



# OGDEN PREPARATORY ACADEMY

## Ogden Preparatory Academy

### OPA Board of Directors Meeting

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#### Date and Time

Thursday April 14, 2022 at 4:30 PM MDT

#### Location

1435 Lincoln Avenue  
Ogden UT 84404

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VISION: Ogden Preparatory Academy's vision is to create a positive, nurturing environment for students to grow and learn as they develop the skills necessary to become tomorrow's leaders. Through high academic expectations and experiences, bilingual exposure, leadership roles and commitment to community, OPA students will gain confidence and a sense of self worth that will prepare them to face the challenges in a competitive world.

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#### Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>4:30 PM</b>
<b>A. Record Attendance</b>		Stefanie Zwygart	1 m
<b>B. Call the Meeting to Order</b>		Stefanie Zwygart	1 m
<b>C. Approve Minutes</b>	Approve Minutes	Stefanie Zwygart	1 m
Approve minutes for OPA Board of Directors Meeting on March 10, 2022			
<b>D. Approve Minutes</b>	Approve Minutes	Stefanie Zwygart	1 m
Approve minutes for OPA Board of Directors Meeting - Electronic on March 18, 2022			
<b>E. Opportunity for Public Input</b>	Discuss	Stefanie Zwygart	5 m
<b>F. Consent Calendar</b>	Vote	Stefanie Zwygart	5 m

1. Ratify votes from previous meetings:

1. Approved minutes from 01/12/2022, 2/10/2022 meetings.
2. Authorized the RFP process.
3. Requested charter amendment for continued distance learning program.

- |   | Purpose | Presenter | Time |
|---|---------|-----------|------|
| 4. Approval of construction proposals for Silverpeak design, Stout Construction, and Roundtable Funding.                                  |         |           |      |
| 5. Approval of AVID annual agreement.   |         |           |      |
| 6. Selection of Life Touch as photography and yearbook vendor for FY23.   |         |           |      |
| 7. Approval of Spanish Assessment purchase.   |         |           |      |
| 8. Approval of Panorama purchase.   |         |           |      |
| 9. Approval of Red Apple Agreement Extension.   |         |           |      |
| 10. Approval of FY23 School Calendar.   |         |           |      |
| 11. Approval of FY23 School Land Trust Plan.  |         |           |      |
| 12. Approval of FY23 Salary Schedules.  |         |           |      |
| 13. Approval of FY23 Fee Schedule.  |         |           |      |
| 14. Approval of Benefit Handbook amendments, effective FY23.  |         |           |      |
| 15. Approval of policies: 1.03.POL updated, 1.04.POL archived, 2.03.POL archived, 8.04.POL archived, 3.12.POL approved, 6.09.POL updated. |         |           |      |
| 16. Selection of E-Rate vendor, Net Diverse.  |         |           |      |
| 17. Approval of chromebook purchases.   |         |           |      |
| 18. Selection of Black's Lawn and Junk for lawn and snow removal services.  |         |           |      |

**II. Executive Session 4:44 PM**

- |   |      |                  |     |
|---|------|------------------|-----|
| <b>A. Enter Closed Session</b>  | Vote | Stefanie Zwygart | 5 m |
| To protect the privacy of an individual.  |      |                  |     |
| <b>B. Exit Closed Session</b>   | Vote | Stefanie Zwygart | 5 m |
| <b>C. Student Discipline</b>  | Vote | Stefanie Zwygart | 5 m |
| Opportunity to vote on student issue discussed in closed session.   |      |                  |     |
| <b>D. Director Evaluation, Salary, and Bonus</b>  | Vote | Stefanie Zwygart | 5 m |
| Opportunity to approve discussion during closed session regarding Director's evaluation, salary, and bonus. |      |                  |     |

**III. Finance 5:04 PM**

- |  |         |               |     |
|--|---------|---------------|-----|
| <b>A. Financial Review</b>   | Discuss | Spencer Adams | 5 m |
| <b>B. Red Apple Finance Agreement</b>  | Vote    | Debbie Deem   | 5 m |
| Amended to allow for up to a 2% increase in fees each year based on WPU and LRF increases. |         |               |     |

**IV. Administrative Report 5:14 PM**

- |   |         |                     |      |
|---|---------|---------------------|------|
| <b>A. Administrative Board Report</b>   | Discuss | Administrative Team | 15 m |
| <b>B. Health Curriculum Approval</b>  | Vote    | Stefanie Zwygart    | 5 m  |
| We use the USBE approved curriculum Essential Health Skills for Middle School. It is required that the use be approved in a public meeting. |         |                     |      |

	Purpose	Presenter	Time
<b>V. Policies</b>			<b>5:34 PM</b>
<b>A. Policy Updates</b>	Vote	Stephanie Mathers	5 m
<ul style="list-style-type: none"> <li>1. Archive the following:                             <ul style="list-style-type: none"> <li>1. 7.09.POL</li> </ul> </li> <li>2. Revise the following:                             <ul style="list-style-type: none"> <li>1. 2.01.POL</li> <li>2. 7.12.POL Credit Acceptance Policy</li> </ul> </li> <li>3. Approve the following                             <ul style="list-style-type: none"> <li>1. 4.09.POL (templates are attached, but do not need Board approval)</li> </ul> </li> </ul>			

<b>VI. Other Business</b>			<b>5:39 PM</b>
<b>A. Required Trainings</b>	FYI		
Annual Trainings for Board Members: Open Meetings Act - Annually (completed: Bill, Sara, Molly) School Land Trust - Annually (completed: Stefanie, Bill, Jessica, Sara, Molly) State Auditor Trainings - only once per term. (Completed: Tyler, Sara, Molly) USBE Internal Audit Trainings - only once (completed: Stefanie, Bill, Tyler, Molly, Sara)			

<b>VII. Closing Items</b>			
<b>A. Adjourn Meeting</b>	FYI	Stefanie Zwygart	

# Coversheet

## Approve Minutes

**Section:** I. Opening Items  
**Item:** C. Approve Minutes  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for OPA Board of Directors Meeting on March 10, 2022

APPROVED



OGDEN PREPARATORY  
ACADEMY

## Ogden Preparatory Academy

# Minutes

## OPA Board of Directors Meeting

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### Date and Time

Thursday March 10, 2022 at 4:30 PM

### Location

1435 Lincoln Avenue  
Ogden UT 84404

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VISION: Ogden Preparatory Academy's vision is to create a positive, nurturing environment for students to grow and learn as they develop the skills necessary to become tomorrow's leaders. Through high academic expectations and experiences, bilingual exposure, leadership roles and commitment to community, OPA students will gain confidence and a sense of self worth that will prepare them to face the challenges in a competitive world.

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### Directors Present

J. Howell (remote), M. Ward (remote), S. Mejeur (remote), S. Zwygart, T. D'Hulst

### Directors Absent

M. Swenson, W. Davis

### Directors who arrived after the meeting opened

S. Mejeur

### Ex Officio Members Present

A. Perez, D. Deem, K. Kennington, S. Lopez, S. Mathers (remote)

### Non Voting Members Present

A. Perez, D. Deem, K. Kennington, S. Lopez, S. Mathers (remote)

### Guests Present

E. Callison, S. Adams, S. Wright, T. Young (remote)

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## I. Opening Items

A.

## **Record Attendance**

### **B. Call the Meeting to Order**

S. Zwygart called a meeting of the board of directors of Ogden Preparatory Academy to order on Thursday Mar 10, 2022 at 4:40 PM.

### **C. Approve Minutes**

T. D'Hulst made a motion to approve the minutes from OPA Board of Directors Meeting on 02-10-22.

M. Ward seconded the motion.

The board **VOTED** to approve the motion.

### **D. Opportunity for Public Input**

No public comments.

### **E. Consent Calendar**

Table until next month.

### **F. Employee of the Month: January**

Highlight our wonderful staff!

S. Mejeur arrived at 5:09 PM.

## **II. Executive Session**

### **A. Enter Closed Session**

T. D'Hulst made a motion to Enter a closed session to protect the rights of an individual.

M. Ward seconded the motion.

The board **VOTED** to approve the motion.

#### **Roll Call**

T. D'Hulst	Aye
S. Mejeur	Absent
S. Zwygart	Aye
J. Howell	Aye
M. Swenson	Absent
M. Ward	Aye
W. Davis	Absent

### **B. Exit Closed Session**

T. D'Hulst made a motion to Exit Closed Session.

M. Ward seconded the motion.

The board **VOTED** to approve the motion.

#### **Roll Call**

M. Ward	Aye
S. Zwygart	Aye
M. Swenson	Absent
J. Howell	Aye
W. Davis	Absent

**Roll Call**

T. D'Hulst Aye  
S. Mejeur Aye

**C. Student Discipline**

T. D'Hulst made a motion to Proceed with the plan as discussed in closed session.  
J. Howell seconded the motion.  
The board **VOTED** to approve the motion.

**D. Construction Proposals**

T. D'Hulst made a motion to Approve the construction proposals as discussed in closed session.  
M. Ward seconded the motion.

- Round Table RFP - score of 90
  - No second proposal provided.
- Silver Peak RFP - score of 50
  - Second proposal received 43 points.
- Stout RFP - score of 100
  - Second proposal received 99 points.

The board **VOTED** to approve the motion.

**III. Finance**

**A. Financial Review**

Looking at end of February budget - 66% of the way through the year.

- Operating Margin
- Revenues
- Expenses
- Enrollment

Starting to work on next year's budget.

**B. AVID Annual Agreement**

J. Howell made a motion to approve AVID agreement for the new year.  
S. Mejeur seconded the motion.  
Renew our contract.  
The board **VOTED** to approve the motion.

**C. Student Photography and Yearbook Provider for FY23**

T. D'Hulst made a motion to approve Lifetouch as our Photography and Yearbook Provider.  
J. Howell seconded the motion.  
We switched to a new company this year - Bell. We are not happy with various things, and haven't gotten great customer service.

We would like to go back to Lifetouch for next year. The yearbook prices will be a couple dollars more.

The board **VOTED** to approve the motion.

**D.**

### **Spanish Assessment**

T. D'Hulst made a motion to approve the Spanish Assessment testing.

S. Mejeur seconded the motion.

Purpose: To get an assessment to match with OPA teaching Spanish. We want to see how students are progressing and improving in their Spanish.

The plan is to use the data for the teachers to inform their instruction. It will also be able to assist with the vertical curriculum as they are building it. It can also help with class placement.

Discussed the Spanish standards.

Test grades 3-9 in the verbal assessment. (This is the assessment that the state uses for dual immersion). We will need to pay for this every year. We can look into something to pay for it

The board **VOTED** to approve the motion.

### **E. Panorama**

T. D'Hulst made a motion to approve the purchase of the Panorama system.

S. Mejeur seconded the motion.

A comprehensive platform to pull in student data information all into one place.

Discussed all the benefits and usage this will give.

The board **VOTED** to approve the motion.

### **F. Red Apple Agreement Extension**

S. Mejeur made a motion to approve the project management agreement with Red Apple.

J. Howell seconded the motion.

Extension on our Red Apple agreement - this will allow them to assist with requirements on the construction of the new building.

The board **VOTED** to approve the motion.

## **IV. Administrative Report**

### **A. Administrative Board Report**

#### **Junior High**

- Moving forward with the 5x5 schedule for next year. Leadership team is working on finalizing this and the plan to communicate with students and parents.
- Course selections are going out to students for next year
- AVID students went to the OWTC for a nice career fair
- LIA conference at Weber State
- Girls Basketball season is over - they won 1 game.
- Boys Soccer will be starting next
  - Baseball team - not moving forward, there isn't enough interest with it

#### **Elementary**



- Some updates to the schedule for next year. Want longer, uninterrupted blocks for the core subjects. Spanish and Specials class time have adjusted.
- K-5 Math Curriculum search as started

### **Grants**

- technology grant to get i-ready for next year
- kitchen grant for equipment for the new building

- Based on the feedback from our Accreditation, we are currently working on Restructuring Leadership system in the school. We want to streamline for next year. This will allow us to be more focused.
- APPEL Audit
- Donors Choose - district page
- Pavilion - cement will start in the next couple of weeks
- Sound system
- Food Service - All the waivers are going away. Lunch will be resuming normal for summer lunch this year.
  - Lunch balances for 9th graders: can be transferred or it can be refunded.

### **B. Special Education Annual Report**

RDA Letter - compliance and performance of the special education.

Tier data score- Dropped to a 3. Will be receiving support from USBE for next year.

Went through and discussed all the indicators.

- State Assessment Participation
- State Assessment Proficiency
- Alternate Assessment Proficiency
- Gap Calculation (gened vs sped students)
- Suspension and expulsion rates
- Access to general curriculum
- Parent involvement
- Disproportionality
- Child Find/Initial Evaluation Timelines
- Secondary transition plans

### **C. FY23 School Calendar**

T. D'Hulst made a motion to approve the 22-23 Ogden Preparatory Academy calendar with a change to the instructional days and hours.

M. Ward seconded the motion.

Major change - Minimum day dismissal changed back to 12:45

180 days and 990 hours requirement. - We meet the days and are over the hours.

The board **VOTED** to approve the motion.

**D. FY23 School Land Trust Plan**

T. D'Hulst made a motion to approve the School Land Trust plan.

J. Howell seconded the motion.

Will be using this for Math.

The board **VOTED** to approve the motion.

**E. OPA Salary Schedules**

T. D'Hulst made a motion to approve the salary schedules as attached.

S. Mejeur seconded the motion.

Needed to update to be more competitive with neighboring districts.

The board **VOTED** to approve the motion.

**V. Policies**

**A. FY23 Fee Schedule**

T. D'Hulst made a motion to approve the fee schedule as listed in the agenda.

S. Mejeur seconded the motion.

The board **VOTED** to approve the motion.

**B. OPA Benefit Handbook**

T. D'Hulst made a motion to approve the benefits handbook changes.

M. Ward seconded the motion.

A few updates for the new year.

Of note: hourly employees - 5 days PTO they can use whenever instead of 5 holidays.

The board **VOTED** to approve the motion.

**C. Policy Updates**

T. D'Hulst made a motion to approve all the policies as listed in the agenda.

J. Howell seconded the motion.

Went through and summarized the new policy changes.

The board **VOTED** to approve the motion.

**VI. Closing Items**

**A. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:34 PM.

Respectfully Submitted,

S. Zwygart

# Coversheet

## Approve Minutes

**Section:** I. Opening Items  
**Item:** D. Approve Minutes  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:**  
Minutes for OPA Board of Directors Meeting - Electronic on March 18, 2022

APPROVED



OGDEN PREPARATORY  
ACADEMY

## Ogden Preparatory Academy

### Minutes

#### OPA Board of Directors Meeting - Electronic

---

**Date and Time**

Friday March 18, 2022 at 10:00 AM

**Location**

1435 Lincoln Avenue  
Ogden UT 84404

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VISION: Ogden Preparatory Academy's vision is to create a positive, nurturing environment for students to grow and learn as they develop the skills necessary to become tomorrow's leaders. Through high academic expectations and experiences, bilingual exposure, leadership roles and commitment to community, OPA students will gain confidence and a sense of self worth that will prepare them to face the challenges in a competitive world.

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**Directors Present**

J. Howell (remote), M. Swenson (remote), M. Ward (remote), S. Mejeur (remote), W. Davis (remote)

**Directors Absent**

S. Zwygart, T. D'Hulst

**Directors who arrived after the meeting opened**

M. Ward

**Ex Officio Members Present**

A. Perez, D. Deem (remote), K. Kennington (remote)

**Non Voting Members Present**

A. Perez, D. Deem (remote), K. Kennington (remote)

**Guests Present**

E. Callison (remote), S. Wright

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## I. Opening Items

### A. Record Attendance

### B. Call the Meeting to Order

S. Mejeur called a meeting of the board of directors of Ogden Preparatory Academy to order on Friday Mar 18, 2022 at 10:06 AM.

M. Ward arrived at 10:14 AM.

Kasey Kennington arrived.

### C. Public Comment

No public comment.

## II. Discussion

### A. E-Rate Funding

W. Davis made a motion to Approve the quote for networking installation for the new building with NetDiverse for up to \$180,083.18.

J. Howell seconded the motion.

Through the RFP process we received 2 proposals - NetDiverse and Onward.

Proposals and the evaluations were discussed.

The board **VOTED** to approve the motion.

### B. Technology Purchases

W. Davis made a motion to approve the bluum quote for \$151,050.00 for the chromebooks.

J. Howell seconded the motion.

Went through the different quotes received for the chromebook purchases.

Discussed the comparison and price differences.

The board **VOTED** to approve the motion.

### C. Lawn and Snow Services

M. Ward made a motion to approve Black's Lawn and Junk.

J. Howell seconded the motion.

Received 4 separate quotes for lawn and snow services.

Discussed the comparisons and rubric scoring given for each quote.

The board **VOTED** to approve the motion.

## III. Closing Items

### A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 10:42 AM.

Respectfully Submitted,

S. Mejeur

# Coversheet

## Financial Review

<b>Section:</b>	III. Finance
<b>Item:</b>	A. Financial Review
<b>Purpose:</b>	Discuss
<b>Submitted by:</b>	
<b>Related Material:</b>	Budget Summary_March 2022.pdf Budget Detail_March 2022.pdf



# Ogden Preparatory Academy

## Financial Summary

As of 2/28/2022



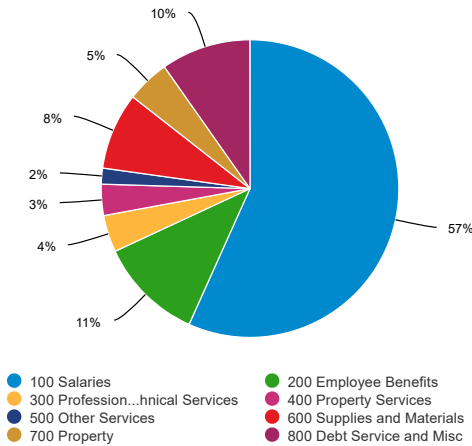
### Financial Summary

Category	YTD Amount	Total Budget	Total Forecast	% Target	% Forecast
<b>Revenue (3 School categories)</b>					
1000 Local Revenue	\$69,871	\$126,316	\$81,641	75.0%	85.6%
3000 State Revenue	\$6,744,714	\$8,947,308	\$8,974,624	75.0%	75.2%
4000 Federal Revenue	\$782,910	\$1,192,426	\$1,900,269	75.0%	41.2%
<b>TOT</b>	<b>\$7,597,495</b>	<b>\$10,266,050</b>	<b>\$10,956,534</b>		
<b>Expense (8 School categories)</b>					
100 Salaries	-\$4,482,115	-\$5,769,482	-\$6,012,657	75.0%	74.5%
200 Employee Benefits	-\$809,692	-\$1,187,145	-\$1,205,145	75.0%	67.2%
300 Professional and Technical Services	-\$268,917	-\$410,117	-\$424,641	75.0%	63.3%
400 Property Services	-\$257,663	-\$301,800	-\$359,800	75.0%	71.6%
500 Other Services	-\$82,689	-\$232,878	-\$183,878	75.0%	45.0%
600 Supplies and Materials	-\$610,649	-\$826,245	-\$886,245	75.0%	68.9%
700 Property	-\$295,669	-\$195,000	-\$496,000	75.0%	59.6%
800 Debt Service and Misc	-\$654,494	-\$1,027,842	-\$1,032,842	75.0%	63.4%
<b>TOT</b>	<b>-\$7,461,889</b>	<b>-\$9,950,509</b>	<b>-\$10,601,208</b>		
<b>TOT</b>	<b>\$135,606</b>	<b>\$315,541</b>	<b>\$355,326</b>		

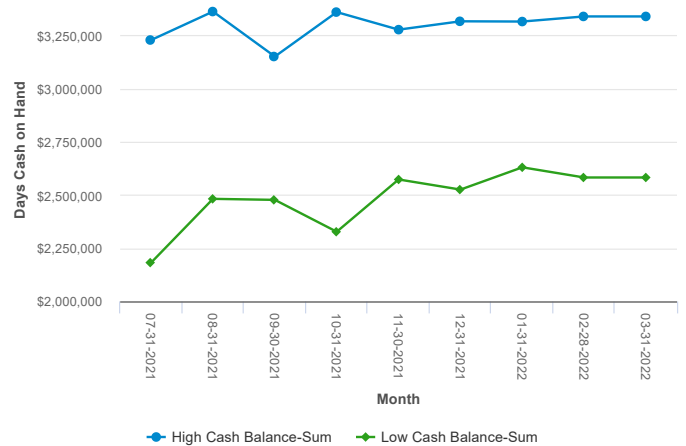
### Financial Metrics

Financial Metric	Covenant	Target	Forecast
Net Income		327,649	355,326
Operating Margin		3.0	3.24
Debt Service Ratio	1.10	1.25	1.36
Unrestricted Days Cash	30	100	113
% Building		20%	8.9
Ending Cash Balance			3,281,752

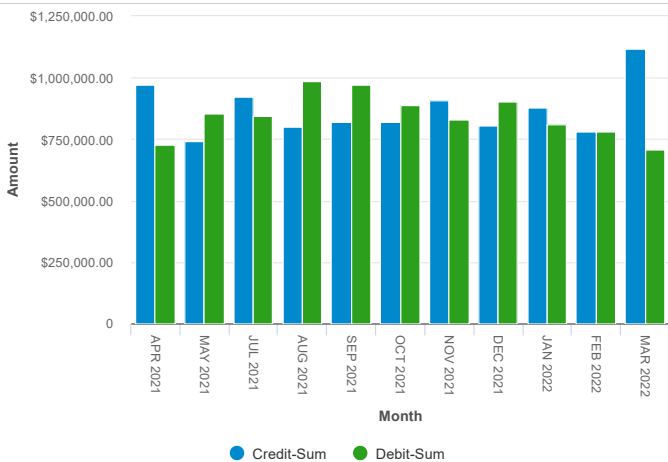
### Expense Distribution



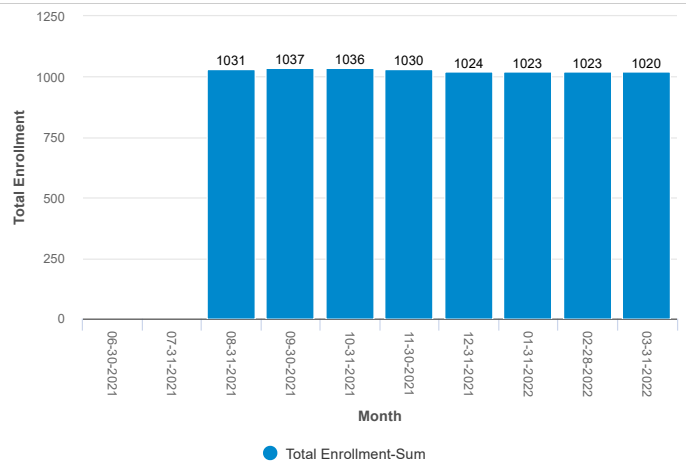
### Cash Balance



### Revenue vs Expenses



### Enrollment Trend





## Finance Manager : School Budget | Current Yr Budget

### Current Yr Budget

Budget Name	PY Amount	YTD Amount	Budget	Variance	Forecast	% Target	% of Forecast
<b>Ogden Preparatory - Revenue - 1000 Local Revenue - 85.6% (12 School budgets)</b>							
1510 Interest on Investments	\$21,633	\$10,702	\$25,000	-\$9,000	\$16,000	75.0%	66.9%
1600 Lunch Program (Students & Adults)	\$5,664	\$3,941	\$0	\$3,941	\$3,941	75.0%	100.0%
1710 Student Sales	\$11,645	\$8,672	\$15,000	-\$5,000	\$10,000	75.0%	86.7%
1710 OPAPO	\$16,023		\$0	\$0	\$0	75.0%	
1710 Art Expo			\$1,500	\$0	\$1,500	75.0%	
1740 Student Fees	\$21,369	\$15,528	\$14,816	\$717	\$15,533	75.0%	100.0%
1741 Trips		\$11,992	\$40,000	-\$20,000	\$20,000	75.0%	60.0%
1790 Sports	-\$35		\$3,000	-\$3,000	\$0	75.0%	
1910 Rental of Facility	\$360	\$825	\$0	\$825	\$825	75.0%	100.0%
1920 Contributions & Donations	\$5,270	\$13,842	\$2,000	\$11,842	\$13,842	75.0%	100.0%
1920 Fundraising			\$25,000	-\$25,000	\$0	75.0%	
1990 Miscellaneous	\$2,222	\$4,368	\$0	\$0	\$0	75.0%	
<b>TOT</b>	<b>\$84,150</b>	<b>\$69,871</b>	<b>\$126,316</b>	<b>-\$44,675</b>	<b>\$81,641</b>		
<b>Ogden Preparatory - Revenue - 3000 State Revenue - 75.2% (33 School budgets)</b>							
0.3005 Regular School Prgm K	\$184,825	\$151,658	\$195,464	\$6,210	\$201,674	75.0%	75.2%
0.301 Regular School Prgm 1-12	\$3,197,699	\$2,495,418	\$3,381,771	-\$72,244	\$3,309,527	75.0%	75.4%
0.302 Professional Staff	\$257,503	\$201,559	\$273,195	-\$5,840	\$267,355	75.0%	75.4%
0.32 Charter School Base Amount	\$15,000	\$76,879	\$100,399	\$2,106	\$102,505	75.0%	75.0%
31.1205 Special Education -- Add-On	\$559,466	\$444,454	\$592,605	\$0	\$592,605	75.0%	75.0%
31.121 Special Education -- Self-Contained	\$50,304	\$38,296	\$51,062	\$0	\$51,062	75.0%	75.0%
31.122 Special Education -- Extended Year	\$4,234	\$3,365	\$4,466	\$0	\$4,466	75.0%	75.3%
31.1225 Special Education - Impact Aid	\$10,242	\$8,474	\$11,230	\$0	\$11,230	75.0%	75.5%
31.1278 Special Education- Extended Year Stipend	\$5,290	\$2,645	\$0	\$2,645	\$2,645	75.0%	100.0%
31.5201 Class Size Reduction K-8	\$302,060	\$238,321	\$323,748	-\$7,902	\$315,846	75.0%	75.5%
31.5344 Enhancement for At-risk students	\$94,001	\$126,983	\$169,310	\$0	\$169,310	75.0%	75.0%
31.5695 Early Intervention General	\$30,000		\$90,000	-\$90,000	\$0	75.0%	
32.5658 COVID 19 Stipend	\$172,008		\$0	\$0	\$0	75.0%	
32.5665 Grow Your Own Teacher & Counselor		\$47,040	\$0	\$15,570	\$15,570	75.0%	302.1%
33.5331 Gifted and Talented	\$7,599	\$6,346	\$7,169	\$0	\$7,169	75.0%	88.5%
33.5641 Early Intervention	\$90,000	\$91,989	\$30,000	\$92,652	\$122,652	75.0%	75.0%
33.5805 Early Literacy (K-3)	\$57,567	\$56,311	\$62,245	\$12,836	\$75,081	75.0%	75.0%
34.5662 Outdoor Recreation Grant			\$0	\$10,000	\$10,000	75.0%	
34.5807 TSSP (Teacher Salary Supplement Prgm)	\$8,354	\$8,034	\$0	\$0	\$0	75.0%	
34.5868 Teacher Supplies & Materials	\$9,567	\$9,958	\$9,382	\$576	\$9,958	75.0%	100.0%
34.5876 Charter School Local Replacement	\$2,661,918	\$2,111,796	\$2,809,040	-\$8,103	\$2,800,937	75.0%	75.4%

Budget Name	PY Amount	YTD Amount	Budget	Variance	Forecast	% Target	% of Forecast
34.5876 Educator Salary Adjustment	\$313,169	\$247,261	\$313,169	\$16,512	\$329,681	75.0%	75.0%
34.5911 ELL Software	\$13,500		\$0	\$41,833	\$41,833	75.0%	
35.542 School Land Trust	\$133,964	\$138,078	\$136,897	\$1,181	\$138,078	75.0%	100.0%
35.5655 Digital Teaching & Learning	\$61,465		\$64,851	\$0	\$64,851	75.0%	
35.5666 Professional Learning		\$5,524	\$0	\$7,365	\$7,365	75.0%	75.0%
35.5678 TSSA	\$160,585	\$140,911	\$188,095	-\$1,417	\$186,678	75.0%	75.5%
35.5679 Student Health & Counseling	\$16,774	\$10,750	\$57,137	\$0	\$57,137	75.0%	18.8%
35.581 Library Books & Electronic Res	\$1,095	\$810	\$1,073	\$3	\$1,076	75.0%	75.3%
38.5644 STEM Endorsement Center	\$11,146		\$0	\$0	\$0	75.0%	
38.5672 Substance Abuse		\$2,333	\$0	\$2,333	\$2,333	75.0%	100.0%
38.5674 Suicide Prevention	\$1,066	\$1,000	\$0	\$1,000	\$1,000	75.0%	100.0%
38.807 Liquor Tax (Lunch Program)	\$84,746	\$78,522	\$75,000	\$0	\$75,000	75.0%	104.7%
<b>TOT</b>	<b>\$8,515,146</b>	<b>\$6,744,714</b>	<b>\$8,947,308</b>	<b>\$27,316</b>	<b>\$8,974,624</b>		
<b>Ogden Preparatory - Revenue - 4000 Federal Revenue - 41.2% (25 School budgets)</b>							
42.721 ESSER CARES	\$124,503	\$1,600	\$0	\$1,600	\$1,600	75.0%	100.0%
42.7215 ESSER II			\$330,000	\$318,979	\$648,979	75.0%	
42.722 GEER Funding	\$34,564		\$0	\$0	\$0	75.0%	
42.7225 ESSER III ARPA			\$0	\$250,000	\$250,000	75.0%	
42.723 GEERS II			\$0	\$20,204	\$20,204	75.0%	
45.728 PPE	\$8,255		\$0	\$0	\$0	75.0%	
45.728 Corona Relief Funds	\$25,959		\$0	\$0	\$0	75.0%	
45.8079 After School Program		\$3,651		\$2,842	\$2,842	75.0%	128.5%
45.8081 Emergency Operating Funds		\$3,972	\$0	\$3,972	\$3,972	75.0%	100.0%
47.729 CARES Wifi	\$87,103		\$0	\$0	\$0	75.0%	
47.729 Weber CARES	\$62,000		\$0	\$0	\$0	75.0%	
48.7801 Title I - Remedial Services	\$238,405	\$125,986	\$221,696	\$0	\$221,696	75.0%	56.8%
48.786 Title II	\$49,987	\$37,285	\$36,535	\$0	\$36,535	75.0%	102.1%
48.786 Title II School Leader (MAPP)		\$14,848	\$0	\$14,848	\$14,848	75.0%	100.0%
48.788 Title III A - English Lang Acq	\$21,809	\$20,033	\$18,962	\$338	\$19,300	75.0%	103.8%
48.7905 Supporting Effective Instruction	\$9,063		\$0	\$0	\$0	75.0%	
4522 IDEA Preschool	\$2,995		\$2,706	\$781	\$3,487	75.0%	
4522 IDEA Preschool ARP				\$3,322	\$3,322	75.0%	
4524 IDEA	\$159,570	\$89,380	\$151,827	\$6,791	\$158,618	75.0%	56.3%
4524 IDEA ARP				\$43,226	\$43,226	75.0%	
4526 MTSS Grant	\$6,000	\$6,000	\$6,000	\$0	\$6,000	75.0%	100.0%
4560 Kitchen Equipment Grant	\$43,418		\$0	\$26,560	\$26,560	75.0%	
4560 National School Lunch Program	\$37,480	\$34,389	\$49,700	\$0	\$49,700	75.0%	69.2%
4560 NSLP - Free & Reduced	\$280,304	\$372,639	\$300,000	\$14,380	\$314,380	75.0%	118.5%
4560 NSLP - Breakfast	\$82,980	\$73,129	\$75,000	\$0	\$75,000	75.0%	97.5%
<b>TOT</b>	<b>\$1,274,394</b>	<b>\$782,910</b>	<b>\$1,192,426</b>	<b>\$707,843</b>	<b>\$1,900,269</b>		

