



American Preparatory Academy

Staff Manual

2024-2025

**** Information in this Manual is deemed accurate, but may be subject to change. ****

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Welcome

Welcome to American Prep for another amazing year! As you've personally experienced, our American Prep staff members have been through a highly selective process that includes written application, pre-interviews and screenings, school site visits, classroom observations, and for teachers often includes teaching in the classroom before an offer of employment is made. We are confident that members of the American Prep staff are among the best to be found! Thank you for being part of our team!

We are excited to work together to advance our school mission. We have the utmost confidence that given clear direction, adequate resources, and generous support each staff member will become a vital, contributing part of our team. Meaningful contribution in an atmosphere of support and growth combine to create an ideal work setting for our employees. ***Creating such an environment is one of our key objectives!***

American Prep is fortunate to have dedicated, responsible staff members who are truly contributing team members!

Purpose

This manual is meant to be a thorough and concise guide for staff members at American Prep. The purpose of this manual is three-fold:

1. To assist the American Prep staff in gaining a clear understanding of their responsibilities as staff members, and to serve as a valuable resource to them.
2. To create uniformity at American Prep across classrooms, across grade levels and across schools in areas where uniformity will result in increased efficiency and promotion of the school's mission.
3. To articulate successful strategies, policies, and procedures that will allow American Prep to achieve its mission of academic achievement and character development for each student.

The manual is issued to each staff member, and it is intended to be used as a resource and a guide. Nothing contained in this Manual is intended to create, or can create, any contractual or other legal rights. Employment by American Prep remains at-will. Any procedure or practice, whether set forth herein, or not, is employed at the discretion of the Governing Board and its designee(s). Either party may terminate employment at any time, with or without cause, warning, or notice. Nothing contained herein creates any expectation of continued employment.

It is intended that all issues relevant to a staff member's employment that need to be addressed are appropriately covered in the Staff Manual (this document) and the Employee Handbook. In reality, these documents will never be complete but will be added to regularly as policies and procedures are adopted and refined. This manual may be amended at any time. It is incumbent upon each staff member to read and understand the information contained in this manual and to take it upon themselves to be responsible to abide by the policies and to put the procedures into practice.

As true team members of our vibrant organization, we invite American Prep staff members to offer feedback regarding policies and procedures on an ongoing basis, and to assist the administration in developing a manual that is relevant, accurate and helpful. ***The purpose of the manual is not to increase the workload of staff members; to the contrary, its purpose is to***

assist the staff in carrying out their duties. With sound policies and procedures, we can potentially attain consistency in the delivery of our education services. It is beneficial to our staff to know what their responsibilities are, and what the responsibilities of their colleagues are, so that a positive working environment can be the daily experience of each staff member. This is our intention and our goal – to develop policies, procedures and practices so that our teachers can truly focus on the primary job at hand – that of educating students successfully each day.

Each policy and procedure is written with that intent in mind – to create an organization in which our teachers can do their job in a way that is most effective and enjoyable. Please accept our invitation to be an ongoing contributor to your staff manual. Because the purpose of this manual is to ensure your ability to complete your responsibilities effectively and enjoyably, we need you to let us know if the policies are achieving their purpose, or if there are additions that you believe would make the manual more beneficial.

Thank you for being a member of our American Prep team. Your contributions are valued. We look forward to working with you.

American Preparatory Schools

Carolyn Sharette, Superintendent of Schools

The Trust of Public Education

American Preparatory Academy

A public school's central mission is two-fold:

1. To ensure that each student achieves maximum **academic proficiency** and,
2. To ensure that each student develops **virtuous character** and motivation for productive citizenry, that thereby students become effective citizens of a free nation, and possess the intelligence, skills and desire to dedicate a portion of their lives to **changing the world for the better**.

The trust of the citizens of our nation, expressed in their hard-earned tax dollars flowing to our public schools, must be maintained through strict accountability to these two objectives, and repaid by students who benefit from that public trust by their diligence, hard work and commitment to community.

American Preparatory Schools accomplishes this central mission by espousing the following tenets:

- Schools achieve maximum academic success and student proficiency by:
 - teaching skills to mastery levels,
 - imparting valuable knowledge,
 - transmitting the common culture that binds us as a nation, and
 - exposing children to supreme examples of artistic and intellectual achievement.
- Mastery of a fundamental core of knowledge is essential to a child's achievement in later grades. Material should be coherent, sequential, content-rich, and challenging, and must be taught to mastery level by the teacher.
- Standardized testing is an essential tool for measuring student learning and teacher success.
- The formation of good character goes hand in hand with mental training.
- Serious scholarship requires a willing and enthusiastic mind, self-discipline, determination, patience, and humility.
- All children can learn, although their pace may differ, and their response to higher standards is an improved performance.

The school must be structured to support parents so that they may play an active role in all aspects of their child's education.

About American Preparatory Academy

Mission and Vision

American Preparatory Academy Mission Statement

To provide a classical, liberal arts education through an orderly, safe and nurturing learning environment wherein content-rich, efficient curriculum and research-based instructional methodologies are utilized to ensure that every student achieves academic success and develops good character based on concrete measurements.

American Prep Jr. High Mission Statement

American Preparatory Academy Jr. High assists students in their efforts to become student scholars by providing an academically rigorous classical, liberal arts program that prepares them for advanced study at the high school level.

American Prep High School Mission Statement

American Preparatory Academy High School provides an academically rigorous classical, liberal arts education that prepares students for study at the university level or meaningful employment, thereby developing conscientious, confident citizens who think logically, are skilled at persuasion, and are actively involved in the building of our citizen-governed society.

Each program at American Prep is evaluated through the lens of the mission statement – will it promote academic achievement and virtuous character development? We invite all members of the American Prep community to assist in promoting and supporting the school’s mission. Feedback and input are always welcome as we work to refine our programs to better reflect our mission.

