

# THE PINNACLE CODE

The School Policy Manual for Pinnacle Canyon Academy  
A Public K-12 Charter School  
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*This school policy manual will be updated regularly as needed  
and will be posted on the school's webpage: [www.pcaschool.com](http://www.pcaschool.com)*

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### 3.1 TEACHER EDUCATIONAL POLICIES

#### 3.1.1 TEACHER EXPECTATIONS

All Pinnacle teachers are responsible for teaching the Utah state core curriculum to their students. Teachers are expected to clearly state deadlines, expectations for in-class assignments, homework, and then hold their students accountable. Teachers are expected to hold students to a high standard of academic and personal integrity in completing their work and shall state clearly when collaboration is allowed. Teachers expected to be present in the classroom any time students are present and may leave the classroom unattended only in the event of an emergency where a student requires immediate attention, a threat to the health or safety of a student, or a personal emergency of the teacher with all other absences approved by the CAO or the Principal. Pinnacle exists to create an engaging environment where students will develop and progress to their full potential. Teachers are expected to be full partners in this process and to honor and abide by all school policies so that their personal actions in the classroom reflect the overall mission of Pinnacle.

#### 3.1.2 TEACHER PREPARATION

Pinnacle places serious emphasis on teacher preparation. Thorough preparation for classes, by both teacher and students, is the first requirement for academic success. The teacher acts as a model for their students and must take this responsibility seriously. Preparation for class is defined as promptness in beginning class, preparing weekly and long-term lesson plans, preparing homework assignments that provide follow-up on recent coursework, correcting student work thoroughly, fairly and returning it promptly, making photocopies **prior** to the beginning of the school day, and maintaining their online learning platform according to the Offer of Employment contract. These same preparation standards apply to bi-annual SEOP conferences.

#### 3.1.3 CLASSROOM DISCIPLINE

Through its administrative personnel, the Board of Directors will support an employee in the reasonable use of authority in disciplining students. It is the responsibility of the employee to maintain classroom discipline. However, when a disciplinary situation becomes unmanageable, an employee may temporarily suspend a student from his/her classroom. The following guidelines will be considered:

- When a student is suspended from class, the employee will complete this form and send or take the misbehaving student to the Principal or the CAO.

- An employee exercising such disciplinary measures in enforcing the Student Code of Conduct would be presumed to have exercised that authority properly until an investigation indicates otherwise.
- Inquiries concerning any disciplinary action taken by an employee shall be referred to the principal or the CAO.
- Use of physical punishment, denial of food, toileting or medical care towards students may be grounds for dismissal and may cause the School to refer the employee to an appropriate State agency for intervention.
- **All staff must follow the approved school wide discipline policy at all times.**

### **3.1.4 CLASSROOM NEATNESS AND PROMPTNESS**

Teachers are expected to begin classes promptly at the scheduled time. Classes shall meet for the full period of time and shall not be excused early. Dismissal of class shall only occur after students have picked up stray papers and straightened their desks and chairs. Stray items such as clothing, backpacks, and lunch boxes shall be taken right away to the lost and found area in the office. It is the teacher's responsibility to maintain a well-organized, clean classroom. Confidential student records shall be filed away accordingly per FERPA guidelines.

### **3.1.5 TEACHER DUTY-FREE LUNCH**

Pinnacle shall attempt to provide a 30 minute duty-free lunch period for each teacher. In the event circumstances require duty during the lunch period, attempts will be made to equalize the duty among personnel. Teachers may not leave campus without prior permission. PLC teams that choose to meet during lunch instead of before or after school, do so by their own choice.

### **3.1.6 TEACHER EVALUATION OF STUDENT PERFORMANCE**

Teachers will adhere to grading policies found in SECTION 2.1.5 Secondary Policies and SECTION 2.1.13. Elementary Policies.

### **3.1.7 TEACHERS AND PROFESSIONAL STAFF LEAVING CAMPUS DURING SCHOOL HOURS**

Teachers and professional staff may only leave campus during school hours in the case of a personal or family emergency or to attend to job-related duties. Hourly employees are allowed off campus lunch, unless otherwise determined by Administration.

### **3.1.8 TEACHER LESSON PLANS**

Teachers must have lesson plans in place at least one week in advance and shall be submitted to Administration by 8:00 a.m. each Monday morning. Pacing Guides are due before the school year begins. This will occur more frequently if a teacher is on probation, on a state-approved licensure program, is a provisional teacher or is being mentored.

### 3.1.9 SUPPLIES

**Teacher Purchase Card:** Teachers are issued a school credit card to purchase supplies for the school year. Teachers have to sign the following when issued their school credit card:

*"I am signing this form stating that I have received my Teacher Purchase Card. By signing this form I am agreeing that I have accepted this card under the following conditions: This card is to be used for SCHOOL use only. I will manage receipts and statements per school policy and under the direction of Administration. I also agree that if I choose to purchase non-school related items with this card I will also be responsible for the balance, which will be taken from my paycheck. Multiple fraudulent purchases will result in suspension of card and loss of privileges. I understand that I could also face disciplinary actions and possible criminal charges."*

Teachers and staff members that need to order supplies beyond what is available on their school credit card need to make an online request to administration for approval by the CAO/Administration. Pinnacle will not reimburse teachers and staff for taxes paid on purchases. All staff must use the School's tax ID number when making purchases.

### 3.1.10 TEACHER EVALUATIONS AND ASSIGNMENTS

All employees of Pinnacle are "at will" employees and no employee is automatically guaranteed a job for the following school year. There is no tenure at Pinnacle. Teachers are required to have observations throughout the school year done by the designated, qualified staff member. Long-term substitutes will not be evaluated but can receive the results from evaluations. The purpose of teacher evaluations is to provide the Board of Directors, the CAO/Secondary Principal and the Elementary Principal with the feedback and information critical to determining teacher offers of employment for the following school year. (Board Approved 5/2020)

The CAO/Secondary Principal and the Elementary Principal have the right to assign all personnel to their specific positions as necessitated by the requirements of the school system. The administrator will give notice of assignments and offers of employment to teachers by March 15. Employees will be notified in writing if their offer of employment is terminated during its term or if their employment will not be renewed for the following year. All other employees will receive yearly evaluations from the CAO and their direct supervisor and will be given offers of employment based on favorable evaluations and funding. Any staff member may request a change in grade, subject, or assignment by filing a written request by March 15 with the administrator. A written request does not guarantee a change in assignment.

Teachers will not be dismissed, but may be reassigned, based on enrollment, illness, or failure to obtain endorsement if they are certified in another area. Teachers who score poorly on their initial evaluation will be provided with support/training needed to make changes and improvement by any subsequent evaluations. Documentation of the support/training will be attached to the follow-up evaluation; if improvement is not made in the specified areas the board may terminate the employee without the fine.

### 3.1.11 TEACHER ONLINE LEARNING PLATFORMS

**BOARD APPROVED:** May 13, 2020

All teachers are required to have an online learning platform (such as Showbie, Google Classroom or Canvas) directing parents and students to assignments with the ability to contact the teacher and including any other pertinent information. Part of the year-end evaluation will be the adherence to the online learning platform requirement. Lack of compliance will result in disciplinary action by the CAO/Secondary Principal, the Elementary Principal and the Board of Directors. (Board Approved 5/2020)

### **3.1.12 NEW TEACHER ORIENTATION**

New teachers will complete an orientation on school culture, policies and expectations. The new teacher orientation may be completed in conjunction with the Pinnacle's back to school training in August before the school year begins.

### **3.1.13 TEACHER ATTENDANCE AT PARENT MEETINGS AND SEOP CONFERENCES**

Attendance at all parent meetings, staff meetings and SEOP conferences is mandatory for all teachers as information given at those meetings is helpful in the completion of their duties and responsibilities. A request may be made to the CAO to be excused from said meetings, but the CAO has full discretion in this regard.

### **3.1.14 ELEMENTARY TEACHER HOME VISITS**

**BOARD APPROVED:** May 13, 2020

As part of the teacher Offer of Employment, elementary teachers shall make a home visit to each student's home to provide information regarding the school year, school policies and to gather pertinent information from the family. A checklist will be provided to each teacher to be completed at each home visit. The days the home visits are conducted are considered part of the teacher's contract days. Elementary teachers may be exempt from completing home visits should a health, weather or other type of crisis prohibits completing the home visits safely.

### **3.1.15 LONG TERM SUBSTITUTES**

Occasionally, needs arise that require a long-term teacher absence. Every precaution will be taken to ensure that our students' learning environment remains consistent and relatively uninterrupted. The CAO must be informed of the proposed absence as soon as possible (at least two months prior, if possible). General lesson plans for the length of the proposed absence will need to be submitted to the CAO. A qualified substitute will be located and hired and, if at all possible, participate in a training period with the teacher needing the absence. Long-term substitutes are not required to go through the teacher evaluation process. Long-term substitutes are paid according to the school's daily long-term substitute rate.

### **3.1.16 OTHER TEACHER DUTIES**

All contract employees have outside/other duty assignments that need to be completed as part of their contract. The PLC Leaders will set a yearly schedule and will provide a copy to each teacher of their assigned days and responsibilities. It is the employee's responsibility to switch with another employee if they cannot complete their duties.

### **3.1.17 TEACHER PAPERWORK RESPONSIBILITIES**

Teachers are responsible for submitting grades correctly by the appropriate deadline, correcting homework in a timely manner, completing attendance, turning in required forms to the office and/or HR Director by deadlines and

keeping their student files and information up to date. Failure to manage academic paperwork properly will result in disciplinary action. CACTUS compliance is each teacher's responsibility and paperwork with re-licensure points must be submitted to the HR Director in a timely manner.

### **3.1.18 SUBSTITUTE TEACHERS**

A teacher is expected to be in school daily. However, when it is necessary for a teacher to be absent, it is the responsibility of the teacher to arrange for a substitute teacher competent to handle the students and grade level. The teacher shall provide, or shall make arrangements to provide, the substitute teacher with a lesson plan, pertinent materials, and supplies for each period missed by the employee. When an unforeseen illness or emergency arises, an employee may contact Pinnacle's CAO, Principal or designee to obtain a substitute. At the time of notification, the employee will inform the CAO, Principal or designee where pertinent classroom information is located and any other information necessary for the substitute teacher's performance of the classroom duties. Whenever possible, the employee shall provide notice of his/her absence to the CAO, Principal or designee before 7:00 am the day they will be absent. Following the employee's return, the employee will complete the substitute form online and submit it to the HR Director **by the end of that school day** so that the substitute can be paid promptly. If the employee doesn't turn in the form by the deadline, the teacher will pay for the substitute with the amount deducted from their next paycheck.