Budget Name	PY Amount	YTD Amount	Budget	Variance	Forecast	% Target	% of Forecast
<b>Ogden Preparatory - Expense - 100 Salaries - 74.5% (19 School budgets)</b>							
121 Principals and Assistants	-\$460,370	-\$446,570	-\$516,355	-\$108,033	-\$624,388	75.0%	71.5%
131 Teachers	-\$2,754,137	-\$2,325,090	-\$3,088,985	\$20,241	-\$3,068,744	75.0%	75.8%
132 PTO Cash out	\$2,762	-\$15,491	-\$15,000	-\$2,000	-\$17,000	75.0%	91.1%
132 Substitute Teachers	-\$39,751	-\$44,273	-\$45,000	-\$12,524	-\$57,524	75.0%	77.0%
133 Special Education Director & Teachers	-\$294,938	-\$275,393	-\$389,590	-\$1,524	-\$391,114	75.0%	70.4%
134 Stipends (Sports, other)	-\$119,672	-\$83,752	-\$65,000	-\$23,600	-\$88,600	75.0%	94.5%
134 End of Year Bonus / Returning Bonus	-\$202,409	-\$26,520	-\$45,000	\$0	-\$45,000	75.0%	58.9%
134 Christmas Bonus	-\$53,979	-\$56,662	-\$53,979	-\$2,683	-\$56,662	75.0%	100.0%
142 Counselor	-\$101,917	-\$85,167	-\$114,000	\$0	-\$114,000	75.0%	74.7%
145 Librarian	-\$118,245	-\$100,849	-\$135,505	\$0	-\$135,505	75.0%	74.4%
152 Secretarial & Clerical	-\$175,099	-\$155,766	-\$230,500	\$4,666	-\$225,834	75.0%	69.0%
161 General Ed TA	-\$47,736	-\$116,049	-\$28,214	-\$170,344	-\$198,558	75.0%	58.4%
161.1 ESSER II Aides			-\$61,950	\$61,950		75.0%	
162 Special Education TA	-\$356,780	-\$299,604	-\$403,956	-\$4,937	-\$408,893	75.0%	73.3%
163 Title I TA	-\$120,043	-\$92,583	-\$152,611	-\$7,261	-\$159,872	75.0%	57.9%
164 Early Literacy (K-3) TA	-\$64,403	-\$51,400	-\$71,552	\$1,133	-\$70,419	75.0%	73.0%
165 Land Trust TA	-\$66,118	-\$77,684	-\$51,109	-\$3,007	-\$54,116	75.0%	143.6%
166 Early Intervention TA	-\$6,695	-\$6,071	-\$15,488	\$6,461	-\$9,027	75.0%	67.3%
191 Food Service	-\$229,331	-\$223,193	-\$285,688	-\$1,713	-\$287,401	75.0%	77.7%
<b>TOT</b>	<b>-\$5,208,861</b>	<b>-\$4,482,115</b>	<b>-\$5,769,482</b>	<b>-\$243,175</b>	<b>-\$6,012,657</b>		
<b>Ogden Preparatory - Expense - 200 Employee Benefits - 67.2% (7 School budgets)</b>							
210 Retirement	-\$130,360	-\$103,609	-\$160,000	\$0	-\$160,000	75.0%	64.8%
220 Social Security	-\$343,926	-\$321,252	-\$441,365	\$0	-\$441,365	75.0%	72.8%
241 Group Insurance	-\$350,819	-\$259,761	-\$419,566	\$0	-\$419,566	75.0%	61.9%
241 Health Stipend	-\$23,178		\$0	\$0	\$0	75.0%	
242 Waiver Benefit	-\$109,600	-\$102,229	-\$112,500	-\$18,000	-\$130,500	75.0%	78.3%
270 Worker's Compensation Fund	-\$30,748	-\$19,136	-\$38,714	\$0	-\$38,714	75.0%	49.4%
280 Unemployment Insurance	-\$7,224	-\$3,705	-\$15,000	\$0	-\$15,000	75.0%	24.7%
<b>TOT</b>	<b>-\$995,855</b>	<b>-\$809,692</b>	<b>-\$1,187,145</b>	<b>-\$18,000</b>	<b>-\$1,205,145</b>		
<b>Ogden Preparatory - Expense - 300 Professional and Technical Services - 63.3% (9 School budgets)</b>							
320 Mental Health (Weber Health Services)	-\$16,774	-\$11,464	-\$57,137	\$0	-\$57,137	75.0%	20.1%
321 Crossing Guard Services (Ogden Police Dept)			\$0	\$0	\$0	75.0%	
323 Speech Therapy	-\$124,957	-\$85,336	-\$124,680	-\$3,324	-\$128,004	75.0%	66.7%
323 Psychology / Behavior	-\$10,292	-\$4,264	-\$12,000	\$6,300	-\$5,700	75.0%	74.8%
330 Employee Training & Development	-\$21,207	-\$33,449	-\$45,000	-\$15,000	-\$60,000	75.0%	55.7%
340 Legal	-\$490	-\$88	-\$15,000	\$12,000	-\$3,000	75.0%	2.9%
350 Business Manager Services	-\$77,000	-\$63,000	-\$84,000	\$0	-\$84,000	75.0%	75.0%
352 Audit Services	-\$20,100	-\$21,800	-\$22,300	\$0	-\$22,300	75.0%	97.8%

Budget Name	PY Amount	YTD Amount	Budget	Variance	Forecast	% Target	% of Forecast
355 IT Services (ETS Monthly)	-\$37,662	-\$49,517	-\$50,000	-\$14,500	-\$64,500	75.0%	76.8%
<b>TOT</b>	<b>-\$308,483</b>	<b>-\$268,917</b>	<b>-\$410,117</b>	<b>-\$14,524</b>	<b>-\$424,641</b>		
<b>Ogden Preparatory - Expense - 400 Property Services - 71.6% (5 School budgets)</b>							
410 Garbage / Sewer / Water	-\$48,276	-\$30,785	-\$60,000	\$15,000	-\$45,000	75.0%	68.4%
430 Repairs / Maintenance / Monitoring	-\$100,621	-\$148,225	-\$135,000	-\$73,000	-\$208,000	75.0%	71.3%
433 Cleaning & Custodial Services	-\$65,307	-\$53,433	-\$72,000	\$0	-\$72,000	75.0%	74.2%
435 Lawn Care & Snow Removal	-\$21,310	-\$21,794	-\$30,000	\$0	-\$30,000	75.0%	72.6%
443 Lease of Copy Machines	-\$9,909	-\$3,426	-\$4,800	\$0	-\$4,800	75.0%	71.4%
<b>TOT</b>	<b>-\$245,423</b>	<b>-\$257,663</b>	<b>-\$301,800</b>	<b>-\$58,000</b>	<b>-\$359,800</b>		
<b>Ogden Preparatory - Expense - 500 Other Services - 45.0% (10 School budgets)</b>							
520 Property & Liability Insurances	-\$33,637	-\$34,559	-\$37,000	\$0	-\$37,000	75.0%	93.4%
530 Communication (Phone & Internet)	-\$5,389	-\$4,626	-\$6,178	\$0	-\$6,178	75.0%	74.9%
540 Marketing	-\$8,830	-\$5,084	-\$10,000	\$3,000	-\$7,000	75.0%	72.6%
542 Board Expenses	-\$6,837	-\$312	-\$8,000	\$0	-\$8,000	75.0%	3.9%
580 Travel / Per Diem			-\$25,000	-\$15,000	-\$40,000	75.0%	
590 Field Trips (Bussing & Entrance Fees)	-\$614	-\$7,774	-\$40,000	\$6,000	-\$34,000	75.0%	22.9%
590 Student Activities - Aguilas Bussing			-\$1,200	\$0	-\$1,200	75.0%	
591 Sports (Bussing, Fees, Tri, Weight Training)	-\$1,633	-\$13,467	-\$20,000	\$3,000	-\$17,000	75.0%	79.2%
592 Trips		-\$14,758	-\$81,000	\$51,000	-\$30,000	75.0%	49.2%
593 Clubs	-\$1,494	-\$2,109	-\$4,500	\$1,000	-\$3,500	75.0%	60.3%
<b>TOT</b>	<b>-\$58,435</b>	<b>-\$82,689</b>	<b>-\$232,878</b>	<b>\$49,000</b>	<b>-\$183,878</b>		
<b>Ogden Preparatory - Expense - 600 Supplies and Materials - 68.9% (20 School budgets)</b>							
611 SpEd Supplies	-\$10,557	-\$5,446	-\$7,000	\$0	-\$7,000	75.0%	77.8%
611 Classroom/ Legislative Supplies	-\$33,014	-\$21,652	-\$43,000	\$5,000	-\$38,000	75.0%	57.0%
611 Garden Grant	-\$51		-\$755	\$0	-\$755	75.0%	
611 Event Supplies		-\$1,506	\$0	-\$4,000	-\$4,000	75.0%	37.7%
612 Office Supplies	-\$45,034	-\$22,918	-\$45,000	\$5,000	-\$40,000	75.0%	57.3%
613 OPA Apparel / Concessions	-\$7,581	-\$18,534	-\$10,000	-\$10,000	-\$20,000	75.0%	92.7%
614 Safety & Wellness	-\$4,106		\$0	\$0	\$0	75.0%	
614 Staff Meals / Appreciation / Prof Dev	-\$16,970	-\$17,096	-\$30,000	-\$10,000	-\$40,000	75.0%	42.7%
615 Counseling / Cultural Supplies			\$0	\$0	\$0	75.0%	
616 Aguilas & 7 Habits	-\$398	-\$862	-\$3,000	\$0	-\$3,000	75.0%	28.7%
617 OPAPO	-\$18		\$0	\$0	\$0	75.0%	
618 Art Expo		-\$139	-\$2,700	\$0	-\$2,700	75.0%	5.1%
619 Yearbooks	-\$4,455		-\$6,790	\$0	-\$6,790	75.0%	
621 Natural Gas	-\$18,195	-\$20,850	-\$20,000	-\$4,000	-\$24,000	75.0%	86.9%
622 Electricity	-\$57,079	-\$51,443	-\$80,000	\$5,000	-\$75,000	75.0%	68.6%
630 Lunch Program Food & Supplies	-\$321,514	-\$330,173	-\$440,000	\$0	-\$440,000	75.0%	75.0%
641 Curriculum & Educational Software	-\$71,360	-\$93,230	-\$88,000	-\$47,000	-\$135,000	75.0%	69.1%

Budget Name	PY Amount	YTD Amount	Budget	Variance	Forecast	% Target	% of Forecast
644 Library	-\$16,799	-\$12,295	-\$20,000	\$0	-\$20,000	75.0%	61.5%
650 Technology Related Supplies	-\$33,059	-\$109	\$0	\$0	\$0	75.0%	
680 Maintenance & Cleaning Supplies	-\$23,489	-\$14,396	-\$30,000	\$0	-\$30,000	75.0%	48.0%
<b>TOT</b>	<b>-\$663,679</b>	<b>-\$610,649</b>	<b>-\$826,245</b>	<b>-\$60,000</b>	<b>-\$886,245</b>		
<b>Ogden Preparatory - Expense - 700 Property - 59.6% (4 School budgets)</b>							
710 Land and Site Improvement		-\$24,740	\$0	-\$90,000	-\$90,000	75.0%	27.5%
733 Furniture and Fixtures	-\$16,017	-\$35,574	-\$20,000	-\$20,000	-\$40,000	75.0%	88.9%
734 Technology-Related Hardware & Software	-\$184,463	-\$212,329	-\$170,000	-\$170,000	-\$340,000	75.0%	62.4%
738 Kitchen Equipment	-\$48,014	-\$23,026	-\$5,000	-\$21,000	-\$26,000	75.0%	88.6%
<b>TOT</b>	<b>-\$248,494</b>	<b>-\$295,669</b>	<b>-\$195,000</b>	<b>-\$301,000</b>	<b>-\$496,000</b>		
<b>Ogden Preparatory - Expense - 800 Debt Service and Misc - 63.4% (5 School budgets)</b>							
810 Dues and Fees	-\$40,553	-\$23,854	-\$25,000	-\$5,000	-\$30,000	75.0%	79.5%
812 Banking Fees	-\$2,046	-\$1,572	-\$3,000	\$0	-\$3,000	75.0%	52.4%
850 Bond - Restricted Assets	-\$942,135	-\$629,004	-\$978,842	\$0	-\$978,842	75.0%	64.3%
850 Contingency			-\$20,000	\$0	-\$20,000	75.0%	
890 Miscellaneous	-\$11,338	-\$64	-\$1,000	\$0	-\$1,000	75.0%	6.4%
<b>TOT</b>	<b>-\$996,073</b>	<b>-\$654,494</b>	<b>-\$1,027,842</b>	<b>-\$5,000</b>	<b>-\$1,032,842</b>		
<b>TOT</b>	<b>\$1,148,386</b>	<b>\$135,606</b>	<b>\$315,541</b>	<b>\$39,785</b>	<b>\$355,326</b>		

# Coversheet

## Red Apple Finance Agreement

<b>Section:</b>	III. Finance
<b>Item:</b>	B. Red Apple Finance Agreement
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	Red Apple Amended Agreement.pdf

# Service Agreement

WHEREAS Ogden Preparatory Academy (OPA) desires to engage Red Apple Financial (Red Apple) to provide business and accounting services to its charter school located in Ogden, Utah;

WHEREAS OPA agrees to make a good faith effort to implement financial policies and practices that promote fiscal health as advised by Red Apple;

WHEREAS Red Apple desires to set forth the terms and conditions of the services that will be provided;

THEREFORE, both parties understand and agree to be bound by the following:

1. **Scope** Since it is not possible or practical to memorialize a complete listing of all of the specific services that Red Apple will provide to OPA within this writing, this document will outline the general scope of services included as part of the Service Agreement.
2. **Services** Red Apple will serve as the Business Manager of OPA. In addition to the services listed below, Red Apple may perform other duties as required to meet the changing business needs of the school. It is contemplated that the following services will fall within the scope of this Service Agreement:
  - a. Accounts Payable and Receivable
  - b. Program Accounting and Tracking
  - c. Cash Management, Reconciliation and Analysis
  - d. Annual Budget Development, Monitoring and Analysis
  - e. Reporting – Internal, State, Federal and IRS
  - f. Provide accounting, financial and budget support to school administration
  - g. Risk Management
  - h. Compliance – Charter Promises, Authorizer, Federal and IRS
  - i. Audit Oversight
  - j. Payroll
  - k. Payroll and HR Reporting – State, Federal and IRS
  - l. Employee Benefits Administration
  - m. School Reporting Budget Assistance – UCA, Trust Lands, Title I, etc.
  - n. General Consulting – Fiscal Policy, Financial Analysis, etc.
  - o. General accounting and record keeping in accordance with Generally Accepted Governmental Accounting Standards and consistent with the needs of school leadership.
  - p. CACTUS, with assistance from school administration
3. **Best Practice in Financial Management** The parties agree that there are critical financial practices required to promote the successful management of charter school business. OPA agrees to make a good faith effort to implement the following practices:
  - a. Pass a liquidity policy that outlines standards for Days Cash on Hand.

*Helping Charter Schools Succeed!*

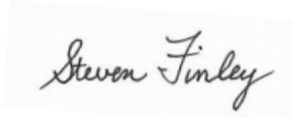
- b. Pass a transparency policy and practice that all financial, contractual and partnership information will be provided to Red Apple timely, which is necessary for effective financial management.
    - c. Approve only budgets and expenditures that meet at a minimum existing financial covenants and authorizer performance standards.
    - d. Promote and practice a healthy environment and good communication between the school board and the school director/leader.
4. **Training and Advocacy** As requested, Red Apple may provide financial training to school administration or Board Members. Red Apple regularly advocates for charter schools at the state and national level. In addition to staying informed, Red Apple will work to keep OPA updated on statute or rule changes that may have a financial impact on the school.
5. **General Consulting** With its access to data and fiscal policies from other successful Utah charter schools, Red Apple may provide general consulting, analysis and comparisons to improve OPA's overall financial health.
6. **Board Meetings** Red Apple will attend Board Meetings and Finance Meetings as invited.
7. **Setup or Transition Fee** There may be a one-time set-up or transition fee depending upon an initial review of the current state of the school's financial records and system, as well as other tasks associated with transitioning from the school's prior business management model. All fees associated with the transition or set-up will be pre-approved by OPA prior to billing.
8. **Term** This Service Agreement shall commence on the date mutually signed by the parties below and shall continue for a period of one (1) year. Unless this agreement is terminated as referenced in Section 9 below, it shall automatically be renewed for one year terms thereafter.
9. **Ongoing Fees** OPA agrees to pay an ongoing monthly fee to Red Apple for the scope of services described herein. The monthly fee listed below shall be paid to Red Apple on the 1<sup>st</sup> day of each month through electronic draft, beginning March 1, 2016.
  - 900 - 1000 Students - \$6,800
  - 1000 - 1100 Students - \$7,000
  - 1100 - 1200 Students - \$7,200
10. **Contract Amendment** The parties agree that this contract constitutes the full and complete agreement between the parties and may only be amended by mutual written agreement of the parties. The parties further agree that this agreement may be terminated by either party, for any reason or for no reason, by providing 60 days prior written notice to the other party. In such event, the parties will no longer have any further obligations under this agreement, and agree to cooperate in good faith in dissolving their business relationship.



11. **Indemnification** Both Red Apple and OPA agree to indemnify each other from any liability that may result from their respective actions. Such indemnification is to be secured by separate liability insurance policies of the respective parties.
  
12. **Escalation** Each July 1<sup>st</sup>, beginning July 1, 2022. the monthly service fee shall be increased by the lesser of 2% or the % increase in the state student education funding (calculated as the % increase in school funding from LRF & WPU). Red Apple reserves the right to waive any escalation.
  
13. **Cause or Action** In the event of any cause or action against either party, both agree to make a good faith effort to work together to obtain a resolution satisfactory to both parties.

Red Apple Financial

Ogden Preparatory Academy



\_\_\_\_\_  
April 11, 2022  
Date

\_\_\_\_\_  
\_\_\_\_\_  
Date

# Coversheet

## Administrative Board Report

**Section:** IV. Administrative Report  
**Item:** A. Administrative Board Report  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** Administrative Board Report 04.14.2022.pdf  
FY22 Spring Board Survey Elementary Parents.pdf  
FY22 Spring Board Survey Elementary Staff.pdf  
FY22 Spring Board Survey JH Staff.pdf  
FY22 Spring Board Survey JH Parents.pdf



# OGDEN PREPARATORY ACADEMY

## Monthly Administrative Board Report

**Date: April 14, 2022**

### Events

#### 1. Recent Events

- a. March 11: Virtual Day - Data dive/planning for teachers and staff
- b. March 17: Last day of 3rd quarter
- c. March 18: No School
- d. April 4-8: Spring Break

#### 2. Upcoming Events

- a. April 21: Great Shake Out drill
- b. April 28: Family Celebration
- c. May 13: Virtual Day

### Academics

#### 1. Extended Learning

- a. Afterschool Opportunities
  - i. Junior High: Drop-in program for students. Student athletes are required to attend should they fall below eligibility requirements. We have three after-school tutors and average about 15 students per session, not including student athletes. The tutors have refined the process of how they work with students and are finding more success. Mr. Zundel tracks the amount of time in tutoring and how that impacts grades.
  - ii. Elementary:
    1. Maintaining numbers
- b. Summer Jumpstart Academy
  - i. In the beginning stages of planning for summer learning program(s).
  - ii. Grade band leads have been established and are beginning to plan
  - iii. July 5-21, Monday-Thursday, 9-noon, lunch provided

#### 2. End of Year Assessments

- a. Schedules have been created
- b. All proctor training will be completed by April 15th

3. Fridays at the Junior High
  - a. Teachers are appreciating the time to work with students in a smaller setting. For those who are required to attend and don't, we are making personal phone calls to families.
4. Adobe Certification. Zach Ordonez has made it possible for students to receive their Adobe Certification. Zach Taylor, a 9th grade student, has recently completed the certification.

### Signature Programs

1. AVID (Advancement Via Individual Determination)
  - a. We have scheduled a career day for all students and will be asking for presenters.
2. LIA (Latinos in Action)
  - a. This year's LIA conference went well and our AVID Leaders were given special recognition.
3. Leader in Me
  - a. Schoolwide Goals
    - i. Reading - 80% of students will read 20 minutes, 5 days per week
    - ii. Math - 80% of students will complete the weekly grade level-recommended time on a school math program (i-Ready, Zearn, etc.)
  - b. LIM lessons taught weekly in every classroom
4. OPA Athletics
  - a. Boys soccer season.

### Finance and Compliance

1. Submissions
  - a. CRDC (Civil Rights Data Collection) has been submitted and certified.
  - b. School Land Trust Plan was submitted to USBE. Due to changes in funding applied this year, we reduced the personnel portion of the grant proposal by \$11,000 in order to comply with submission requirements. Action steps in the grant remain the same, and costs will be supplemented with general education funds and/or Title I funds.
2. Finance
  - a. PTIF 01/01-01/31:
    - i. Ending Balance: \$2,674,000.97
    - ii. Interest earned January: \$885.65
    - iii. Transfers: none
  - b. Received the Kitchen Equipment Grant for \$76K which will provide the oven, warmer, serving table, refrigerator, and freezer for the new building.

## Operations

1. Board Spring Surveys
  - a. Overall responses were positive.
  - b. We will review suggestions for the parent communication and the website, and work to improve both.
  - c. Most notable negative comment regarding additional teachers and fewer admin and coaches.
    - i. We don't have the space for additional classrooms at this time, but we are hoping to add teachers when our new building is complete.
    - ii. Administrative members and Coaches have specific tasks to help support teachers in the classroom. Efficacy of this system is continuously reviewed and adjusted as needed.
2. Early Childhood Center
  - a. Jeff Beisinger and I are meeting with the Round Table Funding team weekly to review progress. We are currently working on financial feasibility.
3. COVID and Quarantines
  - a. Continue to follow the WMHD and UDOH guidelines.
    - i. We have testing kits and N95 masks available for students and staff.
    - ii. Interruptions due to COVID have been minimal.
  - b. We will continue to post numbers on the website through the end of the school year.
4. Human Resources
  - a. Interviewing for FY23 has started.
  - b. Professional Development plans for the summer:
    - i. AVID Summer Institute; taking a leadership team of 7 in July.
    - ii. AVID Excel training will be digital for 2 teachers.
    - iii. Safe And Civil Schools Conference; taking a leadership team of 10 in July.
    - iv. Some teachers are attending the USBE Standards training.
    - v. Administration is hosting a Leadership training conference for the school leadership teams in June.
5. Facilities Update
  - a. Pavilion -We had to add a retaining wall and stairs due to the elevation change in the garden. Each addition to the cement work came at an additional cost. Awaiting shingles.
  - b. Sound System - Electrical has been updated; parts are on order.
  - c. Bleachers - Currently receiving bids for the electrical addition needed to operate the bleachers.
6. Food Service
  - a. Free lunch and breakfast continues through the end of the school year.
  - b. Summer lunch requires in person offerings. Students must be present.
7. Enrollment
  - a. FY22 Current numbers and Enrollment Plan (as of 04/11/2022)

i. Beckie Reisen has been running the lottery for openings.

Grade	K	1	2	3	4	5	6	7	8	9	All
October 1	104	96	100	109	96	100	110	105	112	105	1037
April 11, 2022	101	95	98	107	95	99	103	108	114	101	1021
April 20, 2021	95	92	100	98	92	104	96	109	103	111	1000
Enrollment for FY23 (9 students pending acceptance)	85	102	91	102	110	95	101	108	108	115	1017
Goal enrollment	100	100	100	100	100	105	105	110	110	110	1040
Lottery Pull target	105	110	110	110	110	115	115	120	120	120	1135

b. Annual Withdrawals

- i. 2017: 76
- ii. 2018: 70
- iii. 2019: 58
- iv. 2020: 77
- v. 2021: 94
- vi. 2022 to date: 67

c. FY22 Lottery as of 04/11/2022

OGDEN PREPARATORY ACADEMY						
Grade	I	A	GWL	SWL	TWL	FWL
K	33	104	24	9	0	0
1	4	40	3	1	0	0
2	0	44	0	0	0	0
3	4	31	2	2	0	0
4	0	31	0	0	0	0
5	3	26	2	1	0	0
6	6	22	4	2	0	0
7	0	54	0	0	0	0
8	0	35	0	0	0	0
9	0	20	0	0	0	0
<b>Totals:</b>	<b>50</b>	<b>407</b>	<b>35</b>	<b>15</b>	<b>0</b>	<b>0</b>

d. FY23 Lottery as of 04/11/2022

OGDEN PREPARATORY ACADEMY						
Grade	I	A	GWL	SWL	TWL	FWL
K	5	95	4	1	0	0
1	2	14	1	1	0	0
2	3	5	2	1	0	0
3	1	11	1	0	0	0
4	2	7	2	0	0	0
5	1	4	1	0	0	0
6	1	8	1	0	0	0
7	6	16	3	3	0	0
8	2	2	1	1	0	0
9	0	2	0	0	0	0
<b>Totals:</b>	<b>23</b>	<b>164</b>	<b>16</b>	<b>7</b>	<b>0</b>	<b>0</b>

8. FY22 Student Retention:

FY21 Grade	FY22 Grade	# Students Re-Enrolled FY21	FY20 Ending Enrollment	% Re-Enrolled
0	1	72	92	78.26%
1	2	85	93	91.40%
2	3	94	101	93.07%
3	4	82	98	83.67%
4	5	86	92	93.48%
5	6	97	104	93.27%
6	7	81	95	85.26%
7	8	94	108	87.04%
8	9	96	100	96.00%
		787	883	89.13%

FY21: 91.21%  
 FY20: 86.8%  
 FY19: 87.74%

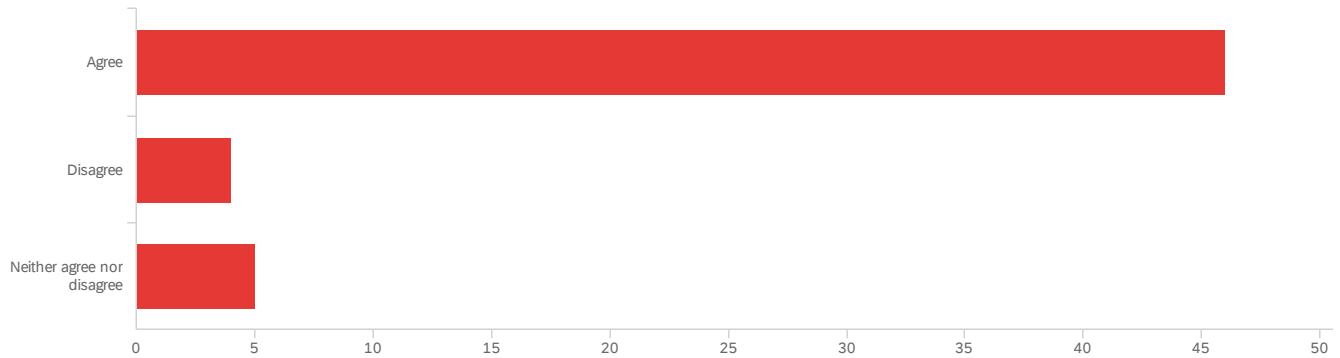


# Default Report

OPA Board's Survey for Parents of Elementary Students - Spring 2022

April 11, 2022 1:37 PM MDT

Q2 - The Elementary Principal, Mr. Kennington, and the Vice Principal, Mrs. Young, have been visible in the building.

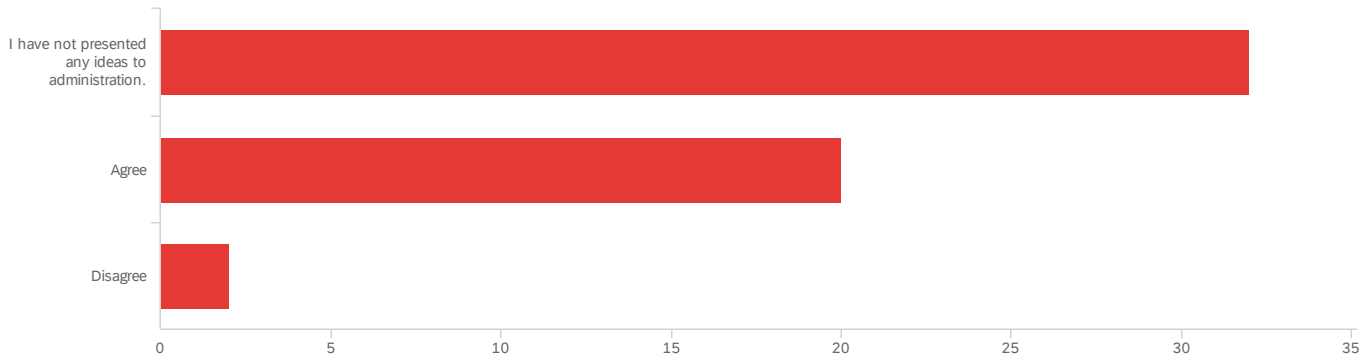


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The Elementary Principal, Mr. Kennington, and the Vice Principal, Mrs. Young, have been visible in the building.	2.00	4.00	2.25	0.61	0.37	55

#	Field	Choice Count
2	Agree	83.64% 46
3	Disagree	7.27% 4
4	Neither agree nor disagree	9.09% 5
		55

Showing rows 1 - 4 of 4

Q8 - The Elementary Principal, Mr. Kennington, and/or the Vice Principal, Mrs. Young, have been open to ideas.