American Preparatory Academy is a classical, liberal arts school model. We believe that the pursuit of truth, beauty, and wisdom are the purpose of education. We adhere to the concept of the Trivium, as interpreted to represent three stages of knowledge acquisition. The Grammar phase is identified with the young child (0-9), who easily memorizes songs, poems and factual knowledge. The Logic phase (9-14) is identified with learners “connecting” their factual knowledge in a logical manner, “making sense” of things. The Rhetorical Phase (14-beyond) is that in which students learn to coherently and persuasively defend their logic in writing and speech. (In medieval times, these three designations were the actual subjects of study preceding the study of arithmetic, geometry, astronomy, and music.)

We recognize that in order to succeed in our mission, American Prep must be a place where positive motivation guides students and staff alike. All members of the staff, students, and parents in the American Prep community work together to “build” our great school. Each person has a responsibility to be a “builder.” To help us firmly plant this ideal into our institution, which will result in a loving, positive atmosphere, we have adopted a “Builders” theme, based upon the following poem:

Builders

I saw them tearing a building down,
A gang of men in a busy town.

With a yo heave ho and a lusty yell,
They swung a beam and the sidewall fell.

I asked the foreman if these men were as skilled
As those he would hire if he were to build.

He laughed and said, “Oh, no indeed,
Common labor is all I need,

For they can wreck in a day or two,
What builders have taken years to do.”

So I asked myself, as I went my way,
Which of these roles am I to play?

Am I the builder, who works with care,
Measuring life by the rule and square;
Or am I the wrecker who walks the town,
Content in the role of tearing down?

I’ve made my decision; I’ll start today,
I’ll be a builder in every way.

-Anonymous and Howard Headlee

Each student and staff member memorizes this poem. It is recited at school events and in classrooms. There is also a Builders Song (K. Woodcox, 2004). We ask all members of the American Prep community, when faced with a decision on how to conduct themselves, to ask – “what would be building behavior?” or “what would be wrecking behavior?” Keeping the standard of behavior as that of a “builder” makes it easy to know how to conduct ourselves and promotes a positive place for learning. Spontaneous, monthly and annual “Builders” awards are given to students (and given annually to staff) to promote the Builders theme.

Monthly Builder Award Themes

	Starts with an EVEN year (i.e.: 2024-2025)	Starts with an ODD year (i.e.: 2025-2026)
August	Be a Builder!	I am a builder when I am Prompt & Punctual
September	I am a builder when I Build with Enthusiasm	I am a builder when I Build with Enthusiasm
October	I am a builder when I Demonstrate Integrity	I am a builder when I am Perfectly Honest
November	I am a builder when I Express Gratitude in Word and Deed	I am a builder when I Express Gratitude in Word and Deed
December	I am a builder when I looking for ways to serve others (Kigatsuku)	I am a builder when I looking for ways to serve others (Kigatsuku)
January	I am a builder when I think positive thoughts about myself and others	I am a builder when I Work diligently
February	I am a builder when I use my words to encourage others	I am a builder when I Befriend others
March	I am a builder when I quickly acknowledge mistakes and humbly make amends	I am a builder when I'm willing to try and when I believe in my ability to succeed
April	I am a builder when I face obstacles with determination and positivity	I am a builder when I use kind and courteous words
May	I am a builder by respecting my body and mind	I am a builder when I'm utterly reliable
June	Be a Builder!	I am a builder when I respect my body and mind

Foundations

At American Prep, we understand that in order to build an excellent institution, we must have a strong foundation in place. Our foundation is built on the following five principles:

Expectations

High expectations in academics and character reflect the unwavering confidence we have in our students. We believe that our students can and will achieve whatever is set before them. High expectations are the vital first step toward achieving our school mission of academic excellence and virtuous character development for each student. The confidence engendered in our students by the high expectations we hold motivates them toward excellence.

Effort

We believe that properly reinforced effort is the key to achievement. Our students and staff know the value of hard work, and are committed to working hard every day. The fruits of work are real and satisfying, and are won without exception by those willing to engage in work earnestly and consistently. The fruits of work cannot be borrowed or lent.

Enthusiasm

Enthusiasm propels one on to greater effort. Enthusiasm makes work enjoyable and provides encouragement for others to put forth increased effort. It is the responsibility of every member of the American Prep community to bring enthusiasm to their work and to their associations at school.

Encouragement

Expertise in the art of encouragement is a hallmark of American Prep staff. Nearly constant, expertly applied encouragement is required to balance the high level of rigor we require of our staff and our students.

Excellence

Excellence is a self-perpetuating value. When one achieves excellence, motivation is generated that leads to a natural increase in expectations, and encourages one to apply effort and enthusiasm to obtain new, even higher levels of excellence.

Equality, Unity, and Inclusion

American Prep values and embodies the American ideals of liberty, equality, democracy, rule of law and patriotism. We reference our nation's Declaration of Independence in that we believe that all students and staff have been endowed by their Creator with certain, unalienable rights that we respect at school. As a classical school, human flourishing is our aim and we believe it is our duty to teach and demonstrate these ideals in our schools. Included in the important rights of each student is that of being viewed as an individual of great worth to our community. *Every person in our school community is equally viewed as a person of immeasurable value and potential.*

We carefully work to ensure that:

- The right to fully participate in our school programs is available equally to each student.
- The right to opportunities to develop character traits of diligence, hard work, humility, and scholarship are available to all students equally.
- Each student and staff member are viewed, treated, and respected as a full and equal member of the community.
- All students, regardless of disability, are included in classes and non-academic activities to the maximum extent possible

Non-Discrimination

It is vital to our mission and to our community that we are unified in purpose. We recognize the strength we have in our different cultures, nationalities and religious faiths and we honor the

diversity of our students and families. Our strength and unity is built as we acknowledge our diversity while focusing on our shared mission of academic excellence and character development for each student.

American Preparatory Academy employees and students shall not be subjected to discrimination in employment or any district program or activity on the basis of age, color, disability, gender, gender identity, national origin, race, religion, sexual orientation, veteran status, or any other protected class. APA is committed to providing equal access and equal opportunity in its programs, services, and employment, including its policies, complaint processes, program accessibility, district facility use, accommodations, and other Equal Employment Opportunity matters.

