURSEMENT TRUST	$4,228.00
8/26/2026	PHAZE2	$6,624.00
8/26/2026	STONE SECURITY LLC	$7,261.00
8/26/2026	TSA CONSULTING GROUP INC	$4,835.84
8/26/2026	UTAH SCHOOL EMPLOYEES ASSOCIATION	$248.28
8/26/2026	UTAH STATE TAX COMMISSION	$46,605.39
8/31/2026	CERTIFIED SHRED INC	$125.00
8/31/2026	HOUGHTON MIFFLIN HARCOURT PUBLISHING CO	$20,815.22
8/31/2026	KLEO, INC. dba CLASSWALLET	$29,707.50
8/31/2026	LINCOLN NATIONAL LIFE INS CO	$5,225.51
8/31/2026	METROPOLITAN LIFE INSURANCE COMPANY	$1,323.46
8/31/2026	MOUNTAIN STATE SCHOOLBOOK INC	$6,428.73
8/31/2026	NEWSELA, INC.	$10,013.60
8/31/2026	UTAH DIVISION OF RISK MANAGEMENT	$123,240.00
8/31/2026	VSP INSURANCE CO. (CT)	$1,150.09
		$1,593,960.86

South Summit School District
Achieving Excellence

Board of Education Board of Education Regular Meeting
Monday, August 10, 2026, at 6:00 PM
Located at Boardroom, 285 East 400 South, Kamas, Utah 84036

Board Members Present were:
Attendance Taken at 6:00 PM.

Dan Eckert:	Present
Ty Metcalf:	Present
Matt Weller:	Present
Lynda Whitmore:	Present
Wade Woolstenhulme:	Absent

Board Member Woolstenhulme excused.

I. INTRODUCTORY ITEMS

A. President Weller welcomed everyone and called the meeting to order at 6:00 PM
B. Guests:
1. Superintendent Maughan
2. Business Administrator Robinson
3. Board Assistant McMillan
4. Stephanie Clegg
5. Sandi Lott
6. Kim Woodard
7. Cory Lott
8. MeriKae Parker
9. Sara Charboneau
10. Lorraine Jones
11. Aaron Tillett
12. Cari Tillett
13. Michael Ruf
14. Jeremiah Fierro
15. Brittanie Martindale
16. Janet Mitchell
17. Marci Mitchell
18. Krista Mitchell
19. Stephen Sutherland
20. Shelley Halverson
21. Leland Robinson
22. Cristal Taylor
23. Jodi Jones
24. Destry Howard
25. Kymm Hansen
26. Shaleez Lott
27. Bonnie Jo Walsh
28. Lisa Flinders

C. Vision and Mission Statements: Board Member Eckert reviewed the Vision and Mission Statements.

Vision Statement:
South Summit School District — valuing individuals and **preparing** them for **success.**
Mission Statement:
We **support, empower,** and **inspire** individuals to **promote** and **achieve** academic and character **excellence.**
Board Member Eckert reviewed the Vision and Mission Statements

D. Pledge of Allegiance: Vice President Whitmore led the Pledge of Allegiance

II. PUBLIC INPUT

A. Jerry Parker: Presented a follow-up to the letter he received from the board regarding his public comment in June 2026. He handed attachments to the board and the board assistant and asked that they are added to the agenda.

B. Aaron Tillett: Commented that he has taught for 31 years and 24 of those years at South Summit. He thanked the board, the district, his family, and colleagues for the support over the years. He commented on discontent over the way the district has changed over the years. The district leadership is cold and aloof and lacks communication. Teachers in the district are scared to speak up because they are afraid of retribution.

III. DISTRICT UPDATES

A. Director Reports

1. Athletic Department Title IX Report

    a. Jeremiah Fierro: Title IX Report — The report doesn't account for students who participate in multiple sports. They had an All-Sports parent meeting with over 200 parents attending. So, parents only had to attend one meeting per year. All sports are now competing in 2A. See attachment for Mr. Fierro's detailed presentation. South Summit High School is partnering with "Just for Athletes". Their motto is "Eyes Up Do the Work". The school emphasizes academics first and sports second.

2. Data Reporting

    a. In June 2026, the Board asked Shelley Halverson to bring a graph that shows student growth and achievement overtime. Shelley Halverson, Director of Teaching and Learning presented Student Data over time. All details of the report can be found in the attached document. Acadience, RISE, Aspire Plus, ACT, and WIDA scores were all presented.

B. Superintendent Update

1. Office of Legislative Auditors (OLAG) Discussion: OLAG Auditors let the Superintendent know that they will be ready in the next couple of weeks with their report. They may be ready to present to the board at the September Board Meeting. The superintendent asked OLAG to partner with the district for guidance.

2. SB 241 Requirements: Reading Intervention Bill. 80% of students should be reading at grade level at the end of 3rd grade by the year 2030. The district needs to implement some components of this bill now. Using reading curriculum and intervention curriculum, teachers and paras have to align with the Science of Reading. It is necessary to give the Acadience test three times a year and notify parents about how their students performed. Any students in yellow or red (below or well below) must have an individual reading plan (IRP). The IRP is set up in PowerSchool. Students stay on the IRP until they don't need it anymore. The last part of the bill applies to the kids that are coming into Kindergarten. In July 2030, kids that are red and yellow at the end of 3rd grade will be retained.

3. Staffing: All full-time and licensed positions are filled. There are several para positions that are still open.

C. Business Administrator Update

1. Mike Ruf, Director of South Summit Aquatic and Fitness Center. Asked the board to consider a name change from South Summit Aquatic and Fitness Center to South Summit Recreation. South Summit Recreation offers much more to the community than aquatics and fitness. The proposal has two components. South Summit Recreation will be the parent identity for the entire Recreation Department. The current facility will be renamed to the Summit Recreation Center and serve as the flagship facility. The new name better represents everything the facility has to offer. Under the proposed new name, South Summit Recreation could be able to obtain grants easier. This item did not require a board vote. The board gave their support to Mr. Ruf so he could go forward with the plan.
2. Summer Project Update: See attached images for details.
3. Update on Jordan Property: District Representatives met with Summit County to see what it would take for them to purchase the Jordan Property at Market Value for open space. Business Administrator Robinson has ordered an appraisal on the property. Board Member Metcalf asked if the board could stipulate that the property be permanently designated as open space.

IV. PROCEDURAL UPDATE

A. Procedure 4012-D: Focused Graduation Pathway: The State Board of Education has created an option for high school students that are significantly behind on core credits to earn credit by passing GED exams. This is a new procedure to explain the Focused Graduation Pathway.

B. Procedure 4072-A: Utah's Statewide Online Education Program. This procedure was updated based on legislative mandates.

C. Procedure 5042-A: Background Check. This procedure was updated based on legislative mandates.

D. Procedure 6001-A: Student Enrollment and Admissions. This procedure was updated based on model policy and updated state code.

E. Procedure 6001-C: Student Toilet Training. This procedure was updated because of the past legislative session.

1. If the student doesn't meet the exception qualifications of being toilet trained, then the student can't be enrolled in school, but the student still needs to be provided with educational opportunities. The elementary has the online option which will be used for these students.

F. Updated procedure 6024-B: Health Requirements and Services. This procedure was updated to require electronic reporting.

G. Procedure 6029-G: Emergency Safety Intervention. Procedure 6029-G was updated based on Legislative updates and new definitions.

H. Procedure 6051-A: Personal Electronic Devices/Cell Phones was updated to shift the ban of cell phones in schools to bell-to-bell according to recent legislative mandates.

1. Board Member Metcalf commented that it is good that the policy and procedure include exceptions for students that use their devices for medical needs.

I. Procedure 6061-A: Participation in Activities. This procedure was rewritten to match updated legislation and model policy.

J. Procedure 6065-A: Student Bullying, Cyber-Bullying, Hazing, and Abusive Conduct. This procedure was updated based on recent legislative and model policy changes as well as adding references to the use of AI.

K. Procedure 6070-A: Mental Health Care. Updated to Mental Health Care to add the definition for Mental Health Service.

V. RECESS

The board took a 5-minute recess at 7:33 PM. The board returned at 7:41 PM.

VI. ACTION ITEMS

A. Consent Agenda

1. Board Member Whitmore commented that Amanda Keddington is on the Consent Agenda twice. Clarification: She is not the SpEd ESP at the middle school. She is the PE Specialist at the elementary only.

Motion to approve the Consent Agenda to include the Meeting Minutes; the Financial and Payment Reports; the New Hires to include the SSAFC New Hires, the New Teachers, the Substitute Teachers, the Education Support Professionals, and other hires; the reassignments; the Volunteers with approved background checks; the Out of State Travel Requests; the Homeschool Affidavits; the Policies for 2nd Reading; and the miscellaneous items.

Made by Dan Eckert
Seconded by Lynda Whitmore
Carried

Dan Eckert:	Yea
Ty Metcalf:	Yea
Matt Weller:	Yea
Lynda Whitmore:	Yea
Wade Woolstenhulme:	Absent

2. June 8, 2026, Board Meeting Minutes
3. June 22, 2026, Budget Hearing Minutes

4. Financial and Payment Reports
   a. June 2026 Revenue Reports
   b. June 2026 Expense Report
   c. June 2026 Vendor Summary Report
   d. July 2026 Revenue Report
   e. July 2026 Expense Report
   f. July 2026 Vendor Summary Report

5. New Hires

   a. SSAFC
      Ryan Rowser
      Samuel Miner

   b. Teachers
      Keyan Staples - SSHS Science Teacher
      Holly Groves - SSES PT Literacy Teacher
      Matthew Tollison – SSHS Social Studies Teacher
      Jay Williams – SSHS SpEd Teacher
      Federico Garcia – SSHS SpEd Teacher

   c. Educational Support Professionals
      Christi Snyder - SSES Behavior ESP

Abigail Frick - SSES ESP
Katherine Rubush - SSES ESP

d. Other Hires
Amanda Keddington - SSES PE Specialist
Hailey Hadean - SSSD Social Worker
Keyton Gines - SSHS Work Base Learning Coordinator
Jaime Smith - SSHS Wildcat Academy Facilitator
Brent Gines - Sub Bus Driver
Kip Peterson - Sub Bus Driver
Micah Zibel - SSES PT SLT

Note: Amanda Keddington was removed from the Consent Calendar under the SpEd ESP at the middle school.

6. Substitutes
Kristy Brown
Bradley Stewart
Lindsay Castillo
7. Reassignments
8. Volunteers with approved background checks
9. Out of State Travel Requests
   a. Travel Request 8513671 - Orlando, FL
10. Homeschool Affidavits
11. Miscellaneous
12. SSHS Fall 2026 Coaches List

B. South Summit Elementary School 2026-2027 TSSA Amendment

1. Senate Bill 241 requires that half of the Elementary School's TSSA funds be allocated to support reading. Because of this, it was necessary for South Summit Elementary School to modify their TSSA Plan for the 2026-2027 school year. It was not necessary to modify Silver Summit Elementary's TSSA Plan as their plan allocated half of their TSSA funds to reading in the original plan.

Motion to approve the amendments to the South Summit Elementary School's TSSA plan for the 26-27 school year.
Made by Ty Metcalf
Seconded by Dan Eckert
Carried

Dan Eckert:	Yea
Ty Metcalf:	Yea
Matt Weller:	Yea
Lynda Whitmore:	Yea
Wade Woolstenhulme:	Absent

C. FY26 Risk Assessment

1. Business Administrator Robinson explained that this is the annual requirement to conduct a self-administered fraud risk assessment. There were no changes from the previous year.

Motion to approve the FY26 Fraud Risk Assessment
Made by Dan Eckert

Seconded by Ty Metcalf
Carried

Dan Eckert:	Yea
Ty Metcalf:	Yea
Matt Weller:	Yea
Lynda Whitmore:	Yea
Wade Woolstenhulme:	Absent

D. Policy 6051: Personal Electronic Devices/Cell Phones

1. There were minor grammatical edits made to the Policy because of updating the subsequent procedure. This is a new cell phone policy patterned after the state code. This new policy protects instructional time. It also refers to adults using cell phones in the building. It was noted that the policy with the hyperlink in the description is the correct version that shows all the updates made to the policy. The attached pdf does not show all the changes.

Motion to approve Policy 6051 Personal Electronic Devices/Cell Phones for 1st Reading.
Made by Dan Eckert
Seconded by Lynda Whitmore
Carried

Dan Eckert:	Yea
Ty Metcalf:	Yea
Matt Weller:	Yea
Lynda Whitmore:	Yea
Wade Woolstenhulme:	Absent

E. Policy 6061 Participation in Activities

1. The revision of Policy 6061 is a title change from Participation in Extracurricular Activities to Participation in Activities because there are more activities going on in a school than just a UHSAA sanctioned activity.

Motion to approve Policy 6061 Participation in Activities for 1st Reading
Made by Dan Eckert
Seconded by Ty Metcalf
Carried

Dan Eckert:	Yea
Ty Metcalf:	Yea
Matt Weller:	Yea
Lynda Whitmore:	Yea
Wade Woolstenhulme:	Absent

F. Policy 6065: Bullying, Cyber-Bullying, Hazing and Abusive Conduct

1. Policy 6065 had some minor edits to add retaliation and abusive conduct to the policy as well as updating the Utah Code. It was noted

that the policy with the hyperlink is the correct version of the policy the attached pdf does not show all the correct changes.

Motion to approve Policy 6065 Bullying, Cyber-Bullying, Hazing and Abusive Conduct for 1st Reading.
Made by Ty Metcalf
Seconded by Dan Eckert
Carried

Dan Eckert:	Yea
Ty Metcalf:	Yea
Matt Weller:	Yea
Lynda Whitmore:	Yea
Wade Woolstenhulme:	Absent

VII. BOARD ITEMS

A. Board Items

1. NSBA: The board instructed the Board Assistant McMillan to register the entire board for NSBA and book hotels.
2. Dan: Ribbon cutting and tour of MTECH is 8/28 at 10:30 am. The SS on the hill needs to be spruced up. He will ask for some help to get it done. He's received a lot of feedback on the parades and the board's lack of participation (Kamas City Council, Fiesta Days Committee, Senior Citizens, etc.), get out to some games.
3. Ty: Is the SRO in a marked or unmarked car? It would be advantageous if it was marked. It was clarified that the SRO does have a marked car at the schools.
4. Lynda: Asked to change her number on the district website to her cell phone. Board President Weller commented that all the board members have an extension on the website. All board members should receive an email when someone leaves a voicemail for the board members. Have we received the activity passes? Superintendent Maughan replied that we have not received them yet, but they have been ordered.
5. Matt: Received a call from the class of 1966 asking the board to consider waiving or lowering the insurance liability requirements for class reunions. The board discussed this with input from Business Administrator Robinson stating that he would look research it and come up with something.

VIII. ADJOURNMENT

8:04 PM adjourn
Motion to adjourn at 8:04 PM.
Made by Ty Metcalf

_____

Board President, Matt Weller

_____

Business Administrator, Adam Robinson

South Summit School District
Achieving Excellence

Personal Electronic Devices/Cell Phones

Policy: 6051

Section: 6000 - Students

I. **Policy Statement**

A. While in some instances the possession and use of personal electronic devices by students at a school may be appropriate,ccasionally the possession and use of such devices by students at school can have the effect of distracting, disrupting, and intimidating others, leading to opportunities for academic dishonesty and other disruptions of the education process. With this policy, the Board vests in school administrators the responsibility to develop a policy governing the possession and use of personal electronic devices and the authority to enforce reasonable rules relating to such devices in the school setting. Because the primary purpose of this policy is to protect instructional time and promote student learning, its expectations apply to all individuals in school buildings, including employees, volunteers, and visitors, who are expected to model appropriate and limited use of electronic devices during instructional time.

II. **School Policy Guidelines**

A. Each school shall develop a site-specific policy governing student possession and use of personal cell phones. School policies shall align with and reference district Procedure 6051-A and include:

1. Clear scope of coverage of the policy, including clear rules for school premises, school hours, school activities, after school activities, school sponsored activities at remote sites, vehicles transporting students to and from school

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South Summit School District
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activities.

2. Definitions of devices consistent with District Procedure.

3. Prohibitions against use of electronic devices during school, district, state, and national assessments unless specifically allowed by statute, regulation, student IEP, or assessment directions.

4. Clear guidelines for when and where devices may or may not be possessed or used.

5. Prohibitions on the use of electronic devices in a way that threatens, humiliates, harasses, or intimidates school-related individuals, including students, employees, and invitees, or violates local, state, or federal laws.

6. Procedures and due process for the confiscation, parent notification, and device retrieval.

B. School policies shall be communicated annually to students and parents, with opportunities for training and acknowledgment.

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Adopted Date: October 7, 2010
Last Reviewed Date: 09/08/2025
Last Revised Date: 09/08/2025
Prior Revised Dates: 07/07/2022

South Summit School District
Achieving Excellence

Participation in ~~Extracurricular~~ Activities

Policy 6061

Section: 6000 - Students

I. Policy Statement

A. South Summit School Board recognizes the value of athletics and extracurricular activities as a vital part of the total education program and as a means of developing wholesome attitudes, good human relations, as well as knowledge and skills. Extracurricular activities include athletics, student leaders, and state-sanctioned~~state sanctioned~~ competition teams or school-sanctioned~~school sanctioned~~ clubs. Students may not be required to participate in extracurricular activities or attend an activity unless it is part of the regular planned curriculum of a class.

B. It is the policy of South Summit School District that private school, home school, and charter school students may participate in extracurricular activities sponsored by the South Summit School District under the conditions of this policy and procedure.

C. The principal or designee shall be responsible for the organization of all student activities. He/she shall ensure adequate supervision, administer student finances, and approve all student activities with the assistance of delegated members of the faculty and staff.

D. Each school in the District shall designate each of its school athletic activities and teams as designated for male students, designated for female students, or coed or mixed. In making the designation for activities governed by the Utah High School Activities Association (UHSAA), the school shall consider the listing of girls' teams, boys' teams, and mixed teams established by the association.

II. Definitions

A. Sex: an individual's biological sex, either male or female, at birth, according to distinct reproductive roles as manifested by:

1. sex and reproductive organ anatomy;

2. chromosomal makeup; and

3. endogenous hormone profiles.

B. Female: the characteristic of an individual whose biological reproductive system is of the general type that functions in a way that could produce ova.

C. Male: the characteristic of an individual whose biological reproductive system is of the general type that functions to fertilize the ova of a female.