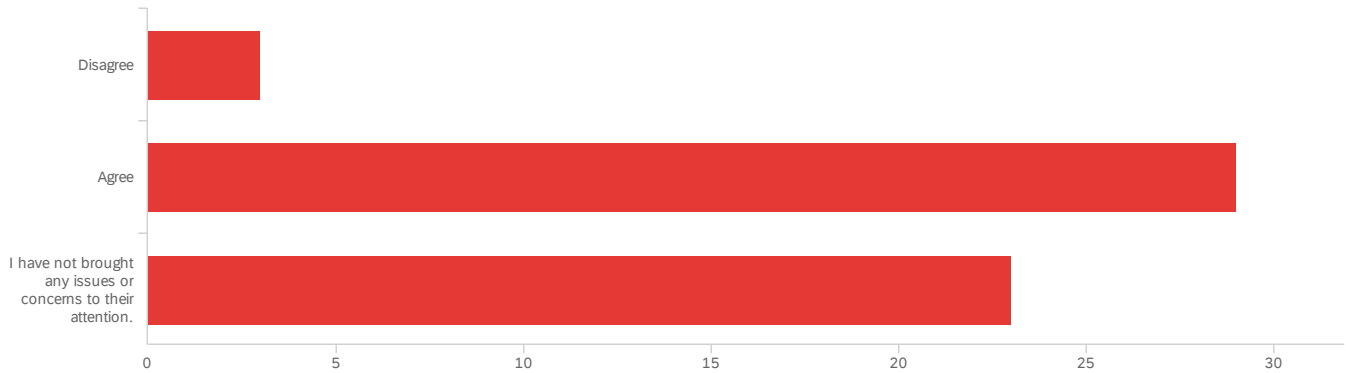


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The Elementary Principal, Mr. Kennington, and/or the Vice Principal, Mrs. Young, have been open to ideas.	1.00	3.00	1.44	0.57	0.32	54

#	Field	Choice Count
1	I have not presented any ideas to administration.	59.26% 32
2	Agree	37.04% 20
3	Disagree	3.70% 2
		54

Showing rows 1 - 4 of 4

Q9 - The Elementary Principal, Mr. Kennington, and/or the Vice Principal, Mrs. Young, has worked to resolve any issues or concerns I have had.

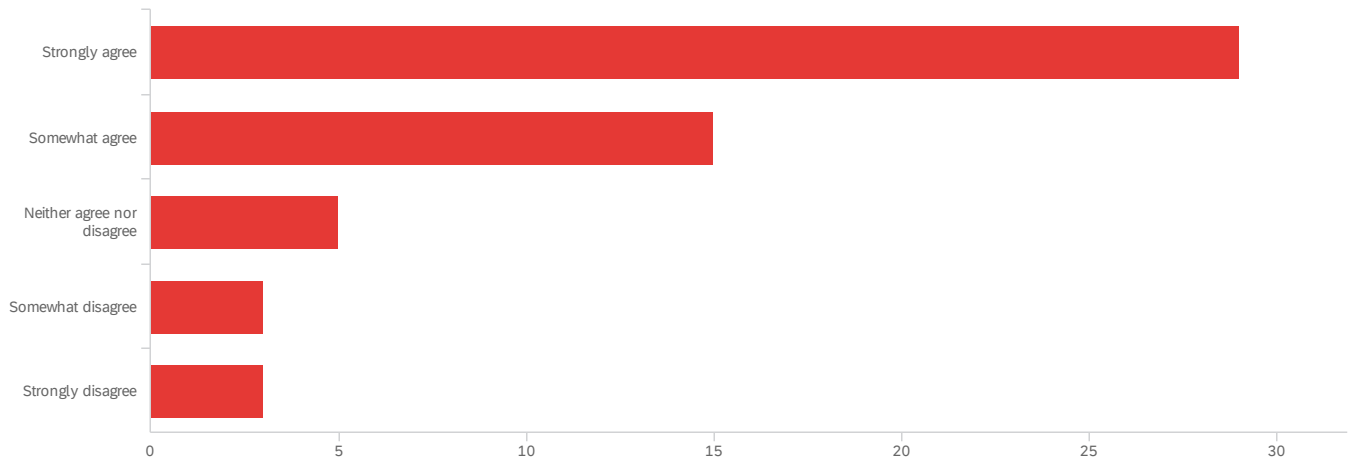


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The Elementary Principal, Mr. Kennington, and/or the Vice Principal, Mrs. Young, has worked to resolve any issues or concerns I have had.	1.00	3.00	2.36	0.58	0.34	55

#	Field	Choice Count
1	Disagree	5.45% 3
2	Agree	52.73% 29
3	I have not brought any issues or concerns to their attention.	41.82% 23
		55

Showing rows 1 - 4 of 4

### Q12 - I feel valued and welcomed when I enter the school.

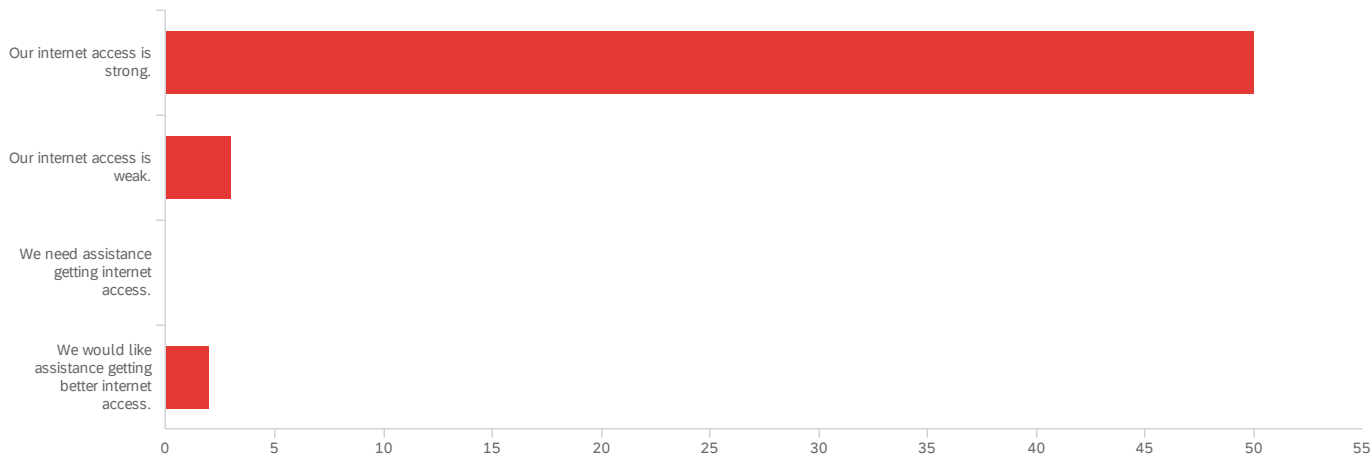


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I feel valued and welcomed when I enter the school.	4.00	8.00	4.84	1.14	1.30	55

#	Field	Choice Count
4	Strongly agree	52.73% 29
5	Somewhat agree	27.27% 15
6	Neither agree nor disagree	9.09% 5
7	Somewhat disagree	5.45% 3
8	Strongly disagree	5.45% 3
		55

Showing rows 1 - 6 of 6

Q26 - With 1:1 devices for students, it is important for families to have internet access at home. Please choose the best choice(s) to describe your family's internet situation.

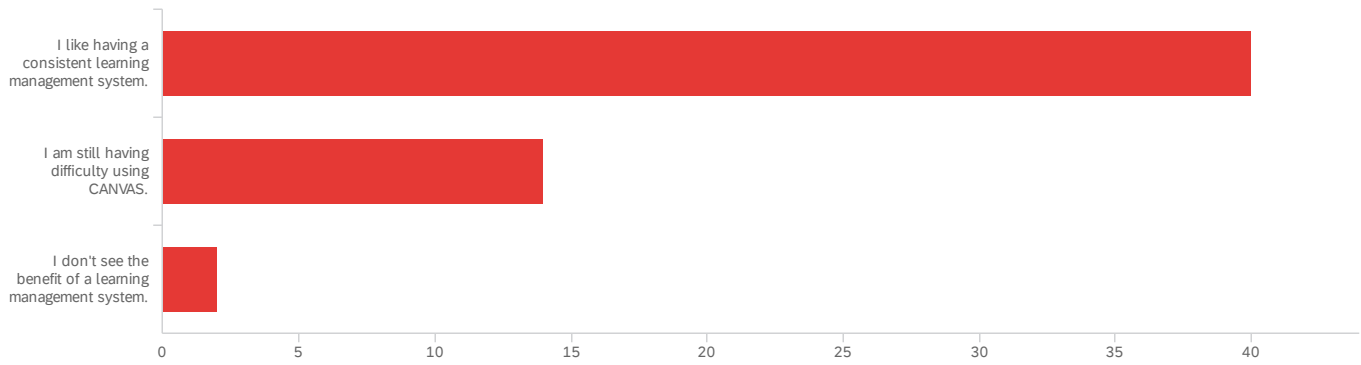


#	Field	Choice Count
1	Our internet access is strong.	50
2	Our internet access is weak.	3
3	We need assistance getting internet access.	0
4	We would like assistance getting better internet access.	2

55

Showing rows 1 - 5 of 5

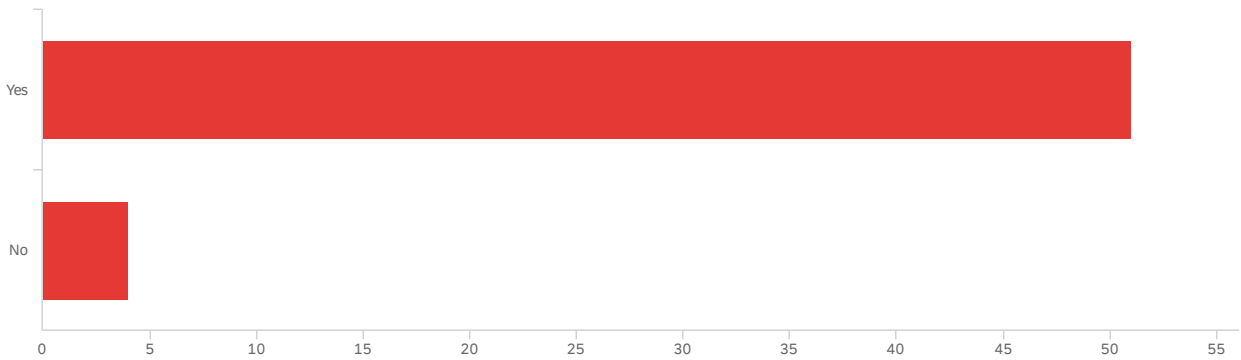
Q18 - CANVAS is the learning management system for OPA. Please select all that apply.



#	Field	Choice Count
1	I like having a consistent learning management system.	71.43% 40
2	I am still having difficulty using CANVAS.	25.00% 14
3	I don't see the benefit of a learning management system.	3.57% 2
		56

Showing rows 1 - 4 of 4

## Q20 - I know how to access my student's account in Aspire.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I know how to access my student's account in Aspire.	21.00	22.00	21.07	0.26	0.07	55

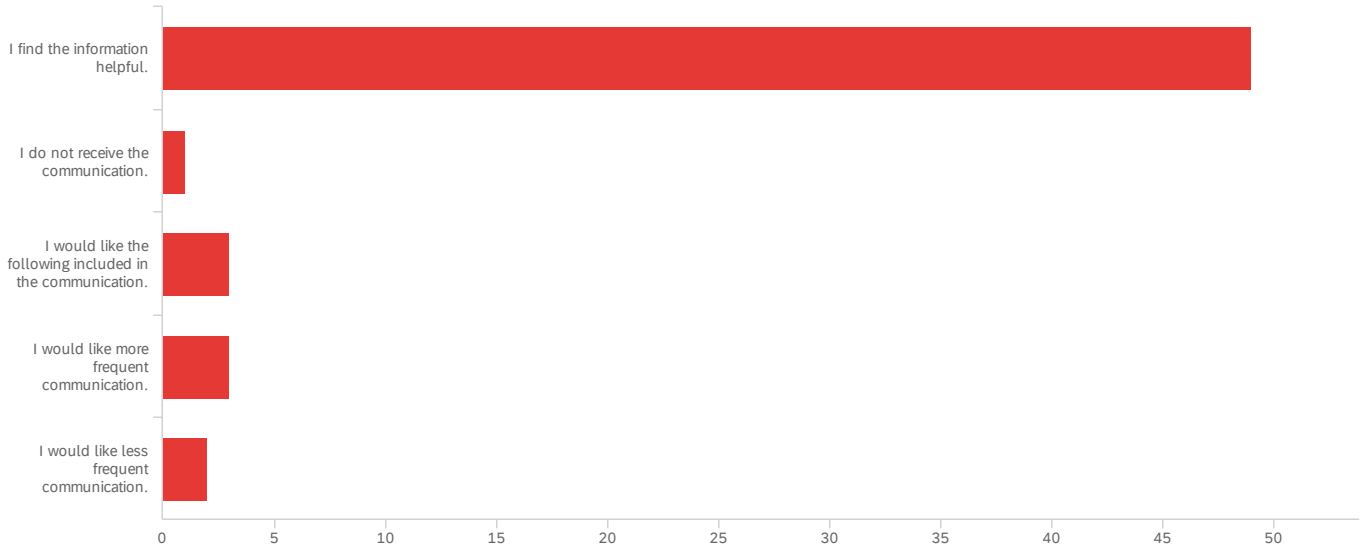
#	Field	Choice Count
21	Yes	92.73% 51
22	No	7.27% 4

55

Showing rows 1 - 3 of 3

## Q21 - The OPA Principals send out a weekly communication. Please give us feedback

regarding this communication. Select all that apply.



#	Field	Choice Count
1	I find the information helpful.	84.48% 49
2	I do not receive the communication.	1.72% 1
3	I would like the following included in the communication.	5.17% 3
4	I would like more frequent communication.	5.17% 3
5	I would like less frequent communication.	3.45% 2
		58

Showing rows 1 - 6 of 6

Q21\_3\_TEXT - I would like the following included in the communication.

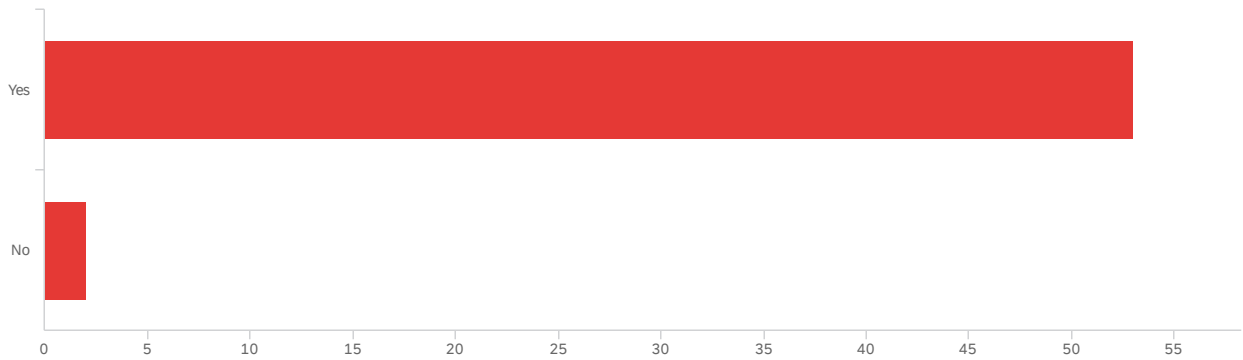
I would like the following included in the communication.

The format needs improvement. Information is often late in coming or lacking details.

My kids and I liked the eagle news better!!



## Q22 - I have visited the school website, ogdenprep.org.



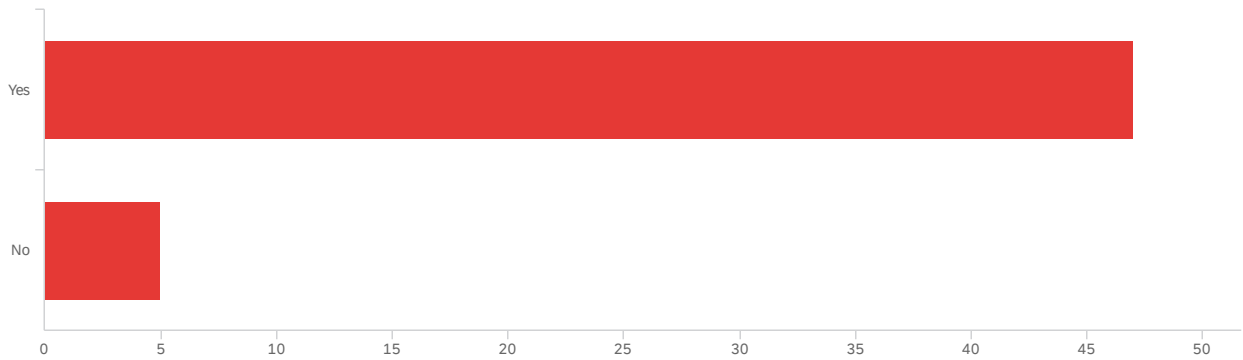
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I have visited the school website, ogdenprep.org.	21.00	22.00	21.04	0.19	0.04	55

#	Field	Choice Count
21	Yes	96.36% 53
22	No	3.64% 2

55

Showing rows 1 - 3 of 3

### Q23 - I was able to find what I was looking for on the website.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I was able to find what I was looking for on the website.	1.00	2.00	1.10	0.29	0.09	52

#	Field	Choice Count
1	Yes	90.38% 47
2	No	9.62% 5

52

Showing rows 1 - 3 of 3

## Q24 - I would like the following added to the website.

I would like the following added to the website.

---

Nothing

Post lunch menu in a timely manner (often late)

Lunch schedule

Sometimes it is difficult to access the correct calendar information

More info about the spanish program.

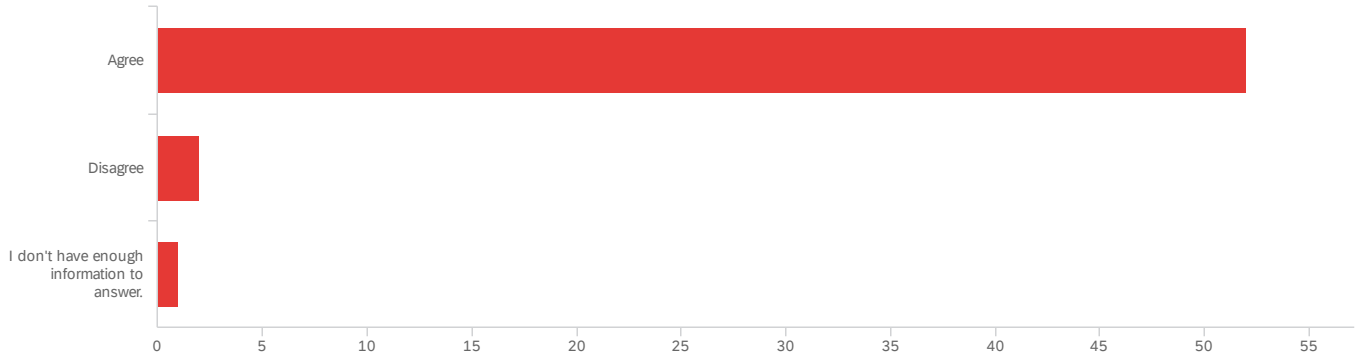
**End of Report**

# Default Report

OPA Board's Elementary Staff Survey - Spring 2022

April 11, 2022 2:22 PM MDT

## Q2 - The Elementary Principal and Vice Principal are visible.

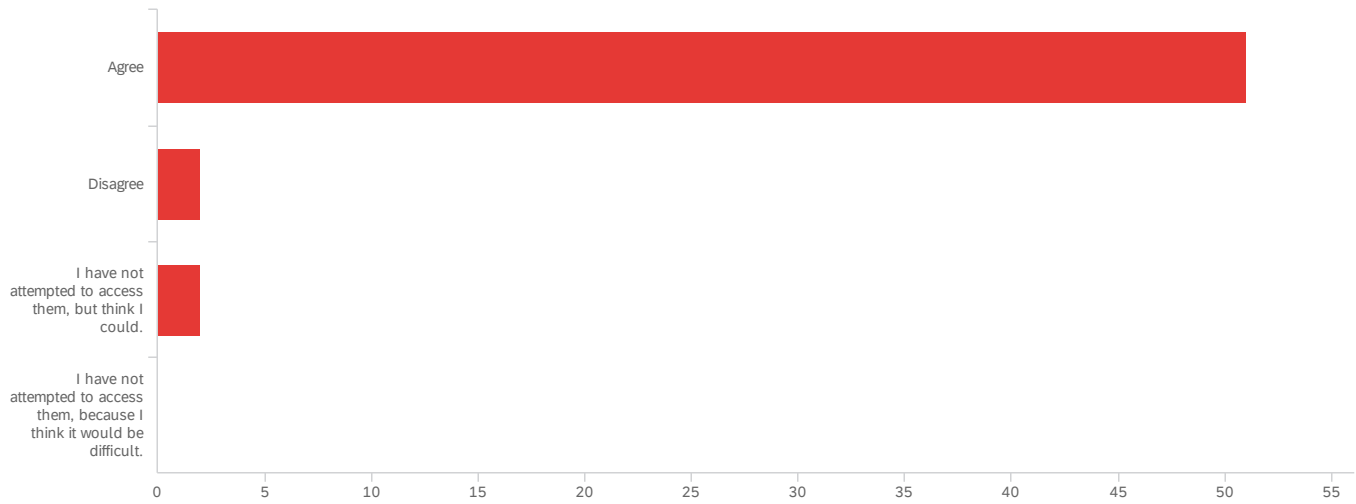


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The Elementary Principal and Vice Principal are visible.	1.00	3.00	1.07	0.32	0.10	55

#	Field	Choice Count
1	Agree	94.55% 52
2	Disagree	3.64% 2
3	I don't have enough information to answer.	1.82% 1
		55

Showing rows 1 - 4 of 4

### Q5 - The Elementary Principal and Vice Principal are easily accessible.



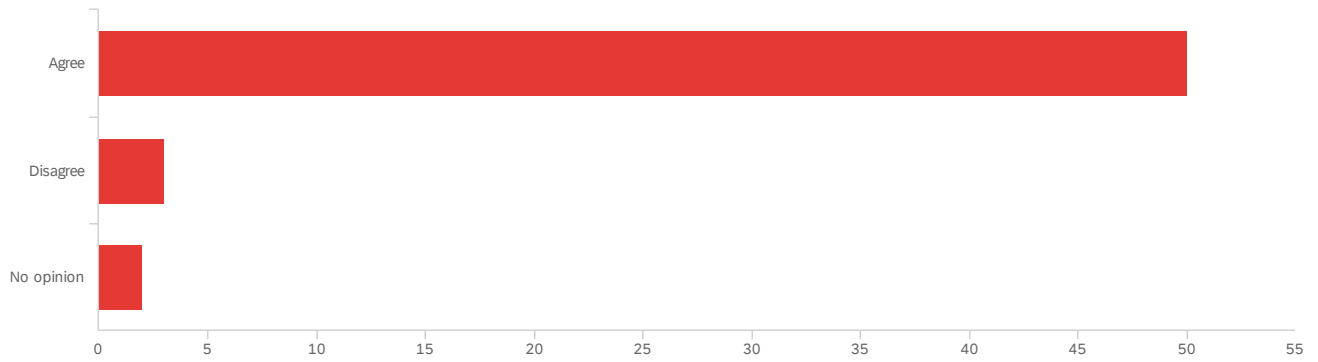
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The Elementary Principal and Vice Principal are easily accessible.	1.00	3.00	1.11	0.41	0.17	55

#	Field	Choice Count
1	Agree	92.73% 51
2	Disagree	3.64% 2
3	I have not attempted to access them, but think I could.	3.64% 2
4	I have not attempted to access them, because I think it would be difficult.	0.00% 0

55

Showing rows 1 - 5 of 5

### Q6 - The Elementary Principal and Vice Principal are easy to communicate with.

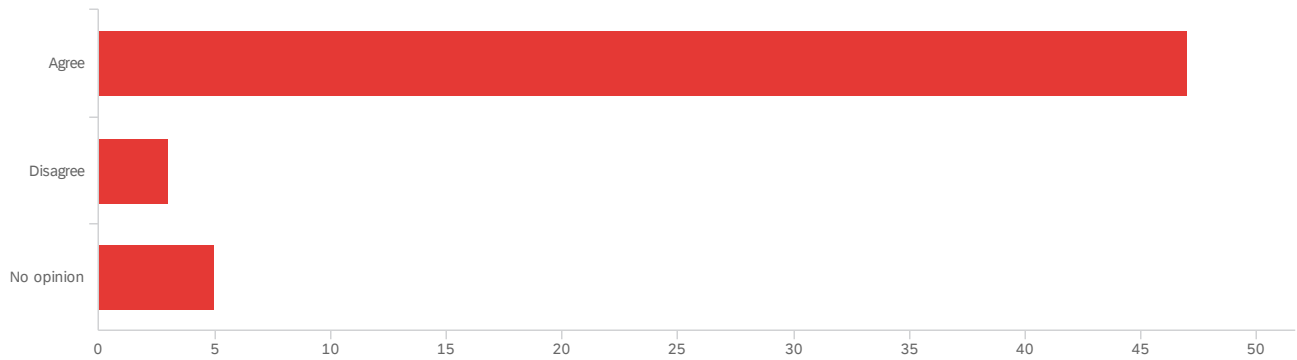


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The Elementary Principal and Vice Principal are easy to communicate with.	1.00	3.00	1.13	0.43	0.18	55

#	Field	Choice Count
1	Agree	90.91% 50
2	Disagree	5.45% 3
3	No opinion	3.64% 2
		55

Showing rows 1 - 4 of 4

### Q7 - The school vision and direction are clear to me.

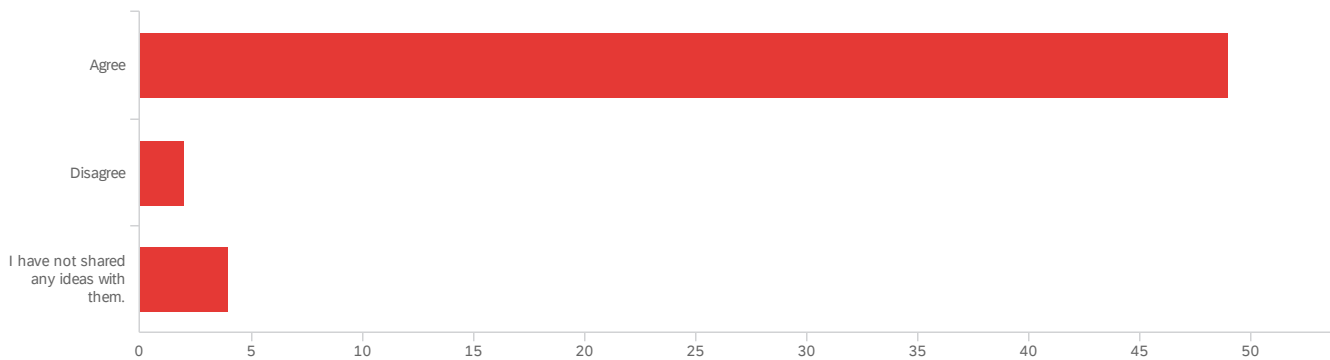


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The school vision and direction are clear to me.	1.00	3.00	1.24	0.60	0.36	55

#	Field	Choice Count
1	Agree	85.45% 47
2	Disagree	5.45% 3
3	No opinion	9.09% 5
		55

Showing rows 1 - 4 of 4

### Q8 - The Elementary Principal and Vice Principal are open to ideas.



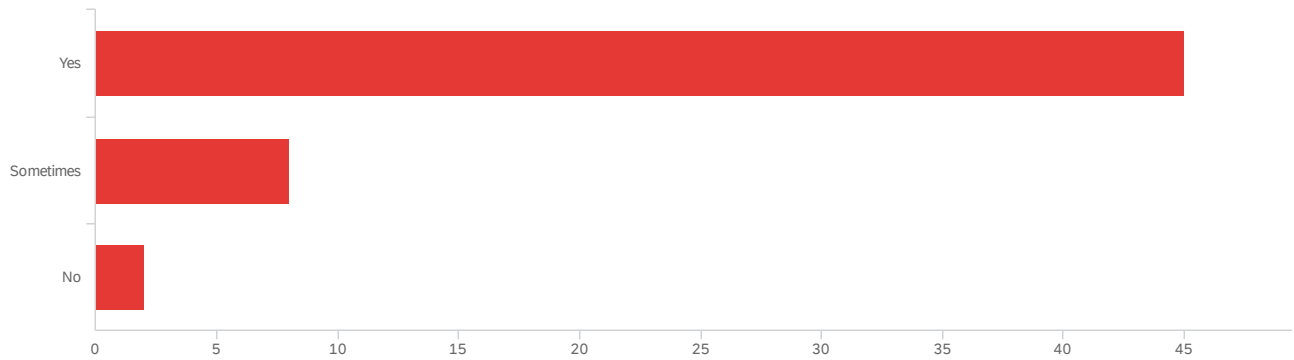
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The Elementary Principal and Vice Principal are open to ideas.	1.00	3.00	1.18	0.54	0.29	55

#	Field	Choice Count
1	Agree	89.09% 49
2	Disagree	3.64% 2
3	I have not shared any ideas with them.	7.27% 4
		55

Showing rows 1 - 4 of 4



### Q9 - I feel valued and appreciated by the Elementary Principal and Vice Principal.

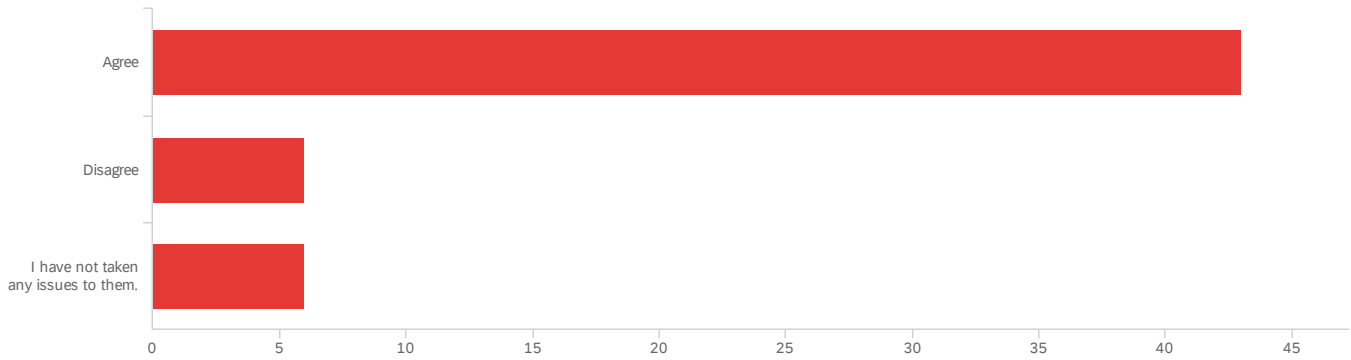


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I feel valued and appreciated by the Elementary Principal and Vice Principal.	24.00	26.00	24.22	0.49	0.24	55

#	Field	Choice Count
24	Yes	81.82% 45
25	Sometimes	14.55% 8
26	No	3.64% 2
		55

Showing rows 1 - 4 of 4

## Q10 - The Elementary Principal and Vice Principal have been receptive of issues and worked to fix them.

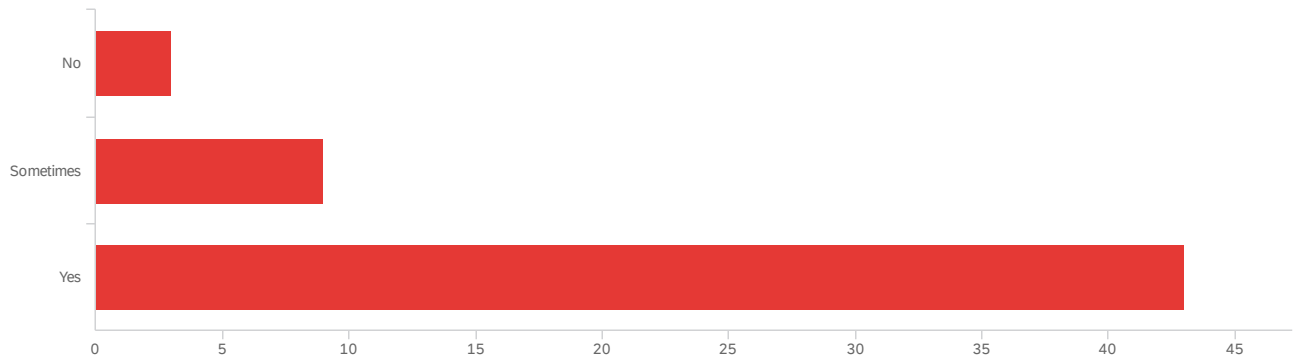


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The Elementary Principal and Vice Principal have been receptive of issues and worked to fix them.	1.00	3.00	1.33	0.66	0.44	55

#	Field	Choice Count
1	Agree	78.18% 43
2	Disagree	10.91% 6
3	I have not taken any issues to them.	10.91% 6
		55

Showing rows 1 - 4 of 4

### Q11 - I am supported by the OPA Administration as a whole.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I am supported by the OPA Administration as a whole.	18.00	20.00	19.73	0.55	0.31	55

#	Field	Choice Count
18	No	5.45% 3
19	Sometimes	16.36% 9
20	Yes	78.18% 43
		55

Showing rows 1 - 4 of 4

## Q9 - Additional comments, if any.

Additional comments, if any.