### **3.1.19 TEACHER TRAINING / INSERVICE**

**BOARD APPROVED:** May 13, 2020

Training and professional development will occur on early release Fridays, through PLC meetings and other required training per state and federal guidelines. Early Release Fridays: PLC meetings and teacher/employee training meetings will be held on each Friday of the school year. All teachers are required to attend and other staff members will be invited as necessary. Professional Learning Community: Pinnacle will be set up as a professional learning community. Teachers and staff will be divided into learning communities with an Instructional Leader facilitating the supervision and instructional support. PLC teams will meet weekly and focus on academic achievement. The primary purpose of the PLC teams is to facilitate academic excellence in all content areas through data analysis and data-driven instruction and strategies. Required Trainings: All staff are required to complete all state and federal mandated trainings including, but not limited to, harassment training, CPR/AED training, suicide prevention training, testing ethics training, etc. All training will be part of the master training plan.

### **3.1.20 HOMEWORK POLICY**

Daily homework is an extension of Pinnacle's commitment to the education of each student. Homework will be evaluated thoroughly and consistently, returned promptly and integrated with current assignments. In general, homework will not be assigned on long weekends or holidays. Homework assignments for absent students can be accessed through the teacher online learning platforms. Absent students have three days to complete assignments from the days they missed. Students with extended absences will need to meet with their teachers to develop a homework plan to get them current with their assignments. Students who are suspended will be required to complete the assignments they miss as well as additional assignments as deemed by the Secondary teaching staff and administration.

### **3.1.21 DISPOSAL OF TEXTBOOKS**

Pinnacle will notify other LEAs through appropriate state channels of any usable textbooks (at least 25 in a set) that

are available. After 30 days, if no other LEAS are interested in the usable texts, Pinnacle will appropriately recycle the textbook materials.

### **3.1.22 PINNACLE ELEMENTARY AND SECONDARY SCHOOLS GENERAL CORE**

*Note: 6th grade is included in Pinnacle's middle school.*

#### **R277. Education, Administration.**

#### **R277-700. The Elementary and Secondary School General Core.**

#### **R277-700-1. Authority and Purpose.**

- (1) This rule is authorized by:
  - (a) Utah Constitution Article X, Section 3, which vests general control and supervision over public education in the Board;
  - (b) Subsection 53E-3-401(4), which allows the Board to make rules to execute the Board's duties and responsibilities under the Utah Constitution and state law;
  - (c) Section 53E-3-501, which directs the Board to make rules regarding competency levels, graduation requirements, curriculum, and instruction requirements;
  - (d) Section 53E-4-202, which directs:
    - (i) the Board to establish Core Standards in consultation with LEA boards and CAOs; and
    - (ii) LEA boards to adopt local evidence-based curriculum and to design programs to help students master the General Core;
  - (e) Title 53E, Chapter 4, Part 2, Career and College Readiness Mathematics Competency, which directs the Board to establish college and career mathematics competency standards; and
- (2) The purpose of this rule is to specify the minimum Core Standards and General Core requirements for the public schools, and to establish responsibility for mastery of Core Standard requirements.

#### **R277-700-2. Definitions.**

For purposes of this rule:

- (1)
  - (a) "Applied course" means a public school course or class that applies the concepts of a Core subject.
  - (b) "Applied course" includes a course offered through Career and Technical Education or through other areas of the curriculum. 1 ADA Compliant 8/18/21
- (2) "Arts" means the visual arts, music, dance, theater, and media arts.
- (3) "Assessment" means a summative assessment for:
  - (a) English language arts grades 3 through 10;
  - (b) Mathematics grades 3 through 10, and Secondary I, II, and III; or
  - (c) Science grades 4 through 10.
- (4) "Career and Technical Education (CTE)" means an organized educational program in secondary schools (grades 6-12) or courses, which teach current industry specific skills and knowledge that prepares students for employment, and for additional postsecondary preparation leading to employment.
- (5) "Core Standard" means a statement of what a student enrolled in a public school is expected to know and be able to do at a specific grade level or following completion of an identified course.

- (6) "Core subject" means a course for which there is a declared set of Core Standards as approved by the Board.
- (7) "Elementary school" for purposes of this rule means a school that serves grades K-6 in whatever kind of school the grade levels exist.
- (8) "General Core" means the courses, content, instructional elements, materials, resources and pedagogy that are used to teach the Core Standards, including the ideas, knowledge, practice and skills that support the Core Standards.
- (9) "High school" for purposes of this rule means a school that serves grades 9-12 in whatever kind of school the grade levels exist.
- (10) "LEA" or "local education agency" includes the Utah Schools for the Deaf and the Blind.
- (11) "Middle school" for purposes of this rule means a school that serves grades 7-8 in whatever kind of school the grade levels exist.
- (12) "Junior High school" means a school that serves grades 7-9 in whatever kind of school the grade levels exist.
- (13) "Proficiency in keyboarding" means a student's ability to key by touch.
- (14) "Summative adaptive assessment" means an assessment that:
  - (a) is administered upon completion of instruction to assess a student's achievement;
  - (b) is administered online under the direct supervision of a licensed educator;
  - (c) is designed to identify student achievement on the Core Standards for the respective grade and course; and
  - (d) measures the full range of student ability by adapting to each student's responses, selecting more difficult questions when a student answers correctly and less difficult questions when a student answers incorrectly.

**R277-700-3. General Core and Core Standards.**

- (1) The Board establishes minimum course description standards for each course in the required General Core.
- (2)
  - (a) The CAO shall develop, in cooperation with LEAs, course descriptions for required and elective courses.
  - (b) The CAO shall provide parents and the general public an opportunity to participate in the development process of the course descriptions described in Subsection (2)(a).
- (3)
  - (a) The CAO shall ensure that the courses described in Subsection (2):
    - (i) contain mastery criteria for the courses; and
    - (ii) stress mastery of the course material, Core Standards, and life skills consistent with the General Core.
  - (b) The CAO shall place a greater emphasis on a student's mastery of course material rather than completion of predetermined time allotments for courses.
- (4) An LEA board shall administer the General Core and comply with student assessment procedures consistent with state law.
- (5) An LEA shall use evidence-based best practices, technology, and other instructional media to increase the relevance and quality of instruction.

#### **R277-700-4. Elementary Education Requirements.**

- (1) The Core Standards and a General Core for elementary school students in grades K-6 are described in this section.
- (2) The following are the Elementary School Education Core Subject Requirements:
  - (a) English Language Arts;
  - (b) Mathematics;
  - (c) Science;
  - (d) Social Studies;
  - (e) Arts:
    - (i) Visual Arts;
    - (ii) Music;
    - (iii) Dance; or
    - (iv) Theatre;
  - (f) Health Education;
  - (g) Physical Education;
  - (h) Educational Technology, including keyboarding;
  - (i) Library Media skills, integrated into the core subject areas and
  - (j) Civics and character education, integrated into the core subject areas.
- (3) An LEA board shall provide access to the General Core to all students within the LEA.
- (4) An LEA board is responsible for student mastery of the Core Standards.
- (5) An LEA shall implement formative assessment practices on a regular basis to ensure continual student progress.
- (6) An LEA shall assess students for proficiency in keyboarding by grade 5 and report school level results to the CAO.
- (7) An LEA shall use Board-approved summative adaptive assessments to assess student mastery of the following:
  - (a) language arts;
  - (b) mathematics;
  - (c) science; and
  - (d) effectiveness of written expression in grade 5.
- (8) An LEA shall provide intervention to elementary students who do not achieve mastery of the subjects described in this section. 4

#### **R277-700-5. Middle School Education Requirements.**

- (1) The Core Standards and a General Core for middle school students are described in this section.
- (2) A student in grades 7-8 is required to complete the courses described in Subsection (3) to be properly prepared for instruction in grades 9-12.
- (3) The following are the Grades 7-8 General Core Requirements:
  - (a) Grade 7 Language Arts;
  - (b) Grade 8 Language Arts;
  - (c) Grade 7 Mathematics;
  - (d) Grade 8 Mathematics;
  - (e) Grade 7 Integrated Science;
  - (f) Grade 8 Integrated Science;

- (g) United States History;
- (h) Utah History; and
- (i) at least one course in each of the following in grades 7 or 8:
  - (A) Health Education;
  - (B) College and Career Awareness;
  - (C) Digital Literacy;
  - (D) the Arts; and
  - (E) Physical Education.

(4) An LEA shall use Board-approved summative adaptive assessments to assess student mastery of the following:

- (a) language arts;
- (b) mathematics;
- (c) science; and
- (d) writing in grade 8.

(5) At the discretion of the LEA board, an LEA board may:

- (a) offer additional elective courses;
- (b) require a student to complete additional courses; or
- (c) set minimum credit requirements.

(6) Upon parental or student request, an LEA may, with parental consent, substitute a course requirement described in Subsection (3) with a course, extracurricular activity, or experience that is:

- (a) similar to the course requirement; or
- (b) consistent with the student's plan for college and career readiness.

(7)

- (a) An LEA shall establish a policy governing the substitution of a course requirement as described in Subsection (7).
- (b) An LEA's policy described in Subsection (8)(a) shall include a process for a parent to appeal an LEA's denial of a request for a substitution described in Subsection (7) to the LEA board or the LEA board designee.