D. Co-ed or mixed: that a team is composed of members of both sexes who traditionally compete together.

Legal References:
Utah Code § 53G-6-902(1)(a) (2022)
Utah High Schools Activities Association Handbook 2024-2025 pg. 60
Utah Code § 68-3-12.5(12), (18), (33) (2025)

Procedure 6061-A

Adopted Date: October 7, 2010
Last Reviewed Date: 09/08/2025
Last Revised Date: 09/08/2025
Prior Revised Dates: 05/10/2013, 04/16/2020, 06/22/2021, 12/08/2022

Bullying, Cyber-Bullying, Hazing, and Abusive Conduct

Policy: 6065
Section: 6000 - Students

1. **Policy Statement:**

    1. Bullying, cyber-bullying, hazing, retaliation, and abusive conduct towards students and employees violates state law and local policy, and are not tolerated by South Summit School District. Bullying on the basis of a protected class violates federal civil rights laws. The district is committed to providing all students with a safe and civil school environment in which all members of the school community are treated with dignity and respect. To that end, South Summit School District has in place policies, procedures, and practices that are designed to reduce and eliminate bullying, cyber-bullying, hazing, retaliation and abusive conduct including but not limited to civil rights violations as well as processes and procedures to deal with such incidents.

    2. School officials have the authority to discipline students for off-campus speech that causes or threatens a substantial disruption on campus or school activities, including violent altercations, or a significant interference with a student's educational performance and involvement in school activities. If after an investigation, a student is found to be in violation of this policy, the student shall be disciplined by appropriate measures up to, and including, suspension and expulsion, pursuant to Utah Code Ann. 53G-9-605, and in accordance with the U.S. Department of Education Office for Civil Rights, loss of participation in extracurricular activities, and/or probation.

Legal Reference
53G-9-605

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Deleted: are against federal,

Deleted: and

Deleted: (code?)

South Summit School District
Achieving Excellence

8604467 - NASP 2026-2027 Conference

Danielle Katterman opened this request
September 8, 2026 @ 9:11 AM

Request type	Out of State Travel Request - Staff Only
Request	NASP 2026-2027 Conference
Building	District Office
Location	Charlotte, North Carolina
Equipment	-
Scheduled time	Tue, Feb 23, 2027 - Sat, Feb 27, 2027, All day
Departure Date	Mon, Feb 22, 2027
Departure Time	8:00am
Return Date	Fri, Feb 26, 2027
Return Time	10:00am

Out of State Overnight Travel Request Form

Out of State Travel Requests must be submitted 45 days prior to travel and 10 business days prior to the monthly board meeting

Please read **Policy 5051** and the corresponding **Procedure 5051-A**

Please check here to agree to the Policies above	☑
Name of Employee(s)	Danielle Katterman
Number of Employee(s) Traveling	1
Number of School Days	5

Reason for Travel Request: (What will you learn from this event? How will you apply what you learn?)	Attending the National Association of School Psychologists (NASP) Annual Convention provides educational and networking benefits for school psychologists. It allows me to earn Continuing Education (CE) Credits by offering hundreds of approved sessions. I will gain evidence-based practices and immediate, actionable strategies for student mental health interventions, academic counseling, and behavioral crisis management. Specialized training sessions focused on legal updates, ethics, and advanced clinical assessment tools. As well as networking & collaboration.
Destination	Charlotte, North Carolina
Emergency Contact (Name/ Cell Phone Number)	Pete Katterman 435-901-9042
Proposed Method of Travel (Select as many as apply)	Airplane
Estimated Cost Airfare	$900.00
Total Cost of Airfare	$900.00
Estimated per person Registration cost	$280.00
Total Registration Cost	$280.00
Budget(s) from which costs will be paid	-

Hotel Payment Information

Please Make Check Payable to: (Hotel Name)	The Westin
Number of Rooms	1
Price per Room	$289.00
Number of nights	4
Total Rooms Reserved	1
Total Cost of Room(s)	$1,156.00
Account Number to be used for hotel payment	-

Per Diem Requests

Per diem amounts vary by state and will be calculated by the finance department after the request is first submitted

Per Diem Check Payable to	Danielle Katterman

Number of Persons Requesting Per Diem	1
Total number of Breakfast Meals per person	4
Total number of Lunch Meals per person	4
Total number of Dinner Meals per person	4
Cost per person (Breakfast)	-
Cost per person (Lunch)	-
Cost per person (Dinner)	-
Total Cost Per Diem	$0.00
Account Number used for per diem payment	-

TOTAL COST OF TRAVEL

$2,336.00

Please upload any receipts and/or cost estimates below

Attachments

Travel Req#8604467_001.pdf
Download (113.15 KB)

Edited September 8, 2026 @ 4:15 PM

Dawn McMillan

Greg Maughan approved this request on September 8, 2026 @ 3:31 PM

Dawn McMillan placed this request on hold

September 8, 2026 @ 4:08 PM

Hold placed on	Tue, Sep 8, 2026, 4:08pm
On Hold Reason	Pending Board Approval

South Summit School District
Achieving Excellence

8604467 - NASP 2026-2027 Conference

Danielle Katterman opened this request
September 8, 2026 @ 9:11 AM

Request type	Out of State Travel Request - Staff Only
Request	NASP 2026-2027 Conference
Building	District Office
Location	Charlotte, North Carolina
Equipment	-
Scheduled time	Tue, Feb 23, 2027 - Sat, Feb 27, 2027, All day
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Please read Policy 5051 and the corresponding Procedure 5051-A

Please check here to agree to the Policies above	☑
Name of Employee(s)	Danielle Katterman
Number of Employee(s) Traveling	1
Number of School Days	5

Reason for Travel Request: (What will you learn from this event? How will you apply what you learn?)	Attending the National Association of School Psychologists (NASP) Annual Convention provides educational and networking benefits for school psychologists. It allows me to earn Continuing Education (CE) Credits by offering hundreds of approved sessions. I will gain evidence-based practices and immediate, actionable strategies for student mental health interventions, academic counseling, and behavioral crisis management. Specialized training sessions focused on legal updates, ethics, and advanced clinical assessment tools. As well as networking & collaboration.
Destination	Charlotte, North Carolina
Emergency Contact (Name/ Cell Phone Number)	Pete Katterman 435-901-9042
Proposed Method of Travel (Select as many as apply)	Airplane Rental Car
Estimated Cost - Rental Car	$360.00
Estimated Cost Airfare	$900.00
Total Cost of Airfare	$900.00
Estimated per person Registration cost	$280.00
Total Registration Cost	$280.00
Budget(s) from which costs will be paid	-

approved pending request edited to remove the rental car

9/8/26

Hotel Payment Information

Please Make Check Payable to: (Hotel Name)	The Westin
Number of Rooms	1
Price per Room	$289.00
Number of nights	4
Total Rooms Reserved	1
Total Cost of Room(s)	$1,156.00
Account Number to be used for hotel payment	-

Per Diem Requests

Per diem amounts vary by state and will be calculated by the finance department after the request is first submitted

Per Diem Check Payable to	Danielle Katterman
Number of Persons Requesting Per Diem	1
Total number of Breakfast Meals per person	4
Total number of Lunch Meals per person	4
Total number of Dinner Meals per person	4
Cost per person (Breakfast)	-
Cost per person (Lunch)	-
Cost per person (Dinner)	-
Total Cost Per Diem	$0.00
Account Number used for per diem payment	-

TOTAL COST OF TRAVEL

$2,696.00

Please upload any receipts and/or cost estimates below

SY26-27 LEA-S(pecific) Requests

Effective 8/2021, the followir

LEA (District or Charter) Name	Date LEA's Board Met	CACTUS ID	Last Name	First Name	Years Approved (1, 2, 3)
SOUTH SUMMIT SD	9/14/2026	747726	BIRD	SYDNEE	3
SOUTH SUMMIT SD	9/14/2026	7365	BOWEN	CODY	3
SOUTH SUMMIT SD	9/14/2026	774876	ROCKHILL	RYAN	3
SOUTH SUMMIT SD	9/14/2026	797313	STAPLES	KEYAN	3
SOUTH SUMMIT SD	9/14/2026	734457	WALLACE	ELIZABETH	3
SOUTH SUMMIT SD	9/14/2026	709206	ALLEMAN	LAURA	3
SOUTH SUMMIT SD	9/14/2026	90663	COX	JEANETTE	3
SOUTH SUMMIT SD	9/14/2026	44624	CUARTAS	JACKI	3
SOUTH SUMMIT SD	9/14/2026	789366	EARNHART	RYLAN	3
SOUTH SUMMIT SD	9/14/2026	722673	CRYSTAL	HALEY	3
SOUTH SUMMIT SD	9/14/2026	810370	GOULD	KRISTEN	3
SOUTH SUMMIT SD	9/14/2026	570656	GRAPPONE	ANNE	3
SOUTH SUMMIT SD	9/14/2026	712862	WEST	MEGAN	3

ıg are NOT allowed for LEA-S: Audiologist, Deaf Education, Preschool Special Ed., Schoo

Is this a RENEWAL Request from SY23-24? (Y/N)	License Area 1	Endorsement 1	Endorsement 2	Endorsement 3
N		SOCIAL STUDIES COMP		
N		K12 TEACHING AS PROF	PE	
N		HEALTH		
N		BIOLOGY 1	EARTH SCIENCE 1	MEDICAL FOREN
N		BUSINESS & MARKETING	COMP	
N		SOCIAL STUDIES COMP		
N		SOCIAL STUDIES COMP		
N		WORK BASED DIGITAL TECH		
N		SPANISH		
Y		READING		
N		VISUAL ARTS		
Y		HEALTH EDUCATION	SOCIAL STUDIES C	BUSINESS & MA
Y		READING		

l Psychologist, School Social Worker, Special Ed (K-12), Speech Language Pathologist, Speech Language T

Rational/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)
TEACHER ROTATION	Y	Y	Y	Y
NO OTHER TEACHER AVAILABLE	Y	Y	Y	Y
NEEDED MORE CLASSES	Y	Y	Y	Y
SICS	Y	Y	Y	Y
NO OTHER TEACHER AVAILABLE	Y	Y	Y	Y
TEACHER ROTATION	Y	Y	Y	Y
TEACHER ROTATION	Y	Y	Y	Y
NO OTHER TEACHER AVAILABLE	Y	Y	Y	Y
NO OTHER TEACHER AVAILABLE	Y	Y	Y	Y
NO OTHER TEACHER AVAILABLE	Y	Y	Y	Y
NO OTHER TEACHER AVAILABLE	Y	Y	Y	Y
NO OTHER TEACHER AVAILABLE	Y	Y	Y	Y
NO OTHER TEACHER AVAILABLE	Y	Y	Y	Y

herapist

BOARD ACTION REQUESTED

Permission to pursue a RAP Tax grant

South Summit Recreation requests authorization to apply for a $40,000 RAP Tax grant. This grant would be to modernize heavily used weight room equipment at **The Summit Recreation Center**.

Total project value: approximately $40,000

DECISION REQUEST

Authorize South Summit Recreation to apply for the RAP Tax grant.

Why this project matters

The weight room is one of the most consistently used spaces in the facility. The project would focus on equipment that sees the heaviest use and creates the most day-to-day value.

1

Replace

Update pieces that are worn, aging, or no longer meeting current use patterns.

2

Restore

Prioritize equipment based on need, safety, condition, and frequency of use.

3

Expand

Add more of the pieces patrons use most so peak-time access improves.

This is targeted reinvestment in a high-use community space, focused on the pieces that will make the most noticeable difference.

Funding plan and next step

Estimated project structure

$20K RAP Tax Grant

$20K Local Match

South Summit Recreation has $30,000 in our current equipment budget. We propose using $20,000 of this budget to meet our 50% matching requirement.

- If more money were authorized, we would pursue a larger matching grant.

How we reduce the local impact

- ✓ Use eligible payroll and in-kind labor where allowed as part of the match.
- ✓ Surplus replaced equipment and recover a small portion of project cost.
- ✓ Target purchases to the most heavily used and most needed pieces first.

Recommended motion

Authorize South Summit Recreation to apply for a $40,000 RAP Tax grant for weight room equipment modernization, using a $20,000 local match.

Staff will return with final award details before purchases are made, if required.

To the Members of the South Summit School Board,

Subject: Reasoning for Employee Pre-K Tuition Discount Strategy

I am writing to respectfully submit the reasoning for the implementation of the 50% tuition reduction for the children of South Summit employees who enroll in the district's Pre-K programs. This benefit recognizes the extraordinary dedication of our staff, serves as a powerful talent retention tool, and directly supports the district's core mission of promoting early educational excellence.

Reasoning behind the Action:

1. Talent Recruitment and Retention

Competitive compensation extends beyond salary. Offering discounted early childhood education provides a high-value, practical benefit that directly reduces the cost-of-living burden for our educators and support staff. At a time when school districts statewide face hiring challenges, a meaningful benefit like this makes South Summit a highly attractive workplace for high-performing teachers and staff.

2. Deepening Investment in the School Community

When our educators' own children attend early childhood programs within the district, it fosters a unique sense of shared investment and community. Staff members aren't just employees—they are directly invested parents within the very system where they work every day.

3. Seamless Educational Continuity

Children of district staff who enter our Pre-K programs gain an early, smooth transition into the South Summit ecosystem. They become familiar with the school culture, routines, and educational standards, setting a strong foundation for a seamless transition into Kindergarten and beyond.

4. Strong Return on Investment

Providing a 50% tuition reduction for employee children utilizes available capacity in Pre-K classrooms without adding significant incremental costs. In return, the district gains stronger staff loyalty, reduced turnover costs, and a tighter-knit school environment.

Summary Table: Impact At-a-Glance

Stakeholder	Direct Benefit
District & Board	Enhanced retention, competitive recruitment edge, and efficient classroom resource utilization

School Staff	Meaningful financial relief and convenient, quality early learning for their young children
Students & Community	Stronger school culture and an early head start on lifelong educational achievement

Thank you for your time, leadership, and continued commitment to the growth and success of all children across the South Summit School District.

Sincerely,

Lisa Flinders

South Summit Elementary School

South Summit School District
Achieving Excellence

Concurrent Enrollment

Policy: 4021

Section: 4000 - Instructional Program

I. **Policy Statement**

A. As established by Utah Code, students have the opportunity of earning both high school and college credit through distance education ~~(EdNet or Electronic High School)~~ as well as courses taught on the high school campus with an approved high school teacher.

~~II. **Eligibility Requirements**~~

~~A. Students must meet the eligibility requirements of the post-secondary institution as well as the high school in order to participate in each concurrent class. These requirements can vary between programs and departments. Some college departments have placed grade level requirements for their concurrent enrollment classes. Juniors and sophomores should verify eligibility with the instructor for each class. There may also be prerequisites or GPA requirements for eligibility for certain courses.~~

~~III. **Registration**~~

~~A. Students are responsible for registering with both the high school and the college.~~

~~IV. **Testing**~~

~~A. The school agrees to provide a proctor for any on-site testing associated with concurrent enrollment classes.~~

Commented [SC1]: Move to procedure

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~~V. **Credit**~~

~~A. It is the responsibility of the student to transfer credits earned from one college to another.~~

~~VI. **Fees**~~

~~A. A concurrent enrollment program student may be charged partial tuition and program related fees.~~

~~B. Postsecondary tuition and participation fees charged to a concurrent enrollment student are not fees, as defined in Utah State Board of Education rule, and do not qualify for fee waivers.~~

~~C. All costs related to concurrent enrollment classes that are not tuition and participation fees are subject to a fee waiver.~~

~~D. Concurrent enrollment costs subject to fee waiver may include consumables, lab fees, copying, material costs and textbooks required for the course.~~

~~E. The district shall be responsible for the fee waiver.~~

~~F. An agreement between a USHE institution and the district may address the responsibility for fee waivers.Some colleges have an admission fee that the student must pay before being able to earn college credit.~~

~~VII. **Graduation**~~

~~A.~~B. ~~A student is no longer eligible to participate in concurrent enrollment upon graduation from high school.~~

Commented [SC2]: Move to procedure

Legal References:
Utah Code R277-713
Utah Code R277-407
UCA 53E-10-305

Adopted Date: June 10, 2021
Last Reviewed Date:
Last Revised Date:
Prior Revised Dates:

South Summit School District
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Safe and Orderly Schools

Policy: 6029

Section: 6000 – Students

I. **Policy Statement**

A. This policy is enacted to create a safe and orderly school for students, staff and patrons at school and school sponsored activities. It is the policy of South Summit School District to promote a safe and orderly school environment for all students and employees. Accordingly, the District holds all students, employees, and other adults to the highest standards of behavior on school grounds and during school sponsored activities. Criminal acts or disruptive behavior of any kind will not be tolerated and any individual who engages in such activity will be subject to school disciplinary action, prosecution, or both. This policy provides guidance for the appropriate handling of any situation that:

1. Could place students, staff, or patrons, at risk of harm or in imminent danger and

2. Acts of disobedience, defiance, violence or criminal behavior such as: physical assault; possession, display, or use of a weapon or facsimile; threats against life or property; gang activity that places any person at risk or harm or in imminent danger; distribution, possession, or use of alcohol or controlled substances; or any other act that creates a hostile environment or requires a law enforcement investigation are prohibited in all South Summit School District schools. These acts are prohibited on school grounds, to and from school, at school-sanctioned activities (including summer, weekend, and after school hours activities), or when students are being transported in vehicles dispatched by the district.

II. **Corporal Punishment**

A. A school employee may not inflict or cause the infliction of corporal punishment upon a student.
~~*Utah Admin. Rules R277-608-7 (March 10, 2025)*~~

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~~Utah Code § 53G-8-301(5)(a) (2025)~~

~~B.~~ The term “corporal punishment” means the intentional infliction of physical pain upon the body of a student as a disciplinary measure.

~~Utah Code § 53G-8-301(1)(a) (2025)~~

B. When an employee uses corporal punishment on a student, the school shall take prompt and appropriate action, including appropriate disciplinary action against the employee and appropriate in-service training or other administrative action for staff.

III. **Limitation**

A. This policy does not restrict the use of physical contact which is considered to be reasonable discipline for purposes of behavior reduction intervention and which is also in compliance with state regulations and District policies adopted pursuant to Utah Code § 53E-7-204~~Utah Code § 53E-7-204~~ regarding provision of education for students with disabilities.

~~Utah Code § 53E-7-204 (2022)~~

IV. **Board review of school discipline rules**

A. Each school shall file a copy of its school discipline rules and procedures with the Board within thirty days after adoption of the rules and procedures. The Board shall review the rules and procedures filed by each school and may require the school to modify any rule or procedure that is not consistent with Board policy or state statutes on discipline in the public schools.