Our administration at the elementary are the best. They are really good with the children, and really care. We are lucky to have them. They are the best.

Too many administrators. Too many coaches. Use that money to hire another Kindergarten teacher to give them smaller classes. Smaller class size in the younger grades would allow teachers and assistants more time for individualized instruction and behavior modifications. Therefore, less of that would be needed in upper grades because students would have a better foundation to build on.

Teryl is very supportive and visible.

Please add options for comments on each question. Admin are friendly and nice, but does not have the leadership needed for this position.

I love them.

This year, I feel like administration is taking some positive steps to address issues facing our school. The last couple of years have been challenging for a number of reasons, including Covid. I appreciate the ways in which they have stayed positive and looked for solutions.

We have great administration!

I would like the Elementary principal and vice principal to be consistent on their decisions rather than trying to please everybody.

nope

I love Kasey and Teryl and know how much they care about the school, students, and staff!

Although I feel the administration is approachable and friendly, I feel they either are unable to make decisions or make quick decisions without all information need and then end up changing their minds. There is a lot of inconsistency and flip flopping. There never seems to be one person in charge or willing to take on the weight of any one issue. Too many chefs in the kitchen so to speak.

The elementary administration is always visible and always willing to listen.

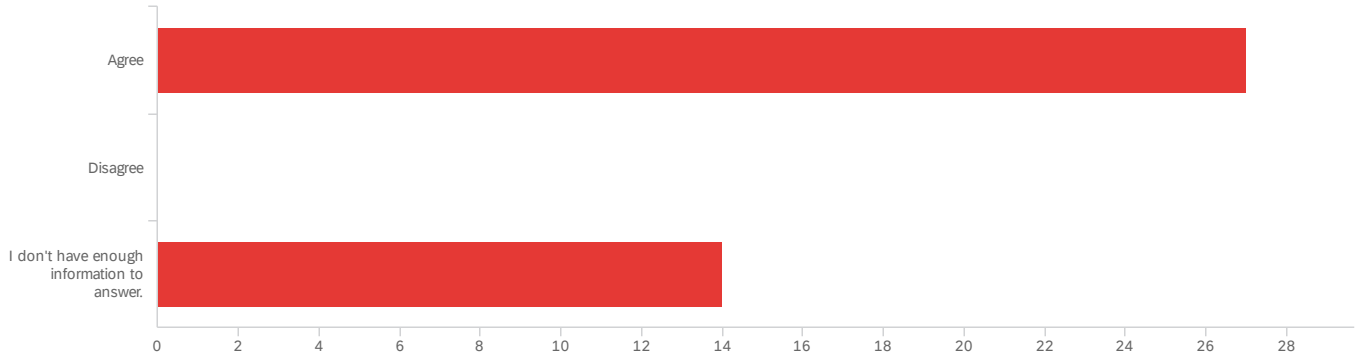
**End of Report**

# Default Report

OPA Board's Junior High Staff Survey - Spring 2022

April 11, 2022 2:30 PM MDT

Q2 - The Junior High Principal is visible.

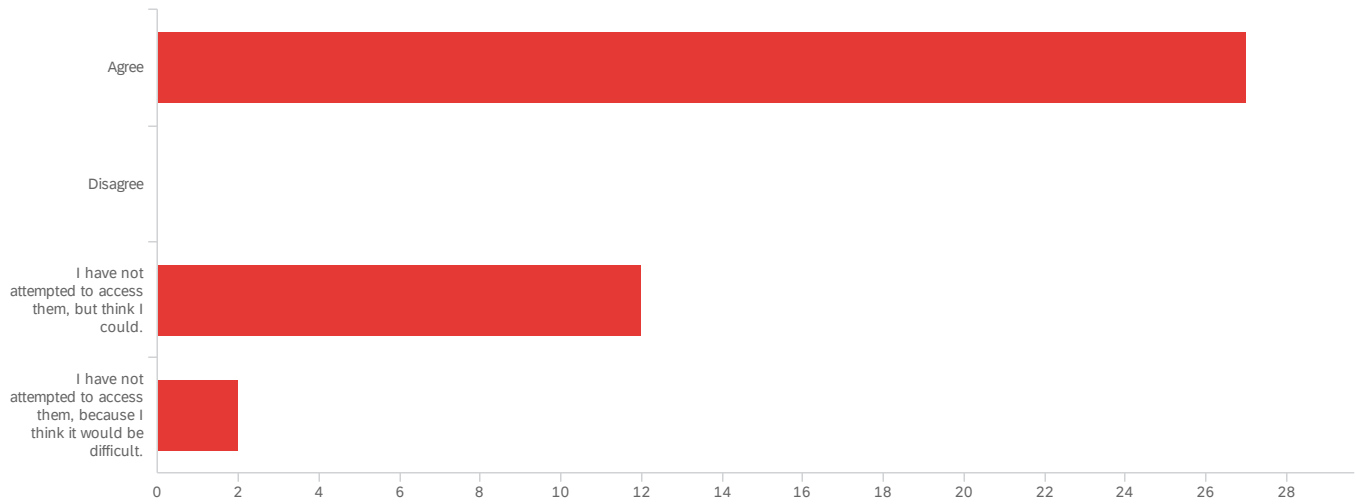


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The Junior High Principal is visible.	1.00	3.00	1.68	0.95	0.90	41

#	Field	Choice Count
1	Agree	65.85% 27
2	Disagree	0.00% 0
3	I don't have enough information to answer.	34.15% 14
		41

Showing rows 1 - 4 of 4

### Q5 - The Junior High Principal is easily accessible.

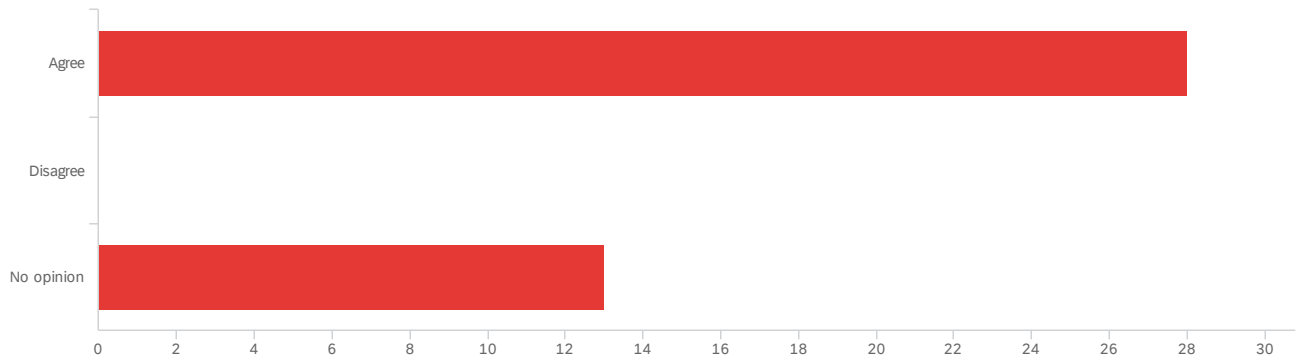


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The Junior High Principal is easily accessible.	1.00	4.00	1.73	1.04	1.07	41

#	Field	Choice Count
1	Agree	65.85% 27
2	Disagree	0.00% 0
3	I have not attempted to access them, but think I could.	29.27% 12
4	I have not attempted to access them, because I think it would be difficult.	4.88% 2
		41

Showing rows 1 - 5 of 5

### Q6 - The Junior High Principal is easy to communicate with.

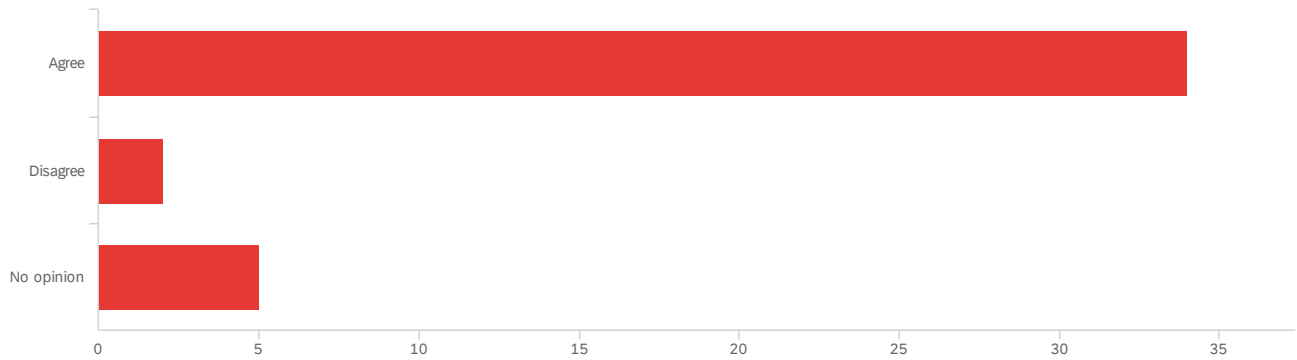


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The Junior High Principal is easy to communicate with.	1.00	3.00	1.63	0.93	0.87	41

#	Field	Choice Count
1	Agree	68.29% 28
2	Disagree	0.00% 0
3	No opinion	31.71% 13
		41

Showing rows 1 - 4 of 4

### Q7 - The school vision and direction are clear to me.



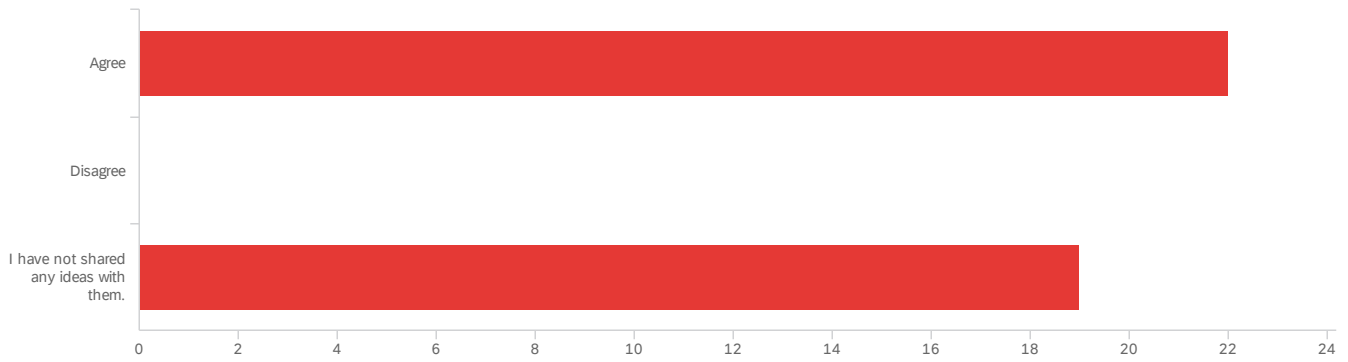
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The school vision and direction are clear to me.	1.00	3.00	1.29	0.67	0.45	41

#	Field	Choice Count
1	Agree	82.93% 34
2	Disagree	4.88% 2
3	No opinion	12.20% 5
		41

Showing rows 1 - 4 of 4



### Q8 - The Junior High Principal is open to ideas.

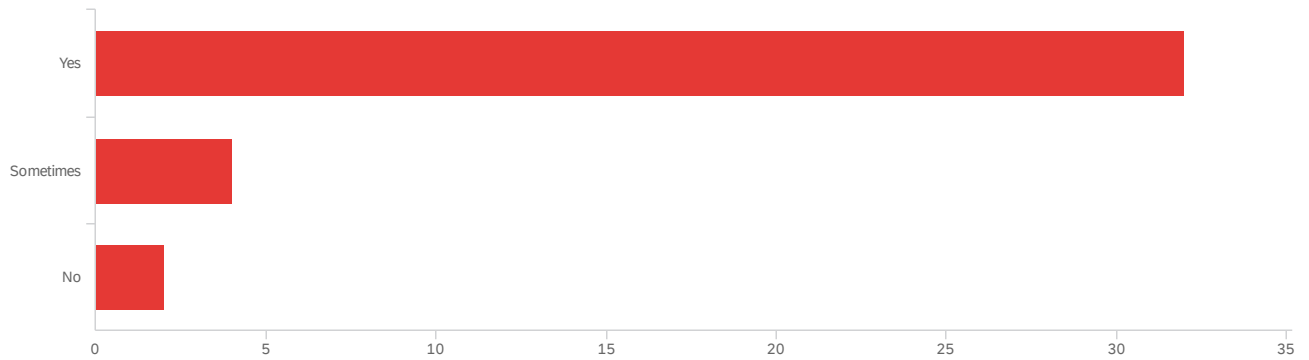


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The Junior High Principal is open to ideas.	1.00	3.00	1.93	1.00	0.99	41

#	Field	Choice Count
1	Agree	53.66% 22
2	Disagree	0.00% 0
3	I have not shared any ideas with them.	46.34% 19
		41

Showing rows 1 - 4 of 4

### Q9 - I feel valued and appreciated by the the Junior High Principal.

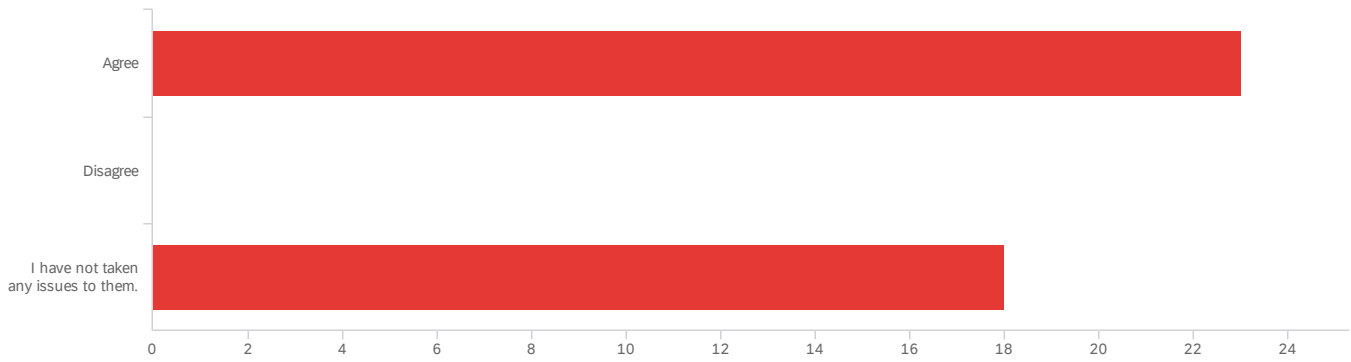


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I feel valued and appreciated by the the Junior High Principal.	24.00	26.00	24.21	0.52	0.27	38

#	Field	Choice Count
24	Yes	84.21% 32
25	Sometimes	10.53% 4
26	No	5.26% 2
		38

Showing rows 1 - 4 of 4

### Q10 - The Junior High Principal is receptive to issues and works to fix them.

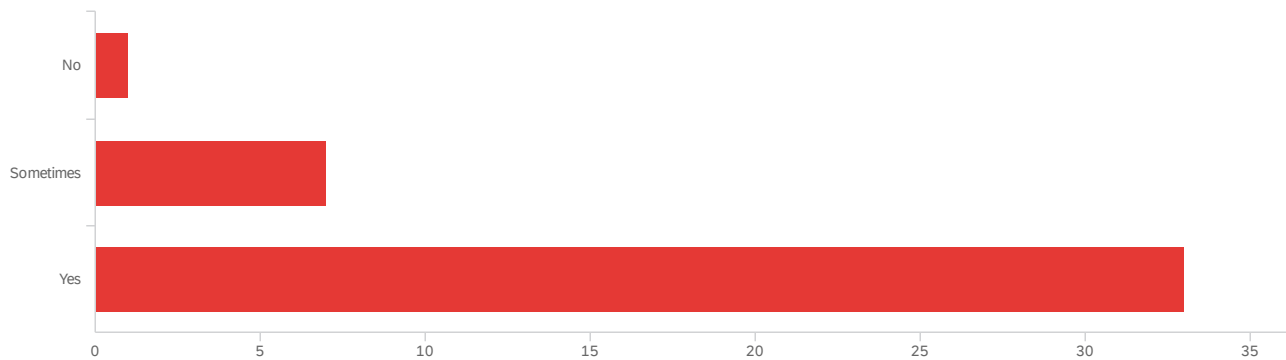


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The Junior High Principal is receptive to issues and works to fix them.	1.00	3.00	1.88	0.99	0.99	41

#	Field	Choice Count
1	Agree	56.10% 23
2	Disagree	0.00% 0
3	I have not taken any issues to them.	43.90% 18
		41

Showing rows 1 - 4 of 4

### Q11 - I am supported by the OPA Administration as a whole.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I am supported by the OPA Administration as a whole.	18.00	20.00	19.78	0.47	0.22	41

#	Field	Choice Count
18	No	2.44% 1
19	Sometimes	17.07% 7
20	Yes	80.49% 33
		41

Showing rows 1 - 4 of 4

## Q9 - Additional comments, if any.

Additional comments, if any.

---

Shevon is FABULOUS!!

Shevon is a wonderful leader and example to us all.

I work in the Elementary Building, so my contact with the JH Principal is limited.

The School vision and direction are two separate things. I know what the vision is, but I think the demographic of the students we serve does not line up that. Academic excellence is not something that we see often in our students. We definitely see and work on that character development with them, and usually they grow in that regard.

Shevon is great principal, and a great mentor for students and staff.

Shevon is one of the best administrators I have ever worked with.....and I have worked with some incredibly powerful administrators. I have grown more as an educator under her tutelage than i have under any other leader.

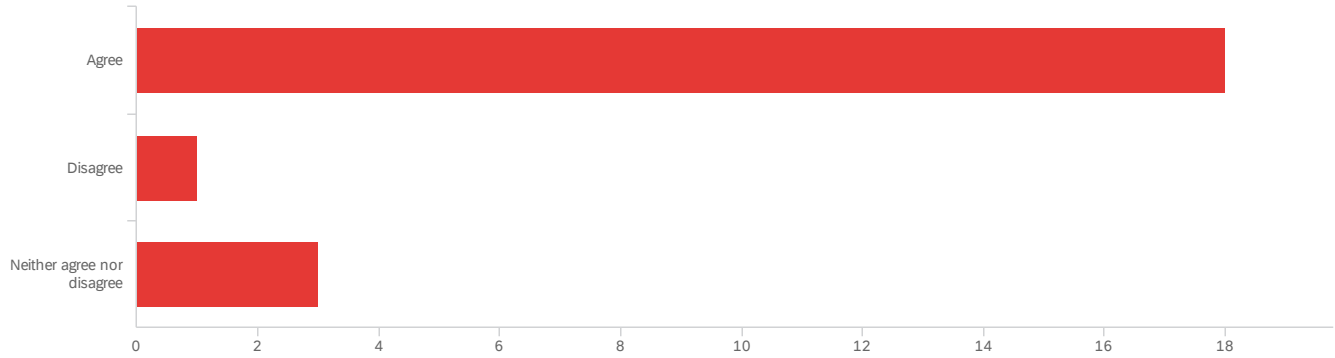
**End of Report**

# Default Report

OPA Board's Survey for Parents of Junior High Students - Spring 2022

April 11, 2022 1:59 PM MDT

Q2 - The Junior High Principal, Mrs. Lopez, has been visible in the building.

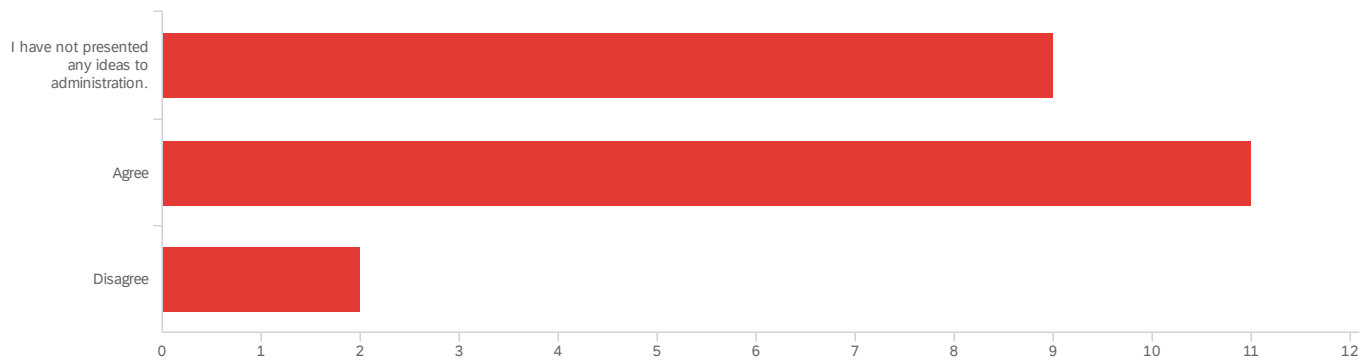


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The Junior High Principal, Mrs. Lopez, has been visible in the building.	2.00	4.00	2.32	0.70	0.49	22

#	Field	Choice Count
2	Agree	81.82% 18
3	Disagree	4.55% 1
4	Neither agree nor disagree	13.64% 3
		22

Showing rows 1 - 4 of 4

### Q8 - The Junior High Principal, Mrs. Lopez, has been open to ideas.

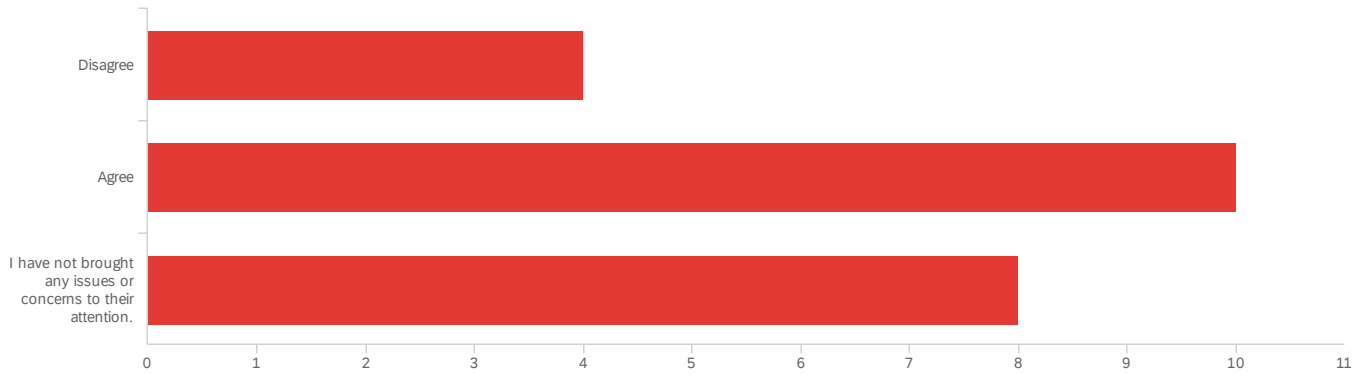


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The Junior High Principal, Mrs. Lopez, has been open to ideas.	1.00	3.00	1.68	0.63	0.40	22

#	Field	Choice Count
1	I have not presented any ideas to administration.	40.91% 9
2	Agree	50.00% 11
3	Disagree	9.09% 2
		22

Showing rows 1 - 4 of 4

Q9 - The Junior High Principal, Mrs. Lopez, has worked to resolve any issues or concerns I have had.



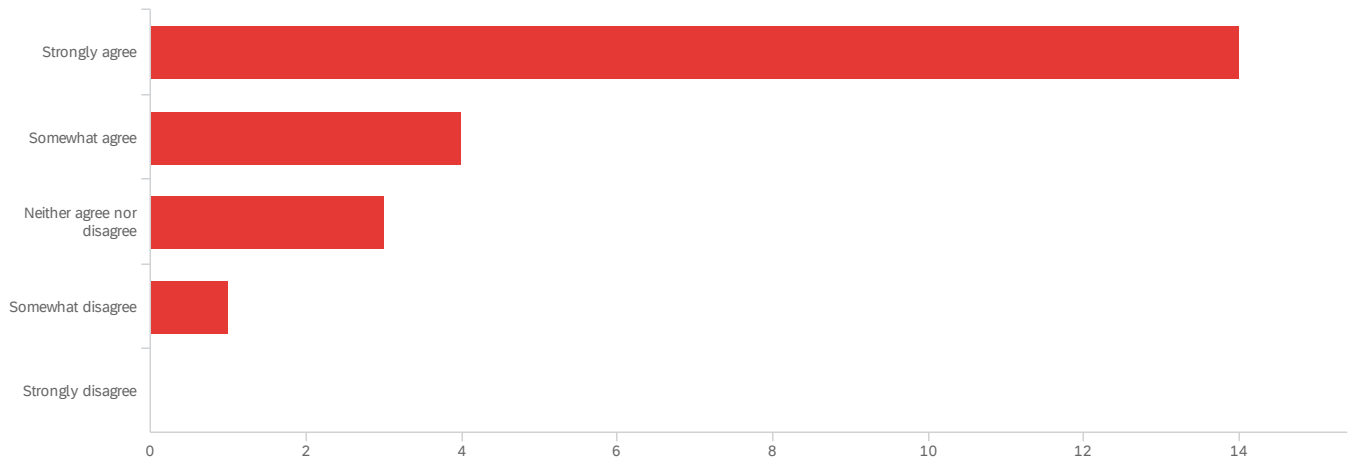
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The Junior High Principal, Mrs. Lopez, has worked to resolve any issues or concerns I have had.	1.00	3.00	2.18	0.72	0.51	22

#	Field	Choice Count
1	Disagree	18.18% 4
2	Agree	45.45% 10
3	I have not brought any issues or concerns to their attention.	36.36% 8
		22

Showing rows 1 - 4 of 4



### Q12 - I feel valued and welcomed when I enter the school.

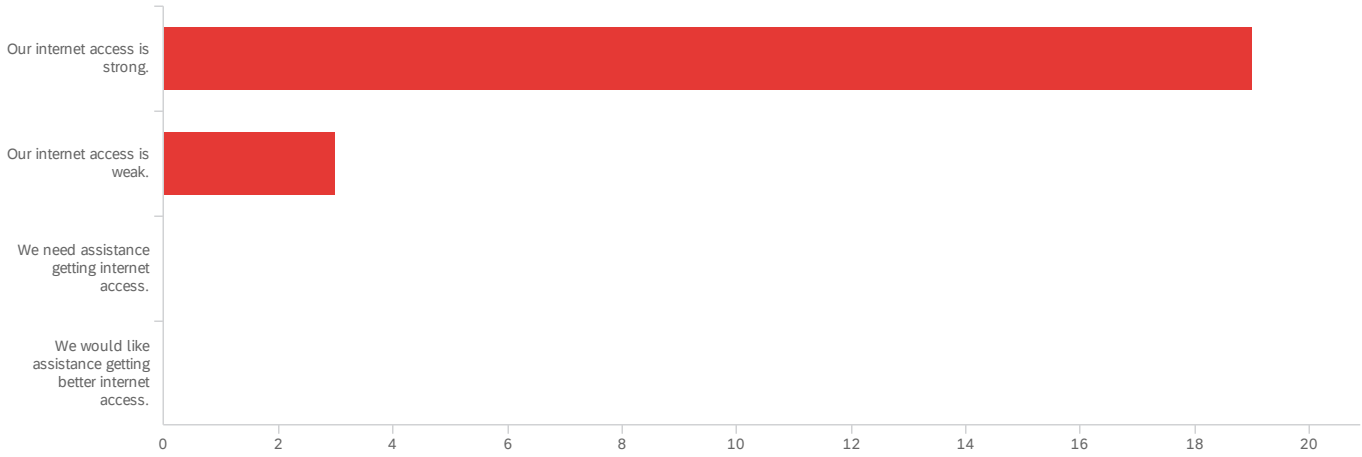


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I feel valued and welcomed when I enter the school.	4.00	7.00	4.59	0.89	0.79	22

#	Field	Choice Count
4	Strongly agree	63.64% 14
5	Somewhat agree	18.18% 4
6	Neither agree nor disagree	13.64% 3
7	Somewhat disagree	4.55% 1
8	Strongly disagree	0.00% 0
		22

Showing rows 1 - 6 of 6

Q26 - With 1:1 devices for students, it is important for families to have internet access at home. Please choose the best choice(s) to describe your family's internet situation.