APA District Title VI and Title IX Director

Peri Daley

12894 Pony Express Rd, Suite 400

Draper, UT 84020

Phone: 801-797-0089

Email: pdaley@apamail.org

Regional Office of Civil Rights for Utah

Denver Office

U.S. Department of Education

Cesar E. Chavez Memorial Building

1244 Speer Boulevard, Suite 310

Denver, CO 80204-3582

Telephone: (303) 844-5695

Email: OCR.Denver@ed.gov

The full Title IX Complaint Procedure/Dispute Resolution Policy is included in the Employee Handbook and available at our website: <https://www.americanprep.org/wp-content/uploads/2020/07/Employee-and-Student-Title-IX-Policy.pdf>

Our American Ideals and Freedom of Speech

American Preparatory Academy's aim is to engage in efforts that prepare our students to actively participate in preserving our nation's form of government. We believe this is best achieved by our school community coming together in unity around our national ideals including liberty, equality, democracy, rule of law and patriotism - and thus preparing our students to "change the world for the better".

These shared ideals provide a solid foundation on which to discuss and persuade and debate issues. We believe public education must provide a foundation for successful dialogue *within the limits set forth by Utah law and rule regarding appropriate topics of discussion for K-12 students.*

We believe that every individual has the right, the freedom and the responsibility to share ideas and to develop informed opinions, and that this process naturally results in diverse opinions among our students, staff and families. We believe this diversity of opinion is a positive, even vital, aspect of American life. As a classical education school, we teach students the process of respectful dialogue. Our interactions must meet the school's standards for decency and respect, and administrators are responsible for promoting respectful communications as the standard at the school.

We believe that it is often through disagreements that we learn the most and advance our understanding of one another and of important issues. We believe that a healthy environment of diverse opinions and ideas, expressed appropriately, strengthens our students, staff, families and community.

We believe it is in conflict with our school's shared ideals of democracy, equality and freedom to disrespect the thoughts, ideas or opinions of others or take steps to minimize their expression. We believe that ideas and opinions should be appropriately articulated, discussed and debated.

We acknowledge that disagreements will be part of any vibrant democratic community, and we believe when principles of freedom and respect are applied, disagreements will ultimately strengthen us. In reality, it is in large part the appropriate communication regarding our differences that opens the doors to understanding each other - and that understanding binds us together as a community.

These principles of freedom and respect apply to all within our community equally. No individual or group has special privileges or unique constraints when it comes to appropriate freedom of expression.

We recognize that opinions and ideas will be shared among students and staff informally as a matter of course in their classes and social interactions. We believe this is a healthy and important aspect of a high-quality educational experience.

We believe that debate, argumentation, and persuasion when conducted upon the foundation of freedom, equality, and respect, will benefit our students and our nation.

We are confident that properly facilitated discussions will result in successful communication of ideas and an ability for students to learn how to agree to disagree, which is a vital skill for a successful and effective community member in our free nation.

Leadership Structure

American Preparatory Academy

District Level

- Carolyn Sharette –Superintendent of Schools
- Lisa Brunson – Deputy Superintendent of Schools
- Tim Evancich – Assistant Superintendent of Operations
- Jen Walstad – Assistant Superintendent of Academics
- Daniel Baker – Assistant Superintendent of Secondary Education and Data Analysis
- Mandy Brown Executive Director—Character Education
- Michelle Flynn - Director of Special Services, Co-Special Education Director
- Gabrielle Swanner – Co-Special Education Director
- Clarke Headlee – Chief Technology Officer (CTO)
- Casey Crellin - Chief Financial Officer (CFO)
- Jeremiah Brennan – Human Resource Director, Teacher Licensing
- Bryan Durst - District Athletic and Student Activities Director
- Kate York – Policy Director
- McKayla Zitting - District Registrar and Skyward Specialist
- Lari Evancich – Purchasing Manager
- Peri Daley – Title VI, and IX Coordinator, 504 Coordinator
- Lauren Butterfield– Title I & III Coordinator
- Lindsey Rees – Enrollment Coordinator; Assessment Coordinator
- Tammy Okelberry – District Counseling Lead, District Crisis Response Lead
- Irene Christenson – Curriculum Manager
- Cathie Adamson – District Substitute Coordinator

Secondary Department Chairs

Assist in the direction of secondary programs within academic content areas:

- **English:** William McKelvey, Jeffery Sorenson, Jennifer Debehnam
- **Math:** Bridget Sullivan
- **Science:** Nichole Dye
- **History:** Ryan Thomas
- **Latin:** Rebecca Allen
- **PE & Health:** Caitlyn Jones
- **Music:** Kathryn Thompson
 - **Band**
 - **Orchestra**
 - **Choir**
 - **Elementary Music**

Elementary District Leads

Kindergarten – Admin: Erin Short

Teacher: Lori Truman/ Ary Saguilan

First Grade – Admin: Kami Bodily

Teacher: Lynzi Rojas/ Marla Oveson

Second Grade – Admin: Jessica Barton/Megan Davis

Teacher: Courtney Allen/ Connie Cripps

Third Grade – Admin: Eryn Woolston

Teacher: Ashley Nash

Fourth Grade – Admin: Angie Lawrence

Teacher: Lianna Arabyan, Torry Thornock

Fifth Grade – Admin: Michelle Mulcahy

Teacher: Candys Bonzo/ Jessica Williams

Sixth Grade – Admin: Heidi Franco

Teacher: Catherine Hancock/ Melanie Morris

Academic Coaching Staff - Elementary

- Jen Brakey
- Erin Farr
- Lauren Busteed
- Michelle Flynn
- Shannan Withers

Academic Coaching Staff - Secondary

- Craig Hollinger
- Casey Thacker
- Nichole Dye
- Bridget Sullivan
- Cassandra Ball-Coleman
- Annaka Nay

School Level

School Director and/or Administrative Director - Depending upon the particular campus, some schools have a School Director, and some schools have an Administrative Director, and a campus may have both or neither. The School Director and/or Administrative Director may be assigned as leads on suspensions and/or expulsions, retentions, due process hearings, interactions with social services, exceptions to policy or procedures (such as dress code or participation requirements), or any global issues. He or she will consult the District Executive Director in all matters requiring additional direction.