~~Utah Code § 53G-8-202 (2019)~~
~~Utah Code § 53G-8-203 (2025)~~

Legal References:

Utah Admin. Rules R277-608
Utah Code § 53G-8-202
Utah Code § 53G-8-203

Utah Code § 53E-7-204
Utah Code § 53G-8-301

Adopted Date: September 9, 2021
Last Reviewed Date: 10/13/2025
Last Revised Date: 10/13/2025
Prior Revised Dates: 04/14/2022, 12/12/2024

South Summit School District
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Child Abuse/Neglect Reporting by School Personnel

Policy: 6038

Section: 6000 - Students

I. **Policy Statement**

A. The South Summit School District is committed to protecting students from abuse and neglect and will follow the state mandates regarding reporting and handling of abuse as outlined in Utah Code~~ annotated~~.

~~II. Handling and Reporting of Suspected Child Abuse and Neglect~~

~~A. The Administration recognizes that in order to fully implement the law on reporting of child abuse and neglect, school personnel must be fully informed and made aware of their responsibilities in this area. Therefore, the Administration shall cause that any school employee who knows or reasonably suspects that a child's health or welfare has been or appears to have been harmed as a result of abuse and neglect shall report and cause reports to be made in accordance with the procedures in this policy.~~

~~B. The Administration shall provide school employees with annual training on the subject of identifying and reporting children suspected of being abused or neglected.~~

~~C. If a school employee knows or reasonably suspects that a child is being abused or neglected, the employee shall immediately make an oral report to the school principal or his/her designee. Together, the principal or his/her designee and the employee must make immediate contact with the nearest peace officer, local law enforcement agency, or Division of Child and Family Services (DCFS) to report the suspected abuse or neglect.~~

~~D. Within 24 hours after making the oral report to the school principal and reporting the suspected abuse or neglect to local law enforcement agency, the school employee initiating the report shall complete and give to the principal or his/her designee the District's Report of Child Abuse Neglect~~

Commented [SC1]: Move to procedure

South Summit School District
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~~Form.~~

~~E. Upon receiving the District's Report of Child Abuse Neglect Form, the principal or his/her designee shall:~~

~~1. Forward a copy within 24 hours to the local law enforcement agency receiving the oral report.~~

~~2. Place one copy of the Child Abuse-Neglect Form in a confidential file to be maintained by the principal or his/her designee. The Child Abuse-Neglect Form shall not be placed in the child's personal file.~~

~~F. It is not the responsibility of the school employee to:~~

~~1. prove that the child has been abused or neglected, or~~

~~2. determine whether the child is in need of protection.~~

~~G. School employees shall not make contact with the child's family or other persons (relatives, friends, neighbors, etc.) for the purpose of determining the cause of the injury and/or possible neglect.~~

~~H. School employees are immune from any civil and/or criminal liability when reporting in good faith suspected child abuse or neglect.~~

~~I. District policies shall ensure that the anonymity of those reporting or participating in the investigation of the alleged child abuse or neglect is preserved in a manner required by Utah Code.~~

~~J. Any school employee who willfully fails to report a case of suspected child abuse or neglect, may face legal and/or disciplinary action.~~

Commented [SC2]: Move to procedure

Legal References:
62A-4a-403, et. seq.
§62A-4a-412
Utah Code §62A-4a-411

Adopted Date: May 13, 2021
Last Reviewed Date:
Last Revised Date:

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Prior Revised Dates:

South Summit School District
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Student Groups/Clubs

Policy: 6062

Section: 6000 - Students

I. **Policy Statement:** The South Summit School District Board of Education acknowledges that the educational goals of the school district are furthered by recognizing curricular clubs and those non-curricular student clubs which comply with this policy.

A. 1. Schools within the district may establish and maintain a limited open forum for student clubs pursuant to law, State Board of Education rules, and district policy. Notwithstanding, the Board of Education retains the right to create a closed forum in the district or at any of its schools at any time by allowing curricular clubs only.

2. The board hereby authorizes local schools within the district to review applications for club authorization. A local school principal shall review applications for authorization of clubs on a case-by-case basis. Before granting an authorization, the school shall find that the proposed club meets the requirements of a curricular club or a noncurricular club, and that the proposed club's purpose and activities comply with this Policy. A school shall grant authorization and school facilities use to curricular and noncurricular clubs whose applications are found to meet the requirements of this Policy, rules of the State Board of Education, and policies of the District and shall limit or deny authorization or school facilities use to proposed clubs that do not meet the requirements of this part, rules of the State Board of Education, and policies of the District. Authorization shall be denied to any proposed club which promotes or encourages a prohibited discriminatory practice. Authorization shall be denied to a proposed curricular club when the general purpose of the club promotes, degrades, or otherwise identifies a personal identity characteristic. Authorization shall be denied to a proposed noncurricular club when the club's general purpose degrades a personal identity characteristic.

3. Nothing in this Policy prohibits discussion of historical, cultural, religious, or social issues related to a personal identity characteristic within a club with membership that remains open, in relation to personal identity characteristics, consistent with state and federal nondiscrimination law.

4. Except as specifically provided for in this Policy, a proposed club may not be subjected to standards, requirements, or limitations based on the purpose or content of the club to which other clubs of the same

designation (curricular or noncurricular) are subject. A school may not, except as specifically provided for in this Policy, condition authorization of, restrict, or limit a club based on a political or policy position of the club.

Prohibition of Credit for Advocacy Activities—

~~B.~~5. Regardless of membership in a curricular or noncurricular club, a school may not grant a student academic credit, course credit, preferential grading treatment, or excused absences for participation in political advocacy, partisan activity, or public protest. This prohibition does not preclude instruction regarding civic processes, public policy, or governmental institutions so long as participation in political advocacy or public demonstration is not required or incentivized as a condition of academic credit or attendance.

Legal Reference:
Utah Code §53G-7-702(1) (2019) Student Clubs

Adopted Date: October 7, 2010
Last Reviewed Date: 03/10/2022
Last Revised Date: 03/10/2022
Prior Revised Dates:

Sexual Harassment Student Policy
Policy: 6067
Section: 6000 - Students

1. **Policy Statement**

    a. Sexual harassment is a form of sex discrimination which violates Section 703 of Title VII of the Civil Rights Act of 1964 (42 U.S.C. § 2000e, et seq.), Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681 et seq.), and the Utah Antidiscrimination Act, Utah Code § 34A-5-101 et seq.

        i. It is the policy of the South Summit School District to maintain a learning and working environment that is free from sexual harassment. The District prohibits any form of sexual harassment. The Board of Education of the South Summit School District does not discriminate on the basis of sex in its programs and activities and is required by Title IX and 34 CFR Part 106 not to discriminate on the basis of sex, including but not limited to such discrimination in admission and employment. The Board adopts this policy in order to meet its obligations under Title IX to provide appropriate treatment of and response to complaints or reports of sexual harassment and to seek to provide a learning environment free from sexual harassment and discrimination on the basis of sex. Therefore, the District will promptly respond to notice of sexual harassment or allegations of sexual harassment and take appropriate action.

        ii. The definitions of sexual harassment under Title VII and Title IX differ, although there are areas of overlap. This policy therefore distinguishes between sexual harassment as to employment (Title VII) and sexual harassment as to participation in District programs and activities (Title IX). The intent of this policy is to meet the District's obligations under both Title VII (and the Utah Antidiscrimination Act) and Title IX.

        iii. This policy addresses sex discrimination in the form of sexual harassment against students. Other forms of sex discrimination are addressed in Policy 3019. It is a violation of this policy for any employee or student of the District to sexually harass a student or an employee.

        iv. No officer or employee of the District, when acting or purporting to act in official capacity, shall refuse to permit any student to participate in any school program because of the student's race, color, religious beliefs~~creed~~, sex, national origin, marital status, political ~~or religious~~ belief or creed, physical or mental condition, family, social, or cultural background, sexual orientation, or gender identification.

v. The District encourages all victims of sexual harassment and persons with knowledge of sexual harassment to immediately report that to the Title IX Coordinator or an administrator. Employees with knowledge of sexual harassment or possible sexual harassment are required to report that information to their supervisor and/or the Title IX Coordinator. (Failure to make such reports may result in disciplinary action according to District policy.) All complainants have the right to be free from retaliation of any kind.

vi. The District and its schools and staff shall not provide a sex-designated facility, program, or event of a higher quality to one sex and of a lesser quality to the opposite sex but shall ensure equivalent quality or rotational sharing, including the use of athletic facilities or venues. The District and its schools and staff shall not provide males or females preferred or more advantageous scheduling of facilities, programs, or events in comparison to the opposite sex but shall ensure equivalent scheduling practices or rotational sharing, including the scheduling of athletic events or practices. The District and its schools and staff shall not provide males or females with more sex-designated opportunities than the opposite sex (meaning more than 10% disparity). The District and its schools and staff shall not require males or females to participate or compete against the opposite sex in any sex-designated facility, program, or event. The District and its schools and staff shall not require, give official authorization for, or knowingly allow males or females to use a sex-designated facility in the presence of the opposite sex.

vii. Notice of this policy shall be given to all students seeking admission and their parents and shall be included in student handbooks.

viii. Questions about rights under Title IX and about the application of Title IX to the District can be directed to the Title IX Coordinator identified in this policy or to the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

ix. The District will act to investigate all complaints, formal or informal, verbal or written, of sexual harassment and when appropriate to discipline any employee or student who sexually harasses an employee or student of the District.

b. No Expansion or Reduction of Other Legal Rights—Nothing in this policy shall be construed to give any right, claim or action beyond the specific process provided in this policy. Nothing in this policy restricts rights which may be available under other District policies or under applicable laws or regulations.

c. Prohibition of False Statements: Employees and students are prohibited from knowingly making false statements or knowingly submitting false information in connection with allegations of sexual harassment or a sexual harassment investigation or a sexual harassment grievance procedure. Any employee or student doing so is subject to disciplinary action.

d. Confidentiality: Except to the extent required to carry out a required response to sexual harassment under this policy or other forms of sex discrimination under other policies, or as required by law, the District shall keep confidential the identity of (a) any individual who reports or complains of sexual harassment or other types of sex discrimination (including filing a formal complaint), (b) any respondent or other individual reported to have perpetrated another form of sex discrimination, and (c) any witness regarding sexual harassment or other form of sex discrimination. Except to the extent that maintaining confidentiality would impair the District's ability to provide supportive measures, the District shall keep confidential any supportive measures provided to a complainant, respondent, or employee complaining of employment sexual harassment. (In appropriately responding to sexual harassment, the District may need to disclose the identity of individuals for purposes of an appropriate investigation and following the grievance process or for purposes of appropriate supportive measures.) Disclosure is also allowed to the extent permitted by FERPA and its implementing regulations.

    i. Where a complaint involves allegations of child abuse, the complaint shall be immediately reported to appropriate authorities and the confidentiality of the information will be maintained as required by Utah Code § 80-2-1005.

e. Student Sexual Harassment Defined: Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, physical or verbal conduct or communications of a sexual nature, and any other gender-based harassment, whether initiated by school employees, students, or visitors when:

    i. Submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or retaining power; or

    ii. Submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's success; or

    iii. That conduct or communication has the purpose or effect of unreasonably interfering with an individual's success, or creating an intimidating, hostile or offensive environment.

f. As long as one or more of the above-listed factors is met, sexual harassment may include but is not limited to:

~~2.~~ i. Verbal harassment or abuse, including any offensive communication that is sexually degrading or implies sexual motives or intentions, such as sexual remarks or innuendoes about an individual's clothing, appearance or activities; sexual gestures;

~~3.~~ ii. Subtle pressure for sexual activity including sexual invitations or requests for sexual activity in exchange for preferences, favors, selection for work assignments, etc.;

~~4.~~ iii. Physical contact or closeness that is sexually suggestive, sexually degrading, or sexually intimidating such as the unwelcome touching of another's body parts, spanking, pinching, stalking, frontal-body hugs, intentional brushing against an employee's or student's body, etc.;

~~5.~~ iv. Demanding sexual favors accompanied by implied or overt threats concerning an individual's status;

~~6.~~ v. Demanding sexual favors accompanied by implied or overt promises of preferential treatment with regard to an individual's success; or any unwelcome sexually motivated touching;

~~7.~~ vi. Unwelcome gestures that are sexually suggestive, sexually degrading or imply sexual motives or intentions;

vii. Written or pictorial display or distribution of pornographic or other sexually explicit materials such as magazines, videos, films, etc.

~~8.~~ 2. This includes Artificial Intelligence generated or manipulated media.

Legal References:

42 U.S.C. 2000e et seq.

20 U.S.C. 1681 et seq

Utah Code 34A-5-101 et seq

34 CFR 106.8(b)(1)

34 CFR 106.45(a)

34 CFR 106.71(a)

34 CFR 106.30(a)

Utah Code 80-2-1005

Utah Code 80-2-602 (2022)

Utah Code 80-2-1005 (2023)

29 CFR 1604.11(a)

Mentor Savings Bank v. Vinson, 477 U.S. 57 (1986)

Baker v. Weyerhauser Co., 903 F.2d 1342 (10th Cir. 1990)

34 CFR 106.44(a)

18 U.S.C. 3772 (c)

34 U.S.C. 12291(a)(11)

34 U.S.C. 12291(a)(12)

34 U.S.C. 12291(a)(36)

34 CFR 106.30(a)

34 CFR 106.8(a)

34 CFR 106.44(a)

34 CFR 106.30(a)

34 CFR 106.45(b)(1)(iv))

34 CFR 106.45(b)(5)(i)

34 CFR 106.45(b)(1)(x))

34 CFR 106.45(b)(5)(ii)

34 CFR 106.45(b)(5)(iii)

34 CFR 106.45(b)(5)(iv)

34 CFR 106.45(b)(5)(v)

34 CFR 106.45(b)(1)(v)

34 CFR 106.45(b)(1)(ix)

34 CFR 106.45(b)(1)(vi)

34 CFR 106.45(b)(4)

34 CFR 106.45(b)(3)(i)

34 CFR 106.45(b)(3)(ii)

34 CFR 106.45(b)(7)(i)

34 CFR 106.45(b)(1)(v), (2)

34 CFR 106.45(b)(1)(v)

34 CFR 106.45(b)(5)(i)

34 CFR 106.45(b)(1)(v), (5)(vi)

34 CFR 106.45(b)(1)(v), (5)(vii)

34 CFR 106.45(b)(5)(vi), (6)(ii)

34 CFR 106.45(b)(1)(ii), (vii), (b)(7), (b)(7)(i)

34 CFR 106.45(b)(1)(i), (b)(7)(ii)

34 CFR 106.45(b)(1)(v), (b)(7)(iii)

34 CFR 106.45(b)(7)(iii)

34 CFR 106.45(b)(8)

34 CFR 106.45(b)(1)(v), (viii)

34 CFR 106.45(b)(1)(v), (b)(9)

34 CFR 106.45(b)(1)(iii), (10)(i)(D)

34 CFR 106.71(a)

34 CFR 106.45(b)(10)

34 CFR 106.8(b)(2), (c)

Adopted Date: October 7, 2010
Last Reviewed Date: 09/08/2025
Last Revised Date: 09/08/2025
Prior Revised Dates: 05/15/2014, 07/08/2021, 09/14/2023, 12/14/2023

Report Description: BOARD EXPENDITURE SUMMARY Account Year: 27 Account Periods: 03 - 03 Dates: 09/01/2026 - 09/30/2026

Account Account Description	Original Budget	Adjusted Budget	YTD Encumbrance	Period Expended	YTD Expended	Available Balance	Percent
7							
10 Maintenance and Operations Fund							
1 Salaries	$17,654,681.50	$17,647,811.50	$0.00	$1,412,237.29	$2,378,065.39	$15,269,746.11	13.48
2 Benefits	$7,890,826.17	$7,890,826.17	$0.00	$837,773.48	$1,367,990.69	$6,522,835.48	17.34
3 Purchased Professional and Technical	$733,645.22	$733,645.22	$0.00	$61,720.85	$110,635.66	$623,009.56	15.08
4 Purchased Property Services	$586,200.00	$586,200.00	$109,540.02	$50,252.57	$226,922.13	$249,737.85	57.40
5 Other Purchased Services	$1,153,930.00	$1,157,930.00	$324.00	$16,351.64	$197,406.89	$960,199.11	17.08
6 Supplies and Materials	$2,212,362.00	$2,215,232.00	$358,762.44	$133,282.41	$635,647.95	$1,220,821.61	44.89
7 Property	$292,900.00	$292,900.00	$28,789.34	$4,008.83	$21,920.11	$242,190.55	17.31
8 Other	$187,376.00	$187,376.00	$0.00	$2,876.81	$46,400.42	$140,975.58	24.76
10 Maintenance and Operations Fund	$30,711,920.89	$30,711,920.89	$497,415.80	$2,518,503.88	$4,984,989.24	$25,229,515.85	17.85
21 School Funds							
3 Purchased Professional and Technical	$61,055.00	$61,055.00	$0.00	$0.00	$0.00	$61,055.00	0.00
4 Purchased Property Services	$500.00	$500.00	$0.00	$0.00	$0.00	$500.00	0.00
5 Other Purchased Services	$183,050.00	$183,050.00	$0.00	$0.00	$0.00	$183,050.00	0.00
6 Supplies and Materials	$436,825.00	$436,825.00	$0.00	$0.00	$0.00	$436,825.00	0.00
7 Property	$14,000.00	$14,000.00	$0.00	$0.00	$0.00	$14,000.00	0.00
8 Other	$16,375.00	$16,375.00	$0.00	$0.00	$0.00	$16,375.00	0.00
21 School Funds	$711,805.00	$711,805.00	$0.00	$0.00	$0.00	$711,805.00	0.00
26 Tax Increment Financing Fund							
8 Other	$201,336.94	$201,336.94	$0.00	$0.00	$0.00	$201,336.94	0.00
26 Tax Increment Financing Fund	$201,336.94	$201,336.94	$0.00	$0.00	$0.00	$201,336.94	0.00
32 Capital Projects Fund							
3 Purchased Professional and Technical	$335,000.00	$335,000.00	$71,367.25	$12,342.25	$21,684.50	$241,948.25	27.78
4 Purchased Property Services	$5,007,019.00	$5,002,019.00	$520,735.09	$61,257.40	$528,887.60	$3,952,396.31	20.98
7 Property	$784,631.00	$789,631.00	$539,727.37	$239,228.20	$568,222.05	-$318,318.42	140.31
32 Capital Projects Fund	$6,126,650.00	$6,126,650.00	$1,131,829.71	$312,827.85	$1,118,794.15	$3,876,026.14	36.73
49 Food Services Fund - Governmntl							
1 Salaries	$350,776.55	$350,776.55	$0.00	$37,639.50	$54,648.98	$296,127.57	15.58
2 Benefits	$153,383.41	$153,383.41	$0.00	$13,520.95	$22,002.72	$131,380.69	14.34
5 Other Purchased Services	$522.00	$522.00	$0.00	$30.00	$392.93	$129.07	75.27
6 Supplies and Materials	$286,550.00	$286,550.00	$0.00	$27,000.43	$59,307.44	$227,242.56	20.70
8 Other	$3,675.00	$3,675.00	$0.00	$200.00	$200.00	$3,475.00	5.44
49 Food Services Fund - Governmntl	$794,906.96	$794,906.96	$0.00	$78,390.88	$136,552.07	$658,354.89	17.18
7	$38,546,619.79	$38,546,619.79	$1,629,245.51	$2,909,722.61	$6,240,335.46	$30,677,038.82	20.42