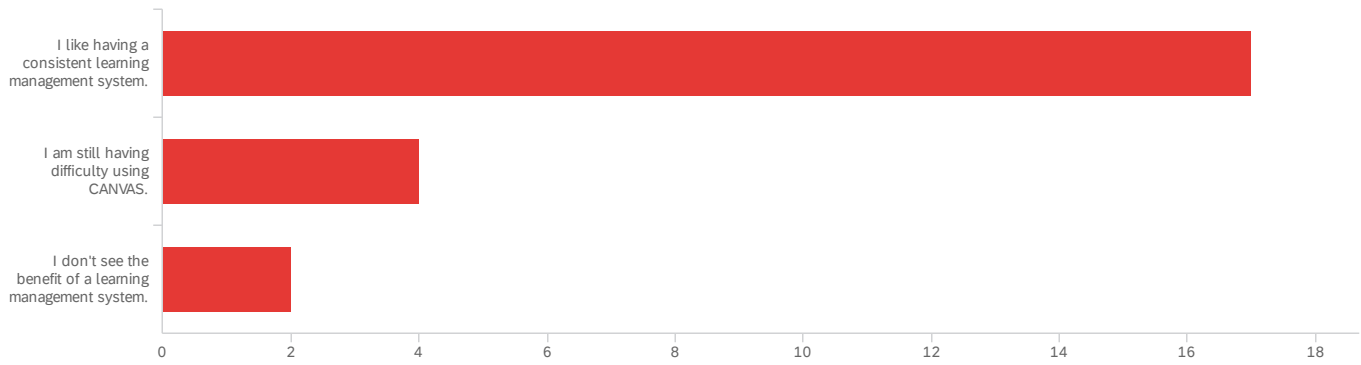


#	Field	Choice Count
1	Our internet access is strong.	86.36% 19
2	Our internet access is weak.	13.64% 3
3	We need assistance getting internet access.	0.00% 0
4	We would like assistance getting better internet access.	0.00% 0

22

Showing rows 1 - 5 of 5

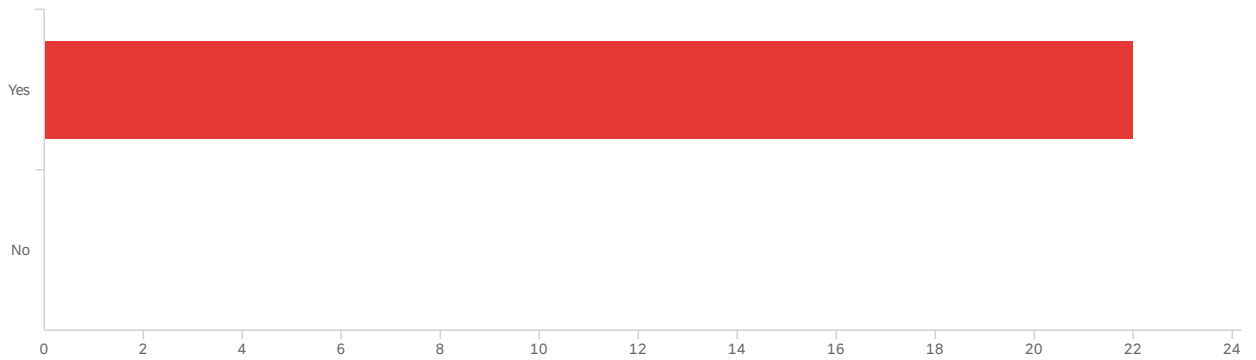
Q18 - CANVAS is the learning management system for OPA. Please select all that apply.



#	Field	Choice Count
1	I like having a consistent learning management system.	73.91% 17
2	I am still having difficulty using CANVAS.	17.39% 4
3	I don't see the benefit of a learning management system.	8.70% 2
		23

Showing rows 1 - 4 of 4

## Q20 - I know how to access my student's account in Aspire.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I know how to access my student's account in Aspire.	21.00	21.00	21.00	0.00	0.00	22

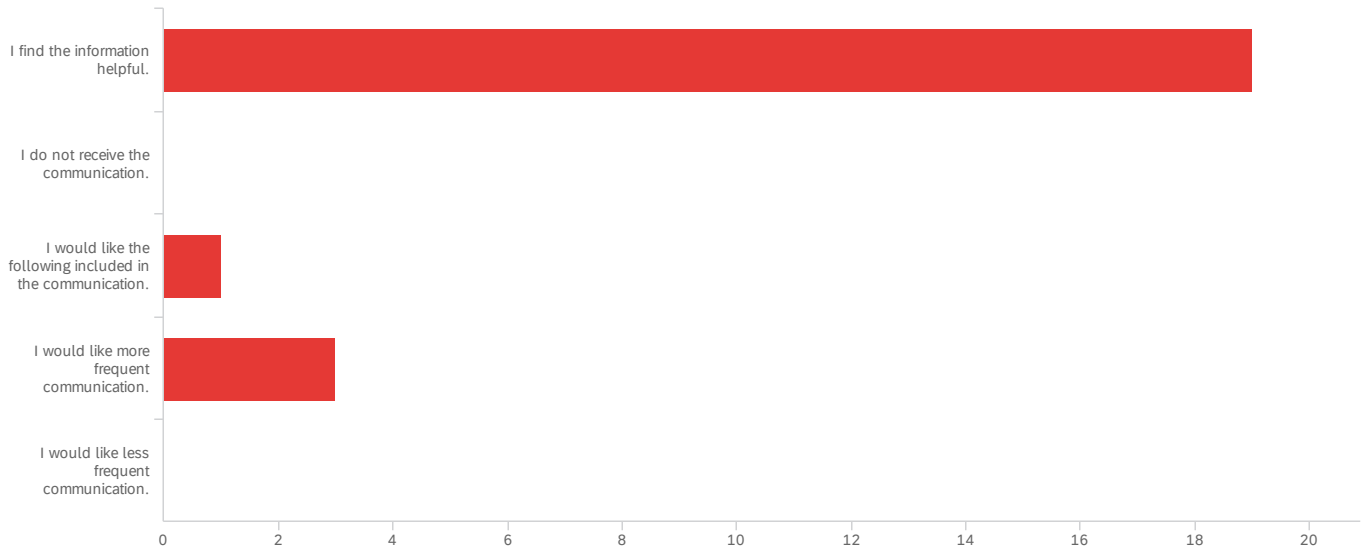
#	Field	Choice Count
21	Yes	100.00% 22
22	No	0.00% 0

22

Showing rows 1 - 3 of 3

## Q21 - The OPA Principals send out a weekly communication. Please give us feedback

regarding this communication. Select all that apply.



#	Field	Choice Count
1	I find the information helpful.	82.61% 19
2	I do not receive the communication.	0.00% 0
3	I would like the following included in the communication.	4.35% 1
4	I would like more frequent communication.	13.04% 3
5	I would like less frequent communication.	0.00% 0
		23

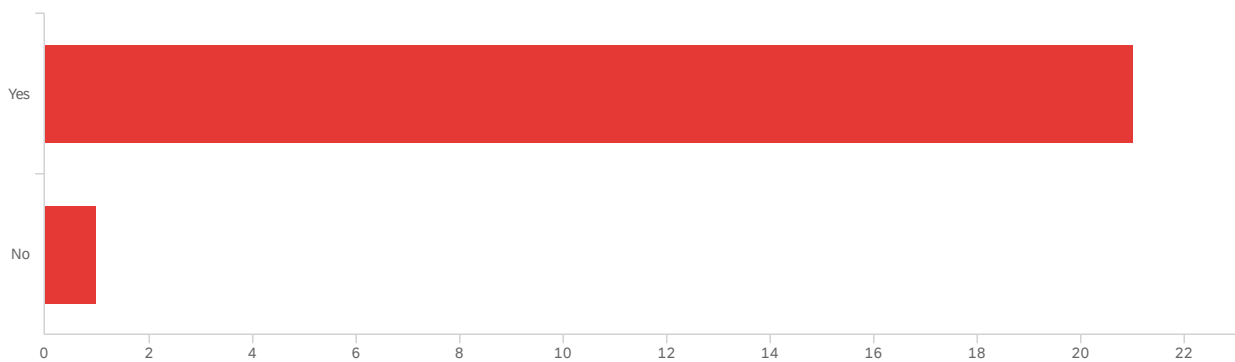
Showing rows 1 - 6 of 6

Q21\_3\_TEXT - I would like the following included in the communication.

I would like the following included in the communication.

Policy or rules updates. Safety drills that are done and when. Updates about any major situations that happen at the school.

### Q22 - I have visited the school website, ogdenprep.org.



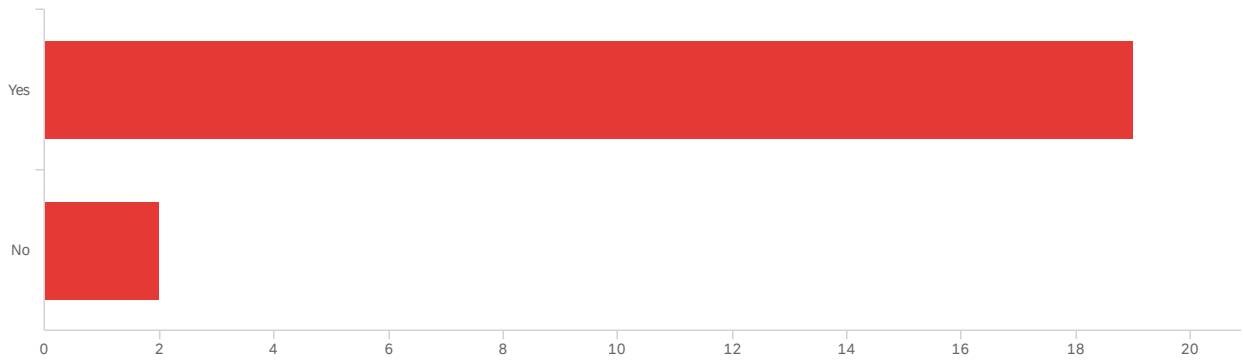
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I have visited the school website, ogdenprep.org.	21.00	22.00	21.05	0.21	0.04	22

#	Field	Choice Count
21	Yes	95.45% 21
22	No	4.55% 1

22

Showing rows 1 - 3 of 3

### Q23 - I was able to find what I was looking for on the website.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I was able to find what I was looking for on the website.	1.00	2.00	1.10	0.29	0.09	21

#	Field	Choice Count
1	Yes	90.48% 19
2	No	9.52% 2

21

Showing rows 1 - 3 of 3

## Q24 - I would like the following added to the website.

I would like the following added to the website.

---

More obvious link to pay fees

School calendar

Updated calendar and weather updates as needed with snow

**End of Report**



# Coversheet

## Policy Updates

**Section:** V. Policies  
**Item:** A. Policy Updates  
**Purpose:** Vote  
**Submitted by:**

**Related Material:**

2.01.POL\_Media\_Policy\_and\_Guidelines\_-\_Google\_Docs.pdf  
4.09.TPL.3\_OPA\_Libraries\_Permission\_Slips.pdf  
4.09.TPL.2\_Text\_Challenge\_Form.pdf  
7.09.POL Notification of Rights under FERPA for Elementary and Secondary Schools.pdf  
4.09.TPL.1\_Elem\_Permission\_Slip\_for\_JH.pdf  
7.12.POL\_Credit\_Acceptance\_Policy\_-\_Google\_Docs.pdf  
DRAFT\_4.09.POL\_Library\_Collections\_Policy.pdf  
6.01.PRC.1 OPA Employee Handbook.pdf



# OGDEN PREPARATORY ACADEMY

## Official Policy

### 2. Administration

#### 2.01.POL News Media Policy and Guidelines

**Effective/Revision Date:** 10/09/2013

**Page 1 of 3**

Ogden Preparatory Academy (~~School OPA~~) is an established and highly respected public charter school. We have a reputation for providing excellence in education, good community relations, and a safe learning environment for our students.

While providing this service, the news media is periodically interested in ~~the School OPA~~. We feel a responsibility to be ~~open and~~ responsive to information requests as a means to best serve our student community and the community at large.

#### PURPOSE

~~This policy exists to assure that information disclosed by the School OPA is appropriate, accurate, timely, and relevant to the inquiry at hand.~~ Adherence to this policy is intended to provide an effective and efficient framework to facilitate the ~~timely~~ dissemination of information ~~that is appropriate, accurate, timely, and relevant.~~

#### SCOPE

This media policy applies to all employees and Board Members of ~~the School OPA~~. This policy covers all external news media including broadcast, electronic, and print.

#### DESIGNATION OF COMPANY SPOKESPERSON

The ~~School Director/Principal~~ (or his/her designee on the Administrative Team) and Board ~~Chair/President~~ (or his/her designee on the Board) are designated as ~~the School's OPA's~~ principal media contacts and spokespersons. These individuals are charged with the responsibility of media relations and will ~~consider/~~weigh each media inquiry to determine the best way to provide information in relationship with other information that is not yet public. These individuals will convey the ~~S~~school's official position on issues of significance or situations that are particularly controversial or sensitive in nature. ~~S~~Among ~~s~~school communications responsibilities ~~include:~~

- Increasing ~~ing~~ public awareness and understanding of ~~the School OPA~~ and the educational services ~~that we provided;~~

- Promoting a positive public image of the School OPA and the work we do for audiences that are important to the School, which includes existing and prospective students, employees, peers, and government officials.

Depending on the situation, an individual ~~aside from designees~~ may be asked to be a spokesperson on a particular issue due to their knowledge, experience, and/or expertise. The Board ~~Chair~~ President will work with that designated spokesperson to prepare them for the media interview as needed. Preparation may include developing talking points as well as counseling, training, and practicing for the interview.

**GUIDELINES FOR EMPLOYEES WHO ARE CONTACTED BY THE TALKING WITH MEDIA INCLUDING PHOTOGRAPHY AND FILM**

~~A reporter, producer or other news media may contact the School OPA for a number of reasons, for example:~~

¶

- ~~To get information about the School OPA;~~ ¶
- ~~To get information about a recent unexpected event such as natural disasters, thefts or arrests, accidents or injuries, student or parent or employee complaints, federal or state or local regulatory actions, etc.;~~ ¶
- ~~To get information or comment about an action or event that could impact the School OPA, changes in government or policies or educational comparisons to other traditional public/charter schools.~~ ¶

- Refer all media calls to appointed spokespersons.
- ~~Please do not say you are not allowed to talk to a reporter or have to get permission to do so.~~
- ~~Instead,~~ tell the reporter: “The School’s OPA policy is to refer all media inquiries to the official spokesperson. May I get your name and phone number, so they can return your call?” **Do not let a reporter compel you to answer questions on the spot.**
- Display ~~Whenever taking a call from the media,~~ the same courtesy and professionalism in which we approach our student community and their families ~~should be displayed toward the media.~~ ¶

● ¶

- ~~Please act quickly when approached by the media to ensure that the reporter’s deadline is met. In order to promote our customer service image, it is important to respond quickly, courteously and professionally to all media calls.~~
- ~~Please remember to immediately contact the assigned spokesperson when the media has approached you. Do not let a reporter compel you to answer questions on the spot.~~
- ~~The designated spokesperson will give a response.~~ ¶
- ~~The spokesperson will always give deference to applicable privacy laws, employment laws and laws regulating public education over the desire for a statement from the media.~~ ¶

<b>2.01.POL Media Policy and Guidelines</b>	
Effective/Revision Date: 10/09/2013	Page 2 of 3

- No one will be given access to the school for a photo or filming without approval from the designated spokesperson.

**GUIDELINES FOR ~~SPOKESPERSON PHOTOGRAPHS AND FILM~~**

- Act quickly when approached by the media to ensure that the reporter’s deadline is met. In order to promote our customer service image, it is important to respond quickly, courteously and professionally to all media calls.
- Consult with other members of the School community as needed prior to giving a response.
- Give deference to applicable privacy laws, employment laws and laws regulating public education over the desire for a statement from the media.

~~A similar process as described above will be used when someone from the media is requesting permission to take photographs or to film inside our facilities. Refer the caller to the designated spokespersonschool principal. No one will be given access to the school for a photo or filming without approval from the designated spokespersonprincipal.¶~~

**TRAINING**

The ~~Director~~principal will inform all school employees of this policy and provide periodic training in appropriate staff meetings.

Document History

Approved: 10/09/2013

Legal References

<b>2.01.POL Media Policy and Guidelines</b>	
Effective/Revision Date: 10/09/2013	Page 3 of 3

### *OPA Libraries Permission Slip: Jr High Library Checkout*

There are certain circumstances that need additional guardian permission for the OPA libraries. Please initial which circumstance you are giving permission for and print and sign names below. If you do not want to grant permission for a specific statement, please leave the line next to that statement blank.

Student Name: \_\_\_\_\_

Student Grade Level: \_\_\_\_\_

\_\_\_\_\_ I give my elementary student permission to check out \_\_\_\_\_ (particular title) from the Jr. High Library.

\_\_\_\_\_ I give my elementary student permission to check out books at the Jr. High Library. (Up to 8th grade reading level)

\_\_\_\_\_ I give my elementary student permission to check out YA books from the Jr. High Library. (*YA books: 9th to 12th grade reading level & content.*)

Permissions will be noted in the student's Patron status in the Library Catalog system: [OPA Follett](#)

Student Name: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Guardian Name: \_\_\_\_\_

Guardian Signature: \_\_\_\_\_

### *Hoja de permiso de las bibliotecas de OPA: Prestar libros del Biblioteca Secundaria*

Hay ciertas circunstancias que necesitan un permiso de tutor adicional para las bibliotecas OPA. Escriba sus iniciales para las circunstancias en las que está dando permiso y escriba los nombres en letra de imprenta y firme a continuación. Si no desea otorgar permiso para una declaración específica, deje en blanco la línea junto a esa declaración.

Nombre del estudiante: \_\_\_\_\_ Nivel de grado del estudiante: \_\_\_\_\_

\_\_\_\_\_ Doy permiso a mi estudiante de primaria para retirar \_\_\_\_\_ (título particular) de la biblioteca de secundaria.

\_\_\_\_\_ Doy permiso a mi estudiante de primaria para sacar libros de la biblioteca de la secundaria. (Hasta el nivel de lectura de 8vo grado)

\_\_\_\_\_ Le doy permiso a mi estudiante de primaria para sacar libros YA de la biblioteca de la secundaria. (*Libros YA: nivel de lectura y contenido de 9° a 12° grado.*)

Los permisos se anotarán en el estado de usuario del estudiante en el sistema de catálogo de la biblioteca: OPA Follett

Nombre del estudiante: \_\_\_\_\_

Firma del estudiante: \_\_\_\_\_

Nombre del tutor: \_\_\_\_\_

Firma del tutor: \_\_\_\_\_

### *OPA Libraries Permission Slip: Additional Materials*

Students have a certain number of library materials they are able to check out depending on grade level. They may check out additional materials with Guardian permission. Please indicate the maximum number of materials.

Student Name: \_\_\_\_\_ Student Grade Level: \_\_\_\_\_

\_\_\_\_\_ I give my elementary student permission to check out additional materials from the Elementary library: \_\_\_\_\_ (note the maximum amount of materials students can borrow)

\_\_\_\_\_ I give my Jr. High student student permission to check out additional materials from the Jr. High library: \_\_\_\_\_ (note the maximum amount of materials students can borrow)

Permissions will be noted in the student's Patron status in the Library Catalog system: [OPA Follett](#)

Student Name: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Guardian Name: \_\_\_\_\_

Guardian Signature: \_\_\_\_\_

### *Hoja de permiso de las bibliotecas de OPA: Materiales adicionales*

Los estudiantes tienen una cierta cantidad de materiales de la biblioteca que pueden sacar según el nivel de grado. Pueden sacar materiales adicionales con el permiso de Guardian. Indique el número máximo de materiales.

Nombre del estudiante: \_\_\_\_\_ Nivel de grado del estudiante: \_\_\_\_\_

\_\_\_\_\_ Doy permiso a mi estudiante de primaria para sacar materiales adicionales de la biblioteca de la escuela primaria: \_\_\_\_\_ (tenga en cuenta la cantidad máxima de materiales que los estudiantes pueden tomar prestados)

\_\_\_\_\_ Le doy permiso a mi estudiante de secundaria para sacar materiales adicionales de la biblioteca de la escuela secundaria: \_\_\_\_\_ (tenga en cuenta la cantidad máxima de materiales que los estudiantes pueden tomar prestados)

Los permisos se anotarán en el estado de usuario del estudiante en el sistema de catálogo de la biblioteca: [OPA Follett](#)

Nombre del estudiante: \_\_\_\_\_

Firma del estudiante: \_\_\_\_\_

Nombre del tutor: \_\_\_\_\_

Firma del tutor: \_\_\_\_\_



# OGDEN PREPARATORY ACADEMY

## Text Challenge Form

For individual concerns, you may contact an OPA librarian for the Text Restriction procedures; for more extensive concerns, please complete this form.

Completed forms should be submitted to an OPA secretary, an OPA librarian, or an OPA Administrator.

<b>Challenger Information (challengers must be currently affiliated with OPA: Parent, Guardian, Student, Staff, Board Member, etc.) :</b>		
Name of Challenger:		
Address:		
Telephone Number:	Email:	
<b>Affiliation to OPA (circle one):</b>		
Parent	Faculty Member	
Name of Student:		
Board Member	Current OPA Student	
<b>Location of Challenged Material (circle one):</b>		
Elementary Library	Junior High Library	Classroom: Teacher and subject taught:
<b>Challenged Material Type (circle applicable type):</b>		
Book	Kit	
Audio	Pamphlet	
Textbook	Periodical	



# OGDEN PREPARATORY ACADEMY

## Text Challenge Form

Video/DVD	Vertical File Materials
Other, please specify:	
Challenged Material Information:	
Title:	
Copyright Date:	Author:
Publisher/Producer:	
<p><b>The following questions are to be answered after the complainant has read, viewed, or listened to the material in its entirety. If sufficient space is not provided, attach additional sheets.</b></p>	
<p>1. What do you find objectionable in the material? (Please be specific, cite pages, range on video counter, website address, etc.)</p>	
<p>2. What do you believe is the theme or purpose of this material?</p>	
<p>3. What do you feel might be the result of a student using this material?</p>	
<p>4. For what age group would you recommend this material?</p>	





# OGDEN PREPARATORY ACADEMY

## Text Challenge Form

5. What would you like the school to do about this material?

Additional Comments, if any:

### Signature

By signing this form, you affirm that

- You have reviewed the challenged material in its entirety,
- You have a current affiliation with OPA, and
- All information included in this form is accurate to the best of your knowledge.

Signature:

Date:



**Official Policy  
of  
Ogden Preparatory Academy**

**7. Students**

**7.09.POL Notification of Rights under FERPA for Elementary and Secondary Schools**

**Effective/Revision Date:** 02/23/2017

**Page 1 of 4**

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the Ogden Preparatory Academy ("School") receives a request for access.

Parents or eligible students who wish to inspect their child's or their education records should submit to the school principal [or appropriate school official] a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the [School] to amend their child's or their education record should write the school principal [or appropriate school official], clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the school's or school

district’s annual notification for FERPA rights. A school official typically includes a person employed by the school or school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school or school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student’s enrollment or transfer. [NOTE: FERPA requires a school or school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request or the disclosure is initiated by the parent or eligible student.]

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Ogden Preparatory Academy to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office  
 U.S. Department of Education  
 400 Maryland Avenue, SW  
 Washington, DC 20202

[NOTE: In addition, a school may want to include its directory information public notice, as required by § 99.37 of the regulations, with its annual notification of rights under FERPA.]

[Optional] See the list below of the disclosures that elementary and secondary schools may make without consent.

FERPA permits the disclosure of PII from students’ education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some

<b>7.09.POL Notification of Rights under FERPA for Elementary and Secondary Schools</b>	
Effective/Revision Date: 02/23/2017	Page 2 of 4

judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, § 99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student’s enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent or eligible student’s State. Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met. (§§ 99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system’s ability to effectively serve, prior to adjudication, the student whose records were released, subject to § 99.38. (§ 99.31(a)(5))

## **7.09.POL Notification of Rights under FERPA for Elementary and Secondary Schools**

Effective/Revision Date: 02/23/2017

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- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction, if applicable requirements are met. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena if applicable requirements are met. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- Information the school has designated as “directory information” if applicable requirements under § 99.37 are met. (§ 99.31(a)(11))
- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student’s case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))
- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K))

#### Document History

Approved: unknown

Revised: 02/23/2017 *Ratified due to unknown approval date.*

#### Legal References

Adapted from US Department of Education Model Policy:

<http://www2.ed.gov/policy/gen/guid/fpco/ferpa/lea-officials.html>

### **7.09.POL Notification of Rights under FERPA for Elementary and Secondary Schools**

Effective/Revision Date: 02/23/2017

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# OPA Libraries

## 6th Grade permission slip



## Ogden Preparatory Academy Library Expectations: Junior High

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### ❖ Be Prepared

I will wear my name tag.

I will bring my library books.

### ❖ Be Respectful

I will use a quiet voice.

I will listen and follow directions.

### ❖ Be Responsible

I will return my books on time.

I will keep track of my books and prevent damage.

### ❖ Be Safe

I will keep my hands and feet to myself.

I will walk safely and quietly.

This year, the 6th grade students will be accessing the Jr. High Library for book checkout and lessons beginning in November. The lessons will be co-taught by the Jr. High Librarian: Ms. Witt, and the Elementary Librarians: Ms. Dosier & Ms. Johnson. The library curriculum for 6th grade is more aligned with [7th grade standards](#). This will give 6th graders access to a wider selection of titles and encourage them to use the Jr. High library in subsequent years.

If students want to check out titles that are 9th grade level and above (labeled with YA and Advanced Reader labels) they will need additional guardian permission to do so. Students will continue to have access to the Elementary Library. Students will be accompanied to and from the Jr. High Library. Access to the Junior High Library is an earned privilege that may be lost if library expectations are not met.

If you have any questions you can contact a school librarian at:

[kwitt@ogdenprep.org](mailto:kwitt@ogdenprep.org), [adosier@ogdenprep.org](mailto:adosier@ogdenprep.org), [jjohnson@ogdenprep.org](mailto:jjohnson@ogdenprep.org)

Learning Goals:

- [Language Arts Common Core](#): By the end of the year, students will read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- [Utah Library Media Standards](#): The Standards are based on the three Strands of: Reading Engagement, Research & Information ([Big 6 Research Process](#)), and Media Engagement.

Permission to check out from the Jr. High Library:

Student Name: \_\_\_\_\_

Parent Name: \_\_\_\_\_

Parent Signature: \_\_\_\_\_



## Ogden Preparatory Academy

### Las expectativas de la Biblioteca Secundaria:

---

#### ❖ **Prepárese**

- Voy a usar mi etiqueta de identificación.
- Voy a traer mis libros a la biblioteca.

#### ❖ **Sea respetuoso**

- Voy a utilizar una voz tranquila.
- Voy a escuchar y seguir instrucciones.

#### ❖ **Ser Responsable**

- Volveré mis libros a tiempo.
- Voy a tener cuidado con mis libros y prevenir daños.

#### ❖ **Ser Seguro**

- Voy a mantener mis manos y los pies a mí mismo.
- Voy a caminar con seguridad y en silencio.



## Bibliotecas OPA

### Hoja de permiso de sexto grado

Este año, los estudiantes de sexto grado se dirigirán a la biblioteca de Jr. High para sacar libros y lecciones a partir de noviembre. Las lecciones serán co-enseñadas por la bibliotecaria de Jr. High: Ms. Witt y las bibliotecarias de primaria: Sra. Dosier y Sra. Johnson. El plan de estudios de la biblioteca para el sexto grado está más alineado con los [estándares del séptimo grado](#). Esto les dará a los estudiantes de sexto grado acceso a una selección más amplia de títulos y los alentará a usar la biblioteca de la secundaria el próximo año.

Si los estudiantes desean ver títulos que son de nivel de grado 9 y superiores (etiquetados con las etiquetas YA y Advanced Reader), necesitarán permiso adicional de los guardianes para hacerlo. Todavía tendrán acceso a la biblioteca de primaria. Los estudiantes serán acompañados desde y hacia la biblioteca de Jr. High. Este es un privilegio ganado que pueden perder si no se cumplen las expectativas de la biblioteca.

Si tiene alguna pregunta, puede contactarnos en:

[kwitt@ogdenprep.org](mailto:kwitt@ogdenprep.org), [adosier@ogdenprep.org](mailto:adosier@ogdenprep.org), [jjohnson@ogdenprep.org](mailto:jjohnson@ogdenprep.org)

### Metas de aprendizaje:

- [Artes del lenguaje Common Core](#): Al final del año, leerá y comprenderá literatura, incluyendo historias, dramas y poemas, en la banda de complejidad del texto de los grados 6-8 de manera competente, con andamios según sea necesario en el extremo superior del rango.
- [Estándares de medios de la biblioteca de Utah](#): Los estándares se basan en las tres líneas de: participación en la lectura, investigación e información ([proceso de investigación de los 6 grandes](#)) y participación en los medios.

Permiso para sacar dinero de la biblioteca de Jr. High:

Nombre del estudiante: \_\_\_\_\_

Nombre del padre: \_\_\_\_\_

Firma del padre: \_\_\_\_\_



# Official Policy of Ogden Preparatory Academy

## 7. Students

### 7.12.POL Credit Acceptance Policy

**Effective/Revision Date:** 04/04/2007

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## PURPOSE AND PHILOSOPHY

To ensure equity and fairness to all students when evaluating credit earned at institutions other than Ogden Preparatory Academy (~~the School~~ OPA), and to be in compliance with Utah State Rule R277-705-3.

## TRANSFER OF CREDIT

1. As a K-9 school, OPA does not make determinations regarding student credits and grades transferred from other institutions prior to the student enrolling in OPA as those credits and grades relate to high school graduation. These determinations are made by the receiving high school prior to graduation.
2. The School will receive all transfer records for incoming students and ensure those records are transferred to future institutions upon each student's exit from the School.
3. ~~OPA shall accept student credit and grades at face value from public schools accredited by Northwest Association of Accredited Schools (NAAS) and by regional or third party accrediting associations recognized by NAAS.~~
4. ~~OPA shall accept student credit at face value from a nonpublic school if the school was evaluated by NAAS consistent with credit approval criteria as outlined by Utah Administrative Rule 8277-410-4.~~
5. ~~The Northwest accreditation standards provided in Utah Administrative Rule R277-413 are applicable to public junior high and middle schools in their entirety if the schools include 9th grade.~~
6. ~~Requests for acceptance of credit from a school that is not accredited, or an accredited school that did not satisfy all criteria of Utah Administrative Rules R277-410-4B, will be referred to the Credit Evaluation Committee for credit determination.~~
7. The School will, however, review a transfer student's transcript in order to determine appropriate placement into courses at the School.
8. The Junior High Counselor will be responsible for initiating a transcript review and will seek assistance and advice from individual teachers, the Business Director, and/or the secretaries during the process as needed.

~~The OPA Credit Evaluation Committee findings will be based on the following forms of evidence:~~

- a. ~~Course title and description~~

- ~~b. List of instructional materials used ¶~~
  - ~~c. Student achievement (progress) ¶~~
    - ~~i. Formative evaluations (sample) ¶~~
    - ~~ii. Summative evaluations (sample) ¶~~
  - ~~d. Correlation of course objectives with the Utah State Core Curriculum standards and objectives ¶~~
  - ~~e. Course length and student attendance ¶~~
    - ~~i. Number of days the class met ¶~~
    - ~~ii. Normal class length ¶~~
    - ~~iii. Number of classes attended by the student ¶~~
  - ~~f. Grading criteria used ¶~~
  - ~~g. Teacher name, qualifications, certifications, endorsements, etc. ¶~~
  - ~~h. Course requirements for credit (representative sample of student work) ¶~~
  - ~~i. Copy of student records ¶~~
9. ~~In addition to the forms of evidence, listed above, students seeking credit may be required to demonstrate competency through end-of-level testing approved by OPA in areas where competency tests are available. ¶~~
10. ~~OPA will have the final decision making authority for the awarding of credit and grades from non-accredited sources consistent with state law and due process. ¶~~
11. ~~Costs associated with the determination of credit, including competency level testing, will be borne by the parent/guardian of the student requesting credit consideration. ¶~~
12. Students released for home instruction do not earn OPA credits. If students re-enter OPA, the School will review home instruction documents for placement purposes. The receiving high school will make credit and grade determinations. ~~requests for credit for home instruction studies will be evaluated under the provisions of this policy. ¶~~
13. If a student is participating in concurrent enrollment through the Utah State Online Education Program, completed courses shall be added to their OPA transcript upon completion.