- Lower Elementary Directors – manage the Elementary Program, grades K-3
- Upper Elementary Directors – manage the Elementary Program, grades 4-6
- Junior High Director – manages the Jr. High Program
- High School Director – manages the High School Program

Early Learning Center

Center Director: Cody O'Brien

ELC Assistant Director: KrisAn Miles

Draper 1 Campus

School Director: Michelle Mulcahy

K-3 Elementary Director: Kami Bodily
4-6 Elementary Director: Michelle Mulcahy
Administrative Director: Jodi Johnson

Draper 2 Campus

K-3 Elementary Director: Megan Davis
4-6 Academic Director: Angie Lawrence
Administrative Director: Lisa Stark
School Support Director: Cathie Adamson

Draper 3

School Director: Carole Hollinger
High School Director: Todd Christenson
Junior High School Director: Casey Thacker
D3 Character Development Director: Jennifer Stratton
Campus Coordinator and Director of Student Services: Holland Rowley
Athletic Director: Lindsey Bluth

West Valley 1 Campus

School Director: Laura Leavitt
School Academic Director:
K-6 Elementary Director: Heidi Franco
Administrative Director: MaryCarmen Gamez
K-3 Elementary Director: TBD

West Valley 2 Campus

Elementary School Director - Eryn Woolston
Administrative Director- Heather Guastella

West Valley 3 Campus (WV secondary school)

Secondary Director: Craig Peterson
High School Director: Jake Winegar
Junior High Director: Al Ramirez
Assistant Junior High Director: Aylin Gharabighi
Director of Student Support Services: Tammy Okelberry
Athletic Director: Eric Wood
Administrative Coordinator: Meredith Patterson

Salem Campus

School Director/Secondary Director: Emily Peery

Elementary Director: Jessica Barton

Assistant Elementary Director: Erin Short

Cedar City Campus

Administrative Director: Cindy Lawrence

School Director: Sarah McDonald

Elementary School Director: Christy Hansen

Utah Charter Academies Governing Board Members

Governing board members meet monthly in open meetings where they receive administrative, financial, and operations reports from American Preparatory Schools Executive Directors.

Governing board members provide governance and oversight, ensuring that school activities align with goals and assurances defined in the Charter Agreements.

Stephanie Henderson - Chair

Brad Blanchard – Vice Chair, Parent Advocate

Thomas Young - Treasurer

Thomas Hortin

Each year one board member serves as the parent advocate. The parent advocate is available for consultation with staff as well as parents. They may be reached at parentadvocate@apamail.org.

APA POLICIES

Staff Code of Conduct

Virtuous Character: One of the chief components of American Prep’s mission statement articulates that our students will develop positive character traits based on concrete measurements. Our students will develop good character largely to the extent that they see it modeled daily by the important role models in their lives. Thus, it is vital that the American Prep staff demonstrate good character in word and deed at all times, including in the community and on social media platforms. Staff will impart to students the principles of good citizenship and societal responsibility through direct teaching and personal example.

Humility and Honesty: Staff members should strive to be humble. Humility is the gateway to scholarship. Staff members should also work to be perfectly honest and utterly reliable. Students will develop confidence in the staff as they witness the staff of American Prep treating others with respect, dignity, kindness, and fairness. As human nature dictates, we are not perfect, and staff will consistently employ humility by acknowledging when they are wrong and quickly make amends. Students will follow this example, and their lives will be changed.

Mentoring: Students will learn positive conflict resolution and problem-solving methods as they observe the American Prep staff utilize positive, cooperative, democratic methods to work through everyday challenges. Staff members should strive to live these high standards and, when they fall short, should employ humility.

Specifically, staff should refrain from using a raised voice, and the communication model outlined in this manual should be followed.

Physical contact guidelines: Staff members should refrain from physical contact with students. Most physical contact is inappropriate for staff members with regard to students. Exceptions are handshakes, high fives, fist bumps, and “side” hugs (an arm across a shoulder). Staff should never attempt to restrain or redirect a student utilizing physical force. The only exception is when the safety of the student or another student(s) is in jeopardy, and it is clear to the staff member that an intervention is necessary to prevent injury to the student or others.

Limitations on sexual discourse: Staff members are not to speak to students regarding sexual topics, with the exception of specified classes and utilizing an approved curriculum. If a student approaches a teacher and wishes to discuss topics related to human sexuality, the staff member should include an administrator in the discussion or refer the student to a school counselor.

Decency: Staff members are not to discuss topics that may be considered crude or offensive to students or others. Staff members may not violate generally accepted community standards of decency. Staff members should take care to refrain from using slang that may be offensive to students’ religious beliefs.

Transparency: Staff should never direct students to keep information from their parents regarding what happens in a classroom, at the school, or regarding something the teacher has said or done in any setting. Doing so is justification for immediate suspension and potential termination.

Violation of Standards: Behavior that does not meet the high standards outlined in the Staff Manual will result in an administrative conference and possible loss of employment.