Report Description: BOARD REVENUE SUMMARY Account Year: 27 Period Range: 03 - 03 Date Range: 09/01/2026 - 09/30/2026

Account	Account Description	Original Budget	Adjustments	Est Revenue	Revenue Received Current	Revenue Received YTD	Available	Percent
10 Maintenance and Operations Fund								
1 Revenue From Local Sources								
1100	**Property Taxes**	**$22,772,648.88**	**$0.00**	**$22,772,648.88**	**$123,934.04**	**$263,406.05**	**$22,509,242.83**	**98.84**
1300	**Tuitions**	**$44,500.00**	**$0.00**	**$44,500.00**	**$8,490.95**	**$11,162.69**	**$33,337.31**	**74.92**
1500	**Earnings on Investments**	**$550,000.00**	**$0.00**	**$550,000.00**	**$74,775.34**	**$238,969.88**	**$311,030.12**	**56.55**
1800	**Revenue From Community Service**	**$695,200.00**	**$0.00**	**$695,200.00**	**$50,856.11**	**$173,272.10**	**$521,927.90**	**75.08**
1900	**Other Revenue From Local Sources**	**$51,500.00**	**$0.00**	**$51,500.00**	**$5,000.00**	**$22,468.96**	**$29,031.04**	**56.37**
1 Revenue From Local Sources		**$24,113,848.88**	**$0.00**	**$24,113,848.88**	**$263,056.44**	**$709,279.68**	**$23,404,569.20**	**97.06**
3 Revenue From State Sources								
3000	**Revenue From State/Min School Program**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$68,331.00**	**-$68,331.00**	**0.00**
3100	**Special Education/Applied Tech**	**$1,422,687.00**	**$0.00**	**$1,422,687.00**	**$756,039.49**	**$1,087,472.74**	**$335,214.26**	**23.56**
3200	**Other State Programs**	**$1,221,638.00**	**$0.00**	**$1,221,638.00**	**$98,870.59**	**$300,593.60**	**$921,044.40**	**75.39**
3300	**Other State Programs**	**$120,806.00**	**$0.00**	**$120,806.00**	**$48,044.34**	**$48,044.34**	**$72,761.66**	**60.23**
3400	**Other State Programs**	**$1,790,040.00**	**$0.00**	**$1,790,040.00**	**$421,107.61**	**$874,858.48**	**$915,181.52**	**51.13**
3500	**Other State Programs**	**$1,366,593.86**	**$0.00**	**$1,366,593.86**	**$287,064.31**	**$847,255.87**	**$519,337.99**	**38.00**
3800	**Supplementals/Other Bills**	**$59,000.00**	**$0.00**	**$59,000.00**	**$114,191.96**	**$119,681.96**	**-$60,681.96**	**0.00**
3 Revenue From State Sources		**$5,980,764.86**	**$0.00**	**$5,980,764.86**	**$1,725,318.30**	**$3,346,237.99**	**$2,634,526.87**	**44.05**
4 Revenue From Federal Sources								
4200	**Unrestricted Federal Govt. Revenue/State**	**$65,000.00**	**$0.00**	**$65,000.00**	**$0.00**	**$0.00**	**$65,000.00**	**100.00**
4500	**Restricted Federal Govt./State**	**$285,000.00**	**$0.00**	**$285,000.00**	**$3,601.44**	**$3,601.44**	**$281,398.56**	**98.74**
4700	**Federal Revenue Received From Other Agen**	**$33,000.00**	**$0.00**	**$33,000.00**	**$0.00**	**$0.00**	**$33,000.00**	**100.00**
4 Revenue From Federal Sources		**$383,000.00**	**$0.00**	**$383,000.00**	**$3,601.44**	**$3,601.44**	**$379,398.56**	**99.06**
5 Other Sources and Changes								
5200	**Transfers**	**$229,306.94**	**$0.00**	**$229,306.94**	**$0.00**	**$0.00**	**$229,306.94**	**100.00**
5300	**Fixed Assets**	**$5,000.00**	**$0.00**	**$5,000.00**	**$885.00**	**$885.00**	**$4,115.00**	**82.30**
5 Other Sources and Changes		**$234,306.94**	**$0.00**	**$234,306.94**	**$885.00**	**$885.00**	**$233,421.94**	**99.62**
10 Maintenance and Operations Fund		**$30,711,920.68**	**$0.00**	**$30,711,920.68**	**$1,992,861.18**	**$4,060,004.11**	**$26,651,916.57**	**86.78**
21 School Funds								
1 Revenue From Local Sources								
1500	**Earnings on Investments**	**$3.00**	**$0.00**	**$3.00**	**$0.00**	**$0.00**	**$3.00**	**100.00**
1700	**Student Activities**	**$599,712.00**	**$0.00**	**$599,712.00**	**$0.00**	**$0.00**	**$599,712.00**	**100.00**
1900	**Other Revenue From Local Sources**	**$112,090.00**	**$0.00**	**$112,090.00**	**$0.00**	**$0.00**	**$112,090.00**	**100.00**
1 Revenue From Local Sources		**$711,805.00**	**$0.00**	**$711,805.00**	**$0.00**	**$0.00**	**$711,805.00**	**100.00**
21 School Funds		**$711,805.00**	**$0.00**	**$711,805.00**	**$0.00**	**$0.00**	**$711,805.00**	**100.00**
26 Tax Increment Financing Fund								
1 Revenue From Local Sources								
1100	**Property Taxes**	**$201,336.94**	**$0.00**	**$201,336.94**	**$0.00**	**$0.00**	**$201,336.94**	**100.00**
1 Revenue From Local Sources		**$201,336.94**	**$0.00**	**$201,336.94**	**$0.00**	**$0.00**	**$201,336.94**	**100.00**
26 Tax Increment Financing Fund		**$201,336.94**	**$0.00**	**$201,336.94**	**$0.00**	**$0.00**	**$201,336.94**	**100.00**

Report Description: BOARD REVENUE SUMMARY Account Year: 27 Period Range: 03 - 03 Date Range: 09/01/2026 - 09/30/2026

Account	Account Description	Original Budget	Adjustments	Est Revenue	Revenue Received Current	Revenue Received YTD	Available	Percent
32 Capital Projects Fund								
1 Revenue From Local Sources								
1100	**Property Taxes**	**$5,477,000.00**	**$0.00**	**$5,477,000.00**	**$29,189.29**	**$62,038.10**	**$5,414,961.90**	**98.87**
1500	**Earnings on Investments**	**$575,350.00**	**$0.00**	**$575,350.00**	**$39,862.01**	**$119,480.73**	**$455,869.27**	**79.23**
1900	**Other Revenue From Local Sources**	**$69,300.00**	**$0.00**	**$69,300.00**	**$4,001.00**	**$5,626.00**	**$63,674.00**	**91.88**
1 Revenue From Local Sources		**$6,121,650.00**	**$0.00**	**$6,121,650.00**	**$73,052.30**	**$187,144.83**	**$5,934,505.17**	**96.94**
5 Other Sources and Changes								
5300	**Fixed Assets**	**$5,000.00**	**$0.00**	**$5,000.00**	**$46.50**	**$10,909.50**	**-$5,909.50**	**0.00**
5 Other Sources and Changes		**$5,000.00**	**$0.00**	**$5,000.00**	**$46.50**	**$10,909.50**	**-$5,909.50**	**0.00**
32 Capital Projects Fund		**$6,126,650.00**	**$0.00**	**$6,126,650.00**	**$73,098.80**	**$198,054.33**	**$5,928,595.67**	**96.77**
40 Building Reserve Fund								
1 Revenue From Local Sources								
1500	**Earnings on Investments**	**$210,000.00**	**$0.00**	**$210,000.00**	**$19,373.35**	**$58,183.12**	**$151,816.88**	**72.29**
1 Revenue From Local Sources		**$210,000.00**	**$0.00**	**$210,000.00**	**$19,373.35**	**$58,183.12**	**$151,816.88**	**72.29**
40 Building Reserve Fund		**$210,000.00**	**$0.00**	**$210,000.00**	**$19,373.35**	**$58,183.12**	**$151,816.88**	**72.29**
49 Food Services Fund - Governmntl								
1 Revenue From Local Sources								
1600	**Food Services**	**$262,600.00**	**$0.00**	**$262,600.00**	**$21,122.50**	**$47,842.65**	**$214,757.35**	**81.78**
1 Revenue From Local Sources		**$262,600.00**	**$0.00**	**$262,600.00**	**$21,122.50**	**$47,842.65**	**$214,757.35**	**81.78**
3 Revenue From State Sources								
3800	**Supplementals/Other Bills**	**$98,000.00**	**$0.00**	**$98,000.00**	**$4,005.00**	**$4,005.00**	**$93,995.00**	**95.91**
3 Revenue From State Sources		**$98,000.00**	**$0.00**	**$98,000.00**	**$4,005.00**	**$4,005.00**	**$93,995.00**	**95.91**
4 Revenue From Federal Sources								
4500	**Restricted Federal Govt./State**	**$205,000.00**	**$0.00**	**$205,000.00**	**$9,849.59**	**$9,849.59**	**$195,150.41**	**95.20**
4 Revenue From Federal Sources		**$205,000.00**	**$0.00**	**$205,000.00**	**$9,849.59**	**$9,849.59**	**$195,150.41**	**95.20**
5 Other Sources and Changes								
5200	**Transfers**	**$229,306.94**	**$0.00**	**$229,306.94**	**$0.00**	**$0.00**	**$229,306.94**	**100.00**
5 Other Sources and Changes		**$229,306.94**	**$0.00**	**$229,306.94**	**$0.00**	**$0.00**	**$229,306.94**	**100.00**
49 Food Services Fund - Governmntl		**$794,906.94**	**$0.00**	**$794,906.94**	**$34,977.09**	**$61,697.24**	**$733,209.70**	**92.24**
7		**$38,756,619.56**	**$0.00**	**$38,756,619.56**	**$2,120,310.42**	**$4,377,938.80**	**$34,378,680.76**	**88.70**

SOUTH SUMMIT SCHOOL DISTRICT SEP.2026

Date	Vendor Name	Amount
9/2/2026	CORE ARCHITECTURE	$7,842.25
9/2/2026	VIRTRU CORPORATION	$6,276.46
9/3/2026	BRENDA HICKEN	$100.00
9/3/2026	DAWNELLE ANDERSON	$2,407.50
9/3/2026	GUNNISON VALLEY HIGH SCHOOL	$2,000.00
9/3/2026	LISA MITCHELL	$86.11
9/3/2026	SENSKE SERVICES	$492.95
9/3/2026	SOUTH KAMAS IRRIGATION COMPANY	$304.50
9/3/2026	SPEECHBLISS, LLC	$6,352.50
9/3/2026	SUSAN BARRETT	$3,811.50
9/3/2026	TAMARA GORTAT	$150.00
9/3/2026	TIME 4 SPEECH	$487.50
9/3/2026	TYREE CLEGG	$100.00
9/3/2026	UTAH HIGH SCHOOL ACTIVITIES ASSOCIATION	$4,249.00
9/4/2026	MANDI HIRT	$444.00
9/9/2026	ARCH CANYON INN	$2,408.02
9/9/2026	BONNER MITCHELL	$41.00
9/9/2026	BRAYDEN POWERS	$41.00
9/9/2026	CHAD SANDOVAL	$41.00
9/9/2026	DAVE BATEMAN	$41.00
9/9/2026	JAKE MCCORMICK	$41.00
9/9/2026	JEREMIAH FIERRO	$41.00
9/9/2026	JOHN ANGELL	$41.00
9/9/2026	KENDALL PRESCOTT	$41.00
9/9/2026	KEYTON GINES	$41.00
9/9/2026	LEVI THOMPSON	$41.00
9/9/2026	MERCHANTS BUILDING MAINTENANCE	$11,394.00
9/9/2026	RYAN ROCKHILL	$41.00
9/9/2026	TREVOR LEWIS	$41.00
9/9/2026	WESTON ATKINSON	$41.00
9/10/2026	ACE HARDWARE KAMAS	$2,106.30
9/10/2026	ANGELA SCAFARU	$306.37
9/10/2026	ATHLETIFY INC	$999.00
9/10/2026	BELL JANITORIAL SUPPLY LC	$2,353.15
9/10/2026	BERTRAND'S MUSIC	$3,020.00
9/10/2026	BRADY INDUSTRIES	$14,704.65
9/10/2026	CANON U.S.A. INC	$6,415.99
9/10/2026	COURTNEY THOMAS	$50.00
9/10/2026	INTERMOUNTAIN FUSE SUPPLY INC	$134.12
9/10/2026	LORIE MINER	$351.91

9/10/2026	NORTH FACE ROOFING INC	$630.00
9/10/2026	SMART FIELD PAINTING	$625.00
9/10/2026	TASSIE WILLIAMS	$30.00
9/10/2026	UTAH PUBLIC EDUCATION HR ASSOCATION	$125.00
9/11/2026	CODY BOWEN	$41.00
9/11/2026	EASY WAY SAFETY SERVICES INC	$722.62
9/11/2026	LELAND ROBINSON	$54.90
9/11/2026	OFFICE DEPOT INC/ODP BUSINESS SOLUTIONS	$4,295.72
9/11/2026	SYSCO INTERMOUNTAIN	$22,975.51
9/14/2026	ADP LEMCO INC	$3,574.80
9/14/2026	ALDER EDUCATION LAW	$1,750.00
9/14/2026	AMAZON CAPITAL SERVICES INC	$12,361.11
9/14/2026	AMERICAN RED CROSS	$168.00
9/14/2026	CHARLIE'S PRODUCE	$511.87
9/14/2026	COGNIA INC.	$4,000.00
9/14/2026	COLUMN SOFTWARE PBC	$38.66
9/14/2026	COMPANION CORPORATION	$1,322.00
9/14/2026	COMPTIA INC	$3,174.00
9/14/2026	CUMMINS ROCKY MOUNTAIN LLC	$800.00
9/14/2026	CURRICULUM ASSOCIATES LLC	$1,174.80
9/14/2026	DEPT OF GOVERNMENT OPERATIONS	$5,618.10
9/14/2026	DFA DAIRY BRANDS - MEADOWGOLD DAIRY	$1,454.29
9/14/2026	DRIVERS ED SOLUTIONS	$78.75
9/14/2026	EMS LINQ INC	$5,933.75
9/14/2026	GREGORY IVERSON FAMILY MEDICINE PLLC	$65.00
9/14/2026	HOME DEPOT CREDIT SERVICES	$264.06
9/14/2026	J & S AUTO INC	$478.56
9/14/2026	KAMAS CITY CORP	$19,623.50
9/14/2026	KENWORTH SALES COMPANY	$213.83
9/14/2026	LIFEMED SAFETY INC	$599.75
9/14/2026	MIRROR LAKE SERVICE	$66.08
9/14/2026	MOUNTAIN STATE SCHOOLBOOK INC	$3,591.46
9/14/2026	MOUNTAIN VALLEY TEMPERATURE CONTROL INC	$7,119.00
9/14/2026	MOUNTAINLAND SUPPLY COMPANY	$154.16
9/14/2026	PEAK ALARM COMPANY INC	$352.20
9/14/2026	PITNEY BOWES INC	$356.16
9/14/2026	ROCKY MOUNTAIN POWER	$33,648.85
9/14/2026	SHELLEY HALVERSON	$27.98
9/14/2026	SQUIRE & COMPANY PC	$12,000.00
9/14/2026	STATEFIRE	$15,654.27
9/14/2026	SUMMIT COUNTY HEALTH DEPT	$108.00
9/14/2026	SUNSTONE POTTERY AND SUPPLY	$5,229.04
9/14/2026	SWEETSPOT SPORTS LLC	$1,280.00
9/14/2026	THATCHER COMPANY INC	$1,963.52

9/14/2026	THE PARK RECORD	$646.00
9/14/2026	TIMPANOGOS ELEVATOR COMPANY	$600.00
9/14/2026	UTAH RETIREMENT SYSTEMS	$309,719.83
9/14/2026	WEBER CANYON STORAGE	$90.00
9/16/2026	KAMAS FOODTOWN	$640.42
9/16/2026	REPUBLIC SERVICES	$1,874.06
9/18/2026	ISAAC MONTANO	$147.00
9/18/2026	JACKI CUARTAS	$82.00
9/18/2026	RICHFIELD INN	$427.76
9/18/2026	STEVEN MITCHELL	$82.00
9/22/2026	LAIRD SMALL	$54.00
9/22/2026	MOUNTAIN REGIONAL WATER	$1,207.79
9/22/2026	SNYDERVILLE BASIN WATER RECLAMATION DIST	$86.22
9/22/2026	SUMMIT ENERGY	$2,775.34
9/23/2026	ALL WEST COMMUNICATIONS	$2,063.98
9/23/2026	VERIZON WIRELESS	$117.82
9/25/2026	ATKINSON ELECTRONICS INC	$612.50
9/25/2026	BRAD PIZZA	$720.00
9/25/2026	BRYSON SALES & SERVICE INC	$218,125.01
9/25/2026	ENBRIDGE GAS	$3,744.06
9/28/2026	A-JACKS WELDING & FABRICATION	$125.00
9/28/2026	BLACK STITCH APPAREL	$1,575.00
9/28/2026	CARAHSOFT TECHNOLOGY CORP--ClassWallet	$682.88
9/28/2026	CHESLEY ELECTRIC INC	$420.00
9/28/2026	INTERMOUNTAIN EQUIPMENT SALES COMPANY	$671.90
9/28/2026	JAMIE LAMBERT	$173.00
9/28/2026	JOE WILLIAMS	$108.73
9/28/2026	LORI SNEGIREV	$138.98
9/28/2026	MARCI MITCHELL	$215.00
9/28/2026	MEDICAL EXPENSE REIMBURSEMENT TRUST	$71,443.03
9/28/2026	METROPOLITAN LIFE INSURANCE COMPANY	$1,888.08
9/28/2026	ONWARD TECHNOLOGY	$26,221.40
9/28/2026	PELION BENEFITS INC	$700.00
9/28/2026	RIVERSIDE INSIGHTS	$1,982.50
9/28/2026	SHIRTS to a T	$3,443.00
9/28/2026	STONE SECURITY LLC	$36.00
9/28/2026	TSA CONSULTING GROUP INC	$84,453.65
9/28/2026	UEA	$1,276.60
9/28/2026	UTAH BUREAU OF CRIMINAL IDENTIFICATION	$788.00
9/28/2026	UTAH SCHOOL EMPLOYEES ASSOCIATION	$298.79
9/28/2026	UTAH STATE TAX COMMISSION	$48,071.88
9/28/2026	VSP INSURANCE CO. (CT)	$1,525.14
9/28/2026	ZIONS BANK	$83,130.58
9/29/2026	ALAYNA EWELL	$200.00