**R277-700-6. High School Requirements.**

- (1) The General Core and Core Standards for students in grades 9-12 are described in this section.
- (2) A student in grades 9-12 is required to earn a minimum of 24 units of credit through course completion or through competency assessment consistent with R277-705 to graduate.
- (3)
  - (a) Through recording of credits in a student's transcripts for grades 9-12, in accordance with Subsections R277-726-5(5) and R277-726-5(6), for purposes of high school graduation, an LEA shall recognize high school credits earned prior to grade 9 through participation in the Statewide Online Education Program.
  - (b) For funding purposes, the LEA shall record the participating student's intention to graduate early.
  - (c) An LEA may not use high school courses to replace middle school educational requirements.
- (4) The General Core credit requirements from courses approved by the Board are described in Subsections (4) through (18).
- (5) Language Arts (4.0 units of credit from the following):
  - (a) Grade 9 level (1.0 unit of credit);
  - (b) Grade 10 level (1.0 unit of credit);
  - (c) Grade 11 level (1.0 unit of credit); and

- (d) Grade 12 level (1.0 Unit of credit) consisting of applied or advanced language arts credit from the list of Board-approved courses using the following criteria and consistent with the student's Plan for College and Career Readiness:
  - (i) courses are within the field/discipline of language arts with a significant portion of instruction aligned to language arts content, principles, knowledge, and skills;
  - (ii) courses provide instruction that leads to student understanding of the nature and disposition of language arts;
  - (iii) courses apply the fundamental concepts and skills of language arts;
  - (iv) courses provide developmentally appropriate content; and
  - (v) courses develop skills in reading, writing, listening, speaking, and presentation.
  
- (6) Mathematics (3.0 units of credit) shall be met minimally through successful completion of a combination of the foundation or foundation extended courses, Secondary Mathematics I, Secondary Mathematics II, and Secondary Mathematics III.
  
- (7)
  - (a) A student may opt out of Secondary Mathematics III if the student's parent submits a written request to the school.
  - (b) If a student's parent requests an opt out described in Subsection (6)(a), the student is required to complete a third math credit from the Board-approved mathematics list.
  
- (8) A 7th or 8th grade student may earn credit for a mathematics foundation course before 9th grade, consistent with the student's Plan for College and Career Readiness if:
  - (a) the student is identified as gifted in mathematics in accordance with the procedures outlined in Rule R277-707;
  - (b) the student is enrolled at a middle school or junior high school and a high school;
  - (c) the student qualifies for promotion one or two grade levels above the student's age group and is placed in 9th grade; or
  - (d) the student takes the Board competency test in the summer prior to 9th grade and earns high school graduation credit for the course.
  
- (9) A student who successfully completes a mathematics foundation course before 9th grade is required to earn 3.0 units of additional mathematics credit by:
  - (a) taking the other mathematics foundation courses described in Subsection (5); and
  - (b) an additional course from the Board-approved mathematics list consistent with:
    - (i) the student's Plan for College and Career Readiness; and
    - (ii) the following criteria:
      - (A) courses are within the field/discipline of mathematics with a significant portion of instruction aligned to mathematics content, principles, knowledge, and skills;
      - (B) courses provide instruction that lead to student understanding of the nature and disposition of mathematics;
      - (C) courses apply the fundamental concepts and skills of mathematics;
      - (D) courses provide developmentally appropriate content; and
      - (E) courses include the Standards for Mathematical Practice as listed in the Utah secondary mathematics core.
  
- (10) A student who successfully completes a Calculus course with a "C" grade or higher has completed mathematics graduation requirements, regardless of the number of mathematics credits earned.
  
- (11) Science (3.0 units of credit):
  - (a) shall be met minimally through successful completion of 2.0 units of credit from two of the following five science foundation areas:
    - (i) Earth Science (1.0 units of credit);

- (A) Earth Science;
  - (B) Advanced Placement Environmental Science; or
  - (C) International Baccalaureate Environmental Systems;
  - (ii) Biological Science (1.0 units of credit);
    - (A) Biology;
    - (B) Biology: Agricultural Science and Technology;
    - (C) Advanced Placement Biology;
    - (D) International Baccalaureate Biology; or
    - (E) Biology with Lab Concurrent Enrollment;
  - (iii) Chemistry (1.0 units of credit); 8
    - (A) Chemistry;
    - (B) Advanced Placement Chemistry;
    - (C) International Baccalaureate Chemistry; or
    - (D) Chemistry with Lab Concurrent Enrollment;
  - (iv) Physics (1.0 units of credit);
    - (A) Physics;
    - (B) Advanced Placement Physics (1, 2, C: Electricity and Magnetism, or C: Mechanics);
    - (C) International Baccalaureate Physics; or
    - (D) Physics with Lab Concurrent Enrollment; or
  - (v) Computer Science (1.0 units of credit):
    - (A) Advanced Placement Computer Science;
    - (B) Computer Science Principles; or
    - (C) Computer Programming 2; and
  - (b) one additional unit of credit from:
    - (i) the foundation courses described in Subsection(10)(a); or
    - (ii) the applied or advanced science list:
      - (A) determined by the LEA board; and
      - (B) approved by the Board using the following criteria and consistent with the student's Plan for College and Career Readiness:
        - (i) courses are within the field/discipline of science with a significant portion of instruction aligned to science content, principles, knowledge, and skills;
        - (ii) courses provide instruction that leads to student understanding of the nature and disposition of science;
        - (iii) courses apply the fundamental concepts and skills of science;
        - (iv) courses provide developmentally appropriate content;
        - (v) courses include the areas of physical, natural, or applied sciences; and (vi) courses develop students' skills in scientific inquiry.
- (12) Social Studies (3.0 units of credit) shall be met minimally through successful completion of:
- (a) 2.5 units of credit from the following courses:
    - (i) World Geography (0.5 units of credit);
    - (ii) World History (0.5 units of credit);
    - (iii) U.S. History (1.0 units of credit); and
    - (iv) U.S. Government and Citizenship (0.5 units of credit);
  - (b) Social Studies (1.0 credit units) per HB381 (7/1/2025). The basic civics test requirement for graduation has been waived as of 7/1/2025.
- (13) The Arts (1.5 units of credit from any of the following performance areas):
- (a) Visual Arts;
  - (b) Music;
  - (c) Dance;
  - (d) Theatre; or
  - (e) Media Arts.

- (14) Health Education (0.5 units of credit).
- (15)
- (a) Physical Education (1.5 units of credit from each of the following):
    - (i) Participation Skills (0.5 units of credit);
    - (ii) Fitness for Life (0.5 units of credit); and
    - (iii) Individualized Lifetime Activities (0.5 units of credit);
  - (b) Notwithstanding Subsection (15)(a), a student may earn 0.5 units of credit per sport for team sport/athletic participation up to a maximum of 1.0 units of credit with LEA approval to replace participation skills and individualized lifetime activities requirements.
- (16) Career and Technical Education (1.0 units of credit from any of the following):
- (a) Agriculture, Food and Natural Resources;
  - (b) Architecture and Construction;
  - (c) Arts, Audio/Visual Technology and Communications;
  - (d) Business, Finance and Marketing;
  - (e) Computer Science and Information Technology;
  - (f) Education and Training;
  - (g) Engineering and Technology;
  - (h) Health Science;
  - (i) Hospitality and Tourism;
  - (j) Human Services;
  - (k) Law, Public Safety, Corrections and Security;
  - (l) Manufacturing; or
  - (m) Transportation, Distribution, and Logistics.
- (17) Digital Studies (0.5 units of credit).
- (18) Library Media Skills (integrated into the subject areas).
- (19) General Financial Literacy (0.5 units of credit).
- (20) Electives (5.5 units of credit).
- (21) An LEA shall use Board-approved summative assessments to assess student mastery of the following subjects:
- (a) language arts through grade 11;
  - (b) mathematics as defined in Subsection (6); and
  - (c) science as defined in Subsection (11).
- (22) An LEA board may require a student to earn credits for graduation that exceed the minimum Board requirements described in this rule.
- (23) An LEA board may establish and offer additional elective course offerings at the discretion of the LEA board.
- (24)
- (a) An LEA may modify a student's graduation requirements to meet the unique educational needs of a student if:
    - (i) the student has a disability; and
    - (ii) the modifications to the student's graduation requirements are made through the student's individual IEP.

- (b) An LEA shall document the nature and extent of a modification, substitution, or exemption made to a student's graduation requirements described in Subsection (22)(a) in the student's IEP.
- (25) The CAO shall provide a list of approved courses meeting the requirements of this rule.
- (26) An LEA may modify graduation requirements for an individual student to achieve an appropriate route to student success if the modification:
  - 11
  - (a) is consistent with: (i) the student's IEP; or (ii) SEOP/Plan for College and Career Readiness;
  - (b) is maintained in the student's file;
  - (c) includes the parent's signature; and (d) maintains the integrity and rigor expected for high school graduation, as determined by the Board.

**R277-700-7. Student Mastery and Assessment of Core Standards.**

- (1) An LEA shall ensure students master the Core Standards at all levels.
- (2) An LEA shall provide intervention for secondary students who do not achieve mastery in accordance with Section 53G-9-803.
- (3) An LEA shall provide remedial assistance to students who are found to be deficient in basic skills through a statewide assessment in accordance with Subsection 53E5-206(1).
- (4) If a parent objects to a portion of a course or to a course in its entirety under Section 53G-10-205, the parent shall be responsible for the student's mastery of Core Standards to the satisfaction of the school prior to the student's promotion to the next course or grade level.
- (5)
  - (a) A student with a disability served by a special education program is required to demonstrate mastery of the Core Standards.
  - (b) If a student's disability precludes the student from successfully mastering the Core Standards, the student's IEP team, on a case-by-case basis, may provide the student an accommodation for, or modify the mastery demonstration to accommodate, the student's disability.
- (6) A student may demonstrate competency to satisfy course requirements consistent with R277-705-3.
- (7) LEAs are ultimately responsible for and shall comply with all assessment procedures, policies and ethics as described in R277-404. 12

**R277-700-8. Civics Education Initiative.**

- (1) For purposes of this section:
  - (a) "Student" means: (i) a public school student who graduates on or after January 1, 2016; or (ii) a student enrolled in an adult education program who receives an adult education secondary diploma on or after January 1, 2016.
  - (b) "Basic civics test" means the same as that term is defined in Subsection 53E-4- 205(1)(b).
- (2) Except as provided in Subsection
- (3) an LEA shall:
  - (a) administer a basic civics test in accordance with the requirements of Section 53E-4-205; and (
  - (b) require a student to pass the basic civics test as a condition of receiving:
    - (i) a high school diploma; or
    - (ii) an adult education secondary diploma.