Indoctrination and Politicizing of the School Environment: American Prep maintains a professional and politically neutral environment, free from indoctrination. Indoctrination in this policy is defined as teaching, expressing, or otherwise presenting an uncritical or single point of view absent a holistic and relevant presentation of a topic as prescribed by APA’s course curriculum. APA supports appropriate class discussion of curricular topics. Current events are part of the curriculum in certain classes at APA, and teachers should seek confirmation of their understanding of this policy when teaching courses where current events are part of the course curriculum. Discussion of historical topics in appropriate classes is vital to classical education and a requirement of Utah K-12 schools (see code citation below). Historical topics should be presented utilizing primary sources whenever possible and align with the course objectives and school vision. Examples of indoctrination include inappropriate or irrelevant sharing of one’s political or religious personal views *on historical events outside the school curriculum and vision or in contradiction of Utah Code.*

According to [Utah Code 53G-10-204, Civic and Character Education](#), *teaching students about our constitutional republic and principles of representative democracy in Utah and the United States, including information related to democratic values and institutions, with the purpose of encouraging students to become deeply attached to such values is an obligation of K-12 public schools; specifically:*

1. *teaching students the values of honesty, integrity, morality, civility, duty, honor, service, and obedience to law;*
2. *teaching respect for and an understanding of the Declaration of Independence and the constitutions of the United States and of the state of Utah;*
3. *teaching the essentials and benefits of the free enterprise system;*
4. *teaching respect for parents, home, and family;*
5. *teaching the dignity and necessity of honest labor;*
6. *teaching other skills, habits, and qualities of character which will promote an upright and desirable citizenry and better prepare students to recognize and accept responsibility for preserving and defending the blessings of liberty inherited from prior generations and secured by the constitution*

These principles should be taught throughout the grade levels, are not subject to political neutrality as current events may be, and shall not be deemed indoctrination at APA.

APA values its teachers and staff members and has instituted many policies and programs to make APA a great place for employment. Care is taken to treat employees with respect and gratitude, and to honor the great contribution our staff makes to our school and specifically, to our students. Thus, termination is reserved for incidents of gross violation of school policy, or in situations where no other way forward is deemed feasible in light of the school’s responsibility to its mission. The reasons for termination or discipline listed in this manual are not all-inclusive. The Board retains the right to terminate employment with or without cause, and to determine whether cause for termination or discipline exists, regardless of whether such cause is included in this list.

At its discretion, the School, operating through its Board of Directors and the Administrators, may establish policies, guidelines, and regulations for the operation of the School. When the

School, at its discretion, determines that progressive disciplinary steps, warnings, or staff evaluations are in its best interest, it will employ those tools. However, no policy, guideline, regulation, or practice relating to the training and discipline of staff shall create any expectation of continued employment or any expectation of any particular process or disciplinary procedure.

Because all boundaries and/or interactions cannot be addressed in a single policy, it is each staff member's obligation to avoid situations that could prompt suspicion of inappropriate interactions by parents, students, colleagues, or school leaders. Trespassing the boundaries of acceptable professional behavior is deemed an abuse of power and a betrayal of public trust. If you have questions regarding what constitutes “professional behavior,” please see your supervisor.

Definitions

Student: “Student” means a *child under the age of 18 or over the age of 18 if still enrolled in a public secondary school.*

Boundary violation: *crossing verbal, physical, emotional, or social lines that staff must maintain in order to ensure structure, security, and predictability in an educational environment.*

TRESPASS: These interactions trespass acceptable professional boundaries and are NOT allowed:

- Giving gifts to students that are of a personal or intimate nature.
- **Any** type of unnecessary physical contact with a student beyond the APA side-hug, high five, fist bump, or handshake.
- *Sexual conduct or any sexual contact or communication between a staff member and a student*
 - *A staff member and student sharing any sexually explicit or lewd communication, image, or photograph is considered sexual conduct.*
- Inappropriate conversations, jokes, comments, personal stories, etc. (Sexual topics, even innuendo, are inappropriate outside of the approved Health curriculum.)
- Discussing personal or intimate issues with a student in an attempt to gain their support and understanding or for any reason
- Communication with students through social *media, computer, or handheld devices*
- Indoctrination of students (see definition above)
- Electronic communication outside of the acceptable standards detailed in APA's [Staff/Student Electronic Communication Policy](#)
- Photographing a student for a non-educational purpose or use

WARNING: The following activities are ONLY acceptable with parent permission and administrative notification. In situations where a staff member’s family socializes outside of the school setting with a student’s family, such as at a church activity, community activity, or children's play-date, a staff member may

- Engage in a social activity with a student that is not school-sponsored and approved

- Transport a student to/from a non-school related activity

CAUTION: Staff should exercise caution and inform their supervisor of any circumstance if they are aware of the following interactions at the school:

- Being alone with a single student behind a closed door ([see General Supervision Policy](#))
- Giving a student (or students) a ride to/from school or school activities without permission from an administrator and written parent permission
- Excessive attention toward or from a particular student
- Social activity with a staff member or "student" who is under the age of 21.

When any employee becomes aware of another staff member interacting outside of these professional boundaries, it is the duty of the employee to report the interaction to their administrator immediately. All reports will be confidential insofar as this policy allows.

Based on the urgency of the report, it is the duty of the administrator to a) safeguard the student(s), b) investigate the allegation, and c) report the situation to the Executive Director.

Criminal Arrest or Charge of Misconduct

If you are an education license holder from the state of Utah, and if you are arrested or charged with a crime, it is your responsibility to contact your direct supervisor and let them know of the arrest or charges as soon as possible and within 48 hours of the arrest or citation. (*see USBE board rule R277-217*) and see [Policy C-10.2.1 Personal Reporting of Arrests](#).

State License Revocation Notification

The State of Utah requires that we inform licensed staff that the State Board of Education is required to permanently revoke the license of an educator who commits a sexual offense against a minor or engages in sexually explicit conduct with a student.