## Document History

Approved: 04/04/2007

## Legal References

Utah State Rule R277-705-3

Utah Administrative Rule 8277-410-4

Utah Administrative Rule R277-413

### **7.12.POL Credit Acceptance Policy**

Effective/Revision Date: 04/04/2007

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# OGDEN PREPARATORY ACADEMY

## Official Policy

### 4. Curriculum and Instruction

#### 4.09.POL Library Collections Policy

Effective/Revision Date: DRAFT

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### LIBRARY MISSION

The Mission of the OPA Libraries is to instill in all students a love of reading and to ensure lifelong learning.

## SUPPORT FOR INTELLECTUAL FREEDOM

The OPA Libraries are guided by the principles set forth in the American Library Association's [Library Bill of Rights](#) and [The Students' Right to Read](#) statement of the National Council of Teachers of English. The core belief presented in these documents is that education is best served by encouraging all learners to read broadly and well.

## PURPOSE

Libraries serve a variety of purposes to the community. The purposes of the OPA Libraries and this policy include the following:

1. To provide faculty and students with materials that enrich and support the [Utah State curriculum](#) and meet the needs of the students and faculty served.
2. To provide students with a wide range of educational materials on all levels of difficulty and in a variety of formats, with diversity of appeal, allowing for the presentation of many different points of view.
3. To select materials that present various sides of issues, giving students an opportunity to develop analytical skills resulting in informed decisions.
4. To select materials in all formats, including up-to-date, high quality, varied literature to develop and strengthen a love of reading.

It is the goal of the Ogden Preparatory Academy Library to provide its users with quality materials that are selected with the overall purpose of ensuring that its staff and students are effective users of ideas and information and enthusiastic readers of recreational materials. The collection should support the curriculum in all disciplines as well as provide a common body of knowledge.

## RESPONSIBILITY FOR SELECTION

The OPA Board of Education shall delegate to the OPA Administrative Team the authority over selection of library materials in all formats.

Responsibility for actual selection rests with professionally trained library personnel in each building using the board's adopted selection criteria and under the supervision of the OPA Administrative Team. Teachers, students, administrators, community members and others may participate by making recommendations; however, the final responsibility for the selection decisions rests with the school library professionals.

### **4.08.POL Curriculum Adoption, Appeal, and Review**

Effective/Revision Date: DRAFT

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## SELECTION AND ACQUISITION CRITERIA

Each building librarian is responsible for creating a collection to support instruction, literacy, and recreational reading. The library professional shall seek input from teachers, other professional staff, and students.

In selecting learning resources, professional personnel will evaluate available resources and curriculum needs and will consult reputable, professionally prepared aids to selection, and other appropriate sources. The actual resource will be examined whenever possible.

The following will be considerations for selection of materials in the OPA libraries:

1. Educational significance: Supports Utah state curriculum
2. Reputation and standing of author or producer: Recommendations and reviews
3. Accuracy and scope of text: Timely and clear
4. Organization and presentation of contents: Easy to use with appropriate indices, bibliography, and glossary
5. Readability and comprehensibility: Language should be age and reading level appropriate
6. Potential user appeal: Supports reading programs and development
7. Artistic quality and or literary style: Encourages appreciation for quality materials
8. Format/binding: Library quality whenever possible
9. Value commensurate with cost and or need: Best quality possible
10. Variety of materials inclusive of all views

## DONATION POLICY

The School Librarians will judge donations and gifts to be accepted or rejected. The following criteria will be applied when potential library materials are donated to the OPA libraries.

1. Must adhere to the same standards as purchases.
2. Librarian decides whether to include the gift in the collection, give it to a classroom teacher, or donate to a local institution.
3. All donations are permanent and irreversible.

## SPECIAL COLLECTIONS

Both the Elementary and Jr. High library maintain collections that emphasis the school's Desired Results for Student Learning:

- Students will demonstrate bilingual ability in English and Spanish.
- Students will demonstrate the use of the seven habits of highly effective people.

<b>4.08.POL Curriculum Adoption, Appeal, and Review</b>	
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## CIRCULATION PROCEDURES

Librarians at both buildings will develop Circulation Procedures. These procedures will cover information about material check out, overdues, fines, damages, and other internal processes. The Circulation Procedures will be published in the OPA Libraries' Procedure Handbook.

## AGE APPROPRIATE READING SELECTIONS

The School has two libraries: an Elementary School Library and a Junior High Library. The School Librarians will consider the age levels at each building when applying the selection and acquisition criteria.

At the Junior High Library, texts with a reading level of 9th-12th grades will be labeled with a Young Adult (YA) sticker. Texts with a post high school reading level will be labeled with an "Advanced" sticker.

OPA Elementary students who wish to check out or loan items from the OPA Junior High Library must make a request through the school librarians. Sixth grade students will be offered access to the Junior High Library after the first quarter of their sixth grade year. Elementary students may check out individual titles at the OPA librarian's discretion. Elementary students must receive parental permission for titles that are not deemed appropriate for their age level, maturity, or reading level, or if they wish to have full access to Junior High library materials (see Elementary Permission Slip for Junior High).

## CONTROVERSIAL MATERIALS AND TEXT RESTRICTION

It is the responsibility of the School to provide a wide range of materials on different levels of difficulty and representing different points of view. School library professional staff will provide materials on diverse points of view on various issues to enable students to develop necessary critical thinking skills and to be discriminating users of information and productive members of society.

If a custodial parent or guardian has a concern about their child reading specific materials, such as a specific book series or texts by a specific author, they may contact the school librarian by email or in other written form. Upon receiving the written request, the librarian will place a note in the Patron Status portion of the student's library record in order to prevent the student from checking out these materials.

### **4.08.POL Curriculum Adoption, Appeal, and Review**

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## TEXT CHALLENGES

Prior to challenging an item, it is recommended that the custodial parent or guardian consider following the text restriction process in the Text Restriction section.

However, if the individual has broader concerns about a specific text, they may follow the text challenge procedure.

1. The following individuals may engage in the OPA Text Challenge Procedure:
  - a. Parents of students at the OPA;
  - b. OPA Faculty;
  - c. OPA Board Members; and
  - d. Current OPA Students
2. Any person desiring to challenge an item must present the challenge in writing using the Text Challenge Form.
3. Librarians and the Building Administration will communicate about the status of the book during the Text Challenge process.
4. A committee consisting of the librarian, the principal, a grade level teacher, and one parent or one Board Member will be assigned to consider the challenge and make a decision about the material. The Selection and Acquisition Criteria will be considered.
5. Every effort will be made to process a Text Challenge within 30 days of receiving the Text Challenge Form.

## COLLECTION MAINTENANCE AND WEEDING

Selection is an ongoing process that should include removing materials that are no longer used or needed, adding materials, and replacing lost and worn materials that still have educational value. OPA librarians will develop procedures related to the inventory and weeding of materials. These procedures will be articulated in the OPA Libraries Procedures Manual.

Materials to be discarded will fit one or more of the following criteria:

1. Misleading or obsolete: out of date or factually inaccurate
2. Poor physical condition, worn out or beyond repair
3. Superseded by newer or better information
4. Trivial or of no literary, scientific, or curriculum merit
5. Irrelevant to the needs of the school
6. Low circulation

Library capacity may also be considered when selecting items to be discarded.

### 4.08.POL Curriculum Adoption, Appeal, and Review

Effective/Revision Date: DRAFT

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## POLICY REVISION

This policy shall be reviewed according to the expectations set forth in OPA's Policy, Procedure, and Template Creation, Adoption and Revision policy.

No revision to this policy should be undertaken while a formal challenge to a library resource is occurring. It is important to follow the current governing board-approved policy and process to maintain good faith with the community, complainants, and supporters. Revisions should occur after the final decision on the questioned material has been made.

When a challenge has been resolved, those involved should reflect on the reconsideration experience and use new knowledge to revamp the current policy as needed.

### Document History

Approved: DRAFT *Initial creation*

### Legal References

<b>4.08.POL Curriculum Adoption, Appeal, and Review</b>	
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OGDEN PREPARATORY  
ACADEMY

# Employee Handbook



# Ogden Preparatory Academy Official Employee Handbook

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## Ogden Preparatory Academy Official Employee Handbook

This *Employee Handbook* is provided for the Employee's information and is not intended to alter the at-will nature of the position held. Supportive documents and forms for this handbook can be found on the OPA Shared Drives, OPA Dashboard, and the [Ogden Preparatory Academy Website. ogdenprep.org](https://ogdenprep.org). Policies and Procedures are subject to change. For the most current policies and procedures, see the School website.

# About Ogden Preparatory Academy (OPA)

Ogden Preparatory Academy is the first charter school based in Ogden, Utah. OPA was built with the idea that children should have an affordable quality education in a safe, nurturing environment. OPA exposes all students in grades K-9 to Spanish as a second language. A charter school allows parents a choice in free public education for their child.

Ogden Preparatory Academy offers a public school education with private school quality. Some key benefits of OPA include uniforms, discipline, class sizes under 30, and employee accountability. Parents are expected to be active in the school by volunteering for 30 hours per year. Parental involvement has shown to be a major benefit to a child's interest in school and willingness to learn. OPA has high academic expectations with an emphasis on mastery of reading and math skills.

## Mission Statement and Vision

The Mission of Ogden Preparatory Academy Charter School is to provide a challenging curriculum where academic excellence, character development, and individual growth are nurtured in a safe and happy environment that involves the active participation of students, teachers, parents and community members.

*Ogden Preparatory Academy's vision is to create a positive, nurturing environment for students to grow and learn as they develop the skills necessary to become tomorrow's leaders. Through high academic expectations and experiences, bilingual exposure, leadership roles and commitment to community, OPA's students will gain confidence and a sense of self-worth that will prepare them to face the challenges in a competitive world.*

Our DRSLs (Desired Results for Student Learning) include the following:

- Students will demonstrate the use of the seven habits of highly effective people.

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## Ogden Preparatory Academy Official Employee Handbook

- Students will demonstrate bilingual ability in English and Spanish.
- Students will demonstrate respect for themselves and others.

### Board of Directors

The OPA Board of Directors (Board) is made up of parents and community members. The Board meets monthly. Agendas and minutes of the Board are posted on the OPA website. The mission for the Ogden Preparatory Board of Directors, through unified governance, is to set direction and goals for the school, and to commit to continual improvement. We will empower our administrator to manage day-to-day operations. We will act in the best interest of the school, ensuring we live up to our duties, which are:

- Duty of Loyalty
- Duty of Care
- Duty of Fiduciary Responsibility
- Duty of Obedience, and
- Duty of Good Faith

The Board will act in the best interest of the school by ensuring we are financially sound, consistently showing the results of high academic expectations, and maintaining obedience to both state and federal law.

### Policies and Procedures

A complete set of OPA policies and procedures can be found on the PD, Documents and Resources Shared Drive and on the school website: [ogdenprep.org](http://ogdenprep.org). All OPA Employees shall follow the school policies and procedures.

### School Initiatives

#### Responsibility Centered Discipline (RCD)

OPA has implemented a behavioral management system called Responsibility Centered Discipline.

The goals of the RCD program are:

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- To empower students to take responsibility for their actions,
- To keep students in their learning environments with their peers,
- To empower teachers to solve issues within their classrooms, and
- To build positive student/teacher relationships.

OPA has established the following foundations:

- Be Safe
- Be Responsible
- Be Respectful
- Be Prepared

Each classroom and public area of the school have specific expectations centered around these foundations. See [Behavior Intervention](#) section for specific expectations.

### **Leader in Me/7 Habits of Highly Effective [Students]**

OPA has adopted the Leader in Me program. Teachers are trained in the *7 Habits of Highly Effective People* and work cooperatively to teach students the 7 Habits by integrating them into their classrooms. The OPA Lighthouse Team orchestrates the Leader in Me program.

### **Aguilas F.L.Y.**

(Focus on collaboration, Look at data, Yield results)

Aguilas FLY is OPA's Professional Development System. In Aguilas F.L.Y., teachers are grouped into CTTs (Collaborative Teacher Teams) based on grade level or subject area. CTTs meet regularly to examine formative and summative data, improve curriculum, plan interventions, and conduct other business to improve student learning. Aguilas F.L.Y. is the system that focuses and drives all professional development activities at OPA and all teachers are expected to participate. One member of each CTT is assigned to the School Transformation Team (STT) to coordinate professional development and school programs and initiatives.

### **AVID**

(Advancement Via Individual Determination)

The AVID curriculum, based on rigorous standards, was developed by middle and high school teachers in collaboration with college professors. It is based on best teaching practices in writing, inquiry, collaboration, organization, and reading, and it is supported by state and

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national content standards. AVID strategies are used in classes to guide teachers and students, while planning strategies for success, by focusing on time management and study skills. At OPA, we have AVID elective classes at the Junior High. We have an AVID Site Team that oversees the networking of AVID strategies and principles throughout the school. All teachers are encouraged to use AVID strategies in their classes each day as part of OPA's commitment to rigor in the classroom.

## Special Programs

Teachers are expected to plan lessons considering the needs of all children. OPA students include those with IEPs (Special Education), EL Plans (Alternate Language Services), and 504 plans (students with disabilities outside the Special Education umbrella). Teachers shall review all student special program plans and adjust classroom expectations to meet the individual student needs as outlined in these plans.

Ogden Preparatory Academy has a Multi-Tiered System of Supports Team (MTSS Team) established. The MTSS Team is a problem solving team that can help gather data and make decisions to help the teacher and school determine the most effective ways to educate the students at OPA. Teachers and administrators serve on the MTSS Team depending on the student being discussed.

## Special Education

The OPA Special Education Department has developed policies and procedures to ensure that all students residing within the jurisdiction of the Local Education Agency (LEA) are located, identified, and evaluated. The OPA Special Education Department Policies and Procedures can be found on the OPA website.

## Alternative Language Services

Alternative Language Services include classroom and supplementation instruction in oral, reading, and writing skills in English proficiency. Language proficiency is assessed annually for students who are identified as English Learners. Teachers develop and review annual plans for students who require language services and monitoring.

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### Section 504

Teachers and Administrators meet annually to review the specific needs of students with disabilities other than those requiring IEPs. OPA follows all State and Federal guidelines and reporting requirements with regard to 504s.

## Employment

### At-Will

Employment with OPA is at will. This means employment is for an indefinite period of time, and it is subject to termination by you or OPA with or without cause, with or without notice, and at any time. Nothing in this handbook or any other policy of OPA shall be interpreted to be in conflict with or to eliminate or modify in any way, the at-will employment status of OPA employees.

The at-will employment status of an employee of OPA may be modified only in a specific written agreement with that employee which is signed by an administrator and the Board Chair.

### Equal Opportunity Employment

OPA is an Equal Opportunity Employer. OPA ensures equal employment opportunities regardless of race, creed, gender, color, national origin, religion, age, sexual orientation, disability or on any other basis required by law.

### Benefits

Ogden Preparatory Academy provides a benefit package to eligible employees. Eligibility is determined by the employee's work agreement. Benefits are outlined in the *OPA Benefit Handbook*.

### Employee Separation

In the event of Employee Separation, Ogden Preparatory Academy is required by Utah Law to maintain and provide disciplinary records to prospective employers. A person who, in good faith, provides a recommendation or discloses or receives information is exempt from

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civil and criminal liability relating to that recommendation, receipt, or disclosure.

In the event of a non-voluntary employment termination, the school will mail or direct deposit the last paycheck of a separated employee within 24 hours. If an employee voluntarily terminates their employment, the final paycheck shall be paid according to the regular payroll schedule.

# Employee Expectations

## Be Respectful

- We speak positively of others and avoid gossip
- We assume good will
- We treat others how we want to be treated
- We go to the source if we have a question or concern
- We seek first to understand
- We are mindful of others' personal boundaries

## Be Safe

- We ask for help
- We use equipment correctly
- We take care of ourselves physically, mentally, and emotionally
- We are aware of our surroundings
- We maintain clean and organized rooms and spaces
- We maintain emotional control

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### Be Responsible

- We are punctual and prepared
- We are professional and accountable for our dress, words, and actions
- We take ownership of mistakes
- We follow procedures and expectations
- We take care of school property and technology
- We seek feedback and use it to grow

### Be Prepared

- We are where we are supposed to be
- We engage with a positive attitude
- We will have necessary materials
- We plan ahead, and we are flexible

## Employee Job Duties and Responsibilities

### Performance

It is expected that the Employee shall:

1. Employ his/her best efforts and shall give to OPA competent, effective professional services, and shall forego any other employment or activity whether full-time or part-time which would directly or indirectly interfere or conflict with the Employee's ability to fulfill his/her commitment to OPA.

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2. Support and comply with the policies, procedures, curriculum, mission, administration, and governing Board of Ogden Preparatory Academy (OPA).
3. Comply with all applicable state and federal laws in connection with the performance of his/her duties.
4. Work under the direction of the assigned administrator/Director or his/her designee.
5. Perform additional duties as assigned by the Administration Director.
6. Endeavor to work collaboratively with colleagues by sharing best practices, mentoring, discussing, modeling, analyzing data, and actively engaging in professional development activities as assigned. Professional development activities include: Aguilas FLY, AVID Site Team, Leader in Me Lighthouse Team, MTSS Team, Friday PD, etc.

## Employee Health

### Drugs, Alcohol and Tobacco

- OPA buildings are smoke free.
- OPA prohibits the use, possession, sale, distribution or manufacture of drugs and drug paraphernalia at school or school related activities.
- OPA forbids employees from reporting to school or to school related activity while under the influence of a substance which impairs their ability to perform their job responsibilities.
- Upon reasonable suspicion, OPA reserves the right to conduct searches of workspaces and/or to require drug testing as outlined herein.
- Ensures compliance with applicable federal and state laws.

Employees may be required to submit to medically acceptable testing to determine violation of federal or state law, or school policy or procedure under the following conditions:

- When, during work hours, there is reasonable suspicion that an employee is using or is impaired through the use of a controlled substance or alcohol;
- As part of a post-accident investigation.

Testing shall be conducted by an independent laboratory. Positive results shall require a confirmation test.

Violation of employee health restrictions will result in disciplinary action, which may lead to suspension or dismissal. Disciplinary action may be based on information obtained by testing, but a positive drug test is not required for discipline for violations provided the school has credible evidence of violation.

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### **Bloodborne Pathogens**

1. Employees shall be trained annually on Bloodborne Pathogens.
2. Employees shall establish work practices to reduce likelihood of exposure.

### **Immunizations**

By order of the Health Department, all employees shall show evidence of current immunizations or a waiver for the following:

1. Varicella
2. MMR
3. T-DAP

Failure to have evidence of immunizations on file may result in loss of wages in the event the Health Department requires non-immunized employees to quarantine.

### **Professional Standards**

Employees of Ogden Preparatory Academy shall adhere to the Utah Educator Professional Standards. [The following is not meant to be an inclusive list. See Rule R277-515. Utah Educator Professional Standards]

In dress, conduct, and interpersonal relationships, employees of OPA are being continuously observed by students. Their actions and demeanor will be reflected in the conduct of the students. Employees should strive to set an example for students which will serve as a model for behavior and contribute toward a positive school climate. Failure to comply with Professional Standards may result in employment termination and possible licensing discipline..

### **Role Model of Civic and Societal Responsibility**

1. Refrain from legally representing OPA without the express permission of Administration.
2. Shall not attend school or a school-related activity in an assigned employment-related capacity while possessing, using, or under the influence of alcohol or an illegal drug and shall not intentionally exceed the prescribed dosage of a medication.
3. Act in a professional, respectful manner, maintaining a positive attitude whenever it is reasonably expected the Employee would be viewed as a representative of OPA.

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4. Maintain appropriate, civil, and professional relationships (written, verbal or physical) with students and colleagues.
  - a. Employees shall not solicit, encourage or consummate an inappropriate relationship with a student or minor.
  - b. Employees shall not make inappropriate contact in any communication (written, verbal or electronic) with a minor, student or colleague, regardless of age or location.
  - c. Employees shall not participate in, nor allow, any sexual, physical or emotional harassment toward any student or colleague.
5. Shall provide accurate information with regard to certification and education.
6. Maintain in the strictest confidence all personal information regarding any students or employees of OPA.
7. Employees shall comply with all applicable state and federal laws in connection with personal conduct when on school property, in conjunction with school events, or on personal social media sites.
  - a. Employees who wish to use social media for educational purposes shall maintain separate professional and personal virtual profiles.
  - b. All communication about students and school related concerns shall be through school approved communication means.
2. Shall teach the core curriculum objectives.
3. Maintain confidentiality of student information and educational records.

### Compliance with LEA Policy

1. Understand and follow School policies and procedures.
2. Resolve grievances according to the OPA Grievance policy.
3. Follow policies regarding collecting and accounting for monies.
4. Fundraising
  - a. Employees shall follow school policies for collecting money and accounting for money collected.
  - b. Employees shall not solicit nor approve solicitation of funds without the express permission of school administration.

### Professional Conduct

1. Exhibit integrity and honesty in relationships.
2. Shall communicate professionally.
  - a. Any communication where an employee may be viewed as a representative of the School shall be professional and non disparaging. This may include on-line personal venues.
3. Shall not promote a personal opinion as part of the instructional process.

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4. Shall work diligently to improve professional judgement, understanding, and expertise.

### Professional Ethics

1. Shall become familiar with professional ethics and is responsible for compliance.
2. Attend and comply with annual School Ethics training(s).
3. Avoid ongoing conflict with other personnel and parents. Continual conflict with others may be cause for dismissal.

### Parent Communication

Any Employee specifically assigned to teach a class of students shall maintain parental communication including:

1. Weekly Parental Communication in one of the following forms:
  - a. Learning Management System (Canvas.)
  - b. Blog/Website
  - c. Email
  - d. Newsletter or other means as approved by the Administration.
2. Gradebook updated at least weekly;
3. Parental contact via phone or email for students whose grades fall below a C-.
4. Parental contact via phone or email for students with behavioral challenges.

### Contract Hours

Chronic tardiness or other abuses may result in corrective action. In case of emergency, Administration may ask the teacher to remain at the school beyond specified contract hours. Employment status is determined by the employment agreement.

### Full Time Employees

Typical contract hours are 7:45 a.m. to 4:00 p.m. with some exceptions made for professional development, conferences, meetings, and specific work assignments.

### Part Time Employees

1. Hours of employment are to be determined by the School Administration.
2. Hours are not to exceed 29.5 hours per school week.
3. All hourly employees are part-time employees.

### Hourly Employees

1. Hourly employees must clock in and out of the time card system while on campus.

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2. Hourly employees are not paid for a 30 minute personal lunch.

### Dress Code

The objective of this dress standard is to enable employees to project a professional, business-like image while exercising good judgement. Employees' dress and attire should be distinguishable from the dress and attire of students. Employees' dress should model appropriate standards for students. Attire may vary based on an employee's work assignment. Specific dress specifications are as follows:

1. Clothing should be neat, clean, appropriately fitted, modest and in good repair.
2. Dresses, skirts, pants, and shorts should adhere to the same length standard as outlined in the student dress code.
3. Shirts without sleeves should have a shoulder seam that reaches the shoulder, not to be less than 3 inches. Midriffs should remain covered. No graphic tees, unless "dressed" up.
4. Employees may wear well-tailored blue jeans without patches or tears with college or spirit shirts on Fridays.
5. Employees may participate in "Free Dress" days while maintaining a professional standard.
6. Visible body piercing is limited to earrings and one additional, non-distracting, facial piercing. Facial piercings are limited to a small stud. Enlarged ear piercings are not allowed.
7. Hair must be clean, well groomed and not distracting.
8. Tattoos that are lewd, gang-related, or that pose a disruption or safety concern must remain covered.

### Eligibility

It is expected that the Employee shall:

Obtain a background check prior to commencement of any duties.

1. Meet the requirements for Highly Qualified status as defined by state and federal law.
  - a. Licensed Employees
    - i. Classroom teachers shall be duly certified and qualified to perform as an educator within the State of Utah.
      1. Teachers with Associate Educator Licensure may have additional professional learning requirements. Requirements may be scheduled during the summer as well as during the school year.

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- b. Paraprofessionals meet HQ requirements in one of the following ways:
  - i. Two years post-high school education (transcripts or certificate required)
  - ii. Pass the Parapro Praxis assessment.
  - iii. OPA Portfolio (special permission required for using a portfolio as certification).
- c. All non-highly qualified employees shall be actively pursuing certification. Failure to do so may result in employment termination.

## Employment Remediation and Termination

1. Employees wishing to terminate employment shall provide written notice of termination to the School Principal or the Human Resources Director.
2. Violation of State or Federal Laws may be grounds for immediate dismissal.
3. Fraud and/or Ethical infractions may be grounds for immediate dismissal.
4. Failure to adhere to State and Federal Educational Standards and School policies and procedures may be grounds for termination.
5. Failure to Perform: When an employee's performance ceases to meet the School's expectations levels
  - o Employee shall be given redirection and/or a plan of improvement. Redirection or a plan of improvement shall include specific areas of improvement, an outline of expectations, provided supports, and date(s) of review.
  - o Failure to cooperate with provided supports and/or failure to show progress through review(s) shall be grounds for termination.
6. Employee may be given the opportunity to resign prior to termination.
7. Upon termination, any supplies procured through classroom budgets, legislative funds, donations, or grants shall remain property of OPA.

## Responsibilities by Position

Specific employee responsibilities may be outlined by the Employee Agreement, Individual Job Descriptions, and the Employee Handbook. Where discrepancies exist between these documents, the order of preference shall be as follows:

1. Employee Agreement.
2. Individual Job Description.
3. Employee Handbook.

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### Provisional Teachers

*(Any teacher holding an Associate Educator License, or an educator with a Professional License in their first years of teaching. Teachers new to OPA may be included as well.)*

1. **Lesson Plans:** Shall submit lesson plans in advance to Administration each Monday or the 1st day of each school week.
2. **Mentoring:** Shall work with an assigned mentor to complete all mentor/mentee program tasks.
3. **APPEL or University Requirements:** Shall either be working with a university program or the OPA APPEL program toward Professional Licensure. Shall show progress toward Professional Licensure at regular intervals, and shall complete all requirements of chosen program,
4. **Teacher Leader:** Shall work with the OPA Teacher Leader; attending all applicable meetings and completing all applicable assignments.
5. **Other:** Additional professional development requirements may be assigned by Administration based on experience and need.

### Teachers

1. **Lesson Planning:** Teachers are responsible for lesson planning for each of their assignments. Lesson plans shall coordinate with the Utah Core Standards. Lessons are expected to focus on student engagement.
  - a. Teachers shall prepare and maintain emergency lesson plans. Emergency lesson plans shall be given to the office secretaries.
  - b. Teachers are responsible for substitute plans for absences.
2. **Team Meetings:** The Employee shall attend and actively participate in all faculty, team, and CTT meetings as directed. This includes submitting relevant data and team documents as requested. All teachers who are present at school on a given Friday are expected to attend the scheduled professional development offerings, including CTT meetings.
3. **Professional Development:** The Employee shall attend a one-week workshop prior to the commencement of the school year and other professional development activities throughout the school year without additional compensation (i.e. Professional Development activities and meetings that may extend past 4:00 p.m.).
4. **Parent Meetings:** The Employee shall attend Back-to-School Night, Parent-Teacher-Conferences, and evening activities as assigned without additional compensation (see Supervisory Responsibilities). Except in emergency situations specifically pre-approved by the Principal, all teachers shall be available for their scheduled Parent-Teacher Conferences.

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5. **Ad-hoc committees:** OPA encourages teacher participation in decision-making; thus, employees may be asked to serve on committees of varying length and purpose.

### Paraprofessionals

Responsibilities and duties of paraprofessionals may vary or be amended from time to time depending on need and individual strengths.

Responsibilities include:

1. Assist in the educational and social development of students under the direction and guidance of Administration and classroom teachers.
2. Student supervision in class, between classes, during lunch, recess, field trips, and other assignments as designated.
3. Work with small groups or individuals to execute interventions as designated by teachers and/or Special Education personnel.
4. Support students with emotional or behavior concerns and assist them in developing social skills.
5. Assist with progress monitoring and assessment as needed.
6. Reinforce classroom and school expectations.
7. Attend professional development training as assigned.

## Supervisory Responsibilities

### Morning

- Classroom doors should be open at 7:50 a.m.. Expectations should be established for any student access to classrooms in the morning.
- One team member shall monitor the hallway at 7:45 a.m..
- Classes start at 8:05 a.m..
- Expectations shall be reviewed in morning meetings and/or homeroom.

### Daily

#### Lunch

- Lunchroom supervision as assigned by the administration. Primarily, Paraprofessionals, office staff, and Administration are responsible for student supervision at lunch.
- Elementary teachers may be assigned to escort and organize classes for lunch.

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### Recess

- Paraprofessionals are assigned supervisory duties for recess.

### Transition Periods

- Classroom doors shall be open during transition periods.
- Teachers shall monitor hallway behavior during transition periods.

## After School

### Dismissal

All full-time employees are expected to assist with parking lot responsibilities as assigned. For specific procedures, see Student Dismissal/Pick-up Procedures in Policies, Procedures, and Templates.

### Activities

Each salaried employee shall be required to attend three after-school activities per year:

1. Fall Family Activity
2. Spring Family Activity
3. Building-related activity:
  - a. Elementary: Grade Level Literacy Night or other event as determined by CTT and Administration.
  - b. Secondary: Selection of one activity per year, to be determined in the fall (dances, home sporting events, AVID or LIA activities, etc.). Participation in an after school activity associated with a stipended position (ex: a coach attending a game), or an activity that corresponds to a teaching duty (ex: music teacher attending a concert) does not fulfill this requirement.

## Employee Evaluations

Performance of employees shall be observed both formally and informally by School Administration. The purpose of the evaluation is to ensure compliance to School expectations and to improve the performance of the employee.

- Licensed Employees shall receive written feedback at least two (2) times per year regarding their formal evaluations. Feedback and suggestions may be given from informal observations.

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- Unlicensed employees shall receive at least one formal evaluation annually.

# Technology and Maintenance

## OPA Dashboard

The OPA Dashboard can be accessed through the employee login on ogdenprep.org. The Dashboard is one location for all OPA information, blogs, forms, etc..

## Technology

Employees are responsible for the technology issued to them through the IT department. All Employees shall sign the *Staff Acceptable Use of School Electronic Resources Acknowledgement of Receipt and Understanding* and the *Electronic and Telephonic Communications Employee Acknowledgment Form* as a requisite to using OPA electronic resources and property.

## Physical Facility Alterations

Employees shall not make physical alterations to classrooms or other areas of the building without express permission or assistance from the Facilities Director, Building Administrator, or Maintenance Technician. Employees who wish to have alterations made should submit an IMS Support ticket. Any alteration must comply with the OPA facility specifications.

Employees shall be responsible for any costs to repair damages caused by unauthorized alterations.

Physical Alterations include, but are not limited to, the following:

- Paint
- Installation of bulletin boards or other wall hangings
- Installation of shelves
- Anything that puts a hole in the wall
- Duct tape or any other adhesive that is damaging to surfaces.