9/29/2026	ALLISON ROCKHILL	$96.83
9/29/2026	CINDY BUTTERFIELD	$29.73
9/29/2026	DEBRA SORENSON	$125.00
9/29/2026	INTERMOUNTAIN HEALTH	$18,400.00
9/29/2026	LECTICON INC	$849.15
9/29/2026	LINCOLN NATIONAL LIFE INS CO	$7,518.52
9/29/2026	METRO ELEVATOR UTAH INC	$960.00
9/29/2026	NORTHEASTERN UTAH EDUCATIONAL SERVICES	$1,990.00
9/29/2026	OAKLEY CITY CORPORATION	$1,500.00
9/29/2026	SILVER CREEK BUSINESS PARK OA	$25.00
9/30/2026	AXISPLUS BENEFITS	$24,985.22
9/30/2026	DAVID BUTTERFIELD	$684.05
9/30/2026	UTAH SCHOOL BOARDS ASSOCIATION	$459,513.31
9/30/2026	WES BLAZZARD	$289.13
		$1,644,486.95

South Summit School District
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Safe and Orderly Schools

Policy: 6029

Section: 6000 – Students

I. **Policy Statement**

A. This policy is enacted to create a safe and orderly school for students, staff and patrons at school and school sponsored activities. It is the policy of South Summit School District to promote a safe and orderly school environment for all students and employees. Accordingly, the District holds all students, employees, and other adults to the highest standards of behavior on school grounds and during school sponsored activities. Criminal acts or disruptive behavior of any kind will not be tolerated and any individual who engages in such activity will be subject to school disciplinary action, prosecution, or both. This policy provides guidance for the appropriate handling of any situation that:

1. Could place students, staff, or patrons, at risk of harm or in imminent danger and

2. Acts of disobedience, defiance, violence or criminal behavior such as: physical assault; possession, display, or use of a weapon or facsimile; threats against life or property; gang activity that places any person at risk or harm or in imminent danger; distribution, possession, or use of alcohol or controlled substances; or any other act that creates a hostile environment or requires a law enforcement investigation are prohibited in all South Summit School District schools. These acts are prohibited on school grounds, to and from school, at school-sanctioned activities (including summer, weekend, and after school hours activities), or when students are being transported in vehicles dispatched by the district.

II. **Corporal Punishment**

A. A school employee may not inflict or cause the infliction of corporal punishment upon a student.
~~*Utah Admin. Rules R277-608-7 (March 10, 2025)*~~

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~~Utah Code § 53G-8-301(5)(a) (2025)~~

~~B.~~ The term “corporal punishment” means the intentional infliction of physical pain upon the body of a student as a disciplinary measure.

~~Utah Code § 53G-8-301(1)(a) (2025)~~

B. When an employee uses corporal punishment on a student, the school shall take prompt and appropriate action, including appropriate disciplinary action against the employee and appropriate in-service training or other administrative action for staff.

III. **Limitation**

A. This policy does not restrict the use of physical contact which is considered to be reasonable discipline for purposes of behavior reduction intervention and which is also in compliance with state regulations and District policies adopted pursuant to Utah Code § 53E-7-204~~Utah Code § 53E-7-204~~ regarding provision of education for students with disabilities.

~~Utah Code § 53E-7-204 (2022)~~

IV. **Board review of school discipline rules**

A. Each school shall file a copy of its school discipline rules and procedures with the Board within thirty days after adoption of the rules and procedures. The Board shall review the rules and procedures filed by each school and may require the school to modify any rule or procedure that is not consistent with Board policy or state statutes on discipline in the public schools.

~~Utah Code § 53G-8-202 (2019)~~
~~Utah Code § 53G-8-203 (2025)~~

Legal References:

Utah Admin. Rules R277-608
Utah Code § 53G-8-202
Utah Code § 53G-8-203

Utah Code § 53E-7-204
Utah Code § 53G-8-301

Adopted Date: September 9, 2021
Last Reviewed Date: 10/13/2025
Last Revised Date: 10/13/2025
Prior Revised Dates: 04/14/2022, 12/12/2024

South Summit School District
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Child Abuse/Neglect Reporting by School Personnel

Policy: 6038

Section: 6000 - Students

I. **Policy Statement**

A. The South Summit School District is committed to protecting students from abuse and neglect and will follow the state mandates regarding reporting and handling of abuse as outlined in Utah Code~~ annotated~~.

~~II. Handling and Reporting of Suspected Child Abuse and Neglect~~

~~A. The Administration recognizes that in order to fully implement the law on reporting of child abuse and neglect, school personnel must be fully informed and made aware of their responsibilities in this area. Therefore, the Administration shall cause that any school employee who knows or reasonably suspects that a child's health or welfare has been or appears to have been harmed as a result of abuse and neglect shall report and cause reports to be made in accordance with the procedures in this policy.~~

~~B. The Administration shall provide school employees with annual training on the subject of identifying and reporting children suspected of being abused or neglected.~~

~~C. If a school employee knows or reasonably suspects that a child is being abused or neglected, the employee shall immediately make an oral report to the school principal or his/her designee. Together, the principal or his/her designee and the employee must make immediate contact with the nearest peace officer, local law enforcement agency, or Division of Child and Family Services (DCFS) to report the suspected abuse or neglect.~~

~~D. Within 24 hours after making the oral report to the school principal and reporting the suspected abuse or neglect to local law enforcement agency, the school employee initiating the report shall complete and give to the principal or his/her designee the District's Report of Child Abuse Neglect~~

Commented [SC1]: Move to procedure

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~~Form.~~

~~E. Upon receiving the District's Report of Child Abuse Neglect Form, the principal or his/her designee shall:~~

~~1. Forward a copy within 24 hours to the local law enforcement agency receiving the oral report.~~

~~2. Place one copy of the Child Abuse-Neglect Form in a confidential file to be maintained by the principal or his/her designee. The Child Abuse-Neglect Form shall not be placed in the child's personal file.~~

~~F. It is not the responsibility of the school employee to:~~

~~1. prove that the child has been abused or neglected, or~~

~~2. determine whether the child is in need of protection.~~

~~G. School employees shall not make contact with the child's family or other persons (relatives, friends, neighbors, etc.) for the purpose of determining the cause of the injury and/or possible neglect.~~

~~H. School employees are immune from any civil and/or criminal liability when reporting in good faith suspected child abuse or neglect.~~

~~I. District policies shall ensure that the anonymity of those reporting or participating in the investigation of the alleged child abuse or neglect is preserved in a manner required by Utah Code.~~

~~J. Any school employee who willfully fails to report a case of suspected child abuse or neglect, may face legal and/or disciplinary action.~~

Commented [SC2]: Move to procedure

Legal References:
62A-4a-403, et. seq.
§62A-4a-412
Utah Code §62A-4a-411

Adopted Date: May 13, 2021
Last Reviewed Date:
Last Revised Date:

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Prior Revised Dates:

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Student Acceptable Use of Internet and Technology

Resources Policy: 6052

Section: 6000 – Students

I. Policy Statement

Purpose and Mandate: Electronic information resources (including hardware, software, and internet) are provided to students of South Summit School District for educational purposes only. In accordance with Utah Code § 53G-7-1002 and § 53G-7-1003, the Board of Education maintains this policy to restrict access to internet or online sites that contain obscene, harmful, or explicit material, and to establish standards for internet filtering, activity monitoring, and public transparency.

A. Digital Citizenship and Training: Internet safety training shall be provided to all students regarding appropriate online behavior, digital citizenship, cyberbullying awareness and response, and safe conduct on social networking sites and chat rooms.
B. Student Responsibility**:** All internet and technology use through the district must align with the district's educational purpose. Students must conduct themselves in a responsible, decent, ethical, and polite manner and abide by all local, state, and federal laws. High standards of conduct and adherence to these guidelines are required to maintain access to district technology resources

II. Internet Content Filtering and Parent Options

A. Standard Network Filtering: Internet access in the South Summit School District is filtered and monitored through the Utah Education Network and district-managed content filtering platforms that actively block and restrict access to obscene, harmful, and explicit online content pursuant to Utah Code § 53G-7-1002.
B. Opt-In Preapproved Content Filtering (Whitelist): Pursuant to Utah Code § 53G-7-1003(3)(c), upon the written request of a student's parent or legal guardian, the district shall apply a preapproved content filtering system (also known as a whitelist or allowlist) to the student's school-approved electronic device. This restricted filtering system permits student access *only* to websites or online resources preapproved by the local school board or school

administration.

C. Parent-Accessible Monitoring System: Pursuant to Utah Code § 53G-7-1003(3)(d), the district provides a parent-accessible technology platform that enables parents/guardians to review their student's online activity and device utilization on school-managed devices. Information regarding access to this monitoring system is available through the district website and school administration.

III. Conditions of Use

A. The school district has the right to monitor all use of the computers and other communication devices, including access to all messages, files and data.

B. There is no expectation of privacy regarding the school's computer or any data stored thereon, including removable storage media. There is no expectation of an ownership interest in any materials on any of the school's computer hard drives or other storable medium.

C. Any violation of the acceptable use policy may result in disciplinary action and the restriction of access to the computer.

D. Any use for illegal or inappropriate purposes or to access materials that are objectionable in a public school environment, or in support of such activities, is prohibited. Language that is deemed to be slanderous, libelous, vulgar, or pornographic is also prohibited. Illegal activities shall be defined as a violation of local, state, and/or federal laws. Inappropriate use shall be defined as a violation of the intended use of the network, and/or purpose and goal.

E. Only the authorized owner of the account or access code of a district internet account shall use the access code. The account and/or code holders are responsible for all activity under their account and access code.

F. The user acknowledges that a student's access will be terminated automatically upon graduation or moving out of the school district. Upon termination of an internet account or access for any reason, the South Summit School District may remove or delete any or all information from the account. The South

Summit School District shall not be obligated to give any prior notification that an account will be terminated or that a terminated account's information will be removed or deleted.

G. Confidential information should not be stored or transmitted on a school account.

H. Be aware of and follow posted rules for internet and computer use (See Procedure 6052-A Student Acceptable use of Internet and Technology Resources, procedures).

I. Device damage fines and information can be found under the Technology Tab of the School Forms Registration page in PowerSchool.

IV. Public Complaint and Staff Enforcement

A. Administrative Guidelines for Staff Enforcement: In accordance with Utah Code § 53G-7-1003(3)(e), the Superintendent and school administrators have adopted administrative guidelines and procedures (including Procedure 6052-A) for district staff to follow in enforcing this policy. Staff members are directed to actively monitor student technology use and apply corrective or disciplinary measures when violations occur.

B. Public Complaint Procedures: Any parent, student, staff member, or community member may submit a complaint regarding: 1. The provisions of this policy. 2. The enforcement of this policy. 3. Observed student or staff behavior. Complaints shall be submitted in writing to the school principal or district technology director. The administration will review and address the complaint in accordance with district grievance protocols.

C. Copies of the guidelines and complaint procedures are available for public review at each school.

V. Public Notice and Policy Maintenance

A. Conspicuous Posting: Pursuant to Utah Code § 53G-7-1003(2)(a)(vi), notice of this policy's availability shall be posted in a conspicuous place within each school building in the district.

B. This policy shall be reviewed by the Board of Education at least once every three years in an open meeting.

Legal References:
Utah Code 53G-7-1002
Senate Bill 88§2(a)(ii)
Senate Bill 88§3(b)
Senate Bill 88§3(c)
Senate Bill 88§3(d))
Senate Bill 88§3(e)-(g)

Adopted Date: October 7, 2010
Last Reviewed Date: 09/08/2025
Last Revised Date: 09/08/2025
Prior Revised Dates: 07/07/2022

South Summit School District
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Student Groups/Clubs

Policy: 6062

Section: 6000 - Students

I. **Policy Statement:** The South Summit School District Board of Education acknowledges that the educational goals of the school district are furthered by recognizing curricular clubs and those non-curricular student clubs which comply with this policy.

A. 1. Schools within the district may establish and maintain a limited open forum for student clubs pursuant to law, State Board of Education rules, and district policy. Notwithstanding, the Board of Education retains the right to create a closed forum in the district or at any of its schools at any time by allowing curricular clubs only.

2. The board hereby authorizes local schools within the district to review applications for club authorization. A local school principal shall review applications for authorization of clubs on a case-by-case basis. Before granting an authorization, the school shall find that the proposed club meets the requirements of a curricular club or a noncurricular club, and that the proposed club's purpose and activities comply with this Policy. A school shall grant authorization and school facilities use to curricular and noncurricular clubs whose applications are found to meet the requirements of this Policy, rules of the State Board of Education, and policies of the District and shall limit or deny authorization or school facilities use to proposed clubs that do not meet the requirements of this part, rules of the State Board of Education, and policies of the District. Authorization shall be denied to any proposed club which promotes or encourages a prohibited discriminatory practice. Authorization shall be denied to a proposed curricular club when the general purpose of the club promotes, degrades, or otherwise identifies a personal identity characteristic. Authorization shall be denied to a proposed noncurricular club when the club's general purpose degrades a personal identity characteristic.

3. Nothing in this Policy prohibits discussion of historical, cultural, religious, or social issues related to a personal identity characteristic within a club with membership that remains open, in relation to personal identity characteristics, consistent with state and federal nondiscrimination law.

4. Except as specifically provided for in this Policy, a proposed club may not be subjected to standards, requirements, or limitations based on the purpose or content of the club to which other clubs of the same

designation (curricular or noncurricular) are subject. A school may not, except as specifically provided for in this Policy, condition authorization of, restrict, or limit a club based on a political or policy position of the club.

Prohibition of Credit for Advocacy Activities—

~~B.~~5. Regardless of membership in a curricular or noncurricular club, a school may not grant a student academic credit, course credit, preferential grading treatment, or excused absences for participation in political advocacy, partisan activity, or public protest. This prohibition does not preclude instruction regarding civic processes, public policy, or governmental institutions so long as participation in political advocacy or public demonstration is not required or incentivized as a condition of academic credit or attendance.

Legal Reference:
Utah Code §53G-7-702(1) (2019) Student Clubs

Adopted Date: October 7, 2010
Last Reviewed Date: 03/10/2022
Last Revised Date: 03/10/2022
Prior Revised Dates:

Sexual Harassment Student Policy
Policy: 6067
Section: 6000 - Students

1. **Policy Statement**

    a. Sexual harassment is a form of sex discrimination which violates Section 703 of Title VII of the Civil Rights Act of 1964 (42 U.S.C. § 2000e, et seq.), Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681 et seq.), and the Utah Antidiscrimination Act, Utah Code § 34A-5-101 et seq.

        i. It is the policy of the South Summit School District to maintain a learning and working environment that is free from sexual harassment. The District prohibits any form of sexual harassment. The Board of Education of the South Summit School District does not discriminate on the basis of sex in its programs and activities and is required by Title IX and 34 CFR Part 106 not to discriminate on the basis of sex, including but not limited to such discrimination in admission and employment. The Board adopts this policy in order to meet its obligations under Title IX to provide appropriate treatment of and response to complaints or reports of sexual harassment and to seek to provide a learning environment free from sexual harassment and discrimination on the basis of sex. Therefore, the District will promptly respond to notice of sexual harassment or allegations of sexual harassment and take appropriate action.

        ii. The definitions of sexual harassment under Title VII and Title IX differ, although there are areas of overlap. This policy therefore distinguishes between sexual harassment as to employment (Title VII) and sexual harassment as to participation in District programs and activities (Title IX). The intent of this policy is to meet the District's obligations under both Title VII (and the Utah Antidiscrimination Act) and Title IX.

        iii. This policy addresses sex discrimination in the form of sexual harassment against students. Other forms of sex discrimination are addressed in Policy 3019. It is a violation of this policy for any employee or student of the District to sexually harass a student or an employee.

        iv. No officer or employee of the District, when acting or purporting to act in official capacity, shall refuse to permit any student to participate in any school program because of the student's race, color, religious beliefs~~creed~~, sex, national origin, marital status, political ~~or religious~~ belief or creed, physical or mental condition, family, social, or cultural background, sexual orientation, or gender identification.

v. The District encourages all victims of sexual harassment and persons with knowledge of sexual harassment to immediately report that to the Title IX Coordinator or an administrator. Employees with knowledge of sexual harassment or possible sexual harassment are required to report that information to their supervisor and/or the Title IX Coordinator. (Failure to make such reports may result in disciplinary action according to District policy.) All complainants have the right to be free from retaliation of any kind.

vi. The District and its schools and staff shall not provide a sex-designated facility, program, or event of a higher quality to one sex and of a lesser quality to the opposite sex but shall ensure equivalent quality or rotational sharing, including the use of athletic facilities or venues. The District and its schools and staff shall not provide males or females preferred or more advantageous scheduling of facilities, programs, or events in comparison to the opposite sex but shall ensure equivalent scheduling practices or rotational sharing, including the scheduling of athletic events or practices. The District and its schools and staff shall not provide males or females with more sex-designated opportunities than the opposite sex (meaning more than 10% disparity). The District and its schools and staff shall not require males or females to participate or compete against the opposite sex in any sex-designated facility, program, or event. The District and its schools and staff shall not require, give official authorization for, or knowingly allow males or females to use a sex-designated facility in the presence of the opposite sex.