- (4) An LEA may require a student to pass an alternate assessment if:
  - (a)
    - (i) the student has a disability; and
    - (ii) the alternate assessment is consistent with the student's IEP; or
  - (b) the student is within six months of intended graduation.
- (5) Except as provided in Subsection (5), the alternate assessment shall be given:
  - (a) in the same manner as an exam given to an unnaturalized citizen; and
  - (b) in accordance with 8 C.F.R. Sec. 312.2.
- (6) An LEA may modify the manner of the administration of an alternate assessment for a student with a disability in accordance with the student's IEP.
- (7) If a student passes a basics civics test or an alternate assessment described in this section, an LEA shall report to the CAO that the student passed the basic civics test or alternate assessment.
- (8) If a student who passes a basic civics test or an alternate assessment transfers to another LEA, the LEA may not require the student to retake the basic civics test or alternate assessment.

**R277-700-9. College and Career Readiness Mathematics Competency.**

- (1) For purposes of this section, "senior student with a special circumstance" means a student who:
  - (a) is pursuing a college degree after graduation; and
  - (b) has not met one of criteria described in Subsection (2)(a) before the beginning of the student's senior year of high school.
- (2) Except as provided in Subsection (4), in addition to the graduation requirements described in R277-700-6, beginning with the 2016-17 school year, a student pursuing a college degree after graduation shall:
  - (a) receive one of the following:
    - (i) a score of 3 or higher on an Advanced Placement (AP) calculus AB or BC exam;
    - (ii) a score of 3 or higher on an Advanced Placement (AP) statistics exam;
    - (iii) a score of 5 or higher on an International Baccalaureate (IB) higher level math exam;
    - (iv) a score of 50 or higher on a College Level Exam Program (CLEP) pre-calculus or calculus exam;
    - (v) a score of 26 or higher on the mathematics portion of the American College Test (ACT) exam;
    - (vi) a score of 640 or higher on the mathematics portion of the Scholastic Aptitude Test (SAT) exam; or
    - (vii) a "C" grade in a concurrent enrollment mathematics course that satisfies a state system of higher education quantitative literacy requirement; or
  - (b) if the student is a senior student with a special circumstance, take a full year mathematics course during the student's senior year of high school.
- (3) Except as provided in Subsection (4), in addition to the graduation requirements described in R277-700-6, beginning with the 2016-17 school year, a non-college and degree-seeking student shall complete appropriate math competencies for the student's career goals as described in the student's Plan for College and Career Readiness.
- (4) An LEA may modify a student's college or career readiness mathematics competency requirement under this section if:
  - (a) the student has a disability; and
  - (b) the modification to the student's college or career readiness mathematics competency requirement is made through the student's IEP.
- (5)

- (a) An LEA shall report annually to the LEA's board the number of students within the LEA who:
  - (i) meet the criteria described in Subsection (2)(a);
  - (ii) take a full year of mathematics as described in Subsection (2)(b);
  - (iii) meet appropriate math competencies as established in the students' career goals as described in Subsection (3); and
  - (iv) meet the college or career readiness mathematics competency requirement established in the students' IEP as described in Subsection (4).
- (b) An LEA shall provide the information described in Subsection (5)(a) to the CAO by October 1 of each year.

### **3.1.23 PINNACLE INSTRUCTIONAL MATERIALS COMMISSION OPERATING POLICIES**

R277. Education, Administration. R277-469. Instructional Materials Commission Operating Procedures. R277-469-1.

#### **Authority and Purpose.**

- (1) This rule is authorized by:
  - (a) Utah Constitutional Article X, Section 3, which vests general control and supervision over public education in the Board;
  - (b) Subsection 53E-3-401(4), which allows the Board to make rules to execute the Board's duties and responsibilities under the Utah Constitution and state law;
  - (c) Section 53E-4-401, which directs the Board to appoint an Instructional Materials Commission and directs the Commission to evaluate instructional materials for recommendation by the Board; and
  - (d) Section 53E-4-408, which directs the Board to make rules that establish the qualifications of the independent parties who may evaluate and map the alignment of the primary instructional materials and requirements for the detailed summary of the evaluation.
- (2) The purpose of this rule is to:
  - (a) provide definitions, operating procedures and criteria for recommending instructional materials for use in Utah public schools;
  - (b) provide for mapping and alignment of primary instructional materials to the Core consistent with Utah law; and
  - (c) provide rules for purchase and distribution of instructional materials within the state. R277-469-2.

Definitions.

  - (1) "Commission" means the Instructional Materials Commission established in accordance with Section 53E-4-401.
  - (2) "Core" means the core standards adopted by the Board in R277-700.
- (3) "Curriculum alignment" means the assurance that the material taught in a course or grade level matches the standards, and assessments set by the state for specific courses or grade levels.
- (4) "Depository" means a business dedicated to storing and distributing resources ADA Compliant: May 19, 2021 or materials in sufficient quantities to insure rapid and efficient delivery to LEAs.
- (5)
  - (a) "Instructional materials" means systematically arranged content in text, digital, Braille and large print, or audio format which may be used within the state curriculum framework for courses of study by students in public schools.
  - (b) "Instructional materials" include:
    - (i) textbooks;
    - (ii) workbooks;

- (iii) computer software;
  - (iv) online or internet courses;
  - (v) CDs or DVDs; and
  - (vi) multiple forms of communication media.
- (c) "Instructional materials" may be used by students or teachers or both as principal sources of study to cover any portion of a course.
- (d) "Instructional materials":
- (i) are designed for student use;
  - (ii) may be accompanied by or contain teaching guides and study helps;
  - (iii) shall include all textbooks, workbooks, student materials, supplements, and online and digital materials necessary for a student to fully participate in coursework; and
  - (iv) shall be high quality, research-based materials for supporting student learning.
- (6) "Independent party" means an entity that is not part of or related to:
- (a) the Board;
  - (b) Board staff;
  - (c) an employee or governing board member of an LEA;
  - (d) the creator or publisher of instructional materials under review; or
  - (e) anyone with a financial interest, however minimal, in instructional materials under review.
- (7) "Instructional Materials Commission" or "Commission" means the commission appointed by the Board in accordance with Section 53E-4-401.
- (8) "Integrated instructional program" means any combination of instructional materials for students, including:
- (a) textbooks;
  - (b) workbooks;
  - (c) software;
  - (d) videos;
  - (e) electronic devices; or
  - (f) similar resources.
- (9) "Instructional materials provider" means a publisher or author and self-publisher who sells or provides instructional materials for use in Utah public schools.
- (10) "LEA" includes, for purposes of this rule, the Utah Schools for the Deaf and the Blind.
- (11) "Mapping" means creating a visual representation listing topics in instructional materials in correlation to the standards of the Utah core.
- (12) "National Instructional Materials Access Center" or "NIMAC" means the same as that term is defined in Subsection R277-800-2(14).
- (13) "National Instructional Materials Accessibility Standard" or "NIMAS" means the same as that term is defined in Subsection R277-800-2(15).
- (14) "Not sampled" means instructional materials that were included in a publisher bid for evaluation by the Instructional Materials Commission, but which were not sampled to the CAO or the Commission.
- (15) "Primary instructional material" means a comprehensive basal or Core textbook or integrated instructional program for which a publisher seeks a recommendation for Core subjects designated in Sections R277-700-4 through R277-700-6.
- (16) "Recommended instructional materials" or "RIMs" means the recommended instructional materials

searchable database provided as a free service by the Board for the posting of evaluations and alignments to the Core of instructional materials submitted by publishers for review by the Commission and approval of the Board.

- (17) "Recommended limited" means instructional materials that are in limited alignment with the Core requirements or are narrow or restricted in their scope and sequence.
- (18) "Recommended primary" means instructional materials that:
  - (a) are in alignment with content, philosophy, and instructional strategies of the Core;
  - (b) have been mapped and aligned to the Core, consistent with Section 53E-4-408;
  - (c) are appropriate for use by students as principal sources of study; and
  - (d) support Core requirements.
- (19) "Recommended student resource" means instructional materials aligned to the Core that are developmentally appropriate, but not intended to be the primary instructional resource, which may provide valuable content information for students.
- (20) "Recommended teacher resource" means instructional materials that are appropriate as resource materials for use by teachers.
- (21) "Reviewed, but not recommended" means instructional materials that an LEA is strongly cautioned against using because the materials:
  - (a) do not align with the Core;
  - (b) are inaccurate in content;
  - (c) include misleading connotations;
  - (d) contain undesirable presentation; or
  - (e) are in conflict with existing law or rule.
- (22) "Utah State Instructional Materials Access Center" or "USIMAC" means the same as that term is defined in Subsection R277-800-2(21).

**R277-469-3. Use of State Funds for Instructional Materials.**

- (1) An LEA may use state funds for any primary supplemental or supportive instructional materials that support Core requirements.
- (2) An LEA may select and approve instructional materials consistent with:
  - (a) the standards of this R277-469;
  - (b) established local board procedures and timelines;
  - (c) Subsection 53G-10-402(1)(c)(iii); and
  - (d) Subsection 53E-4-403(4).
- (3) A school or school district that uses any funding source to purchase materials that have not been recommended or selected consistent with state law, may have funds withheld to the extent of the actual costs of those materials pursuant to Subsection 53E-3-401(8)(a)(ii).
- (3)
  - (a) An LEA may use free instructional materials that are used as primary instructional materials or that are part of primary integrated instructional programs subject to the same independent party evaluation and Core mapping as basal or Core material.
  - (b) If an LEA receives free materials as part of a supplemental program, the LEA may use the materials as student instructional materials only consistent with the law and this R277-469.

- 4) An LEA shall include a requirement in all publisher contracts for instructional materials that the publisher shall:
  - (a) prepare and provide electronic files of all instructional materials in the NIMAS format to NIMAC on or before delivery of print instructional materials; or
  - (b) provide instructional materials that are produced in, or may be rendered in, specialized formats.
- (5)
  - (a) An LEA shall provide timely notice to all publishers with whom the LEA contracts for instructional materials that all materials shall be provided consistent with Subsection (4).
  - (b) An LEA's notice shall include a copy of this R277-469.