Technology and maintenance requests (tickets) shall be made through the OPA Dashboard or via email to support@ogdenprep.org.

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# Curriculum and Assessment

## Curriculum

All curricula used at OPA follow the Utah State Core Standards. OPA expects employees to use school adopted curricula and be responsible for teaching classes in accordance with Utah State Core Standards. Weekly lesson plans (submission of weekly plans is mandatory for all teachers with Associate Educator Licensure or who are in their first year of teaching with a Professional License) should reflect alignment with the Utah Core. Additionally, all students who attend OPA are expected to participate in the Spanish curriculum, which includes several options.

### Core Standards Links

- [Utah Education Network – Utah Core Standards](#)
- [Utah State Office of Education - Teaching and Learning](#)

### Adopted Curricula

- English:
  - Wonders, Grades K-6
  - Elements of Literature 7-9
  - Imagine Learning Software
  - Waterford Software, Kindergarten
  - No Red Ink, 7-9
- Mathematics
  - Engage New York, Grades K-5
  - Zearn, Grades K-5
  - Reveal Mathematics, Grades 6-9
  - i-Ready Software, Grades K-9

### Curricula Materials, Textbooks, Books

School provided materials including books, textbooks and curricula materials should be properly labeled and maintained by the assigned employee. The following guidelines should be used:

- Store the materials in a safe and secure location.
- Label materials as directed by administration.
- Utilize an organized method of assigning, tracking, and checking out materials to students when applicable.
- Instruct students on appropriate use and care of materials.

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- Ensure that substitutes are properly instructed in the use and procedures for class materials.
- Damage to materials that have been assigned to students for personal use shall be the responsibility of the student.
- Assigned employees shall be held responsible for losses and damages resulting from neglect.
- Materials shall be inventoried annually and reported to the Curriculum Director.

## Assessment

### OPA Assessments

- Acadience (DIBELS) Reading Assessment;
  - Grades K-6
  - BOY, MOY, EOY assessments with interim progress monitoring.
- RISE State Assessment in English Language Arts, Mathematics, and Science
  - Grades 3-8
  - Benchmarks and Summative
- i-Ready Diagnostics; all math students
  - BOY, MOY, EOY
- KEEP Kindergarten Assessment
  - Pre and Post testing.
- Utah Aspire Plus;
  - Grade 9
  - Summative Spring Assessment.
- NAEP, National Assessment, as assigned by State.
- WIDA Access 2.0;
  - All identified English learning students.
  - Screener and Summative assessment.

### Classroom Requirements

- Test preparation and benchmarking (using RISE Benchmarks, Acadience (DIBELS) assessments and i-Ready diagnostics).
- Progress Monitoring.
- Summative Assessments: Acadience (DIBELS), RISE, KEEP, WIDA Access 2.0, and Utah Aspire Plus as applicable to grade level or group.

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# Behavior Intervention

## Responsibility Centered Discipline

OPA follows the Responsibility Centered Discipline (RCD) framework. This framework is based on OPA's four school foundations: Be Safe, Be Prepared, Be Respectful, Be Responsible. Employees are expected to attend all trainings on RCD and implement it consistently.

The goal of the RCD program is to keep students in their learning environments with their peers, to empower teachers to solve issues within their classrooms, and to build positive student/teacher relationships.

Employees are expected to follow the expectations for behavioral and disciplinary concerns as outlined.

## Grades K-6 Expectations

1. Implement clear expectations and procedures during the first few weeks of school and be consistent with procedures throughout the school year. Classroom expectations must be posted in each room.
2. Utilize proactive behavioral management techniques (seating charts, movement around the classroom, non-verbal cues, positive reinforcement, etc.) to help students meet expectations.
3. When a student is not meeting an expectation, implement the Give 'em Five procedures per RCD training. 4 of the 5 steps (Support, Expectation, Breakdown, Benefit) should be attempted at least once during each Level 1 interaction and several times during each Level 2 interaction. It is understood that some interactions may take several days to reach closure.
  - a. Teachers are welcome to use supporting structures (ex: Stop/Think/Do, time-outs, detentions, TA assistance, etc) during Level 1 and Level 2 interactions.
  - b. Teachers will be asked to track information for each Level 1 or Level 2 behavioral incident. If a student does not reach closure with a teacher and the class is unable to continue as usual, the student will earn an office referral.
  - c. The Administration will enter behavioral offenses from office referrals into Aspire.
4. If closure cannot be reached and the student is interrupting the learning of others, the teacher may send the student to the office using language appropriate to RCD.

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5. The teacher or teaching assistant should accompany a student to the office. If this is not possible, please contact someone in the office (secretaries or administrator) and provide a synopsis of the situation. Please do not discuss the situation in front of the student, a classmate, or the class.
6. An administrator will meet with the student. If an administrator is unavailable, the student will either sit in the office or an alternate location until one of the administrators are able to speak to the student.
7. If it is determined that RCD procedures were not followed, the student may return to the classroom, so the RCD procedures can be followed within the classroom to enable the teacher to build a positive classroom relationship with the student.
8. During most Level 3 RCD interactions with Administration, students will not attend any classes until a plan is generated. During this time, students are not allowed to work on homework or classwork: Their objective is to create a plan and return to the learning environment. The office is not considered a learning environment and students should not be sent to the office for behavior reasons and expected to complete class work.
9. If a student has consistent Level 3 behavior incidents, a team will meet to discuss the possible referral to the behavior unit. Teachers are not permitted to send students directly to the behavior unit.
10. Teachers should access and refer to the behavior flow chart . Once a student is referred to the office, input will be heard; however, the office makes the final decision. Administration will advise the teacher of the determination.

### Elementary Behavior Intervention Levels and Flow Chart:

RCD Level 1&2	RCD Level 3
<ul style="list-style-type: none"> <li>● Class disruption</li> <li>● Abusive/inappropriate language</li> <li>● Defiance/disrespect</li> <li>● Minor physical contact</li> <li>● Minor property damage</li> <li>● Minor theft</li> <li>● Cheating/ forgery</li> <li>● Harassment/ teasing/ taunting</li> <li>● Dress code violation</li> <li>● Electronic device or toy</li> <li>● Preparedness</li> <li>● Hall disruptions</li> </ul>	<ul style="list-style-type: none"> <li>● Weapons</li> <li>● Aggressive physical contact</li> <li>● Aggressive threats</li> <li>● Throwing furniture</li> <li>● Smoking</li> <li>● Vandalism</li> <li>● Alcohol</li> <li>● Drugs</li> <li>● Gambling</li> <li>● Leaving school grounds</li> <li>● Sexual harassment</li> <li>● Chronic minor infractions after 3 of the same type in the same quarter.</li> </ul>

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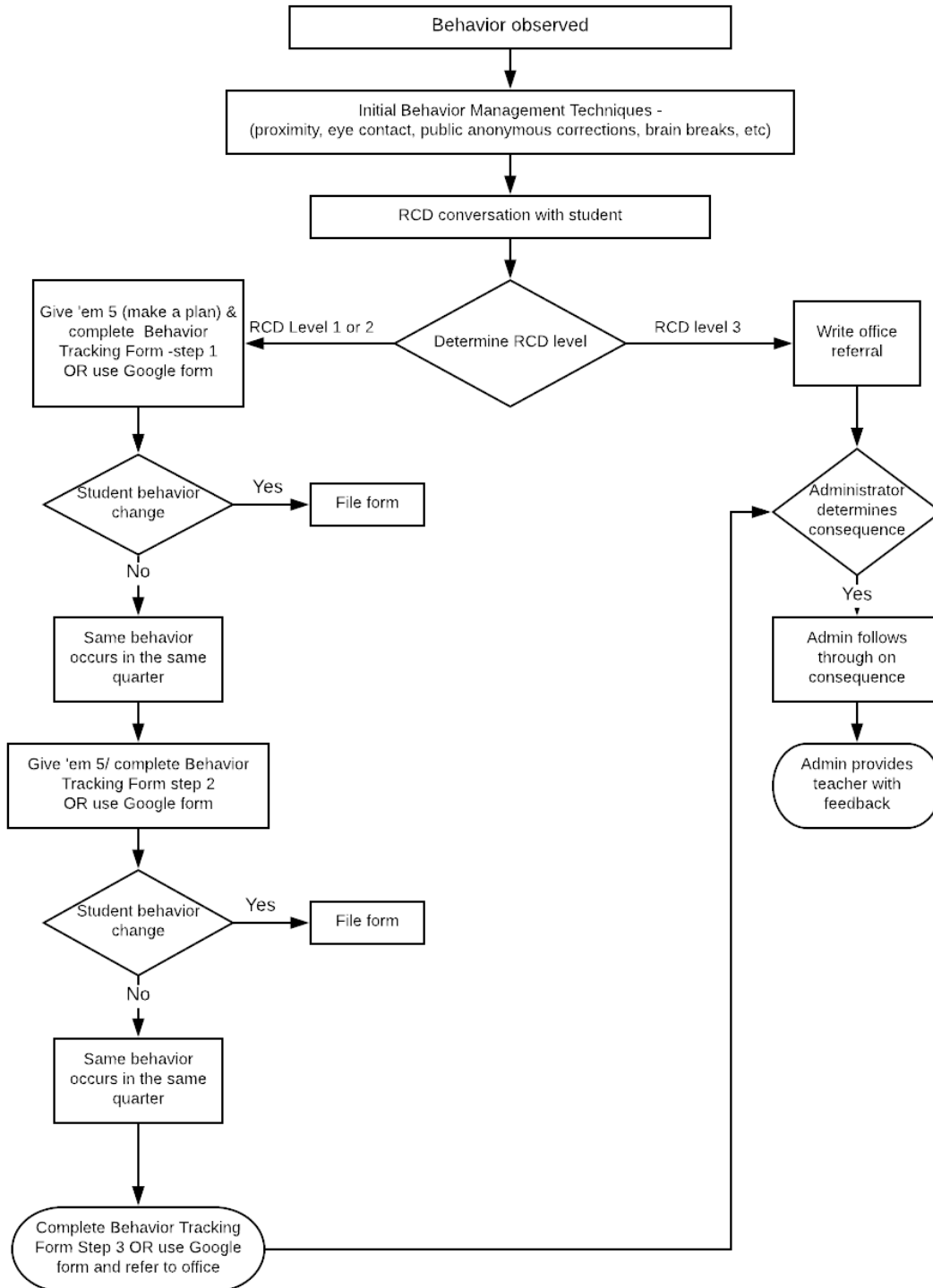
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### Grades 7-9 Expectations

1. Implement clear policies and procedures with students in both a disclosure statement and during the first weeks of instruction.
2. Utilize proactive behavioral management techniques (seating charts, movement around the classroom, non-verbal cues, positive reinforcement, etc.) to help students meet expectations.
3. When a student is not meeting an expectation, implement the Give ‘em Five procedure per RCD training. 4 of the 5 steps (Support, Expectation, Breakdown, Benefit) should be attempted at least once during each Level 1 interaction and several times during each Level 2 interaction. It is understood that some interactions may take several days to reach closure.
  - a. Teachers are welcome to use supporting structures (ex: Stop/Think/Do, time-outs, detentions, TA assistance, etc.) during these Level 1 and Level 2 interactions.
  - b. Significant Level 2 interactions should be logged into the Aspire system by the teacher or staff member who observed the behavior and Gave Five to the student. This creates a running record that can be referenced where there is a Level 3 interaction.
  - c. Teachers should make parent contact related to any behavioral event logged into Aspire.
4. If closure cannot be reached, the teacher may send the student to the office using language appropriate to RCD. (Remember to attempt one final “support bomb” before sending the student out.)
5. As soon as possible after removing the student from the room, the teacher should contact the office to inform them a Level 3 student is reporting to the office (phone call, email, Google Chat, or TA messenger are all adequate).
6. Administrative Actions
  - a. The student will be given a cooling period in the office while the Administrator begins RCD action by researching the incident.
  - b. An Administrator will either visit the classroom teacher in person or use GoogleChat to get information from the teacher. If the RCD procedures were not followed, the teacher will be asked to fill out the RCD referral form based on steps that could have been taken.
  - c. An administrator will meet with the student and implement Level 3 RCD proceedings (if RCD was not followed by the teacher, this process may be abbreviated).
    - i. During Level 3 RCD interactions with Administration, students will not attend any classes until a plan is generated. During this time, students

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are not allowed to work on homework or classwork: Their objective is to create a plan and return to the learning environment. The office is not considered a learning environment and students should not be sent to the office for behavior reasons and then expected to complete class work.

- d. Once a plan is in place, the Administrator and Student will take steps to have the student rejoin the learning community.
7. If an administrator is unavailable, the student will either sit in the office or an alternate location for the class period. Then, the student will attend the next class for that day. An administrator will follow-up with the student regarding the incident when available.

### ASPIRE Behavior System

1. At the School screen or while viewing a student, choose the “Behavior” link on the right.
2. Choose “Record Incident”.
3. Add students (offenders and victims).
4. Fill in information regarding the incident. Be specific as possible in the “Description” box.
5. If the incident is classroom managed, click “Save and Archive”.
6. If the incident is Office managed, click “Create Referral” or “View by Administration.”

## Budgets, Requisitions, Reimbursements, Supplies

### Budgets

Employees shall make budget requests for the upcoming school year no later than May 31. Requests made after May 31 may not be considered due to budget approval timelines. Employees hired after May 31 will be given as much flexibility as possible while using the previous year’s budget and available funds as guidelines.

Teachers shall be given an annual budget with which they may purchase classroom supplies other than those provided by the school (listed below). All employees with assigned budgets shall be notified of available funds at the beginning of the school year. These budgets include all available funds from Legislative allocated funds, school allocated funds, and any other flow through funding sources, etc..

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## Ogden Preparatory Academy Official Employee Handbook

### Supplies provided by OPA that do not affect the classroom budget:

Band-aids	Highlighters	Sharpies
Batteries	Index cards	Sheet protectors
Binder clips	Labels, Mailing	Staples
Crayons	Paper: copy, colored*,	Stapler, one/teacher
Dry-erase markers:	writing, Cornell-Note,	Tape, clear
Thin, thick	card stock (1st ream)	Tape Dispenser,
Envelopes	Paper clips	one/teacher
Erasers, pink	Paper towels	Wet-erase markers
Facial tissue	Pencils	White-Board cleaner
File Folders,	Pens	White-Board erasers
Regular; Hanging	Poster Board	White-out
Glue sticks	Post-it notes	

\*Special order colors are not included.

### Supply Requests

Request School provided supplies via the OPA Dashboard.

### Purchase or Reimbursement Requests:

1. Complete a Requisitions/Reimbursement Request on the OPA Dashboard.
2. Submit a copy of the request with the original receipts to the Finance Secretary.
3. Reimbursements and purchases will only be made in accordance with the assigned employee's budget.
4. Purchases made in excess of the employee's budget shall not be made nor reimbursed without prior approval from the Business Administrator.
5. Reimbursement may take up to one week.

### Financial Transactions

#### Lunch and School Fees

1. Employees who eat school lunch shall pay the Adult lunch fee.
2. Employees assigned to monitor student behavior at lunch are eligible for school lunch at no cost on the day of assignment.

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## Ogden Preparatory Academy Official Employee Handbook

3. Unpaid lunch balances shall be withheld from the employee's paycheck at year end on or before July 5.
4. At the time of employment termination, all lunch balances and other fees owed shall be withheld from the July 5th or the final paycheck whichever is earlier.

### Collecting Money

1. According to the cash handling policy of OPA, all monies must be received through the front office. No employee shall accept money on behalf of the school unless specifically designated according to the Policy.
2. See Cash Handling Procedure in Policies, Procedures, and Templates.

## Request Forms

Request forms are being migrated to the OPA Dashboard. Forms can be found under My HR, HR Forms. Any forms that have not been digitized can be located in the Shared Drive: PD, Documents and Resources under Policies, Procedures and Templates, or under Forms. There is a link on the OPA dashboard directed to any form that has not been digitized.

## Absence Requests

To request future time off, employees shall complete an *Absence Request Form* on the OPA Dashboard at least one week prior to the intended absence. Employees shall be notified when requests are approved.

For emergency or sick leave, employees shall call the designated secretary for their building as soon as he/she knows of the intended absence. Employees shall complete an *Absence Request Form* upon returning.

Complete lesson plans are required for any class the absent employee is responsible for. Emergency substitute plans shall be kept on file with the secretaries. For sick leave, lesson plans should be emailed or otherwise delivered to the secretary prior to the beginning of the school day.

## Field Trips

Teachers requesting a field trip shall follow the Field Trip Procedures. Field Trip Procedures can be found in Policies, Procedures, and Templates. A *Field Trip Request Form* must be

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completed prior to final field trip arrangements. Field Trip request forms should be completed on the OPA Dashboard. After the field trip request is approved by Administration, the requestor will be notified to proceed with final arrangements.

All field trips must be approved in advance by the Principal or Principal's Designee.

### **Movies in the Classroom**

When intending to show a movie in a classroom, an employee must request permission from the Administration. If the movie is rated PG or higher, parental permission slips are required for viewing. Parental permission may be obtained through classroom disclosures or on an as needed basis. Movie requests should be made on the OPA Dashboard at least 1 week prior to viewing.

### **External Professional Development Request Form**

OPA will provide a variety of internal professional development opportunities. Employees interested in attending professional development opportunities shall submit a Professional Development Request form that will be reviewed by the Administrative Team per the External Professional Development Request Procedure.

### **Acronym Glossary**

A2A:	Assessment to Achievement (transformed to Aguilas FLY)
Aguilas FLY:	Aguilas Foster Collaboration, Look at Data and Yield Results.
AU:	Autism
BIP:	Behavior Intervention Plan
CACTUS:	Comprehensive Administration of Credentials for Teachers in Utah
CAT:	Child Assessment Team
CLT:	Charter Leadership Team (with A2A)
CTT:	Collaborative Teacher Team
DCFS:	Division of Child and Family Services
DLM:	Dynamic Learning Map
ELD:	English Language Development
ESL:	English as Second Language
ESSA:	Every Student Succeeds Act
FAPE:	Free Appropriate Public Education
FERPA:	Family Education Rights and Privacy Act

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## Ogden Preparatory Academy Official Employee Handbook

FMLA:	Family Medical Leave Act
FUBA:	Functional Behavior Assessment
FY:	Fiscal Year
IDEA:	Individuals with Disabilities Education Act
IEP:	Individual Education Plan
ISS:	In-School Suspension
LEA:	Local Education Agent
LRE:	Least Restrictive Environment
MTSS:	Multi-Tiered System of Support
NAEP:	National Assessment of Educational Progress
NCLB:	No Child Left Behind
OPA:	Ogden Preparatory Academy
OT:	Occupational Therapy
PDA:	Public Display of Affection
RISE:	Readiness, Improvement, Success, Empowerment
RFP:	Request for Proposal
RTI:	Response to Intervention
SAGE:	Student Assessment for Growth and Excellence
SIS:	Student Information System (ASPIRE)
SLD:	Specific Learning Disability
SLI:	Speech Language Impairment
SLP:	Speech Language Pathologist
STT:	School Transformation Team
UCA:	Utah Consolidated Application (funding)
UEN:	Utah Education Network
USBE:	Utah State Board of Education
UTREx:	Utah eTranscript and Record Exchange

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# Ogden Preparatory Academy Official Employee Handbook

## Appendix: Legal Notices

### Employee Polygraph Protection Act

# EMPLOYEE RIGHTS

## EMPLOYEE POLYGRAPH PROTECTION ACT

The Employee Polygraph Protection Act prohibits most private employers from using lie detector tests either for pre-employment screening or during the course of employment.

- PROHIBITIONS** Employers are generally prohibited from requiring or requesting any employee or job applicant to take a lie detector test, and from discharging, disciplining, or discriminating against an employee or prospective employee for refusing to take a test or for exercising other rights under the Act.
- EXEMPTIONS** Federal, State and local governments are not affected by the law. Also, the law does not apply to tests given by the Federal Government to certain private individuals engaged in national security-related activities.  
The Act permits polygraph (a kind of lie detector) tests to be administered in the private sector, subject to restrictions, to certain prospective employees of security service firms (armored car, alarm, and guard), and of pharmaceutical manufacturers, distributors and dispensers.  
The Act also permits polygraph testing, subject to restrictions, of certain employees of private firms who are reasonably suspected of involvement in a workplace incident (theft, embezzlement, etc.) that resulted in economic loss to the employer.  
The law does not preempt any provision of any State or local law or any collective bargaining agreement which is more restrictive with respect to lie detector tests.
- EXAMINEE RIGHTS** Where polygraph tests are permitted, they are subject to numerous strict standards concerning the conduct and length of the test. Examinees have a number of specific rights, including the right to a written notice before testing, the right to refuse or discontinue a test, and the right not to have test results disclosed to unauthorized persons.
- ENFORCEMENT** The Secretary of Labor may bring court actions to restrain violations and assess civil penalties against violators. Employees or job applicants may also bring their own court actions.

**THE LAW REQUIRES EMPLOYERS TO DISPLAY THIS POSTER  
WHERE EMPLOYEES AND JOB APPLICANTS CAN READILY SEE IT.**



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# Ogden Preparatory Academy Official Employee Handbook

## Equal Employment Opportunity

# Equal Employment Opportunity is **THE LAW**

### Private Employers, State and Local Governments, Educational Institutions, Employment Agencies and Labor Organizations

Applicants to and employees of most private employers, state and local governments, educational institutions, employment agencies and labor organizations are protected under Federal law from discrimination on the following bases:

#### **RACE, COLOR, RELIGION, SEX, NATIONAL ORIGIN**

Title VII of the Civil Rights Act of 1964, as amended, protects applicants and employees from discrimination in hiring, promotion, discharge, pay, fringe benefits, job training, classification, referral, and other aspects of employment, on the basis of race, color, religion, sex (including pregnancy), or national origin. Religious discrimination includes failing to reasonably accommodate an employee's religious practices where the accommodation does not impose undue hardship.

#### **DISABILITY**

Title I and Title V of the Americans with Disabilities Act of 1990, as amended, protect qualified individuals from discrimination on the basis of disability in hiring, promotion, discharge, pay, fringe benefits, job training, classification, referral, and other aspects of employment. Disability discrimination includes not making reasonable accommodation to the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or employee, barring undue hardship.

#### **AGE**

The Age Discrimination in Employment Act of 1967, as amended, protects applicants and employees 40 years of age or older from discrimination based on age in hiring, promotion, discharge, pay, fringe benefits, job training, classification, referral, and other aspects of employment.

#### **SEX (WAGES)**

In addition to sex discrimination prohibited by Title VII of the Civil Rights Act, as amended, the Equal Pay Act of 1963, as amended, prohibits sex discrimination in the payment of wages to women and men performing substantially equal work, in jobs that require equal skill, effort, and responsibility, under similar working conditions, in the same establishment.

#### **GENETICS**

Title II of the Genetic Information Nondiscrimination Act of 2008 protects applicants and employees from discrimination based on genetic information in hiring, promotion, discharge, pay, fringe benefits, job training, classification, referral, and other aspects of employment. GINA also restricts employers' acquisition of genetic information and strictly limits disclosure of genetic information. Genetic information includes information about genetic tests of applicants, employees, or their family members; the manifestation of diseases or disorders in family members (family medical history); and requests for or receipt of genetic services by applicants, employees, or their family members.

#### **RETALIATION**

All of these Federal laws prohibit covered entities from retaliating against a person who files a charge of discrimination, participates in a discrimination proceeding, or otherwise opposes an unlawful employment practice.

#### **WHAT TO DO IF YOU BELIEVE DISCRIMINATION HAS OCCURRED**

There are strict time limits for filing charges of employment discrimination. To preserve the ability of EEOC to act on your behalf and to protect your right to file a private lawsuit, should you ultimately need to, you should contact EEOC promptly when discrimination is suspected:

The U.S. Equal Employment Opportunity Commission (EEOC), 1-800-669-4000 (toll-free) or 1-800-669-6820 (toll-free TTY number for individuals with hearing impairments). EEOC field office information is available at [www.eeoc.gov](http://www.eeoc.gov) or in most telephone directories in the U.S. Government or Federal Government section. Additional information about EEOC, including information about charge filing, is available at [www.eeoc.gov](http://www.eeoc.gov).

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# Ogden Preparatory Academy Official Employee Handbook

## Equal Employment Opportunity (page 2)

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### Employers Holding Federal Contracts or Subcontracts

Applicants to and employees of companies with a Federal government contract or subcontract are protected under Federal law from discrimination on the following bases:

#### **RACE, COLOR, RELIGION, SEX, NATIONAL ORIGIN**

Executive Order 11246, as amended, prohibits job discrimination on the basis of race, color, religion, sex or national origin, and requires affirmative action to ensure equality of opportunity in all aspects of employment.

#### **INDIVIDUALS WITH DISABILITIES**

Section 503 of the Rehabilitation Act of 1973, as amended, protects qualified individuals from discrimination on the basis of disability in hiring, promotion, discharge, pay, fringe benefits, job training, classification, referral, and other aspects of employment. Disability discrimination includes not making reasonable accommodation to the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or employee, barring undue hardship. Section 503 also requires that Federal contractors take affirmative action to employ and advance in employment qualified individuals with disabilities at all levels of employment, including the executive level.

#### **DISABLED, RECENTLY SEPARATED, OTHER PROTECTED, AND ARMED FORCES SERVICE MEDAL VETERANS**

The Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended, 38 U.S.C. 4212, prohibits job discrimination and requires affirmative action to employ and advance in employment disabled veterans, recently separated veterans (within

three years of discharge or release from active duty), other protected veterans (veterans who served during a war or in a campaign or expedition for which a campaign badge has been authorized), and Armed Forces service medal veterans (veterans who, while on active duty, participated in a U.S. military operation for which an Armed Forces service medal was awarded).

#### **RETALIATION**

Retaliation is prohibited against a person who files a complaint of discrimination, participates in an OFCCP proceeding, or otherwise opposes discrimination under these Federal laws.

Any person who believes a contractor has violated its nondiscrimination or affirmative action obligations under the authorities above should contact immediately:

The Office of Federal Contract Compliance Programs (OFCCP), U.S. Department of Labor, 200 Constitution Avenue, N.W., Washington, D.C. 20210, 1-800-397-6251 (toll-free) or (202) 693-1337 (TTY). OFCCP may also be contacted by e-mail at [OFCCP-Public@dol.gov](mailto:OFCCP-Public@dol.gov), or by calling an OFCCP regional or district office, listed in most telephone directories under U.S. Government, Department of Labor.

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### Programs or Activities Receiving Federal Financial Assistance

#### **RACE, COLOR, NATIONAL ORIGIN, SEX**

In addition to the protections of Title VII of the Civil Rights Act of 1964, as amended, Title VI of the Civil Rights Act of 1964, as amended, prohibits discrimination on the basis of race, color or national origin in programs or activities receiving Federal financial assistance. Employment discrimination is covered by Title VI if the primary objective of the financial assistance is provision of employment, or where employment discrimination causes or may cause discrimination in providing services under such programs. Title IX of the Education Amendments of 1972 prohibits employment discrimination on the basis of sex in educational programs or activities which receive Federal financial assistance.

#### **INDIVIDUALS WITH DISABILITIES**

Section 504 of the Rehabilitation Act of 1973, as amended, prohibits employment discrimination on the basis of disability in any program or activity which receives Federal financial assistance. Discrimination is prohibited in all aspects of employment against persons with disabilities who, with or without reasonable accommodation, can perform the essential functions of the job.

If you believe you have been discriminated against in a program of any institution which receives Federal financial assistance, you should immediately contact the Federal agency providing such assistance.

*EEOC 9/02 and OFCCP 8/08 Versions Useable With 11/09 Supplement*

*EEOC-P/E-1 (Revised 11/09)*

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# Ogden Preparatory Academy Official Employee Handbook

## Fair Labor Standards Act (FLSA) Section 14(c)

# EMPLOYEE RIGHTS FOR WORKERS WITH DISABILITIES PAID AT SUBMINIMUM WAGES

This establishment has a certificate authorizing the payment of subminimum wages to workers who are disabled for the work they are performing. Authority to pay subminimum wages to workers with disabilities generally applies to work covered by the **Fair Labor Standards Act (FLSA)**, **McNamara-O'Hara Service Contract Act (SCA)**, and/or **Walsh-Healey Public Contracts Act (PCA)**. Such subminimum wages are referred to as "commensurate wage rates" and are less than the basic hourly rates stated in an SCA wage determination and/or less than the FLSA minimum wage of \$7.25 per hour. A "commensurate wage rate" is based on the worker's individual productivity, no matter how limited, in proportion to the wage and productivity of experienced workers who do not have disabilities that impact their productivity when performing essentially the same type, quality, and quantity of work in the geographic area from which the labor force of the community is drawn.

*Employers shall make this poster available and display it where employees and the parents and guardians of workers with disabilities can readily see it.*

### WORKERS WITH DISABILITIES

Subminimum wages under section 14(c) are not applicable unless a worker's disability actually impairs the worker's earning or productive capacity for the work being performed. The fact that a worker may have a disability is not in and of itself sufficient to warrant the payment of a subminimum wage.

For purposes of payment of commensurate wage rates under a certificate, a worker with a disability is defined as: An individual whose earnings or productive capacity is impaired by a physical or mental disability, including those related to age or injury, for the work to be performed.

Disabilities which may affect productive capacity include an intellectual or developmental disability, psychiatric disability, a hearing or visual impairment, and certain other impairments. The following do not ordinarily affect productive capacity for purposes of paying commensurate wage rates: educational disabilities; chronic unemployment; receipt of welfare benefits; nonattendance at school; juvenile delinquency; and correctional parole or probation.

### WORKER NOTIFICATION

Each worker with a disability and, where appropriate, the parent or guardian of such worker, shall be informed orally and in writing by the employer of the terms of the certificate under which such worker is employed.

### KEY ELEMENTS OF COMMENSURATE WAGE RATES

- **Nondisabled worker standard**—The objective gauge (usually a time study of the production of workers who do not have disabilities that impair their productivity for the job) against which the productivity of a worker with a disability is measured.
- **Prevailing wage rate**—The wage paid to experienced workers who do not have disabilities that impair their productivity for the same or similar work and who are performing such work in the area. Most SCA contracts include a wage determination specifying the prevailing wage rates to be paid for SCA-covered work.
- **Evaluation of the productivity of the worker with a disability**—Documented measurement of the production of the worker with a disability (in terms of quantity and quality).

The wages of all workers paid commensurate wages must be reviewed, and adjusted if appropriate, at periodic intervals. At a minimum, the productivity of hourly-paid workers must be reevaluated at least every six months and a new prevailing wage survey must be conducted at least once every twelve months. In addition, prevailing wages must be reviewed, and adjusted as appropriate, whenever there is a change in the job or a change in the prevailing wage rate, such as when the applicable state or federal minimum wage is increased.

### WIOA

The Workforce Innovation and Opportunity Act of 2014 (WIOA) amended the Rehabilitation Act by adding section 511, which places limitations on the payment of subminimum wages to individuals with disabilities by mandating the completion of certain requirements prior to and during the payment of a subminimum wage.