Staff Dress Code

*It is not the intent of the American Prep administration to outline a specific uniform for every staff member, however, **the following guidelines should be observed. The **student** dress code at APA is one that helps to create an environment of respect and dignity. Student dress exemplifies student respect for themselves, their classmates, and for learning. Staff dress should meet these same goals, exemplifying staff respect for themselves, for their colleagues, for students and for learning. In addition, we often have visitors to the school and hope to reflect our work's importance in our professional appearance.*

Staff should consider the level of formality of the student uniform and ensure that their dress rises to at least the same level of formality. A well-groomed appearance and good personal hygiene are important and give confidence in your overall effectiveness as a teacher, a leader, a mentor, and an example. *This section is intended to provide guidelines for staff dress, and additional information can be sought from the staff member's supervisor. Just as students are not allowed to attend school improperly dressed, staff members who fail to comply with the guidelines may be asked to change their clothing even if it means leaving campus to do so.*

- Male staff members (with the exception of Operations, IT, Lunch, PE staff members)

- Dress slacks, khaki slacks
- Collared dress shirt and necktie
- Professional shoes (no flip-flops or casual tennis shoes, et cetera)
- Well-groomed facial hair or be clean-shaven.
- Female staff members (with the exception of Operations, IT, Lunch, and PE staff members)
 - Dresses, skirts, jumpers that go to the knee
 - Dress slacks that are not tight-fitting, (can “pinch an inch” of fabric on the sides/front/back of thigh), no outside pockets (cargo-type pants)
 - No leggings or yoga pants unless they are under a dress that goes to the knee (no leggings/yoga pants under shirts/blouses)
 - blouses, shirts with collars, jackets, blazers, cardigans - no t-shirts
 - Professional shoes (no flip flops or casual tennis shoes (plain black tennis shoes are approved if they fit the description of professional dress.))

Modesty should be an important consideration when determining appropriate dress for staff members. Shirts with sleeves and dresses or skirts at least to the knees are appropriate.

- All staff members:
 - No facial ornaments such as jewelry in piercings should be worn by staff members.
 - It is preferred that tattoos are not visible.
 - Hair should be well-groomed and non-distracting.
 - Hair colors must be natural.
- Operations/IT/Lunch Staff/PE: Staff may wear a collared shirt (blouse, button-up, or polo) with slacks/skirts that are not tight fitting. No tie is required for men.
- Jeans are NEVER allowed as part of the daily dress code Monday-Thursday or Friday Dress. In Elementary schools, there may be a designated “Jeans Day” from time to time (maximum 3 times per year) to mark a special occasion/goal achieved, and the appropriate attire for Jeans Days is modest jeans without holes.

General Communication

APA's Global Communication Policy

If anyone associated with APA has feedback, a concern, or a problem related to American Prep, he/she should take it to the person most capable, in his/her estimation, of responding to the feedback or addressing the concern and to no one else. If they are unsure who that person would be, they are to ask one of the School Secretaries or their Supervisor. This is the first line of communication and we believe, is the most effective way of addressing concerns or providing feedback in the most expeditious and successful manner. Professionalism demands that this model be followed so that teachers and staff may enjoy a positive, motivating environment that is free from harassment, pressure or negativity.

*Throughout the Communication section of this manual there will be **Communication Best Practices** that we employ at APA and we encourage all staff members to learn these best practices and apply them consistently. They will be noted by **CBP***

CBP: 5 Step Communication: If a staff member is involved in communication with any member of the community (student, colleague, parent) wherein there is evidence of frustration, anger, or other intense emotion, quickly determine if the conversation needs to occur, or in a private area, and if so, invite the person into an office with another staff member to listen to the grievance. Then, the following steps should be followed:

1. Listen carefully to the person's grievance.
2. After listening, validate their **feelings**. (Do NOT validate the **concern** - you do not yet have enough information to do so).
3. Repeat what you believe the grievance is
4. Ask the person for time so that you can look into the problem/gather more information, **verify facts**, and then get back to them.
5. Research the issue, and then follow up with the person and anyone else that needs to be in the communication loop.

CBP: Information and Emotion: It is often helpful when you have something important to communicate to separate in your mind the "emotion" from the "information" in a communication. Sometimes it is necessary to acknowledge the emotion before moving on to solving a problem. Other times it is important to get good information, which can be difficult when there is a lot of emotion involved. Prefacing your communication with "I am going to share some emotion or how I feel" often helps the listener know what is expected of them. Likewise, "I am going to give you some information, and then I'm going to tell you how I feel about it" may help you express yourself clearly.

CBP: Communication Logs – a spiral notebook is available to all staff members or an electronic log may be kept on the staff member's computer. Staff members are to record the date/time and general information about telephone communications they have with parents and families regarding school. Incoming calls and messages should be noted in the communication log. Follow-up should also be noted - in a different color ink for clarity if using a paper log. Non-telephone communications may also be recorded in this log.

CBP: Professional Tone – Staff should refrain from using a raised voice at any time, except in the possible case of matters of student safety, which would be rare. “Use your feet, not your voice” should be a familiar staff communication motto.

CBP: Confidentiality – Ensure that when you send an email that has information about any student you write “confidential, please do not forward” in the subject line. This helps those receiving emails to be cautious about sharing information that may violate a student’s right to privacy.

CBP: Verification – A vital step in the communication process when there is an issue or conflict is verification. Be sure that you ALWAYS verify information BEFORE validating a parent’s concern, making any statements, drawing any conclusions or taking any action. This will require that you follow the 5-step communication process wherein you listen, validate feelings, restate the concern, ask for time, and follow up (see #1 in this section).

Personal Communication

Staff members should generally refrain from the use of cell phones during class times. Text messaging or talking on the phone during class is considered unprofessional conduct, *except in cases of urgent communication with school administration*. It is understood that at times it will be less distracting for a teacher to communicate on the phone or via text message quickly rather than leaving the classroom to take care of personal business that is pressing. However, this should be rare and reserved for times when students will be least impacted, such as during independent work time. Generally, however, cell phone usage should not occur during class hours.

Personal, non-business use of the company’s communication systems is prohibited. You cannot use company communication systems to transmit, retrieve or store any information, material or communication that is obscene, illegal, discriminatory, rude, intended to harass or defame others or otherwise offensive or inappropriate. Also, strictly prohibited are any transmissions with racial, sexual, religious or other harassing content or that are contrary to American Preparatory Academy’s policies or business.

Any messages that might act as the "voice" or position of American Preparatory Academy must be approved by the company. Any identification of the author, including usernames, pictures/logos, or "profile" web pages, should not use logos, trademarks, or other intellectual property of American Preparatory Academy unless approved in advance by American Preparatory Academy. If you are not providing an official message from American Preparatory Academy, an employee who comments on any aspect of the company's business must include a disclaimer in your own "profile" or "bio" that the views are your own and not those of American Preparatory Academy.