vii. Notice of this policy shall be given to all students seeking admission and their parents and shall be included in student handbooks.

viii. Questions about rights under Title IX and about the application of Title IX to the District can be directed to the Title IX Coordinator identified in this policy or to the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

ix. The District will act to investigate all complaints, formal or informal, verbal or written, of sexual harassment and when appropriate to discipline any employee or student who sexually harasses an employee or student of the District.

b. No Expansion or Reduction of Other Legal Rights—Nothing in this policy shall be construed to give any right, claim or action beyond the specific process provided in this policy. Nothing in this policy restricts rights which may be available under other District policies or under applicable laws or regulations.

c. Prohibition of False Statements: Employees and students are prohibited from knowingly making false statements or knowingly submitting false information in connection with allegations of sexual harassment or a sexual harassment investigation or a sexual harassment grievance procedure. Any employee or student doing so is subject to disciplinary action.

d. Confidentiality: Except to the extent required to carry out a required response to sexual harassment under this policy or other forms of sex discrimination under other policies, or as required by law, the District shall keep confidential the identity of (a) any individual who reports or complains of sexual harassment or other types of sex discrimination (including filing a formal complaint), (b) any respondent or other individual reported to have perpetrated another form of sex discrimination, and (c) any witness regarding sexual harassment or other form of sex discrimination. Except to the extent that maintaining confidentiality would impair the District's ability to provide supportive measures, the District shall keep confidential any supportive measures provided to a complainant, respondent, or employee complaining of employment sexual harassment. (In appropriately responding to sexual harassment, the District may need to disclose the identity of individuals for purposes of an appropriate investigation and following the grievance process or for purposes of appropriate supportive measures.) Disclosure is also allowed to the extent permitted by FERPA and its implementing regulations.

    i. Where a complaint involves allegations of child abuse, the complaint shall be immediately reported to appropriate authorities and the confidentiality of the information will be maintained as required by Utah Code § 80-2-1005.

e. Student Sexual Harassment Defined: Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, physical or verbal conduct or communications of a sexual nature, and any other gender-based harassment, whether initiated by school employees, students, or visitors when:

    i. Submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or retaining power; or

    ii. Submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's success; or

    iii. That conduct or communication has the purpose or effect of unreasonably interfering with an individual's success, or creating an intimidating, hostile or offensive environment.

f. As long as one or more of the above-listed factors is met, sexual harassment may include but is not limited to:

~~2.~~ i. Verbal harassment or abuse, including any offensive communication that is sexually degrading or implies sexual motives or intentions, such as sexual remarks or innuendoes about an individual's clothing, appearance or activities; sexual gestures;

~~3.~~ ii. Subtle pressure for sexual activity including sexual invitations or requests for sexual activity in exchange for preferences, favors, selection for work assignments, etc.;

~~4.~~ iii. Physical contact or closeness that is sexually suggestive, sexually degrading, or sexually intimidating such as the unwelcome touching of another's body parts, spanking, pinching, stalking, frontal-body hugs, intentional brushing against an employee's or student's body, etc.;

~~5.~~ iv. Demanding sexual favors accompanied by implied or overt threats concerning an individual's status;

~~6.~~ v. Demanding sexual favors accompanied by implied or overt promises of preferential treatment with regard to an individual's success; or any unwelcome sexually motivated touching;

~~7.~~ vi. Unwelcome gestures that are sexually suggestive, sexually degrading or imply sexual motives or intentions;

vii. Written or pictorial display or distribution of pornographic or other sexually explicit materials such as magazines, videos, films, etc.

~~8.~~ 2. This includes Artificial Intelligence generated or manipulated media.

Legal References:

42 U.S.C. 2000e et seq.

20 U.S.C. 1681 et seq

Utah Code 34A-5-101 et seq

34 CFR 106.8(b)(1)

34 CFR 106.45(a)

34 CFR 106.71(a)

34 CFR 106.30(a)

Utah Code 80-2-1005

Utah Code 80-2-602 (2022)

Utah Code 80-2-1005 (2023)

29 CFR 1604.11(a)

Mentor Savings Bank v. Vinson, 477 U.S. 57 (1986)

Baker v. Weyerhauser Co., 903 F.2d 1342 (10th Cir. 1990)

34 CFR 106.44(a)

18 U.S.C. 3772 (c)

34 U.S.C. 12291(a)(11)

34 U.S.C. 12291(a)(12)

34 U.S.C. 12291(a)(36)

34 CFR 106.30(a)

34 CFR 106.8(a)

34 CFR 106.44(a)

34 CFR 106.30(a)

34 CFR 106.45(b)(1)(iv))

34 CFR 106.45(b)(5)(i)

34 CFR 106.45(b)(1)(x))

34 CFR 106.45(b)(5)(ii)

34 CFR 106.45(b)(5)(iii)

34 CFR 106.45(b)(5)(iv)

34 CFR 106.45(b)(5)(v)

34 CFR 106.45(b)(1)(v)

34 CFR 106.45(b)(1)(ix)

34 CFR 106.45(b)(1)(vi)

34 CFR 106.45(b)(4)

34 CFR 106.45(b)(3)(i)

34 CFR 106.45(b)(3)(ii)

34 CFR 106.45(b)(7)(i)

34 CFR 106.45(b)(1)(v), (2)

34 CFR 106.45(b)(1)(v)

34 CFR 106.45(b)(5)(i)

34 CFR 106.45(b)(1)(v), (5)(vi)

34 CFR 106.45(b)(1)(v), (5)(vii)

34 CFR 106.45(b)(5)(vi), (6)(ii)

34 CFR 106.45(b)(1)(ii), (vii), (b)(7), (b)(7)(i)

34 CFR 106.45(b)(1)(i), (b)(7)(ii)

34 CFR 106.45(b)(1)(v), (b)(7)(iii)

34 CFR 106.45(b)(7)(iii)

34 CFR 106.45(b)(8)

34 CFR 106.45(b)(1)(v), (viii)

34 CFR 106.45(b)(1)(v), (b)(9)

34 CFR 106.45(b)(1)(iii), (10)(i)(D)

34 CFR 106.71(a)

34 CFR 106.45(b)(10)

34 CFR 106.8(b)(2), (c)

Adopted Date: October 7, 2010
Last Reviewed Date: 09/08/2025
Last Revised Date: 09/08/2025
Prior Revised Dates: 05/15/2014, 07/08/2021, 09/14/2023, 12/14/2023

South Summit School District
Achieving Excellence

Budgeting

Policy: 2001
Section: 2000 - District Finances

I. Policy Statement

A. The Superintendent shall be the chief budget officer of the district. The Business Administrator will, under the direction of that office, compile and prepare the necessary information to publish the district budget in accordance with state and other legal requirements.

II. Definitions

A. The following definitions shall govern this policy:

1. "Modified accrual basis of accounting" means a method under which expenditures other than accrued interest on general long-term debt are recorded at the time liabilities are incurred and revenues are recorded when they become measurable and available to finance expenditures of the current period.

2. "GAAP" means Generally Accepted Accounting Principles, as defined in the Codification of Governmental Accounting and Financial Reporting Standards, as published by the Governmental Accounting Standards Board.

~~3. "GAAS" means auditing standards established by the American Institute of Certified Public Accountants, generally referred to as Generally Accepted Auditing Standards.~~

III. Governing Standards

A. The South Summit School District's financial reporting shall be in accordance with GAAP.

B. ~~The annual budget shall be adopted by the Board after a public hearing and proper notification of the meeting in accordance with the time schedule as set forth in Utah Code 53G-7-303.~~Before June 30 of each year, the Board shall adopt a budget and make appropriations for the next fiscal year in accordance with Utah Code § 53G-7-303. Before adoption, the Board shall hold an open public hearing on the proposed budget at which public comment is received. If the budget includes a tax rate exceeding the certified tax rate, the Board shall adopt an interim budget by June 30 and shall adopt the final budget as provided by Utah law.

C. In preparation for the budget hearing, the District shall:

1. Publish notice that the Board will consider and adopt a budget at the designated Board meeting in a newspaper of general circulation within the District at least ten (10) days before the meeting;

2. Publish notice electronically on the public legal notice website established under Utah Code § 45-1-101;

3. File a copy of the proposed budget with the Business Administrator for public inspection at least ten (10) days before the hearing; and

4. Post the proposed budget on the District website.

D. Following adoption, the Board shall file a copy of the adopted budget with the State Auditor and the Utah State Board of Education.

~~C.~~ E. A monthly expenditure report, revenue report, and check register will be presented to the Board and available for public review during monthly board meetings.

~~D.~~ F. The budget shall reflect the educational objectives and programs set forth by the Board of Education in Its ~~their~~ strategic plan.

~~E.~~ G. Budget expenditures shall be audited periodically from within the organization as part of the Board Audit Committee process and annually by a qualified, certified public accounting firm.

~~F.~~ H. The Business Administrator/Treasurer shall not draw warrants in excess of budget limits specified in Utah Code 53G-7-307 and as specified in procedure 2004-A

~~G.~~ I. All school officers shall keep a true and correct account of all fees collected by them, and shall pay the same into the proper treasury.

~~H.~~ J. Federal Funds shall be expended for the purposes for which they have been received.

~~I. The South Summit School District may have an undistributed reserve not to exceed five (5) percent of the District's maintenance and operation fund budgeted expenditures. The purpose of the reserve is to meet unexpected and unspecified contingencies.~~

K. The South Summit School District may include an undistributed reserve in its budget not to exceed five percent (5%) of the District's maintenance and operation budget, in accordance with the schedule adopted by the Utah State Board of Education. The purpose of the reserve is to meet unexpected and unspecified contingencies.

L. The Board may appropriate all or part of the undistributed reserve to an expenditure classification within the maintenance and operation budget by written resolution adopted by a majority vote of the Board. The resolution shall state the reasons for the appropriation, and a copy shall be filed with the Utah State Board of Education and the State Auditor.

M. The undistributed reserve shall not be used in the negotiation or settlement of contract salaries for District employees.

N. If the Board adopts an interim budget that includes a tax rate in excess of the certified tax rate, the District shall set aside in a restricted budget account no less than the amount of General Fund revenue that would be generated by the proposed tax rate increase. The District shall not expend or otherwise obligate that revenue from July 1 until the final budget is adopted.

O. The Board shall not make an appropriation in excess of the District's estimated expendable revenue, including undistributed reserves, for the following fiscal year.

P. The Board may reduce any budget appropriation at a regular meeting if notice of the proposed action is provided to all Board members and the Superintendent at least one week before the meeting.

Q. The Board may increase a budget appropriation only if:

1. The Superintendent requests in writing that the Board increase a specified budget appropriation and states the reasons for the proposed increase;

2. Notice that the request will be considered by the Board is published as required by Utah law at least one week before the Board meeting at which the request will be considered;

3. The Board holds a public hearing on the request before taking action; and

4. The increase is approved by a majority vote of the Board.

R. District revenues shall be expended within the fund for which the revenues were originally authorized, levied, collected, or appropriated. Interfund transfers of residual equity shall not be made unless expressly authorized by the Utah State Board of Education.

Legal References

- 53G-7-307
- 53G-7-303
- 45-1-101
- 53F-8-301
- 53G-7-304
- 53G-7-305
- 53G-7-306
- 59-2-919
- 59-2-924

Adopted Date: October 10, 2010
Last Reviewed Date: March 9, 2023

~~Last Revised Date: March 9, 2023~~Last Revised Date: [Board Adoption Date]
~~Prior Revised Dates: 2/6/2023~~Prior Revised Dates: 2/6/2023; 3/9/2023

Conflict of Interest
Policy: 2009
Section: 2000 - District Finances

South Summit School District
Achieving Excellence

I. Overview

South Summit School District (SSSD) Board members and employees commit themselves in their official capacity to ethical, businesslike, and lawful conduct, including appropriate use of their authority and decorum at all times. ~~Officers~~ Board members, and employees must avoid even the appearance of impropriety to ensure and maintain public confidence in the SSSD. Board members and employees owe fiduciary duty to SSSD and must not act in a manner that is contrary to that duty or to the interests of SSSD. Board members and employees must place the interests of SSSD over their own personal interests with respect to the governance, policy, strategic direction, and operations of SSSD.

II. Policy

It is the intent of the South Summit School District Board of Education to meet and exceed those protections against conflicts of interest contained in State law. Under this policy, a conflict of interest arises when a board member or employee has a personal interest in a matter that is or may be in conflict with or contrary to the SSSD's interests and objectives to such an extent that the board member or employee is or may not be able to exercise independent and objective judgment within the context of the best interest of SSSD. For this policy, a board member's or employee's "personal interest" includes those of his or her relatives, business associates, or other persons or organizations with whom they are closely associated.

A. The following provisions ~~shall serve as a guide~~ apply to employees with respect to the affairs of SSSD:

1. **Holding Public Office:** District Employees may not serve as members of the Board. District employees may serve as members of the governing bodies of other school districts (other than those in which they are employed), cities, towns, or other local governmental districts. Utah Code § 20A-14-202(4)

2. **School Supplies:** No teacher, administrator, or other employee of the District shall sell or otherwise receive compensation from the District as a result of the purchase, lease, or acquisition of any kind of school furniture or supplies.

3. **Private, Controlled, or Protected Information:** District Employees may not:

a. Accept employment or engage in any business or professional activity that the employee might reasonably expect would require or induce the employee to improperly disclose controlled information that the employee has gained by reason of the employee's position.

b. Disclose or improperly use controlled, private or protected information acquired by reason of the employee's official position or in the course of official duties for the employee's or another's private gain or benefit.

c. Use or attempt to use the employee's position with the District to substantially further the employee's economic interest or to secure special privileges or exemptions for the employee or others, or to coerce another person to secure special privileges or exemptions for the employee or others.

d. Accept other employment that the employee might expect would impair the employee's independence of judgment in performing the employee's public duties.

e. Accept other employment that the employee might expect would interfere with the ethical performance of the employee's duties. Utah Code § 67-16-4.

4. **Accepting Gifts, Compensation or Loans:** No District employee shall knowingly receive, accept, take, seek, or solicit, directly or indirectly, any gift, compensation, or loan for the employee or another if:

a. It would tend to influence someone in the employee's position in the discharge of employment duties;

b. The employee knows or someone in the employee's position should know it is a reward for the employee's action; or

c. The employee recently has been, or is now, or in the near future may be involved in any governmental action directly affecting the donor or lender, unless a disclosure of the gift, compensation, or loan and other relevant information has been made in the manner provided below captioned "Receiving Compensation for Assistance in Transaction Involving a Government Agency.

d. This section does not apply to the following:

(1) An occasional non-pecuniary gift having a value of not in excess of $50.00;

(2) An award publicly presented in recognition of public services;

(3) Any bona fide loan made in the ordinary course of business by an institution authorized by the laws of this state or any other state to engage in making such loans; or

(4) A political campaign contribution if the contribution is actually used in a political campaign of the recipient District employee. Utah Code § 67-16-5.

5. **Receiving Compensation for Assistance in Transactions Involving a Government Agency:** No District employee shall receive or agree to receive compensation for assisting any person or business entity in any transaction involving a government agency unless the District employee files with the superintendent, the state attorney general's office, and the head of the agency with which the transaction is being conducted a sworn written statement containing the following information:

a. The name and address of the employee;

b. The name of the District;

c. The name and address of the person or business entity being or to be assisted

d. A brief description of the transaction as to which service is rendered or is to be rendered and of the nature of the service performed or to be performed.

6. The sworn statement shall be filed on or before the earlier of 10 days after the date of any agreement between the District employee and the person or business entity being assisted or 10 days after the receipt of compensation. Utah Code §§ 67-16-3(1), 67-16-6.

B. The following provisions shall ~~serve as a guide~~ apply to Board Members with respect to the affairs of the SSSD:

1. **Private, Controlled, or Protected Information:** Board members may not:

a. Accept employment or engage in any business or professional activity that the member might reasonably expect would require or induce the member to improperly disclose controlled information gained by reason of being a member of the Board.

b. Disclose or improperly use controlled, private or protected information acquired by reason of membership on the Board or in the course of official duties for the member's or another's private gain or benefit.

c. Use or attempt to use the member's position on the Board to substantially further the member's economic interest or to secure special privileges or exemptions for the member or others, or to coerce another person to secure special privileges or exemptions for the member or others.

d. Accept other employment that the member might expect would impair the member's independence of judgment in performing the member's public duties.

e. Accept other employment that the member might expect would interfere with the ethical performance of the member's duties. Utah Code § 67-16-4.

2. **Accepting Gifts, Compensation or Loan:** No Board member shall knowingly receive, accept, take, seek, or solicit, directly or indirectly, any gift, compensation, or loan for the member or another if:

a. It would tend to influence someone in the member's position in the discharge of official duties;

b. The member knows or someone in the member's position should know it is a reward for the member's action; or

c. The member recently has been, or is now, or in the near future may be involved in any governmental action directly affecting the donor or lender, unless a disclosure of the gift, compensation, or loan and other relevant information has been made in the manner provided below captioned "Receiving Compensation for Assistance in Transaction Involving a Government Agency."

d. This section does not apply to the following.

(1) An occasional non-pecuniary gift having a value of not in excess of $50.00;

(2) An award publicly presented in recognition of public services;

(3) Any bona fide loan made in the ordinary course of business by an institution authorized by the laws of this state or any other state to engage in making such loans; or

(4) A political campaign contribution if the contribution is actually used in a political campaign of the recipient Board member. Utah Code § 67-16-5.

3. **Receiving Compensation for Assistance in Transactions Involving a Government Agency:** No Board member shall receive or agree to receive compensation for assisting any person or business entity in any transaction involving a government agency unless the member files with the Board president, the superintendent, the state attorney general's office, and the head of the agency with which the transaction is being conducted a sworn written statement containing the following information:

a. The name and Address of the board member;

b. The name of the District;

c. The name and address of the person or business entity being or to be assisted;

d. A brief description of the transaction as to which service is rendered or is to be rendered and of the nature of the service performed or to be performed.

e. The sworn statement shall be filed on or before the earlier of 10 days after the date of any agreement between the Board member and the person or business entity being assisted or 10 days after the receipt of compensation.

f. The Superintendent shall post the sworn statement on the District's website and ensure that it remains on the website while the Board member remains in office. Utah Code §§ 67-16-3(1), 67-16-6.