**R277-469-4. Instructional Materials Commission Members Terms of Service.**

- (1) The Board shall appoint members of the Instructional Materials Commission in accordance with Section 53E-4-401.
- (2)
  - (a) A member appointed in accordance with Subsection (1) shall serve four year terms, staggered to ensure continuity in the efficient operation of the Commission.
  - (b) A member may apply for reappointment to one additional term. (3) The Commission may establish subcommittees as needed.

**R277-469-5. Commission Review of Materials.**

- (1) The Instructional Materials Commission shall primarily focus on reviewing materials used in subjects aligned with Core requirements to include reading, language arts, mathematics through geometry, science, in grades 4 through 12, and effectiveness of written expression, and other Core subject areas as assigned by the Board.
- (2) The Commission shall determine subject areas and timelines for review based on school district and charter school needs and requests, using forms and procedures provided by the CAO.
- (3) The Commission shall meet to review materials at least semi-annually.
- (4) Following its evaluation of a submitted item, the Commission shall recommend that the Board classify materials in one of the following categories:
  - (a) Recommended primary;
  - (b) Recommended limited;
  - (c) Recommended teacher resource;
  - (d) Recommended student resource;
  - (e) Reviewed, but not recommended; or
  - (f) Not sampled.

**R277-469-6. Criteria for Recommendation of Instructional Materials Following Mid-Party Evaluation of Core Curriculum.**

- (1) The Instructional Materials Commission and the Board, in reviewing whether to recommend instructional materials, may consider whether the instructional materials:
  - (a) are consistent with Core requirements;
  - (b) are mapped and aligned to the Core and state adopted assessments if planned for use as primary materials;
  - (c) are high quality, research-based, and proven to be effective in supporting student learning;
  - (d) provide an objective and balanced viewpoint on issues;
  - (e) include enrichment and extension possibilities;
  - (f) are appropriate to varying levels of learning;

- (g) are accurate and factual;
  - (h) are arranged chronologically or systematically, or both;
  - (i) reflect the pluralistic character and culture of the American people and provide accurate representation of diverse ethnic groups;
  - (j) are free from sexual, ethnic, age, gender or disability bias and stereotyping; and
  - (k) are of acceptable technical quality.
- (2) A publisher, when submitting new primary material to be evaluated by the CAO, shall submit an electronic version of that material in NIMAS file format to NIMAC for use in conversion into Braille, large print, and other formats for students with print disabilities.
- (3) The CAO may require an LEA to provide a report of instructional materials purchased by the LEA or a school in the previous five years.
- (4) The CAO may initiate a formal or informal audit of instructional materials purchased to determine purchase or use of instructional materials consistent with the law or this rule.

**R277-469-7. Agreements and Procedures for LEAs.**

- (1) A local board shall establish a policy for selection and purchase of instructional materials.
- (2) As part of any materials adoption process or procurement contract for the purpose of purchasing instructional materials, an LEA shall provide instructional materials to all students, including blind students and other students with disabilities, in a timely manner.
- (a) A publisher may provide materials in electronic files to NIMAC to make materials available to eligible students.
  - (b) An LEA shall include NIMAS contract language in all contracts with publishers for Core materials.
  - (c) An LEA may purchase instructional materials from the publisher that are produced in, or may be rendered in, specialized formats for eligible students.
- (3) An LEA shall require a detailed Core curriculum alignment prior to the purchase of primary instructional materials.

**R277-469-8. Qualifications for Core Curriculum Alignment Independent Parties.**

- (1) A primary instructional materials provider shall contract with an independent party in accordance with Subsection 53E-4-408(1)(a).
- (2) An independent party may only employ or contract with a reviewer who has a degree or an endorsement specific to the subject area of the primary instructional materials.
- (3) A publisher shall provide proof of an independent party's credentials to the CAO upon request.

**R277-469-9. Detailed Summary Requirements.**

- (1) An independent party shall submit a summary required under Subsection 53E-4-408(1)(b) in a searchable, software database format designated by the CAO.
- (2) A summary required under Subsection 53E-4-408(1)(b) shall:
- (a) include detailed alignment information that includes, at a minimum:
    - (i) the title of the material;
    - (ii) the ISBN number;

- (iii) the publisher's name;
- (iv) the name and grade of the Core document used to align the material;
- (v) the overall percentage of coverage of the Core;
- (vi) the overall percentage of coverage in ancillary resources of the material to the Core;
- (vii) the percentage of coverage of the Core in the material for each standard, objective and indicator in the Core with corresponding page numbers;
- (viii) percentage of coverage of the Core not covered in the material but covered in the ancillary resources for each standard; and
- (ix) objective and indicator in the Core with corresponding page numbers or URLs; and

(b) provide the detailed alignment information listed in Subsection (a)(iv) for the student text for all editions of the text that are used in Utah public schools;

(c) provide the detailed alignment information listed in Subsection (a)(iv) for a teacher edition of text, if a teacher edition is used in Utah public schools; and

(d) provide an assurance, including a personal signature, that the work was completed personally and as required by the licensed and endorsed reviewer.

**R277-469-10. Agreements and Procedures for Publishers.**

- (1) A publisher desiring to sell primary instructional materials to Utah school districts shall comply with the requirements of Section 53E-4-408 and this R277-469.
- (2)
  - (a) A publisher seeking to sell recommended materials to Utah schools or school districts shall have 10 books and tangible adopted materials or such other amount as required by a depository based on anticipated need on deposit within the state at an instructional materials depository in the business of selling instructional materials to schools or school districts in Utah.
  - (b) A publisher shall submit verification of compliance with Subsection (2)(a) to the CAO through the publisher's contracted depository prior to the CAO posting a review of the materials on RIMs.
- (3) A publisher may make a depository agreement with one or more depository.
- (4) Notwithstanding the provisions of Subsection (2), a publisher may sell instructional materials to schools or school districts in Utah directly or through means other than a designated depository.
- (5) A publisher need not store digital and online resources within the state, but shall guarantee timely resource availability of a placed order and shall provide digital and online resource orders without shipping charges.
- (6) If a revised edition of recommended materials retains the original title and authorship, the publisher may request its substitution for the edition currently recommended providing that:
  - (a) the original contract price and contract date do not change and the original contract price applies for the substituted materials;
  - (b) the revised edition is compatible with the earlier edition, permitting use of either or both in the same classroom;
  - (c) a sample copy of the revised edition is provided to the CAO for examination purposes; and
  - (d) the publisher submits a revised electronic edition in NIMAS file format to the NIMAC if the CAO approves the substitution request.
- (7) The Commission shall make the final determination about the substitution of a new edition for a previously recommended edition with assistance from the CAO.

- (8) A publisher's contract price for materials recommended by the Commission and the Board shall apply for five years from the contract date.

**R277-469-11. Request for Reconsideration of Recommendation.**

- (1) The CAO shall provide a school district, school or publisher with the evaluations and recommendations resulting from the initial review of the Commission.
- (2) A school district, school or publisher may, within 30 days of the Commission's initial recommendation, request to have materials reviewed again during the Commission's next review cycle.
- (3)
  - (a) During the period of the reconsideration request, the CAO shall classify materials only tentatively.
  - (b) The CAO shall not post tentatively classified materials to RIMs until recommended through the official Commission process.
- (4) A school district, school or publisher may be asked to send a second set of sample materials to the CAO as part of a reconsideration request.
- (5) Any written information provided by a school district, school or publisher shall be available to the advisory committees during the second review.
- (6) After the second review by the subject area advisory committee, the Commission shall vote on the advisory committee's recommendation at the next scheduled meeting.
- (7) If the Commission votes to change the recommendation, the CAO shall notify the Board of the action at the next scheduled Board meeting.
- (8) The CAO shall send a school district, school or publisher written notification of the final recommendation and new evaluation.
- (9) If the Commission and Board approve materials following a request for reconsideration, the CAO shall post the evaluation to RIMs.

## **3.2 STAFF EDUCATIONAL POLICIES**

### **3.2.1 PARAPROFESSIONALS**

Paraprofessionals are hired to work with individual students as needed. Paraprofessionals work individually with students or in small groups providing students with the extra help as needed and receive training and supervision from administrative staff. Paraprofessionals are required to be at school on all scheduled days, after three absences in a quarter, employment will be terminated. Employment hours will mirror the school hours set at the beginning of each school year working 29.5 hours per week. Pinnacle will provide training for paraprofessionals at the beginning of the school year. Paraprofessionals are required per Utah Administrator Code to be qualified by completing at least two years (48 semester hours) at an accredited higher education institution, obtain an associates (or higher) degree from an accredited higher education institution, or complete the required state assessment with a passing score. The state of Utah uses the ETS Parapro Praxis exam and the Master Teacher Paraeducator exam.. The cutoff score for passing the ETS Parapro Praxis is 460. The cut off scores for the Master Teacher Paraeducator test is 65 for Instructional Support Test #1 and 70 for Content Knowledge Test #2. Paraprofessionals can submit previous scores.

### 3.2.2 EMPLOYEE CONFIDENTIALITY OF RECORDS

Employees are charged with maintaining the confidentiality of all student records. Records shall be filed away for safekeeping and employees shall not discuss students' confidential information except in an appropriate setting. Confidential records shall not be taken out of the building.

### 3.2.3 EMPLOYEE DRESS CODE

**BOARD APPROVED:** May 20, 2025

Pinnacle is a place of business. All employees are expected to set a standard that is professional and modest and one that models appropriate attire for the students. Employees may wear neat, clean blue jeans with a minimum amount of holes. Employees shall not wear flip flops, house slippers or athletic slides. Tailored, knee-length (no more than 2 inches above the knee) shorts are acceptable. Women may wear leggings but **MUST** wear a shirt, skirt or dress over the leggings that must cover the butt area. No sweats or tracksuits are allowed, except for the PE teachers. Cleavage and chest hair shall be covered up (the "no butts, no boobs, no bellies" rule applies to employees as well). Exceptions will be made for teachers and coaches involved in physical education, art, sports programs and classroom field trips where more casual attire is allowed. Employees not dressed appropriately will meet with Pinnacle Administration.