### EXECUTIVE ORDER 13658

Executive Order 13658, Establishing a Minimum Wage for Contractors, established a minimum wage that generally must be paid to workers performing on or in connection with a covered contract with the Federal Government. Workers covered by this Executive Order and due the full Executive Order minimum wage include workers with disabilities whose wages are calculated pursuant to certificates issued under section 14(c) of the FLSA.

### FRINGE BENEFITS

Neither the FLSA nor the PCA have provisions requiring vacation, holiday, or sick pay nor other fringe benefits, such as health insurance or pension plans. SCA wage determinations may require such fringe benefit payments (or a cash equivalent). Workers paid under a certificate authorizing commensurate wage rates must receive the full fringe benefits listed on the SCA wage determination.

### OVERTIME


Generally, if a worker is performing work subject to the FLSA, SCA, and/or PCA, that worker must be paid at least 1 1/2 times their regular rate of pay for all hours worked over 40 in a workweek.


### CHILD LABOR

Minors younger than 18 years of age must be employed in accordance with the child labor provisions of the FLSA. No persons under 16 years of age may be employed in manufacturing or on a PCA contract.

### PETITION PROCESS


Workers with disabilities paid at subminimum wages may petition the Administrator of the Wage and Hour Division of the Department of Labor for a review of their wage rates by an Administrative Law Judge. No particular form of petition is required, except that it must be signed by the worker with a disability or his or her parent or guardian and should contain the name and address of the employer. Petitions should be mailed to: Administrator, Wage and Hour Division, U.S. Department of Labor, Room 9-3502, 200 Constitution Avenue NW, Washington, D.C. 20219.





**WAGE AND HOUR DIVISION**  
UNITED STATES DEPARTMENT OF LABOR

1-866-487-9243  
TTY: 1-877-889-5627  
[www.dol.gov/whd](http://www.dol.gov/whd)



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# Ogden Preparatory Academy Official Employee Handbook

## Fair Labor Standards Act (FLSA) Minimum Wage


# EMPLOYEE RIGHTS UNDER THE FAIR LABOR STANDARDS ACT

## FEDERAL MINIMUM WAGE

**\$7.25** PER HOUR  
BEGINNING JULY 24, 2009


The law requires employers to display this poster where employees can readily see it.

- OVERTIME PAY** At least 1½ times the regular rate of pay for all hours worked over 40 in a workweek.
- CHILD LABOR** An employee must be at least 16 years old to work in most non-farm jobs and at least 18 to work in non-farm jobs declared hazardous by the Secretary of Labor. Youths 14 and 15 years old may work outside school hours in various non-manufacturing, non-mining, non-hazardous jobs with certain work hours restrictions. Different rules apply in agricultural employment.
- TIP CREDIT** Employers of "tipped employees" who meet certain conditions may claim a partial wage credit based on tips received by their employees. Employers must pay tipped employees a cash wage of at least \$2.13 per hour if they claim a tip credit against their minimum wage obligation. If an employee's tips combined with the employer's cash wage of at least \$2.13 per hour do not equal the minimum hourly wage, the employer must make up the difference.
- NURSING MOTHERS** The FLSA requires employers to provide reasonable break time for a nursing mother employee who is subject to the FLSA's overtime requirements in order for the employee to express breast milk for her nursing child for one year after the child's birth each time such employee has a need to express breast milk. Employers are also required to provide a place, other than a bathroom, that is shielded from view and free from intrusion from coworkers and the public, which may be used by the employee to express breast milk.
- ENFORCEMENT** The Department has authority to recover back wages and an equal amount in liquidated damages in instances of minimum wage, overtime, and other violations. The Department may litigate and/or recommend criminal prosecution. Employers may be assessed civil money penalties for each willful or repeated violation of the minimum wage or overtime pay provisions of the law. Civil money penalties may also be assessed for violations of the FLSA's child labor provisions. Heightened civil money penalties may be assessed for each child labor violation that results in the death or serious injury of any minor employee, and such assessments may be doubled when the violations are determined to be willful or repeated. The law also prohibits retaliating against or discharging workers who file a complaint or participate in any proceeding under the FLSA.
- ADDITIONAL INFORMATION**
- Certain occupations and establishments are exempt from the minimum wage, and/or overtime pay provisions.
  - Special provisions apply to workers in American Samoa, the Commonwealth of the Northern Mariana Islands, and the Commonwealth of Puerto Rico.
  - Some state laws provide greater employee protections; employers must comply with both.
  - Some employers incorrectly classify workers as "independent contractors" when they are actually employees under the FLSA. It is important to know the difference between the two because employees (unless exempt) are entitled to the FLSA's minimum wage and overtime pay protections and correctly classified independent contractors are not.
  - Certain full-time students, student learners, apprentices, and workers with disabilities may be paid less than the minimum wage under special certificates issued by the Department of Labor.



**WHD** WAGE AND HOUR DIVISION  
UNITED STATES DEPARTMENT OF LABOR

1-866-487-9243  
TTY: 1-877-889-5627  
www.dol.gov/whd



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# Ogden Preparatory Academy Official Employee Handbook

## Family and Medical Leave Act (FMLA)

# EMPLOYEE RIGHTS UNDER THE FAMILY AND MEDICAL LEAVE ACT

THE UNITED STATES DEPARTMENT OF LABOR WAGE AND HOUR DIVISION

### LEAVE ENTITLEMENTS

Eligible employees who work for a covered employer can take up to 12 weeks of unpaid, job-protected leave in a 12-month period for the following reasons:

- The birth of a child or placement of a child for adoption or foster care;
- To bond with a child (leave must be taken within one year of the child's birth or placement);
- To care for the employee's spouse, child, or parent who has a qualifying serious health condition;
- For the employee's own qualifying serious health condition that makes the employee unable to perform the employee's job;
- For qualifying exigencies related to the foreign deployment of a military member who is the employee's spouse, child, or parent.

An eligible employee who is a covered servicemember's spouse, child, parent, or next of kin may also take up to 26 weeks of FMLA leave in a single 12-month period to care for the servicemember with a serious injury or illness.

An employee does not need to use leave in one block. When it is medically necessary or otherwise permitted, employees may take leave intermittently or on a reduced schedule.

Employees may choose, or an employer may require, use of accrued paid leave while taking FMLA leave. If an employee substitutes accrued paid leave for FMLA leave, the employee must comply with the employer's normal paid leave policies.

While employees are on FMLA leave, employers must continue health insurance coverage as if the employees were not on leave.

Upon return from FMLA leave, most employees must be restored to the same job or one nearly identical to it with equivalent pay, benefits, and other employment terms and conditions.

An employer may not interfere with an individual's FMLA rights or retaliate against someone for using or trying to use FMLA leave, opposing any practice made unlawful by the FMLA, or being involved in any proceeding under or related to the FMLA.

### BENEFITS & PROTECTIONS

### ELIGIBILITY REQUIREMENTS

An employee who works for a covered employer must meet three criteria in order to be eligible for FMLA leave. The employee must:

- Have worked for the employer for at least 12 months;
- Have at least 1,250 hours of service in the 12 months before taking leave;\* and
- Work at a location where the employer has at least 50 employees within 75 miles of the employee's worksite.

\*Special "hours of service" requirements apply to airline flight crew employees.

### REQUESTING LEAVE

Generally, employees must give 30-days' advance notice of the need for FMLA leave. If it is not possible to give 30-days' notice, an employee must notify the employer as soon as possible and, generally, follow the employer's usual procedures.

Employees do not have to share a medical diagnosis, but must provide enough information to the employer so it can determine if the leave qualifies for FMLA protection. Sufficient information could include informing an employer that the employee is or will be unable to perform his or her job functions, that a family member cannot perform daily activities, or that hospitalization or continuing medical treatment is necessary. Employees must inform the employer if the need for leave is for a reason for which FMLA leave was previously taken or certified.

Employers can require a certification or periodic recertification supporting the need for leave. If the employer determines that the certification is incomplete, it must provide a written notice indicating what additional information is required.

### EMPLOYER RESPONSIBILITIES

Once an employer becomes aware that an employee's need for leave is for a reason that may qualify under the FMLA, the employer must notify the employee if he or she is eligible for FMLA leave and, if eligible, must also provide a notice of rights and responsibilities under the FMLA. If the employee is not eligible, the employer must provide a reason for ineligibility.

Employers must notify its employees if leave will be designated as FMLA leave, and if so, how much leave will be designated as FMLA leave.

### ENFORCEMENT

Employees may file a complaint with the U.S. Department of Labor, Wage and Hour Division, or may bring a private lawsuit against an employer.

The FMLA does not affect any federal or state law prohibiting discrimination or supersede any state or local law or collective bargaining agreement that provides greater family or medical leave rights.



For additional information or to file a complaint:

## 1-866-4-USWAGE

(1-866-487-9243) TTY: 1-877-889-5627

### www.dol.gov/whd

U.S. Department of Labor | Wage and Hour Division




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## Ogden Preparatory Academy Official Employee Handbook

### The Occupational Safety and Health (OSH) Act



**All workers have the right to:**

- A safe workplace.
- Raise a safety or health concern with your employer or OSHA, or report a work-related injury or illness, without being retaliated against.
- Receive information and training on job hazards, including all hazardous substances in your workplace.
- Request a confidential OSHA inspection of your workplace if you believe there are unsafe or unhealthy conditions. You have the right to have a representative contact OSHA on your behalf.
- Participate (or have your representative participate) in an OSHA inspection and speak in private to the inspector.
- File a complaint with OSHA within 30 days (by phone, online or by mail) if you have been retaliated against for using your rights.
- See any OSHA citations issued to your employer.
- Request copies of your medical records, tests that measure hazards in the workplace, and the workplace injury and illness log.

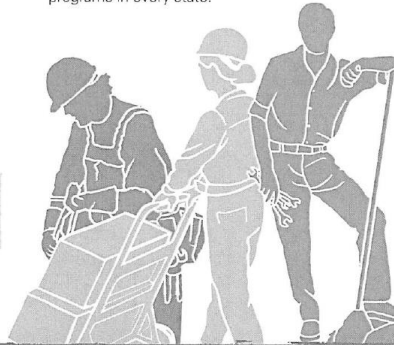
**Employers must:**

- Provide employees a workplace free from recognized hazards. It is illegal to retaliate against an employee for using any of their rights under the law, including raising a health and safety concern with you or with OSHA, or reporting a work-related injury or illness.
- Comply with all applicable OSHA standards.
- Notify OSHA within 8 hours of a workplace fatality or within 24 hours of any work-related inpatient hospitalization, amputation, or loss of an eye.
- Provide required training to all workers in a language and vocabulary they can understand.
- Prominently display this poster in the workplace.
- Post OSHA citations at or near the place of the alleged violations.

On-Site Consultation services are available to small and medium-sized employers, without citation or penalty, through OSHA-supported consultation programs in every state.

*This poster is available free from OSHA.*

**Contact OSHA. We can help.**



1-800-321-OSHA (6742) • TTY 1-877-889-5627 • [www.osha.gov](http://www.osha.gov)

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# Ogden Preparatory Academy Official Employee Handbook

## The Occupational Safety and Health (OSH) Act (page 2)

### Workplace Safety and Health in the State of Utah

THIS NOTICE MUST BE POSTED IN THE WORKPLACE

The Utah Occupational Safety and Health Act of 1973 requires Utah employers to provide a safe and healthful workplace, free from recognized hazards that are likely to cause death or serious physical harm to employees. The Utah Occupational Safety and Health (UOSH) Division of the Utah Labor Commission, has the responsibility to administer the Utah Occupational Safety and Health Act.

#### NOTICE TO EMPLOYEES

You have the **obligation to comply** with all workplace safety and health rules established by your employer.

You have the **right to notify your employer or UOSH about workplace hazards**. You may ask to keep your name confidential.

You have the **right to request and to participate in a UOSH inspection** if you believe that there are unsafe or unhealthful conditions in your workplace.

You have the **right to file a complaint with UOSH** if you feel that your employer has retaliated against you for making safety or health complaints, or for exercising your rights under the Utah Occupational Safety and Health Act. Such whistleblower complaints must be filed within 30 days of the retaliation.

You have a **right to see all UOSH citations issued to your employer**. Your employer must post the citations at or near the place of the alleged violation. You may request an informal review of the abatement period granted to the employer.

You have the **right to know your employer is obligated to correct workplace hazards** by the date indicated on the citation and must **certify that these hazards have been reduced or eliminated**.

You have the **right to copies of your medical records** or records of your exposure to toxic and harmful substances or conditions.

#### NOTICE TO EMPLOYERS

UTAH EMPLOYERS ARE REQUIRED TO PROVIDE EMPLOYEES A SAFE AND HEALTHFUL WORKPLACE

##### REPORTING REQUIREMENTS

Employers are required to notify UOSH at (801) 530-6901 within **8 hours of occurrence of all fatalities, disabling, significant, and serious injuries or illnesses to workers**. You can call in your report 24 hours a day, 7 days a week. Tools, equipment, materials, or other evidence that might pertain to the cause of such accidents shall not be removed or destroyed until authorized by UOSH. You are also required to investigate all incidents of worker injuries and occupational illnesses.

##### REPORTING GUIDANCE

"Disabling and serious" includes, but is not limited to any injury or illness resulting in immediate admittance to the hospital, permanent or temporary impairment where part of the body is made functionally useless or is substantially reduced in efficiency and which would require treatment by a medical doctor, such as amputation, fracture, deep cuts, severe burns, electric shock, **sight impairment**, loss of consciousness, and concussions; illnesses that could shorten life or significantly reduce physical or mental efficiency inhibiting the normal function of a part of the body, such as cancer, silicosis, asbestosis, hearing impairment and visual impairment.

##### INSPECTIONS, CITATIONS, ASSESSED PENALTIES

UOSH may enter at reasonable times without delay any work place under its jurisdiction to conduct an inspection, investigation, or interview a reasonable number of employees to determine compliance with the Utah Act, rules and standards. If an employer is in violation of any of those rules or standards UOSH will promptly issue a Citation to notify them of the violation. A serious violation may be assessed a proposed penalty of up to \$7,000. Willful or Repeated violations may be assessed a proposed penalty up to \$70,000. Failure to correct or abate a violation may result in additional penalties not to exceed \$7,000 for each day each violation is not corrected.

##### CONTESTS, APPEALS, INFORMAL REVIEW

The Utah Labor Commission will provide an adjudicative formal hearing with its Division of Adjudication, when an employer files a written notice of contest within 30 days of receipt of the citation. Upon expiration of that 30 day period, the citation and proposed penalties are final and not subject to review by any court or agency. Employers may also request an informal review of any citation, proposed penalty or abatement period. Informal reviews do not extend the 30 days in which an employer must file a written notice of contest for a formal hearing.

To report a workplace fatality or injury, file a workplace safety complaint, or for assistance please call (801) 530-6901 or (800) 530-5090. To file a safety complaint online or obtain more information about UOSH please visit our website at: [www.laborcommission.utah.gov](http://www.laborcommission.utah.gov). To obtain more information about safety and health in the workplace, please contact the Consultation Program at (801) 530-6855. Employers and employees may file a complaint about state program administration with the Occupational Safety and Health Administration (OSHA) at 1244 Speer Blvd., Suite 551 Denver, CO 80204.

State of Utah Labor Commission  
Utah Occupational Safety and Health  
160 East 300 South, Third Floor  
PO Box 146650  
Salt Lake City, Utah 84114-6650  
(801) 530-6901  
Fax (801) 530-7606  
Toll-Free 1-800-530-5090  
[www.laborcommission.utah.gov](http://www.laborcommission.utah.gov)



Reporting Injuries (801) 530-6901  
Compliance Program (801) 530-6901  
Consultation Program (801) 530-6855



"Helping to ensure a safe and healthy workplace for every worker in the State of Utah"

Rev. 01.15.19

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## Ogden Preparatory Academy Official Employee Handbook

### Pregnancy and Related Conditions



## Pregnancy and Related Conditions under the Utah Antidiscrimination Act

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- The Utah Antidiscrimination Act requires an employer to make a **reasonable accommodation** for an employee for **pregnancy, child birth, breastfeeding, or a related condition**, upon the employee's request. UTAH CODE § 34A-5-106(1)(g) (2016).
- Unless the employer can show that the **reasonable accommodation** is an **undue hardship** as defined by the Act, it cannot require an employee to end the employment if a reasonable accommodation may be given, or deny employment opportunities to the employee if the denial is based on the need to make a reasonable accommodation. UTAH CODE § 34A-5-102(1)(w) (2016).
- An employer **may require** an employee seeking a reasonable accommodation based on pregnancy or a related condition to provide a **medical certification**. A medical certification must include:
  - the date the reasonable accommodation becomes medically advisable;
  - the probable duration of the accommodation; and
  - a statement regarding the medical advisability of the accommodation. UTAH CODE § 34A-5-106(7)(a) (2016).
- An employer **may not** require an employee to obtain a certification from the employee's health care provider for more frequent **restroom, food, or water breaks**. UTAH CODE § 34A-5-106(7)(c) (2016).

To learn more about your rights, please contact the Utah Antidiscrimination & Labor Division by calling 801-530-6801 or emailing [discrimination@utah.gov](mailto:discrimination@utah.gov).

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# Ogden Preparatory Academy Official Employee Handbook

## Unemployment Insurance Notice to Workers

09/22E-0912



UTAH DEPARTMENT OF WORKFORCE SERVICES

[jobs.utah.gov](http://jobs.utah.gov)

### UNEMPLOYMENT INSURANCE NOTICE TO WORKERS

Your work is covered under the provisions of the Utah Employment Security Act for unemployment insurance purposes, unless specifically exempted by the Act.

Unemployment insurance specifically provides payments to qualified workers who are unemployed through no fault of their own and are able, available, and seeking full-time work. It is not public assistance, Social Security, or a disability payment. Benefits are based upon your previous earnings—not on economic need. The funds to pay unemployment benefits are paid by your employer. No deductions are made from your wages.

#### FILING FOR UNEMPLOYMENT INSURANCE BENEFITS

To receive unemployment benefits you may file your claim online at [jobs.utah.gov](http://jobs.utah.gov), select "Unemployment Benefits," then choose "File New or Reopen Claims." You may also call the Claims Center at: Salt Lake/South Davis Counties – (801) 526-4400; Weber/North Davis Counties – (801) 612-0877; Utah County – (801) 375-4067; elsewhere in Utah and out-of-state – (888) 848-0688. No benefits will be paid for weeks prior to the week in which you file your claim. You should, therefore, file immediately after becoming unemployed or when your work hours are reduced to less than full-time.

#### FILING AFTER RECEIVING WORKER'S COMPENSATION BENEFITS

If you are separated from employment due to a work-related illness or injury for which you have received Worker's Compensation, your rights to unemployment benefits may be preserved for up to THREE YEARS from the date of your injury. In order to use wages earned prior to such an injury or illness, you must file a claim for unemployment benefits within 90 DAYS of your doctor's release to full time work.

#### SEPARATION INFORMATION

At the time you are separated from your job, you should request information as to the reasons for your separation. You do not need to have a separation notice to file a claim. Both you and your employer will be requested to provide statements explaining the reason for your separation.

#### WAGES DETERMINE BENEFIT AMOUNT

The amount of your unemployment benefits will be determined from your wages in covered employment. "Wages" are all payments for personal services performed such as salaries, commissions, bonuses, tips, and the cash value of goods and services received for services performed. Tips received but not reported to your employer generally cannot be used to determine your unemployment benefits.

#### SELF-EMPLOYMENT

If you are classified as "self-employed" (independent contractor), you may want to discuss this with your employer and have your status reviewed by DWS. Work performed in "self-employment" cannot be used for unemployment benefits. You are "self-employed" if your work is performed without direction and control and you are in your own established business. This generally means you are properly licensed in business, perform similar services for others, maintain proper accounting records and business reports, pay self-employment taxes, and provide for insurance.

#### ONLINE SERVICES

Access our web site [jobs.utah.gov](http://jobs.utah.gov) to search for jobs, find out about available programs, and obtain economic information.

#### NO FEE EMPLOYMENT SERVICES

DWS services are available on our web site at [jobs.utah.gov/employer](http://jobs.utah.gov/employer) or by going to any of our Employment Centers listed below. Employment services include job referrals, career counseling, workshops, employer recruitment, Veterans' services, labor market information, and job training/internships. Supportive services include food stamps, financial assistance, medical assistance, childcare assistance, unemployment assistance, emergency assistance, referrals to community, and other resources. Our Job Connection Rooms provide Internet access along with Information Specialists to assist you in accessing services and resources. Fax and copy machines are also available.

#### STATE EMPLOYMENT CENTERS

Bever	875 North Main	(435) 438-3580	Ogden	480 27th Street	(801) 626-3100
Blanding	544 North 100 East	(435) 678-1400	Panguitch	665 North Main	(435) 676-1410
Brigham City	1030 Medical Drive	(435) 734-4060	Park City	1960 Sidewinder Dr., Ste. 202	(435) 649-8451
Cedar City	176 East 200 North	(435) 865-6530	Price	475 West Price River Dr. #300	(435) 636-2300
Clearfield	1290 East 1450 South	(855) 222-7531	Provo	1550 North 200 West	(801) 342-2600
Delta	44 South 350 East	(435) 864-3860	Richfield	115 East 100 South	(435) 893-8000
Emery County	550 West Hwy 29	(435) 381-6100	Roosevelt	140 West 425 South 330-13	(435) 722-6500
Heber City	69 North 600 West, Ste. C	(435) 654-6520	Roy	1951 West 5400 South	(801) 626-3100
Junction	550 North Main	(435) 577-2443	Salt Lake Metro	720 South 200 East	(801) 536-7000
Kanab	468 East 300 South	(435) 644-8910	Salt Lake So County	5735 South Redwood Rd.	(801) 269-4700
Lehi	557 W. State Street	(801) 753-4500	South Davis	763 West 700 South W. Cross	(801) 626-3100
Lea	18 South Main	(435) 836-2406	Spanish Fork	1185 North Chuppel Drive	(801) 794-6600
Logan	180 North 100 West	(435) 792-0300	St. George	162 North 400 East Bldg. B	(435) 674-5627
Manti	55 South Main #3	(435) 835-0720	Tooele	305 North Main, Ste. 100	(435) 833-7310
Midvale	7292 South State St.	(801) 567-3800	Vernal	1060 West Market Dr.	(435) 784-4100
Mojave	457 Kane Creek Blvd.	(435) 719-2600	West Valley	2750 South 5600 West Ste. A	(801) 840-4400
Nephi	625 North Main	(435) 623-1927			

#### INFORMATION FOR EMPLOYERS

Utah law requires that each employer's wages must be reported each quarter with the regular quarterly contribution (tax) report. All wage and separation information and correspondence must include your unemployment insurance registration number. You must also maintain and make available records of wages and separation information on all workers for at least four (4) calendar years.

When an unemployment claim is filed by a former employee, the Department of Workforce Services will send Form 606 "Notice of Claim Filed." This notice will provide an opportunity for you to report details of the reason for the claimant's separation and, in some cases, to request relief of potential charges. You will also receive a Form 65 "Employer Notice of Potential Liability" showing any wages from your firm being used on the claim and your firm's potential benefit costs.

If you have classified or contemplate classifying any of your workers as "self-employed" (independent contractors), notify the Department in order that a proper determination of status can be made. By doing this, you may avoid unpaid contributions (tax) liabilities, interest, and penalties.

Additional information is available in the "Employer Handbook" which you can access on the Internet at [jobs.utah.gov/employer](http://jobs.utah.gov/employer).

In accordance with Section 35A-4-406(1)(b) of the Utah Employment Security Act, this notice must be permanently posted by each employer at suitable points (on bulletin boards, near time clocks, etc.) in each work place and establishment.

#### Equal Opportunity Employer/Program

Ancillary aids and services are available upon request to individuals with disabilities by calling (801) 526-0249. Individuals with open and/or pending impairments may call Relay Utah by dialing 711. Spanish Print Order 1-888-848-3762

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# Ogden Preparatory Academy Official Employee Handbook

## Uniformed Services Employment and Reemployment Rights Act (USERRA)

### YOUR RIGHTS UNDER USERRA THE UNIFORMED SERVICES EMPLOYMENT AND REEMPLOYMENT RIGHTS ACT

USERRA protects the job rights of individuals who voluntarily or involuntarily leave employment positions to undertake military service or certain types of service in the National Disaster Medical System. USERRA also prohibits employers from discriminating against past and present members of the uniformed services, and applicants to the uniformed services.

<p><b>REEMPLOYMENT RIGHTS</b></p> <p>You have the right to be reemployed in your civilian job if you leave that job to perform service in the uniformed service and:</p> <ul style="list-style-type: none"> <li>☆ you ensure that your employer receives advance written or verbal notice of your service;</li> <li>☆ you have five years or less of cumulative service in the uniformed services while with that particular employer;</li> <li>☆ you return to work or apply for reemployment in a timely manner after conclusion of service; and</li> <li>☆ you have not been separated from service with a disqualifying discharge or under other than honorable conditions.</li> </ul> <p>If you are eligible to be reemployed, you must be restored to the job and benefits you would have attained if you had not been absent due to military service or, in some cases, a comparable job.</p> <p><b>RIGHT TO BE FREE FROM DISCRIMINATION AND RETALIATION</b></p> <p>If you:</p> <ul style="list-style-type: none"> <li>☆ are a past or present member of the uniformed service;</li> <li>☆ have applied for membership in the uniformed service; or</li> <li>☆ are obligated to serve in the uniformed service;</li> </ul> <p>then an employer may not deny you:</p> <ul style="list-style-type: none"> <li>☆ initial employment;</li> <li>☆ reemployment;</li> <li>☆ retention in employment;</li> <li>☆ promotion; or</li> <li>☆ any benefit of employment</li> </ul> <p>because of this status.</p> <p>In addition, an employer may not retaliate against anyone assisting in the enforcement of USERRA rights, including testifying or making a statement in connection with a proceeding under USERRA, even if that person has no service connection.</p>	<p><b>HEALTH INSURANCE PROTECTION</b></p> <ul style="list-style-type: none"> <li>☆ If you leave your job to perform military service, you have the right to elect to continue your existing employer-based health plan coverage for you and your dependents for up to 24 months while in the military.</li> <li>☆ Even if you don't elect to continue coverage during your military service, you have the right to be reinstated in your employer's health plan when you are reemployed, generally without any waiting periods or exclusions (e.g., pre-existing condition exclusions) except for service-connected illnesses or injuries.</li> </ul> <p><b>ENFORCEMENT</b></p> <ul style="list-style-type: none"> <li>☆ The U.S. Department of Labor, Veterans Employment and Training Service [VETS] is authorized to investigate and resolve complaints of USERRA violations.</li> <li>☆ For assistance in filing a complaint, or for any other information on USERRA, contact VETS at 1-866-4-USA-DOL or visit its website at <a href="http://www.dol.gov/vets">http://www.dol.gov/vets</a>. An interactive online USERRA Advisor can be viewed at <a href="http://www.dol.gov/elaws/userra.htm">http://www.dol.gov/elaws/userra.htm</a>.</li> <li>☆ If you file a complaint with VETS and VETS is unable to resolve it, you may request that your case be referred to the Department of Justice or the Office of Special Counsel, as applicable, for representation.</li> <li>☆ You may also bypass the VETS process and bring a civil action against an employer for violations of USERRA.</li> </ul>
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The rights listed here may vary depending on the circumstances. The text of this notice was prepared by VETS, and may be viewed on the internet at this address: <http://www.dol.gov/vets/programs/userra/poster.htm>. Federal law requires employers to notify employees of their rights under USERRA, and employers may meet this requirement by displaying the text of this notice where they customarily place notices for employees.

**U.S. Department of Labor**  
1-866-487-2365

**U.S. Department of Justice**

**Office of Special Counsel**

**ESGR**  
A FEDERAL ENTITY OF THE U.S. DEPARTMENT OF LABOR  
**1-800-336-4590**  
Publication Date — April 2017

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# Ogden Preparatory Academy Official Employee Handbook

## Workers Compensation

### WORKERS' COMPENSATION NOTICE

Employer: \_\_\_\_\_  
 has complied with the provisions of the Workers' Compensation Act (§34A-2-101, Utah Code Annotated), the Utah Occupational Disease Act (§34A-3-101, Utah Code Annotated), and the rules of the Labor Commission by insuring the liability to pay the compensation and other benefits provided by said Acts through:  
 Insurance Company: \_\_\_\_\_  
 Policy Number: \_\_\_\_\_  
 Address for the above insurance company: \_\_\_\_\_  
 Telephone number: \_\_\_\_\_

Check here if the employer has been authorized by the Division of Industrial Accidents to self-insure and directly pay workers' compensation benefits.

#### WORKERS' COMPENSATION

Workers' Compensation is insurance which pays medical expenses and helps offset lost wages for employees with work-related injuries or illnesses. If you have an on-the-job injury or occupational disease, it may pay for: hospital and medical bills, time lost from work, permanent loss of body function, prosthetic devices, and burial and dependent benefits in case of death.

##### HOW TO REPORT AN ACCIDENT

1. Report the injury, no matter how slight, immediately to your supervisor. You may lose your rights if your injury is not reported within 180 days of the injury or work-related illness.
2. Ask your employer where you should go for treatment. If your employer has a first-aid room or company designated doctor, go there promptly for treatment. If not, go to a doctor of your choice.
3. Tell the doctor HOW, WHEN and WHERE the accident happened. The doctor will fill out a physician's initial report form. A copy of the report is given to you and copies of the report are sent to the insurance company and the Labor Commission within seven (7) days of your doctor visit.
4. Your employer shall fill out the employer's first report of injury form. A copy of this report is sent to the insurance company within seven (7) days of the accident. The insurance company will report the injury to the Labor Commission.

##### HOW TO START COMPENSATION

1. Ask your employer which insurance company pays workers' compensation benefits for the company.
2. Ask your employer to report the accident to the insurance company and give you the claim number.
3. Call the insurance company and ask them to start your workers' compensation benefits. The insurance company will require the employer's report, the physician's report, and may ask you to fill out a request for compensation. Cooperate with the adjuster's investigation of the injury.
4. Ask your doctor to send medical reports to the insurance company, including the work status statement.

##### REHABILITATION

If you cannot return to work, you may be eligible for a rehabilitation program. Contact the insurance company listed above or the Utah State Office of Rehabilitation.

FRAUD STATEMENT: "Any person who knowingly presents false or fraudulent underwriting information, files or causes to be filed a false or fraudulent claim for disability compensation or medical benefits, or submits a false or fraudulent report or billing for health care fees or other professional services is guilty of a crime and may be subject to fines and confinement in state prison."



160 East 300 South 3<sup>rd</sup> Floor P.O. Box 146610 Salt Lake City, Utah 84114-6610  
 Office: (801)-530-6800 Fax: (801)-530-6804 Toll Free: (800)-530-5090 [www.laborcommission.utah.gov](http://www.laborcommission.utah.gov)

If you want copy of an *Employee's Guide to Workers' Compensation* booklet or have questions, contact the Labor Commission or go to the webpage at [www.laborcommission.utah.gov](http://www.laborcommission.utah.gov).

Note: This notice must be posted and kept continuously in public and conspicuous places in the office, shop or place of business of the employer as per §34A-2-204 and §34A-2-104.5, Utah Code Annotated.

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