4. **Annual Conflict of Interest Disclosure:** Unless the Board member is required to file a conflict of interest disclosure statement because of holding another position, each Board member shall prepare and submit to the superintendent a written conflict of interest disclosure statement between January 1 and January 31 of each year the Board member is in office.

a. The written conflict of interest statement shall include each item of information required by Utah Code § 20A-11-1604(4).

b. The superintendent shall post an electronic copy of the conflict of interest disclosure statement on the District's website within 10 business days of receipt from the superintendent and provide the lieutenant governor with a link to the posting. The superintendent shall ensure that the disclosure remains posted on the District's website while the Board member remains in office. If the Board member is not required to submit the disclosure statement to the superintendent because the Board member is required to file a conflict of interest disclosure statement because of holding another position, the superintendent shall post a link to the Board member's disclosure on the District website and shall provide the lieutenant governor with a copy of the link.

c. If the Board member or the Board member's spouse is an at-risk government employee as defined in Utah Code§ 63A-19-408(1)(a), and the Board member requests redaction of employment information or the spouse's name and employment information, the Superintendent shall redact the information from the disclosure before posting the conflict-of-interest disclosure statement.

5. **Failure to Submit Required Disclosure:** If the superintendent determines that a Board member has not timely submitted a conflict of interest disclosure statement or that the statement does not meet the statutory requirement, the superintendent shall notify the Board member within five days and direct the Board member to submit a statement or an amended statement correcting the problem. If the statement or corrected statement is not submitted within seven days after the superintendent's notice, the superintendent shall report the violation to the Utah Attorney General and shall impose a civil fine of $100 against the Board member. Any such fine shall be deposited into the District's general fund as a dedicated credit to pay for the costs of administering the disclosure requirement. Utah Code § 67-16-16(3)-(6).

Conflict of Interest Disclosure Form Link

Adopted: November 12, 2020
Last Revised: October 12, 2026
Last Reviewed: October 12, 2026
Prior Revised Dates:

South Summit School District
Achieving Excellence

Concurrent Enrollment

Policy: 4021

Section: 4000 - Instructional Program

I. Policy Statement

a. As established by Utah Code, students have the opportunity of earning both high school and college credit through distance education as well as courses taught on the high school campus with an approved high school teacher.

II. Eligibility Requirements

a. Students must meet the eligibility requirements of the post-secondary institution as well as the high school in order to participate in each concurrent class. These requirements can vary between programs and departments. Some college departments have placed grade level requirements for their concurrent enrollment classes. Juniors and sophomores should verify eligibility with the instructor for each class. There may also be prerequisites or GPA requirements for eligibility for certain courses.

III. Registration

a. Students are responsible for registering with both the high school and the college.

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IV. **Credit**

a. It is the responsibility of the student to transfer credits earned from one college to another.

V. **Fees**

Fees

a. The student is responsible for expenses and arrangements associated with college enrollment as provided for in Utah Code § 53E-10-305.

b. Postsecondary tuition and participation fees charged to a concurrent enrollment student are not fees, as defined in Utah State Board of Education rule, and do not qualify for fee waivers.

c. All costs related to concurrent enrollment classes that are not tuition and participation fees are subject to a fee waiver.

d. The student may apply for a fee waiver if appropriate under the District fee waiver policy for class-related costs including consumables, lab fees, copies, material costs, application fees and textbooks.

e. Concurrent enrollment costs subject to fee waiver may include consumables, lab fees, copying, material costs and textbooks required for the course.

f. The district shall be responsible for the fee waiver.

g. Unless otherwise provided by agreement with the institution of higher education, the District is responsible for fee waivers.

Utah Code § 53E-10-305 (2024)

Utah Code § 53G-7-503(2)(b)(iii) (2025)

Utah Admin. Rules R277-701-11(3), (4) (November 7, 202421, 2025)

VI. **Graduation**

a. A student is no longer eligible to participate in concurrent enrollment upon graduation from high school.

Legal References:
Utah Code R277-713
Utah Code R277-407
UCA 53E-10-305

South Summit School District
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Adopted Date: June 10, 2021
Last Reviewed Date:
Last Revised Date:
Prior Revised Dates:

South Summit School District
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Leave Benefits

Policy: 5022

Section: 5000 - Personnel

I. **Policy Statement**

A. The Board agrees to participate in a leave benefit program for all eligible employees as described in this policy. South Summit School District values its employees and the sacrifices they make to be in attendance at work. Nothing shall require the District to provide paid sick leave, vacation leave, annual leave, or other type of paid leave in any situation where it is not otherwise provided by District policies. South Summit School District certified staff recognize the importance of having the regular professional staff in the school and that substitutes for excessive numbers of days has a negative impact on student achievement.

II. **Employee Eligibility**

A. In order to qualify for the District's leave benefits an employee hired after July 1st 2012 must regularly average thirty (30) or more hours per week in one job classification.

III. **Sick and Personal Leave**

A. Eligible employees will receive fourteen (14) days per year of leave to be used as sick leave and personal leave. Up to four (4) of the fourteen (14) days may be used for personal leave each year. Unused days will accrue to the employee as unused sick leave. Leave is recorded in hours and rounded to the nearest quarter hour.

B. Exchange of 2 sick days for 1 personal day

1. Exchange of sick days to personal day: Leave eligible staff have the option of exchanging sick days for personal days but cannot exceed more than 15 personal days in a school year.

2. All professional staff (individuals paid on the licensed salary schedule) who have been employed by South Summit School District for 20 or more years will receive on extra personal leave

day, making a total of 5 personal leave days.

IV. **Use of Sick and Personal Leave**

A. Sick leave may be used only in connection with:

1. Illness or injury of the employee

2. Illness or injury of a member of the employee's immediate family. Immediate family includes the following: spouse, child, parents, parents-in-law, or sibling Special allowances to the above-mentioned may be made in joint decision of the employee's supervisor and Superintendent.

B. South Summit School District and/or an employee's supervisor may request a doctor's note from an employee who is out for sick leave for four (4) consecutive days.

C. The principal/supervisor or Superintendent can deny personal leave if it will cause undue hardship to the school, staff, or students. Employees should not expect personal leave to be approved when it is requested directly prior to or after a calendar break or on a professional learning day.

D. Personal days may not be used during the first 10 contract days or last 5 contract days of the school year, exceptions made with administration approval (principal and superintendent).

V. **Sick Leave Bank**

A. A sick leave bank is created from accumulated sick leave days donated from other employees within their respective classification. Classified employees may not contribute days for licensed employees or vice versa without express permission of the Superintendent of Schools. Employees are not required to contribute to the sick leave bank.

B. An employee may draw up to ten (10) days of sick leave per year from the sick leave bank in cases of long-term illness or injury where an employee's sick leave is insufficient. More than ten (10) days may be allowed in unique situations upon approval of the Superintendent. The Superintendent will notify the Board of Education this has been done.

C. Employees electing to participate in this benefit must donate once during a three-year period, one or more sick day(s) to their respective sick leave

pool. Employees that draw from the sick bank will be required to donate another day at the beginning of the new school year in order to participate again. The sick leave bank will be administered by Human Resources in accordance to this policy and the procedures outlined in the Procedures and Administrative Guidelines.

VI. **Accumulated Sick Leave**

A. All employees eligible for sick leave may accumulate any number of sick leave days and will be compensated for unused sick leave as follows:

1. Licensed employees who retire or leave the South Summit School District shall be compensated:

a. Ten (10) percent of accumulated sick leave days up to 150 days, based on the average daily pay (average of beginning and ending salary of the employee) per salary schedule.

b. Twenty-five (25) percent of accumulated sick leave for days accumulated over 150 days, based on the average daily pay (average of beginning and ending salary of the employee) per salary schedule.

c. Classified employees who retire or leave the South Summit School District shall be compensated twenty-five (25) percent of their accumulated sick leave based on an hourly rate at the time the employee leaves the district.

VII. **Bereavement Leave**

A. Bereavement leave up to five (5) days on full pay without deductions may be allowed for the death of a spouse or child.

B. Bereavement leave up to three (3) days on full pay without deductions may be allowed for the death of a parent, parent-in-law, son/daughter-in-law, grandchild, sibling or any relative living in the immediate household of the employee.

C. Bereavement leave for one (1) day on full pay without deductions may be allowed for the death of a brother/sister-in-law, grandparent, grandparent-in-law, aunt, uncle, aunt/uncle in-law, and first cousin.

D. Special allowances to the above-mentioned may be made in joint decision of the building principal and the Superintendent.

VIII. **Definitions**

A. "Adoption leave" means paid leave the District provides to an adoption leave eligible employee.

Utah Code § 53G-11-209(1)(a) (2026)

"Adoption leave eligible employee" means an employee who accrues paid leave in accordance with District leave policies who is legally adopting a young child, unless the employee is the spouse of the pre-existing parent.

Utah Code § 53G-11-209(1)(b) (2026)

B. "Birth parent" means: (a) the biological mother of a child, (b) a man whose paternity of a child is established, (c) a man who has been identified as the father of a child by the child's birth mother who has not denied paternity, or (d) an unmarried biological father.

C. "Child" means an individual younger than 18 years old.

Utah Code § 53G-11-209(1)(c) (2026)

D. "Foster leave" means paid leave the District provides to a foster leave eligible employee.

Utah Code § 53G-11-209(1)(d) (2026)

E. "Foster leave eligible employee" means an employee who accrues paid leave in accordance with District leave policies who is the foster parent of a child.

~~A.~~ Utah Code § 53G-11-209(1)(e) (2026)

~~*Utah Code § 78B-6-103(10), (11) (2024)*~~

~~B.~~F. "Paid leave hours" means leave hours the District provides to an employee who accrues paid leave benefits in accordance with District policies, including annual, vacation, sick, paid time off, or any other type of leave that may be taken while still receiving compensation. It includes but is not limited to paid parental leave or paid postpartum recovery leave.

~~*Utah Code § 53G-11-209(1)(a) (2024)*~~

~~C.~~G. "Parental leave" means paid leave hours provided to a parental leave eligible employee to bond with a child or incapacitated adult.

~~*Utah Code § 53G-11-209(1)(b) (2024)*~~

~~D.~~H. "Parental leave eligible employee" means an employee who accrues paid leave in accordance with District leave policies who is (a) a birth parent,
(b) legally adopting a ~~minor~~ child (except when the employee's spouse is the child's pre-existing parent), (c) the intended parent of a child born under a validated gestational agreement under Utah Code Title 78B Chapter 15, Part 8, or (d) appointed the legal guardian of a minor child or

an incapacitated adult.

~~*Utah Code § 53G-11-209(1)(c) (2024)*~~

~~E.~~I. "Postpartum recovery leave" means leave provided to a postpartum recovery leave eligible employee to recover from childbirth at 20 weeks or greater gestation.

~~*Utah Code § 53G-11-209(1)(d) (2024)*~~
~~*Utah Code § 63A-17-511(1)(d) (2024)*~~

~~F.~~J. "Postpartum recovery leave eligible employee" means an employee who accrues paid leave in accordance with District leave policies who gives

birth to a child at 20 weeks or greater gestation.

~~Utah Code § 53G-11-209(1)(e) (2024)~~
~~Utah Code § 63A-17-511(1)(d) (2024)~~

~~G.~~K. "Qualified employee" means a parental leave eligible employee, ~~or~~ a postpartum recovery leave eligible employee, an adoption leave eligible employee, or a foster leave eligible employee.

~~Utah Code § 53G-11-209(1)(f) (2024)~~

L. "Young child" means an individual younger than six year old.

M. "Unmarried biological father" means a man who is the biological father of a child but who was not married to the biological mother at the time of the child's conception or birth.

~~H.~~ Utah Code § 53G-11-209(1)(m) (2026)

~~Utah Code § 78B-6-103(28) (2024)~~

IX. **Postpartum Recovery Leave**

A. Beginning July 202~~5~~6, an eligible employee who is full-time may take up to 3 work weeks of paid postpartum recovery leave. This leave is additional to and is not charged against any other type of paid leave the employee has. The leave must be taken beginning with the date of birth unless a health care provider certifies that it is medically necessary to begin the leave earlier. The leave must be used in a single continuous period unless prior written authorization otherwise is given by the Superintendent or the human resources director. This leave is consecutive to parental leave but consistent with Policy 5023~~DKC~~ is concurrent with FMLA leave. The leave allowance is not increased if more than one child is born from the same pregnancy.

~~Utah Code § 53G-11-209(2)(a), (c), (4) (2024)~~
~~Utah Code § 63A-17-511(2)(a)(ii), (4) (2024)~~

B. An eligible employee shall give the District at least 30 days' notice before the date the employee plans to begin using postpartum recovery leave and before the date the employee plans to stop using postpartum recovery leave unless circumstances beyond the employee's control prevent giving the notice. In that case, the employee shall give the notice as soon as reasonably practicable.

~~Utah Code § 63A-17-511(5) (2024)~~

X. **Parental Leave**

A. Beginning July 2025~~5~~6, an eligible employee who is full-time may take up to 3 work weeks of paid parental leave in a 12-month period. This leave is additional to and is not charged against any other type of paid leave the employee has. The leave cannot be taken before the date of the event making the employee eligible for the leave and must be taken within 6 months following the date of the qualifying event. The leave may not be used on an intermittent basis unless the District and the employee mutually agree in writing to intermittent use or unless a health care provider certifies that intermittent leave is medically necessary due to a serious medical condition of the child to whom the leave relates. This leave is consecutive to parental leave but consistent with Policy 5023 ~~DKC~~ is concurrent with FMLA leave. The leave allowance is not increased if more than one child is born from the same pregnancy, more than one child is adopted, or the employee is appointed as the guardian of more than one child or incapacitated adult. A qualified employee may not use both parental leave and foster leave with respect to the same child.

~~A.~~

~~*Utah Code § 53G-11-209(2)(a), (c), (4) (2024)*~~
~~*Utah Code § 63A-17-511(2)(a)(i), (3) (2024)*~~

B. An eligible employee shall give the District at least 30 days' notice before the date the employee plans to begin using parental leave unless circumstances beyond the employee's control prevent giving the notice. In that case, the employee shall give the notice as soon as reasonably practicable.

Adoption Leave—

Beginning July 2026, an eligible employee who is full-time may take up to 3 work weeks of paid adoption leave in a 12-month period. The amount of leave for eligible employees who are part-time or who work more than full-time is the prorated amount reflecting the amount by which the employee works less than or more than full-time. This leave is additional to and is not charged against any other type of paid leave the employee has. The leave cannot be taken before the day on which the young child is adopted and must be taken within 6 months following the adoption. The leave may not be used on an intermittent basis unless the District and the employee mutually agree in writing to intermittent use or unless a health care provider certifies that intermittent leave is medically necessary due to a serious medical condition of the adopted young child. A qualified employee may not use both adoption leave and foster leave with respect to the same young child. This leave is consecutive to parental leave taken for adoption of the child but consistent with Policy 5023 is concurrent with FMLA leave. The leave allowance is not increased if more than one young child is adopted. If a young child is adopted by two adoption leave eligible employees, those employees are entitled to a single 3-work-week period of paid adoption leave which they may allocate between them.

Utah Code § 53G-11-209(2)(a)(iii), (c), (5) (2026)
Utah Code § 63A-17-511(5), (7) (2026)

~~B.~~

~~*Utah Code § 63A-17-511(5) (2024)*~~

Foster Leave—

Beginning July 2026, an eligible employee who is full-time may take up to 4 work weeks of paid foster leave in a 12-month period. The amount of leave for eligible employees who are part-time or who work more than full-time is the prorated amount reflecting the amount by which the employee works less than or more than full-time. This leave is additional to and is not charged against any other type of paid leave the employee has. The leave cannot be taken before the day on which the child is placed in foster care with the eligible employee, must be taken within 6 months following the foster care placement, and may not be used after the child is no longer placed in foster care with the eligible employee. A qualified employee may not use both foster leave and parental leave with respect to the same child. A qualified employee may not use both foster leave and adoption leave with respect to the same young child. The leave may be used intermittently and runs concurrently with FMLA leave. The leave allowance is not increased if more than one child is placed in foster care with the employee. If a child is placed in foster care with two eligible employees, those employees are entitled to a single 4-work-week period of paid foster leave which they may allocate between them.

Utah Code § 53G-11-209(2)(a)(iv), (c), (5) (2026)
Utah Code § 63A-17-511(6), (7) (2026)

An eligible employee shall give the District at least 30 days' notice before the date the employee plans to begin using foster leave unless circumstances beyond the employee's control prevent giving the notice. In that case, the employee shall give the notice as soon as reasonably practicable. If two employees are entitled to a single period of paid foster leave, then they must give the District notice of the allocation between the employees at least 30 days before beginning to use the paid foster leave.

Utah Code § 63A-17-511(8) (2026)

Unused Leave—

A qualified employee who terminates employment with the District is not entitled to compensation for any unused postpartum recovery leave, parental leave, adoption leave, or foster leave.

Utah Code § 63A-17-511(10) (2026)

XI. Notice of Leave Benefits

A. The District shall provide written notice to all employees regarding a qualified employee's right to use postpartum recovery leave, ~~and~~ parental leave, adoption leave, and foster leave.

~~Utah Code § 53G-11-209(2)(d) (2024)~~

XII. Concurrent Leave

A. The Board designates all paid or unpaid leave for any reason to be counted as part of and included in the Family Medical Leave so that an employee shall be entitled to no more than twelve (12) weeks of Family Medical Leave and other types of leave taken together. The Superintendent of Schools must approve any exception to this.

~~B.~~A. The District hereby requires the employee to substitute any accrued vacation leave, personal leave, or family leave of the employee in place of any part of the twelve (12) week period of any leave under this policy.

XIII. **Unpaid Personal Leave**

A. Employees who choose to take more personal leave days than are allowed by contract will have a day's wages deducted from their contract for each day they are off. In addition, employees will be charged the daily costs of health insurance for each day they are off over and above those allowed by contract. The District will pay for a substitute that may be required.

XIV. **Foreseeable Leave**

A. An employee shall make reasonable effort to provide the District with at least thirty (30) days prior written notice of any anticipated leave under this policy whenever the leave is foreseeable.

XV. **Jury Leave**

A. An employee, who is summoned to serve on a jury, or required by subpoena to appear as a witness, shall be entitled to the difference between his or her regular compensation and compensation fees received for court duty or as a witness.

XVI. **Military Leave**

A. Unpaid "Military Leaves of Absence" shall be granted only upon the filing of letters of appointment or official orders, issued by a verifiable military authority, with the Superintendent. Military leave is subject to the following guidelines.

1. Military leave of absence shall be granted for the period of extended active duty as stated in the official orders plus an additional three (3) months.