### 3.2.4 EMPLOYEE COMPUTER USAGE

Pinnacle expects everyone to exercise good judgment and use the computer equipment in a professional manner. Use of the equipment is expected to relate to the school's goals of educating students and/or conducting Pinnacle business. Pinnacle recognizes, however, that some personal use is inevitable, and that incidental and occasional personal use that is infrequent or brief in duration is permitted so long as it occurs on personal time, does not interfere with school business, and is not otherwise prohibited by Pinnacle policy or procedures. Responsibilities include but are not limited to:

- Protect your login information from others. Do not use other users' passwords.
- Exercise good judgment.
- Respect school property and be responsible in the use of the equipment.
- Do not destroy, modify or abuse the hardware or software in any way.
- Do not delete or add software to school computers without permission.
- Do not use school computers for illegal, harassing, vandalizing, inappropriate or indecent purposes.
- Do not use the Internet to access or process pornographic or otherwise inappropriate material.

See Employee Computer Usage Policy in **SECTION 7.2.3 Acceptable Use Policy**

### 3.2.5 SPECIAL EDUCATION

**BOARD APPROVED:** May 13, 2020

Pinnacle will be compliant with all state and federal laws concerning special education. The school will participate in the state UPIPS system and complete all paperwork as required. Students on Individual Education Plans (IEP) will be offered services whenever possible in their classrooms following the model of inclusion. Students requiring an IEP will receive services in a timely manner by qualified personnel. Pinnacle adheres to the state's Special Education Rules which are found online at <https://www.schools.utah.gov/specialeducation/resources/lawsrulesregulations> and with Pinnacle's Special Education Director.

Pinnacle's Special Education Policies and Procedures Manual can be found in **SECTION 3.2.11: Special Education Policies and Procedures Manual**

### **3.2.6 REIMBURSEMENT**

If teachers and/or staff members purchase something for the school, with the CAO's approval, they can complete the reimbursement form and turn it into the Business Manager at the school for reimbursement. Without prior approval, reimbursement will not be allowed. Pinnacle will not reimburse for sales tax.

### **3.2.7 SUPERVISION**

All employees will assist the CAO and the Elementary Principal in maintaining student behavior throughout the buildings, grounds, and any other area where students are under the jurisdiction of the school. The CAO, Principals, and PLC Leaders will assign necessary supervision in an equitable manner. No employee will carry an excessive burden of responsibility in this regard. An employee may sponsor and assist with co-curricular activities under the supervision of the school's CAO or Elementary Principal. An employee may volunteer to supervise extracurricular activities. These activities include after school athletic events, student dances, weekend field trips, school field trips, etc.

### **3.2.8 CHARACTER EDUCATION**

Pinnacle believes in educating the whole child. Character Education is integrated throughout the day within the assigned curriculum, not detracting from teaching the core curriculum, but enhancing it. Teachers and staff will model those strong principles of good character that we want to instill in our students. Character education is consistently incorporated from Kindergarten through grade 12 through the Community of Caring program. Caring, respect, responsibility, trust and family are the five pillars of the program.

### **3.2.9 DISCIPLINE PHILOSOPHY AND POLICY**

Discipline means to teach. Rather than punishment, discipline shall be a positive way of helping and guiding children to achieve self-control. An effective discipline program requires three vital educational functions which are maintenance of order, development of internal control and promotion of prosocial behavior.

Self-development is most effective if the person is committed, rather than just complying. Commitment comes through internal motivation. Internal motivation is fostered in a positive learning environment where people feel they will not be harmed, where they are given choices that encourage ownership and empowerment, where self-evaluation and self-correction are dominant in people learning that appropriate, responsible behavior is in their own best interests.

#### **Discipline Procedures**

- When addressing inappropriate behavior, students will describe what the specific undesirable behavior is, the reason the behavior is undesirable, and what shall be done to change the behavior.
- When a staff member is addressing an inappropriate behavior, they will use a respectful tone of voice that does not increase in pitch, tone or volume, and be in close proximity to the child. Voices are valuable teaching tools; they shall convey respect and help children to feel safe and reassured.

- To develop their sense of autonomy and initiative, students need to experience the positive feelings that come from making choices. Students will be encouraged to offer solutions and to help determine the consequences for their inappropriate behavior. Students will be taught to take responsibility for their own actions.
- When the need arises for the student to have a cooling down period to calm down and reflect, the student will be allowed to regain power of control and choice in an area established by the teachers for this purpose. This area shall not be used as a punishment.
- School personnel will immediately address any physically dangerous and/or persistently inappropriate behavior. Examples include, but are not limited to, endangering one's personal body, hurting others, bullying, or destroying property.
- Staff will be trained in discipline procedures. Staff will also be reviewed periodically for compliance, their ability to implement discipline procedures and how frequently they use the procedures.
- Staff will follow Utah laws concerning discipline and will not discipline using toileting, food, or sleep as a consequence for any behavior.
- Teaching self-discipline is not a simple process. We must first establish a relationship with students, be clear and consistent, and keep parents informed of their child's behavior. Parents will be called and informed if their child is experiencing problems with self-control or inappropriate behavior. Parents will be asked to offer solutions that have been successful at home for curbing inappropriate behavior and parents will be actively involved in the successful integration of self-control skills

### **3.2.10 CORPORAL PUNISHMENT PROHIBITION**

**BOARD APPROVED:** June 2021

Pinnacle prohibits corporal punishment of students.

### **3.2.11 PINNACLE SPECIAL EDUCATION POLICY AND PROCEDURES MANUAL**

*(see attached PDF file on webpage)*

### **3.2.12 PINNACLE PARAPROFESSIONAL HANDBOOK**

*(see attached PDF file on webpage)*

### **3.2.13 UTAH PARAPROFESSIONAL MANUAL**

*(see attached PDF file on webpage)*

## **3.3 OTHER STUDENT EDUCATIONAL POLICIES**

### **3.3.1 GRADUATION AND CREDIT ACCEPTANCE POLICY**

Pinnacle graduation credit requirements for senior high school students are in accordance with Utah Rule R277-700, the Elementary and Secondary School Core Curriculum (**see Appendix X**). Credits toward high school graduation are granted on the basis that a unit of credit or a fraction thereof, that is given upon satisfactory completion of a course or learning experience in compliance with state course standards. Credits may also be

earned by: 1) demonstrated proficiency; 2) demonstrated mastery of approved courses outside of the school day or year; 3) concurrent enrollment in approved post-secondary training institutions; or 4) demonstrated mastery of approved correspondence or extension courses (pre-approved by the school administration). **Graduation Credits** per required subjects in grades 9-12 can be reviewed online at the USOE website at <https://www.schools.utah.gov/curr/graduationrequirements?mid=1014&tid=2>, with physical education increasing to two credits and other credits as required for electives.

**State of Utah Grades 9-12 Core Curriculum Credits from courses approved by the Board, as specified:**

<https://www.schools.utah.gov/curr/graduationrequirements?mid=1014&tid=2>

BOARD APPROVED: August 2022

- **English/Language Arts** (4 Credits)
- **Mathematics** (3 Credits): Successful completion of Secondary Mathematics I, II, and III or higher. Parents may request that students replace Secondary III with a course from the Applied or Advanced approved course list. Students who successfully complete Calculus have met graduation requirements regardless of the number of credits they have taken.
- **Science** (3 Credits): 2 Credits (from the four science foundation areas; Earth Systems, Biological Science, Chemistry, AP Computer Science, or Physics). 1 Credit (from the foundation courses or the applied or advanced science core list).
- **Social Studies** (3 Credits): 1 Credit (United States History), 0.5 Credit (Geography), 0.5 Credit (Civilization), 0.5 Credit (United States Government and Citizenship) and 0.5 Credit (Local Education Agency (LEA) Discretion)
- **Directed Coursework** (3.5 Credits): 1.5 Credit (Fine Arts), 1 Credit (Career and Technical Education (CTE)), 0.5 Credits (Digital Studies), 0.5 General Financial Literacy
- **Physical Education Health** (2 Credits): 0.5 Credit (Health), 0.5 Credit (Participation Skills), 0.5 Credit (Fitness for Life), 0.5 Credit (Individualized Lifetime Activities), Optional: 0.5 Credit Maximum (Team Sport/Athletic Participation\*).  
\* Can be used in place of Participation Skills or Individualized Lifetime Activities only.

**Required Electives** (5.5 Credits)

**Total Credit Hours** (24)

**College Course Enrollment**

BOARD APPROVED: April 2023

Qualified Pinnacle students in **10th, 11th and 12th grade** can be eligible to take college enrollment classes at Utah State University Eastern. Approved classes will be determined at the discretion of administration. Students must maintain passing grades in ALL high school courses throughout the semester they are enrolled in concurrent enrollment at USUE. No exceptions will be made to this policy. Students who take concurrent enrollment classes are required to earn a "C-" or better or the student and/or parent(s) are required to reimburse Pinnacle Canyon Academy for the FULL cost of the class. Students may enroll in Concurrent Enrollment courses as described by Utah Code [53A-15-101](#). Higher education courses in the public schools demonstrate cooperation between public and higher education. Credit will be issued for the courses as approved by USBE. Students will earn one high school credit per three semester credit college or university course. When a student takes a college course at USU Eastern, the college credit (.33 credits per college credit hour) is transferred to their high school transcript with college credits rounded up to the nearest .25 credit to ensure compatibility with the high school credit system which is based on quarter (.25) credits. For example, a three credit college course is equal to one high school credit. Credit for college courses are added to a student's high school transcript. When looking at the high school transcript, students and parents must recognize that college course credit has greater weight for grades due to the credit conversion.

**Course Mastery**

Students will be assessed at the end of courses according to the classroom mastery grading and the state of Utah's standardized, state-mandated testing guidelines.

#### **Student Mastery and Assessment of Core Curriculum Standards and Objectives**

Students who do not attain mastery of skills as assessed by state-mandated standardized assessments will be given the opportunity for remediation. Students who are two or more years below grade level in reading may be required to take a reading intervention course.

#### **Diplomas**

Students must earn 24 credits to graduate. These credits must be earned in classes that meet the requirements and standards set by the Utah State Board of Education and the Pinnacle Board of Directors.