A message should not disclose any confidential or proprietary information of American Preparatory Academy. If you are "friends" with customers, clients, or vendors on social networking sites, you should exercise additional discretion before posting personal information or photographs that could potentially be embarrassing to you or American Preparatory Academy. Written messages are, or can become, public: use common sense.

American Preparatory Academy reserves the right to review any employee’s electronic files and messages to ensure electronic media and services are being used in compliance with federal and

state laws, this policy, and other company policies. Accordingly, employees should not assume that their electronic communications are private.

Staff/Student Communication

Communication between staff and students should be positive, affirming and respectful.

CBP: If a student’s behavior is in question, it is best to pull the student aside and speak in tones that will allow confidentiality, always with the aim of respecting student dignity.

CBP: Staff should refrain from using a raised voice at any time, except in the possible case of matters of student safety, which would be rare. “Use your feet, not your voice” should be a familiar staff communication motto.

CBP: When dealing with students involved in a conflict, the following steps should be followed:

- a. Separate – students from each other, or from site of disturbance
- b. Question – allow the student to explain what is happening or has happened
- c. Counsel – seek to assist the student in appropriate self-direction

CBP: If a student is not apparently where they should be, and/or engaged in the appropriate activity, the staff member should ask the student “May I help you?” in a kind manner. “Where are you supposed to be?” or “What are you doing?” are not appropriate ways to communicate with students. A gentle redirection by asking if you can assist the student to get where they need to be is most effective as it allows the student to remain in control of themselves avoiding the false “control” implied by staff demanding answers and giving orders. Appropriate student self-direction is the goal at American Prep.

CBP: If a student needs redirection, it is helpful to remember the adage “be tough on the problem but soft on the person”. Following this advice allows staff to set clear expectations and maintain the high standards of conduct we espouse at American Prep while building positive relationships with our students.

Staff members may not inquire of students, parents or guardians regarding their immigration status. If a teacher is made aware of a student’s legal status, they are not to disclose this information to anyone else and are required to keep it confidential.

Electronic Communication – Staff members may use school computers and school email accounts to communicate with students via direct email and/or on school website blogs set up and managed by the teacher. Email correspondence from students to staff members that is not strictly regarding an academic issue must cc admin on the reply.

- Staff members should not communicate with K-12 students on social networking sites or using their personal email addresses during school hours OR outside school hours.
- It is not appropriate for staff members to communicate with students on social networking sites.
- With permission of the administrator, Secondary teachers may set up a blog for students to communicate regarding school and subject-area issues and topics.

- With regard to texting, staff should limit text communications to one-way communications, on topics specific to subject-area or school activity information that is best communicated through texting.
- No social-focused communication (non-academic communication) or dialogues should be initiated, responded to, or maintained by a teacher via texting or emailing.
- If an extenuating circumstance is involved, the employee will notify their supervisor to obtain approval for texting a student.
- Staff may not add students on social media.

Staff/Parent Communication

A hallmark of American Preparatory Academy is its parental satisfaction rate. We have achieved high rates of parental satisfaction by maintaining a high level of service for our “clients”, who are the parents of our students.

Parents choose to bring their children to our school, and in making that choice, become our clients. Parent satisfaction impacts the quality of our programs in many ways; in particular, satisfied parents support our school, its curriculum, its programs, and its staff to a degree that unsatisfied parents do not. Therefore, it is imperative that we achieve a high level of parental satisfaction so that our parents help us in the achievement of our School Mission. The school climate is highly impacted by parental satisfaction. Teachers are direct recipients of the benefits of parental satisfaction as parents work to support the teachers at school and also at home in encouraging their children to participate fully in the American Prep program.

Teachers and other staff members are on the “front line” of parental interaction. Therefore, it is important that each staff member views our parents as clients and seeks to provide a high level of service to each and every parent. This can be accomplished in many ways. Some guidelines follow:

- When emailing a group of parents, address the email to yourself and then place all of the email addresses in the “bcc” area of the email, ensuring that email addresses are not disclosed. This is an important private practice. If a staff member is unaware of how to do this, the school secretary or any administrator can assist.
- Answer phone and email messages speedily – within 24-48 hours during a work week, or the Monday or Tuesday following a weekend
- Follow up on important phone conversations with an email to put conversations in writing and reiterate your interest and concern

CBP: Make 2 positive phone calls and/or send 2 positive emails every school day – keep a log of which students you did this for and make sure you get to all parents on a rotating basis

CBP: Keep a careful communication log (see II-A #3). Record the important aspects of parental conversations, so that you can be accurate about what you say and can follow up appropriately. Parents will be impressed by how much you remember about their concerns and ideas.

Use your communication log to write down important conversations you have about students with parents in person. Then, mark the conversations with regard to what follow-up is needed. Review your communication log DAILY and always follow up in a timely manner.

CBP: “Satisfaction Plus” – after you have resolved an issue with a parent, mark the communication so that several days or a week or so later you can touch base with the parent and confirm their satisfaction. You may also send a note of appreciation for them bringing the concern to you, or working with you to resolve an issue, et cetera.

CBP: We recommend that teachers do their own short parent survey after the first quarter. Take the information and feedback you receive and make improvements and changes in your practice.