2. In cases where extended active duty is terminated at a date earlier than the date in the original orders, the additional three (3) months of military leave shall begin on the date of release from active duty or honorable discharge.

3. Employees returning from military leave shall be assigned to a position comparable to the one terminated when they entered upon extended active duty. The Board may request a statement of medical history before re-appointment.

4. Special requests for military leave for periods of active duty for training shall be considered on an individual basis.

5. Employees who are members of the United States Army, Navy, Air Force, or Marine Organized Reserve shall be allowed not to exceed ten (10) working days per year to attend mandatory annual encampment or active-duty training in connection with the Reserve requirements. For those reservists whose base pay for the ten (10) day training results in a decrease in their District's monthly gross income, the District will guarantee no loss will be incurred in the monthly gross pay.

XVII. **Other Leave**

A. South Summit School District will follow current federal and state law in regard to Worker's Compensation and Americans with Disabilities Act.

Adoption Date: October 07, 2010
Last Reviewed Date: 3-13-2025
Last Revised Date: 3-13-2025
Prior Revised Dates: 06/11/2020, 06/10/2021, 1/11/2024

South Summit School District
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Background Checks
Policy 5042
Section: 5000 - Personnel

I. Policy Statement

A. The Board of Education is committed to providing a safe and secure educational and working environment for students and employees. As part of this effort, the District requires criminal background checks of licensed employees, non-licensed employees, contracted employees, and volunteers who will be working directly with students.

II. Definitions

A. A licensed employee is one who holds a current Utah educator license issued by the State Board of Education.

B. A non-licensed employee is one who does not hold a current Utah educator license issued by the State Board of Education.

C. A qualifying volunteer is a volunteer who will be given significant unsupervised access to a student in connection with the volunteer's assignment. For purposes of this policy, "qualifying volunteer" does not include an officer or employee of a cooperating employer which has an internship safety agreement with the District as provided in Policy 5071.

D. A contract employee is an employee of a staffing service or other entity who works at a District school under a contract.

E. Personal identifying information means an individual's current name, former names, nicknames and aliases; date of birth; address; telephone number; driver's~~driver~~ license number or other government-issued identification number; Social Security number; and fingerprints.

III. Required Employment Reference Checks

In addition to satisfying the requirements of this policy, the District shall also conduct such employment reference checks as are required by Policy 5003, Employee References and Letters of Recommendation.

IV. Application Notice and Waiver Regarding Background Checks

A. At the time a prospective employee or qualifying volunteer applies for employment or service with the District, such prospective employee or qualifying volunteer shall fill out an application providing the following warning:

1. All references stated in this application will be checked by the South Summit School District, and it is the policy of this School District that false information will be grounds for rejecting your application with no further consideration for the position; or, if such false information is discovered after hire, you will be subject to immediate termination for cause. Any false information may also be the grounds for criminal prosecution.

B. All employees, qualifying volunteers, and contract employees seeking employment with the District or service in a District school shall sign a written consent, release, waiver, and authorization which authorizes the District to request information from the individual's past employers and supervisors. The consent, release, waiver, and authorization shall also authorize the District to contact any applicable

licensing agency and former employers to obtain a background check, including a reference check, and to conduct a background search into the employee's criminal record, if any, or any other background check as the District deems necessary to satisfy itself of the quality and competence of the individual's~~individual s~~ credentials, including submitting personal identifying information to the Bureau of Criminal Identification within the Department of Public Safety and retaining the personal identifying information for ongoing monitoring. (Release Forms are available in Procedure 5042.)

V. Criminal Background Check and Monitoring for Licensed ~~Employeesemployees~~

A. All persons seeking a licensed employee position with the District shall provide their educator licensing information with their application for employment.

B. Prior to employing an individual as a licensed employee, the District shall confirm the individual's license status and standing with the State Board of Education, including inquiring regarding any prior or pending disciplinary actions or complaints.

C. Upon employing an individual as a licensed employee, the District shall request that the State Board of Education provide notification to the District of any changes or updates received by the State Board through its ongoing monitoring of the individual's criminal history and background.

VI. Criminal Background Check for Non-Licensed Employees and Volunteers

A. All non-licensed employees, qualifying volunteers, and contract employees seeking employment with the District or service in a District

school shall provide their personal identifying information with their application.

B. Non-licensed employees include substitute teachers who are not licensed by the State Board of Education.

C. The District shall obtain consent from each applicant seeking employment as a non-licensed employee or service as a qualifying volunteer or contract employee for (1) an initial fingerprint-based background check by the FBI and Bureau of Criminal Identification and (2) the retention of personal identifying information and ongoing monitoring by the Bureau of Criminal Identification. (Consent form is included in Procedure 5042.)

D. Prior to employing a non-licensed employee or permitting a contract employee or qualifying volunteer to provide service in a District school, the District shall require the individual to undergo a background check. The District shall submit the individual's personal identifying information, including fingerprints, to the Bureau of Criminal Identification for this background check.

E. Upon employing a non-licensed employee or permitting a contract employee or qualifying volunteer to provide service in a District school, the District shall request ongoing monitoring of the individual through the Bureau of Criminal Identification unless the individual is younger than 18 years old.

F. In the discretion of the Superintendent or the Superintendent's appointee, if the employment or service is to be temporary or for a very short term, the non-licensed employee, contract employee, or qualifying volunteer may be exempted from ongoing monitoring.

G. With respect to applications submitted by prospective non-licensed employees, contract employees, or qualifying

volunteers, the District will pay the cost of an applicant's background check.

VII. Use of Criminal History and Background Check Information

A. In making decisions in reliance on criminal history information, the District shall consider rules established by the State Board of Education and

1. any convictions, including pleas in abeyance;

2. any matters involving a felony; and

3. any matters involving an alleged:
4. sexual offense;

5. class A misdemeanor drug offense;

6. offense against the person under Title 76, Chapter 5, Offenses Against the Person;

7. class A misdemeanor property offense that is alleged to have occurred within the previous three years; and

8. any other type of criminal offense, if more than one occurrence of the same type of offense is alleged to have occurred within the previous eight years.

B. Information obtained pursuant to a criminal background check is confidential and may only be disclosed as provided herein.

VIII. Cloning National Background Check Information for Another School

At the request of another school or qualifying private school that requires a national background check for an employee or volunteer who is relocating, providing temporary volunteer services, or under contract, the District shall provide the other school an opportunity to clone the subscription or data from the FBI Rap Back System that the District obtained, as provided for by and in accordance with the requirements of Utah Code § 53-10-108.

IX. **Due Process**

A. A criminal conviction does not preclude employment with the District. The District has the sole and absolute discretion to determine whether the outcome of a criminal background check or driving record check is satisfactory. The safety and security of District~~district~~ students will be the foremost consideration. The Superintendent, Human Resources, and hiring manager shall consider each circumstance on a case-by-case basis to determine an applicant or current employee's~~employee s~~ suitability to work in the District. If the District disqualifies an applicant as a result of criminal history obtained from a background check, the District shall give the individual written notice of the disqualification and of the individual's right to request a review of the disqualification.

B. An individual disqualified by the District as a result of a background check may request a review of the information received by the District through the background check and of the reasons for the disqualification and may respond to the information and the reasons for disqualification. The District shall, consistent with the requirements of Utah Code to allow the individual to review the criminal history information received by the District.

X. **Privacy Risk Mitigation: Discontinuing Monitoring**

A. Upon termination of District employment of a licensed employee (whether by retirement, resignation, termination with or without cause, non-renewal, ¶
or any other reason), the District shall, by written notice to the Utah State Board of Education, request that the State Board cease to notify the District of information received by the State Board through its ongoing monitoring of the individual's criminal history and background.

B. Upon termination of District employment or service of a non-licensed employee, contract employee, or qualifying volunteer (whether by retirement, resignation, termination with or without cause, non-renewal, or any other reason), the District shall, by written notice to the Bureau of Criminal Identification, request that the Bureau discontinue its ongoing monitoring of the individual's criminal history and background and notices to the District regarding changes to criminal history and background.

XI. Check for State Board of Education Restrictions

A. Prior to employing an individual or allowing an individual to volunteer in a District school, the District shall ask the State Board of Education whether the individual (1) has been determined to be ineligible for an educator license, (2) is under suspension of license, or (3) has had an educator license revoked; the District shall also ask whether the individual is under restriction because of any of these actions.
B. If the individual is under restriction, the individual may not be employed by the District (including as a substitute teacher) nor allowed to volunteer in a District school.
C. If the individual has been subject to license action by the State Board of Education but is not under restriction, then the District shall determine whether to employ the individual or allow the individual to volunteer considering the nature of the license action and the circumstances underlying the action.

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References:

Utah Code § 53G-11-401(3), (6), (7) (2024)
Utah Code § 53G-11-402(1)(a)(iii) (2024)
Utah Admin. Rules R277-316-2(6), (10), (11), (13) (January 10, 2025)
Utah Code § 53G-11-402(1)(a) (2024)
Utah Code § 53-10-108(13)(b)(ii) (2025)
Utah Code § 53G-11-402(1)(b) (2024)
Utah Code § 53E-6-901(3) (2026)
Utah Admin. Rules R277-316-3(1)(a) (January 10, 2025)
Utah Code § 53G-11-402(1)(b)(iii) (2024)

Utah Code § 53G-11-402(1)(a), (c) (2024)
Utah Admin. Rules R277-316-3(1)(a) (January 10, 2025)
Utah Code § 53G-11-402(1)(c)(ii) (2024)
Utah Admin. Rules R277-316-3(1)(a) (January 10, 2025)
Utah Code § 53G-11-402(4) (2024)
Utah Code § 53G-11-402(2) (2024)
Utah Code § 53G-11-405(3) (2022)
Utah Code § 53G-11-402(3) (2024)
Utah Code § 53G-11-402(5) (2024)

South Summit School District
Achieving Excellence

Utah Code § 53G-11-405(1)(c) (2022)
Utah Code § 53G-11-405(1)(a), (b) (2022)
Utah Code § 53G-11-402(1)(d) (2024)
Utah Code § 53-10-108(13)(b)(iii) (2025)
Utah Code § 53G-11-402(1)(d) (2024)
Utah Code § 53-10-108(13)(b)(iii) (2025)
Utah Admin. Rules R277-316-3(1)(b) (January 10, 2025)
Utah Code § 53E-6-603(3)(a) (2026)
Utah Code § 53E-6-604(5)(e) (2026)
Utah Code § 53E-6-604.5 (2026)
Utah Code § 53E-6-901(5) (2026)

Utah Code § 53G-11-401(3), (7), (8) (2018)
Utah Code § 53G-11-402(1)(a) (2018) Utah Code § 53-10-108(13)(b)(ii) (2018) Utah Code § 53G-11-402(1)(b) (2018)
Utah Code § 53E-6-901(2) (2018)
Utah Code § 53G-11-402(1)(b)(iii) (2018) Utah Code § 53G-11-402(1)(a), (c) (2018) Utah Code § 53G-11-402(1)(c)(ii) (2018)
Utah Code § 53G-11-402(5) (2018)
Utah Code § 53G-11-402(2) (2018) Utah Code § 53G-11-405(3) (2015) Utah Code

§ 53G-11-402(4) (2018) Utah Code § 53G-11-405(1)(c) (2018)
Utah Code § 53-10-108
Utah Code § 53G-11-405(1)(a), (b) (2018) Utah Code § 53G-11-402(1)(d) (2018)
Utah Code § 53-10-108(13)(b)(iii) (2018) Utah Code § 53G-11-402(1)(d) (2018)
Utah Code § 53-10-108(13)(b)(iii) (2018)

Adoption Date: March 10, 2011 Last Reviewed Date: 02/09/2023 Last Revised Date: 02/09/2023 Prior Revised Dates:12/12/2019

South Summit School District
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Employee ~~Ethical Standards and~~ Codes of Conduct

Policy: 5081

Section: 5000 - Personnel

I. **Policy Statement**

A. The South Summit School District Board of Education requires district employees to comply with all applicable standards governing their professional and ethical conduct, including federal and state laws and regulations, board policies, and district administrative procedures. Adherence to these standards and codes of conduct will ensure the highest principles of ethical behavior as we work together to ensure the safety and well-being of our students, fellow employees, and community.

B. The purpose of this policy is to protect and uphold the trust vested in district employees by requiring that all employees comply with the applicable codes of conduct and exemplify ethical behavior.

C. Annual training on ethical standards and codes of conduct, which will include topics such as appropriate and inappropriate interactions with students, authorized outside employment, prohibited procurement activities, and acceptance of gifts or compensation, will be provided to all employees. New employees will receive ethical training aligned to their job responsibilities at the time of hire.

D. South Summit School District is committed to establishing and maintaining appropriate standards of conduct between staff members and students. These standards of conduct are also known as professional boundaries. Staff members shall maintain a professional and appropriate demeanor and professional and appropriate relationships with students; both during and outside of school hours, as well as both on and off campus, that foster an effective, non-disruptive and safe learning environment.

Legal References

Utah Admin. Rules R277-217-3(3) (November 21, 2025)
Utah Admin. Rules R277-210-2(6) (November 21, 2025)
Utah Admin. Rules R277-210-2(11) (November 21, 2025)
Utah Admin. Rules R277-210-2(36) (November 21, 2025)
Utah Admin. Rules R277-217-2, -3, -4, and -5 (November 21, 2025)
Utah Admin. Rules R277-217-2(1012) to (1214) (November 21, 2025)

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Achieving Excellence

Utah Admin. Rules R277-322-2(3) (August 7, 2024)
Utah Admin. Rules R277-495-4(1)(c) (October 8, 2025)
Utah Admin. Rules R277-217-2(5), (18) to (22) (November 21, 2025)
Utah Code § 76-5c-208 (2026)
Utah Admin. Rules R277-217-2(4), (7) to (9), (25) to (28) (November 21, 2025)
Utah Admin. Rules R277-217-3(2), (3) (November 21, 2025)
Utah Admin. Rules R277-322-2(2), (4) (August 7, 2024)
Utah Admin. Rules R277-322-3(3)(a) to (j) (August 7, 2024)
Utah Code § 63G-7-301(3)(a)(i), (b) (2025)
Utah Code § 76-5-422 (2025)
Utah Admin. Rules R277-210-2(44), (50) (November 21, 2025)
Utah Admin. Rules R277-217-2(6) (November 21, 2025)
Utah Admin. Rules R277-322-3(3)(c), (k)(i) (August 7, 2024)
Utah Admin. Rules R277-322-3(5)(a) (August 7, 2024)
Utah Admin. Rules R277-322-3(5)(b) (August 7, 2024)
Utah Admin. Rules R277-322-3(3)(k)(i), (5) (August 7, 2024)
Utah Admin. Rules R277-322-3(3)(k)(ii) (August 7, 2024)
Utah Code § 63G-7-301(3)(b) (2025)
Utah Admin. Rules R277-322-3(6) (August 7, 2024)
Utah Admin. Rules R277-322-3(3)(k)(iii) (August 7, 2024)
Utah Code § 53G-9-207(3) (2026)
Utah Code § 53G-6-806(4) (2026)
Utah Admin. Rules R277-322-3(4) (August 7, 2024)

~~Utah Code Ann. §63G-6a-2401, Unlawful Conduct and Penalties~~
~~Utah Code Ann. §67-16-1 et seq., Utah Public Officers' and Employees' Ethics Act~~
~~Utah Admin. Code R277-217, Utah Educator Standards and LEA Reporting~~

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~~Utah Admin. Code R277-530, Utah Effective Educator Standards~~

Adopted Date: June 9, 2022
Last Reviewed Date:
Last Revised Date:
Prior Revised Dates:

Adoption Date: **June 09, 2022**
Classification:
Revised Dates: **;**

Created: 17 January 2023
Modified: 18 November 2025

Employment:
Student Support Scope of Practice

Definitions—

1. "Counseling" means a method used by school counselors, school psychologists, and school social workers to assist individuals and groups in learning how to solve problems, develop coping strategies, and make decisions about personal, health, social, emotional, behavioral, educational, vocational, financial, and other interpersonal concerns.
2. "Mental health services" has the same meaning as "practicing mental health therapy" as defined by in Utah Code § 58-60-102(17).
3. "Psychological services" includes:
    a. administering psychological and education assessments, and other assessment procedures;
    b. interpreting assessment results;
    c. obtaining, integrating, and interpreting information about student behavior and conditions relating to learning;
    d. consulting with other staff members in planning school programs to meet the special educational needs of student as indicated by psychological assessments, interviews, direct observation, and behavioral evaluations;
    e. planning and managing a program of psychological services, including psychological counseling for students and parents; and
    f. assisting in developing positive behavior intervention strategies.
4. "Student support license areas" mean the following license areas of concentration:
    a. School Counselor
    b. School Psychologist
    c. School Social Worker

Utah Admin. Rules R277-313-2 (August 7, 2025)
Utah Admin. Rules R277-301-2(6) (November 7, 2025)
Utah Code § 58-60-102(17) (2025)

Scope of Practice for Student Support Licensed Educators—

Subject to the requirements and restrictions set out in Policy 6070, an educator who holds a student support license area of concentration may do any of the following:

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1. make referrals for students and families to community mental and behavioral health resources;
2. provide professional learning to staff and information regarding prevention and mental health related topics to students and families, within the scope of their licensure;
3. provide counseling to individuals and small groups of students with identified needs and concerns;
4. provide, coordinate, and participate in crisis intervention and prevention, including assessing students for risk of suicide;
5. participate in a multi-disciplinary team for the development of student special services, including behavior intervention plans, Section 504 accommodations, and individualized education program services;
6. conduct assessments in which the individual is trained in the ethical administration, scoring, and interpretation related to the intended use of the assessment and meet the assessment publisher's criteria for administration; and;
7. act as a related service provider to provide counseling services for students with an individualized education program consistent with State Board of Education rules.

Utah Admin. Rules R277-313-3(1) (August 7, 2025)

An educator who holds a School Counselor license area of concentration may implement a school counseling program as outlined in State Board of Education Rule R277-462 and Utah K-12 comprehensive school counseling program components. The educator may also provide mental health services in the school setting under the conditions set out in Policy 6070. To the extent a school counselor's services do not constitute school mental health services so as to require parental consent under Policy 6070, the counselor shall obtain written parental consent prior to providing counseling services to a student.

Utah Admin. Rules R277-313-3(2), (3) (August 7, 2025)
Utah Admin. Rules R277-313-4(1) (August 7, 2025)

An educator who holds a School Psychologist license area of concentration may provide psychological services for special education.

Utah Admin. Rules R277-313-3(4) (August 7, 2025)

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