#### **Acceptance of Transfer Credits**

Credits of students who transfer to Pinnacle during grades 9-12 will be reviewed when the student is admitted to Pinnacle. Credits will be accepted as outlined in Utah Code 53A-13-108.5. Acceptance of credits and grades awarded by accredited schools.

1. a. A public school shall accept credits and grades awarded to a student by a school accredited or approved by the State Board of Education or accredited or recognized by the Northwest Association of Accredited Schools as issued by the school, without alterations.  
b. Credits awarded for a core curriculum course shall be applied to fulfilling core curriculum requirements.
2. Subsection (1) applies to credits awarded to a student who:
  - a. transfers to a public school; or
  - b. enrolled in the public school, takes courses offered by another public or private school.
3. Subsection (1) applies to:
  - a. traditional classes in which an instructor is present in the classroom and the student is required to attend the class for a particular length of time;
  - b. open entry/open exit classes in which the student has the flexibility to begin or end study at any time, progress through course material at his own pace, and demonstrate competency when knowledge and skills have been mastered
  - c. courses offered over the Internet (*must be pre-approved by Pinnacle administration*); or
  - d. distance learning courses (*must be pre-approved by Pinnacle administration*).

If a student is lacking the credits necessary to be admitted to a grade level, a student may be retained in the current grade level for an additional year. Students may make up lost credits through any of the means listed above, or by attending Summer School and pay any associated fees. Students who transfer without passing grades from an accredited school into Pinnacle in the middle of a quarter will be required to make up all the work for the entire quarter to earn the .25 quarter credit.

Pinnacle graduates may wear any religious and/or cultural attire to graduation.

### **3.3.2 PRIVATE, HOME, BUREAU OF INDIAN EDUCATION STUDENT PARTICIPATION IN PUBLIC SCHOOL ACHIEVEMENT TESTS**

Students who attend private school may request participation in statewide assessments at Pinnacle. Pinnacle may provide the following information: an annual schedule of statewide assessment dates, locations at which private school students may be tested, and written policies for private school student participation. Pinnacle will provide a written document detailing reasonable costs for participation of Utah private school students in statewide

assessments to be paid in advance by either the student or by the student’s private school. Private school administrators will be notified of any required administrator participation in monitoring or proctoring of tests. Pinnacle will provide a 30 day timeline for private school requests for participation in statewide tests and Pinnacle’s response. Students who attend home school and who are Utah residents may request participation in statewide assessments at Pinnacle. Pinnacle may provide the following information: an annual schedule of statewide assessment dates, locations at which private school students may be tested, and written policies for private school student participation. Pinnacle will not charge a fee for participating in statewide assessments. Pinnacle will provide a written document detailing any required parent participation and will allow a 30 day timeline for any home school requests for participation and Pinnacle’s response.

BIE students may participate in statewide assessments required for all Utah students. Materials and training shall be provided to BIE schools from the LEA in which the school is located on the schedule that applies to Utah school districts.

Pinnacle shall comply with the following when administering statewide assessments to a private, home school, or Bureau of Indian Affairs’ student as outlined in Rule 277-404 and will follow the Utah Standard Test Administration and Testing Ethics Policy described in Section R277-404-3.

### **3.3.3 DROPOUT PREVENTION AND RECOVERY PROGRAM**

Pinnacle will provide a written dropout prevention and recovery program for a designated student in grades 9, 10, 11 and 12 that will:

- measure and report if the designated student made a year’s worth of progress towards an attainment goal,
- how membership days will be determined,
- is enrolled in dropout prevention and recovery program in accordance with UTREX specifications,
- Prepare a learning plan for a designated student with an attainment goal. If the designated student has an IEP or Section 504 plan, then the plan will adhere to their IEP or Section 504 plan.
- Regularly report progress towards designated student’s goal
- Maintain documentation required by Pinnacle
- Pinnacle’s Dropout Prevention and Recovery staff will submit an annual report to the CAO by October 30 of each school year

### **3.3.4 ADULT EDUCATION**

Currently, Pinnacle is not authorized to offer an adult education program.

### **3.3.5 ALTERNATIVE LANGUAGE SERVICES FOR UTAH STUDENTS**

**R277. Education, Administration.**

**R277-716. Alternative Language Services for Utah Students.**

**R277-716-1. Authority and Purpose.**

(1) This rule is authorized by:

- (a) Utah Constitution Article X, Section 3, which vests general control and supervision of public education in the Board;

- (b) Title III; and
- (c) Subsection 53E-3-401(4), which allows the Board to adopt rules in accordance with its responsibilities.

(2) The purpose of this rule is:

- (a) to address the requirements of Title III and implementing regulations and case law;
- (b) to clearly define the respective responsibilities of the CAO and LEAs:
  - (i) in identifying students learning English who are currently enrolled in Utah schools; and
  - (ii) in providing evidence-based language instruction educational programs to identified students; and
- (c) in order to:
  - (i) meet Title III requirements;
  - (ii) meet funding eligibility requirements; and
  - (iii) appropriately distribute Title III funds for students learning English to LEAs with approved plans in the Utah Grants Management System.

**R277-716-2. Definitions.**

- (1) "Alternative language services program" or "ALS program" means an evidence based language instruction educational program used to achieve English proficiency and academic progress of identified students.
- (2) "Alternative language services" or "ALS" means language services designed to meet the education needs of all students learning English so that students are able to participate effectively in the regular instruction program. ADA Compliant: 04-06-2021
- (3) "Consolidated State Plan" means the application for federal funds authorized under the Elementary and Secondary Education Act, or ESEA, 20 U.S.C. Sec. 1001, et seq., as amended, and other federal sources submitted annually to the CAO.
- (4) "Evidence-based language instruction education program" means evidence based methods, recommended by the CAO, that meet the "Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments" developed by the U.S. Department of Education.
- (5) "Immigrant children and youth" for purposes of this rule means individuals who: (a) are ages 3 through 21; (b) were born outside of the United States; and (c) have not been attending one or more schools in any one or more states of the United States for more than three full academic years.
- (6) "Instructional Materials Commission" means a Commission appointed by the Board to evaluate instructional materials for recommendation by the Board consistent with Title 53E, Chapter 4, State Instructional Materials Commission.
- (7) "Language instruction educational program" means an instructional course:
  - (a) in which a student learning English is placed for the purpose of developing and attaining English proficiency, while meeting challenging state academic standards;
  - (b) that may make instructional use of both English and a child's native language to enable the child to attain and develop English proficiency; and
  - (c) that may include the participation of English proficient children if the course is designed to enable all participating children to become proficient in English and a second language.
- (8) "Student learning English" means an individual who:
  - (a) who has sufficient difficulty speaking, reading, writing, or understanding the English language, and whose difficulties may deny the individual the opportunity to:
    - (i) learn successfully in classrooms where the language of instruction is English; or
    - (ii) participate fully in society;

- (b) who was not born in the United States or whose native language is a language other than English and who comes from an environment where a language other than English is dominant; or
- (c) who is an American Indian or Alaskan native or who is a native resident of the outlying areas and comes from an environment where a language other than English has had a significant impact on such individual's level of English language proficiency.

(9) "TESOL" means Teachers of English to Speakers of Other Languages.

(10) "TESOL Standards" mean the Pre-K-12 English Language Proficiency Standards established by TESOL International.

(11) "Title III" means federal provisions for providing language instruction to students learning English and immigrant children and youth under 20 U.S.C. 6801, et seq.

**R277-716-3. CAO Responsibilities.**

- (1) The CAO shall make available Utah's approved Title III plan identification and placement procedures to support evidence-based language instruction education programs for students learning English.
- (2) The CAO shall develop and require all LEAs to administer a Board approved annual English language proficiency assessment to measure fluency level and progress in:
  - (a) listening;
  - (b) speaking;
  - (c) reading; and
  - (d) writing.
- (3) The CAO shall apply a formula and distribute funds to LEAs for identification and services to students learning English and their families.
  - (a) The formula shall provide an amount based upon eligible students and available funds, to be distributed to all eligible LEAs and consortia consistent with Title III requirements.
  - (b) The formula shall provide for an additional amount to qualifying LEAs based on numbers of immigrant children and youth.
- (4) An LEA that receives Title III funds under this rule shall provide the following to the CAO:
  - (a) assurances and documentation maintained of services or a program used to serve students; and
  - (b) assurances and documentation maintained of required parent notification.
- (5) The CAO shall provide timelines to LEAs for meeting Title III requirements.
- (6) The CAO shall assist and provide training to LEAs in development of ALS and Title III services to students learning English who do not meet the state designated annual growth goals in both increased English proficiency and academic standards.
- (7) An LEA shall maintain:
  - (a) an ALS budget plan;
  - (b) a plan for delivering student instruction as a requirement in the monitoring section of the Utah Grants Management System;
  - (c) ALS assessments to date;
  - (d) a sample of parent notification required under Subsection R277-716-4(7); and
  - (e) documentation or evidence of progress in the state accountability system.
- (8) The CAO shall conduct on-site monitoring of all funded ALS programs at least once every five years.

(9) The CAO shall provide technical assistance during on-site monitoring and as the CAO deems necessary.

**R277-716-4. LEA Responsibilities.**

- (1) An LEA that receives funds under Title III shall assure that the LEA has a written plan that:
  - (a) includes an identification process for students learning English, including a home language survey and a language proficiency for program placement, that is implemented with student registration;
  - (b) uses a valid and reliable assessment of a student's English proficiency in:
    - (i) listening;
    - (ii) speaking;
    - (iii) reading; and
    - (iv) writing;
  - (c) provides an evidence-based language instruction educational program based on Board-approved Utah English Language Proficiency Standards;
  - (d) establishes student exit criteria from ALS programs or services; and
  - (e) includes the count of students learning English, by classification, prior to July 1 of each year.
  
- (2) Following receipt of Title III funds, an LEA shall:
  - (a) determine what type of Title III ALS services are available and appropriate for each student identified in need of ALS services, including:
    - (i) dual immersion;
    - (ii) ESL content-based; and
    - (iii) sheltered instruction;
  - (b) implement an approved language instruction educational program designed to achieve English proficiency and academic progress of an identified student;
  - (c) ensure that all identified students learning English receive English language instructional services, consistent with Subsection (1)(c);
  - (d) provide adequate staff development to assist a teacher and staff in supporting students learning English; and
  - (e) provide necessary staff with: (i) curricular materials approved by the Instructional Materials Commission consistent with Rule R277-469; and (ii) facilities for adequate and effective training.
  
- (3) Following evaluation of student achievement and services, an LEA shall:
  - (a) analyze results and determine the program's success or failure; and
  - (b) modify a program or services that are not effective.
  
- (4) An LEA shall have a policy to identify and serve students who qualify for services under IDEA, including:
  - (a) implementing procedures and training, consistent with federal regulations and state special education rules, that ensure students learning English are not misidentified as students with disabilities due to their inability to speak and understand English;
  - (b) reviewing the assessment results of a student's language proficiency in English and other language prior to initiating evaluation activities, including selecting additional assessment tools;
  - (c) conducting assessments for IDEA eligibility determination and educational programming in a student's native language when appropriate;
  - (d) using nonverbal assessment tools when appropriate;
  - (e) ensuring that accurate information regarding a student's language proficiency in English and another language is considered in evaluating assessment results;
  - (f) considering results from assessments administered both in English and in a student's native language;
  - (g) ensuring that all required written notices and communications with a parent who is not proficient in English are provided in the parent's preferred language, including utilizing interpretation services; and
  - (h) coordinating the language instruction educational program and special education and related services to ensure that the IEP is implemented as written.

- (5) An LEA shall provide information and training to staff that:
  - (a) limited English proficiency is not a disability; and
  - (b) if there is evidence that a student with limited English proficiency has a disability, the staff shall refer the student for possible evaluation for eligibility under IDEA.
  
- (6)
  - (a) An LEA shall notify a parent who is not proficient in English of the LEA's required activities.
  - (b) A school shall provide information about required and optional school activities in a parent's preferred language.
  - (c) An LEA shall provide interpretation and translation services for a parent at:
    - (i) registration;
    - (ii) an IEP meeting;
    - (iii) an SEOP meeting;
    - (iv) a parent-teacher conference; and
    - (v) a student disciplinary meeting.
  - (d) An LEA shall provide annual notice to a parent of a student placed in a language instruction educational program at the beginning of the school year or no later than 30 days after identification.
  - (e) If a student has been identified as requiring ALS services after the school year has started, the LEA shall notify the student's parent within 14 days of the student's identification and placement.
  
- (7) A required notice described in Subsection (6) shall include:
  - (a) the student's English proficiency level;
  - (b) how the student's English proficiency level was assessed;
  - (c) the status of the student's academic achievement;
  - (d) the methods of instruction proposed to increase language acquisition, including using both the student's native language and English if necessary;
  - (e) specifics regarding how the methods of instruction will help the child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation; and
  - (f) the specific exit requirements for the program including:
    - (i) the student's expected rate of transition from the program into a classroom that is not tailored for a student learning English; and
    - (ii) the student's expected high school graduation date if funds appropriated consistent with this rule are used for a secondary school student.

**R277-716-5. Teacher Qualifications.**

- (1) A Utah educator who is assigned to provide instruction in a language acquisition instructional program shall comply with state ESL endorsement requirements.
  
- (2) A Utah educator whose primary assignment is to provide English language instruction to a student learning English shall have:
  - (a) an ESL endorsement, through an approved program based on the TESOL Standards;
  - (b) an advanced degree or certification in teaching English as a Second Language, including an approved competency program consistent with Board rule; or
  - (c) a bilingual endorsement consistent with the educator's assignment.

**R277-716-6. Miscellaneous Provisions.**

- (1)
  - (a) An LEA that generates less than \$10,000 from the LEA's count of students learning English, may form a consortium with other similar LEAs.

- (b) A consortium described in Subsection (1)(a) shall designate a fiscal agent and shall submit all budget and reporting information from all of the member LEAs of the consortium.
  - (c) Each member of a consortium shall submit plans and materials to the fiscal agent of the consortium for final reporting submission to the CAO.
  - (d) A fiscal agent of a consortium described in Subsection (1)(a) shall assume all responsibility of an LEA under Section R277-716-4.
- (2) No LEA or consortium may withhold more than two percent of Title III funding for administrative costs in serving students learning English.

### **3.3.6 WORK-BASED LEARNING PROGRAM**

Pinnacle has a work-based learning program that assigns students to act as participants at off-campus sites or in on-campus simulations. Pinnacle shall train student participants, student participant supervisors, and cooperating employers regarding health hazards and safety procedures in the workplace. Pinnacle shall have standards and procedures for approval of off-campus work sites. Pinnacle shall have transportation options for students to and from the work site. Pinnacle shall have appropriate supervision by employers at the work site. Pinnacle shall have adequate insurance coverage provided and identified either by the student, the program, or the LEA. Pinnacle shall have appropriate supervision and assessment of the student by the LEA. Pinnacle shall have appropriate involvement and approval by the student's parents in the WBL program. Pinnacle shall have provision for risk or liability inherent in the WBL program developed in consultation with State Risk Management or the LEA's insurance provider. Pinnacle shall have a requirement that any WBL credit awarded maintains the integrity and rigor expected for high school graduation, as determined by the Board.

#### **WORK-BASED LEARNING PROGRAM POLICY.**

##### **R277-915-1. Authority and Purpose.**

- (1) This rule is authorized by:
  - (a) Utah Constitution Article X, Section 3, which vests general control and supervision over public education in the Board;
  - (b) Subsection 53E-3-401(4), which allows the Board to make rules to execute the Board's duties and responsibilities under the Utah Constitution and state law; and
  - (c) Section 53G-7-902, which allows schools to offer WBL programs in accordance with Board rules.
- (2) The purpose of this rule is to provide standards for WBL programs.

##### **R277-915-2. Definitions.**

- (1) "LEA" includes, for purposes of this rule, the Utah Schools for the Deaf and the Blind.
- (2)
  - (a) "Participant" means a student enrolled in a school-sponsored work experience and career exploration program under Section 53G-7-902 involving both classroom instruction and work experience with a cooperating employer, for which the students may or may not receive compensation.
  - (b) Participant may include a student completing an apprenticeship.
  - (c) Participant does not include a student on work release.
- (3) "School-based enterprise" means a business set up and run by supervised students learning to apply practical skills in the production of goods or services for sale or use by others.

- (4) "Work site" or "workplace" means the actual location where employment occurs for a particular occupation, or an environment that simulates all aspects or elements of that employment, including school-based enterprises.
- (5) "Work-based learning" or "WBL" means a continuum of awareness, exploration, preparation, and training activities that combine structured learning and authentic work experiences implemented through industry and education partnerships.

**R277-915-3. Mandatory LEA Policy.**

An LEA that has WBL programs that include assigning students to act as participants at off-campus sites or in on-campus simulations shall establish a policy which includes the following:

- (1) training for student participants, student participant supervisors, and cooperating employers regarding health hazards and safety procedures in the workplace;
- (2) standards and procedures for approval of off-campus work sites;
- (3) transportation options for students to and from the work site;
- (4) appropriate supervision by employers at the work site;
- (5) adequate insurance coverage provided and identified either by the student, the program, or the LEA;
- (6) appropriate supervision and assessment of the student by the LEA;
- (7) appropriate involvement and approval by the student's parents in the WBL program;
- (8) provision for risk or liability inherent in the WBL program developed in consultation with State Risk Management or the LEA's insurance provider; and
- (9) a requirement that any WBL credit awarded maintains the integrity and rigor expected for high school graduation, as determined by the Board.

**R277-915-4. Disbursement of Funds.**

- (1) The CAO shall align public elementary, secondary, and postsecondary or adult schools by LEA.
- (2) The proportion of total WBL funding allocated for a participating LEA shall remain the same as the previous year unless:
  - (a) the LEA discontinues the program;
  - (b) the LEA does not meet program standards; or
  - (c) LEA proportions are adjusted by the Board.
- (3) A participating LEA shall provide an equal match in funds to state appropriated WBL funds. 2

**R277-915-5. Standards.**

- (1) WBL shall be integrated into all levels of the educational delivery system and shall be coordinated within the LEA and among regions.
- (2) To be eligible for WBL funds, an LEA shall:
  - (a) have the program approved by the LEA board;

- (b) employ licensed WBL coordination personnel with salaries and benefits matched by the local recipient of funds;
- (c) document that a WBL committee representing all schools within the LEA:
  - (i) has been created;
  - (ii) is functioning effectively; and
  - (iii) regularly addresses WBL issues;
- (d) conduct WBL activities utilizing information from:
  - (i) business and industry;
  - (ii) administrators;
  - (iii) teachers;
  - (iv) counselors;
  - (v) parents; and
  - (vi) students;
- (e) develop work-based preparation, participation, and assessment activities for students and teachers involved in all WBL LEA activities;
- (f) maintain evidence that WBL components have been integrated and coordinated with:
  - (i) elementary career awareness;
  - (ii) secondary career exploration;
  - (iii) integrated core activities;
  - (iv) College and Career Awareness; and
  - (v) comprehensive guidance and counseling;
- (g) maintain evidence of WBL activities and assurances in each LEA developed in coordination with a student's:
  - (i) IEP;
  - (ii) Plan for College and Career Readiness; and
  - (iii) 504 requirements;
- (h) require the inclusion of all student groups within the LEA in career development and preparation;
- (i) demonstrate WBL coordination with employers and with other school and community development activities.
- (j) verify that sufficient budget for a WBL coordinator, facilities, materials, equipment, and support staff is available;
- (k) participate in initial state-sponsored WBL coordinated professional development and in periodic ongoing coordination and professional development activities;
- (l) require that the WBL team utilize a database system developed by the LEA for the LEA's specific needs; and
- (m) participate in the CTE Program Approval evaluation every three years.

**R277-915-6. Consistency with Law and State and LEA Board Rules and Policies.**

- (1) A WBL experience shall be consistent with the provisions of the Fair Labor Standards Act, 29 U.S.C. Sec. 201, et seq.
- (2) WBL programs shall operate consistently with Board rules and LEA policies, including:
  - (a) student transportation;
  - (b) credit toward graduation;
  - (c) attendance; and
  - (d) fee waivers.