- ALWAYS try to use sandwich communication - a positive FIRST, the concern, issue or suggestion next, and END ON A POSITIVE! This is SO important that even if a parent has started talking to you about their student and a problem, the first thing YOU say is still something positive. For example, a parent says, “I am really concerned about Jessie, she is just not following through on her assignments and I am so frustrated.” The teacher’s response must begin with something positive about Jessie, such as, “Let me just first say that Jessie is such a positive contributor in class – she always has a relevant comment and shows interest in what we are studying. I really appreciate that about her.” Then address the parent’s concern and brainstorm solutions. End by saying something positive about Jessie again, and reiterating that you enjoy teaching her.
- Elementary Teachers: Make it your goal that EVERY parent hears you say, “I really enjoy teaching (student name)”. Hearing the teacher say this early in the year is very important. Parents bring all different perspectives to the school, and some get the mistaken idea that a teacher “doesn’t like” their student. This happens for different reasons, but can be quite simply overcome by a parent hearing the teacher say, “I really enjoy teaching (student name)”. Sometimes students misinterpret something a teacher has said or done and they go home and tell their parents, “Mrs. (teacher’s name) doesn’t like me.” If the parent has heard the teacher say exactly the opposite, the parent can then say to the student, “Oh, I know that isn’t true. She told me specifically how much she enjoys teaching you.” This proactive approach can create a very positive chain of events and improve the teacher/student and teacher/parent relationship.
- Take it upon yourself to teach your parents the communication model at APA. If a parent comes to you and you feel you have addressed their concerns, but you hear “through the grapevine” they are still unsatisfied, PLEASE conference with them immediately. Be straight with them – “I heard from Mrs. X that you are still unhappy with X”. Listen to their feedback. THEN, be sure and teach them the model – “I am happy to continue to work with you on this, but if you feel you are unable to get what you need from me, you are welcome to take your concern to the next level, which would be “X” (show them the Parent-Student Handbook). Be sure and emphasize that they are to take it to someone who can address it (one of those people) and not to others. This is what they signed they would do on the Acceptance of Policy. If they choose to go to friends and neighbors and “stir things up” let your administrator know.
- Confidentiality – remember when you are speaking with parents that you may not talk about other students. This comes up sometimes in meetings where teachers and parents are brainstorming ideas and a teacher may slip and say “you know, we had a

similar situation with X, and we tried X, and it worked” or something similar. It is important to refrain from using names of other students in these cases and to maintain the confidentiality of all students.

Staff/Administrative Communication

The administration will utilize email for most communication with staff. **Staff should check their email several times each day and, on weekdays, respond within 24 hours.** If an exempt staff member receives a work-related email or text during non-work hours that is time sensitive, they are expected to respond.

At times administrators may use staff mailboxes to communicate with staff or to deliver items that cannot be delivered electronically. It is important that staff members check their mailboxes daily and respond to staff emails in the time specified when a response is requested.

Staff members can email administrators and expect a response within a reasonable time period – 24 hours during a work week, or the Monday or Tuesday following a weekend.

Administration will be emailing information to staff in order to provide guidance and direction. Staff should place these instructional emails in an email folder on their computer in a folder labeled “Policies & Procedures” so they can be referred to whenever needed.

Mass Emails

Only campus Directors can approve emails that will be sent to all staff members. Emails sent to all parents should be approved by both campus Administrative Directors and Academic Directors. Any emails sent to all district staff and/or families must be approved by the Executive Director. If you have a mass communication you believe needs to be sent, send it to your campus administrators and they will determine the next step.

Third-Party Communication

Teachers are not to communicate with outside parties regarding student progress or any other information relating to a student without the written permission of the Academic Director or his/her designee. This includes surveys from medical doctors or other outside professionals. Teachers may fill out surveys at the request of parents, however, the survey must be given to the School Director or his/her designee for approval before being sent to the third party.

Student/Parent Communication

Students are generally not allowed to use the school telephones to call home during the day. In cases of illness or injury, the school secretary will call the parent. Students should not be sent to the office to call home. If teachers instruct a student to call home to report missing work, etc., the teacher or other school employee must supervise the phone call (which should be made from the teacher’s or the administrator’s office) and the student **MUST** leave a message on the home phone if no one answers the phone. If this protocol isn’t followed, parents arrive home, see that American Prep has called, and they call the school asking why. The secretaries don’t know where the call originated and cannot help the parents. This happens daily at American Prep and our goal is to eliminate those calls completely. Students at APA are not allowed to have personal communication devices during the school day.

Guidance for Staff with Children at APA

It is viewed as a positive aspect of American Prep that many staff members have their own children enrolled in the school. We appreciate the family culture this creates at our schools. There are a few guidelines we would like to bring to the attention of staff members whose children are enrolled at American Prep:

- Staff children **MUST** be supervised at all times when they are on school property. Please do not leave your students unsupervised in your classroom.
- If available at the campus, we encourage staff to enroll their child in after-school care. Staff who are unable to effectively supervise their children after school may be required to make arrangements for their children after school.
- Staff must never give their school keys to their children.
- Staff children should not be in the teacher break room or work room.
- Staff children should not use school computers without administrative approval, and should not use staff computers.
- If one of your children is receiving a special award at the school, and you would like his/her school-age sibling(s) to observe that recognition, you must use the same procedures for other absences and check them out of school. No one is ever allowed to go directly to a classroom to pull a child out of class.
- Additionally, parents are often understandably sensitive and sometimes emotional when it comes to situations involving their children. Therefore, we wish to implement a communication flow that will assist parents in their dual roles as parents and professionals. In order to ensure that staff members are properly respected, the following communication policy is in effect for parents of staff children:
 - If there are conflicts between staff children, the issue should be brought to the Elementary Director, Jr. High/Secondary Director, or Administrative Director for resolution.
 - If teachers of staff children encounter issues that are not easily resolved through American Prep's communication policy, the teacher should bring the issue to the attention of the Elementary Director, Jr. High/Secondary Director, or Academic Director.
 - If parents of staff children are dissatisfied with a teacher or staff member they should bring their concern to the Elementary Director, Jr. High/Secondary Director, or Administrative Director for resolution **BEFORE** speaking with the teacher. Administration will determine if it is best to have a presence at the meeting where the concern is discussed. This applies to concerns regarding grades, classroom practices, et cetera.

Professional Development

It is the aim of American Prep to make available to our staff quality professional development opportunities that will assist our staff in becoming experts in their field.

- Each staff member (full and part-time) will attend all scheduled team meetings and staff meetings
- Each teacher will attend Annual Training and Preservice prior to each year of employment, PD days as scheduled throughout the year and Post-Service.

- *Each teacher and staff member will follow PAYCOM procedures to register for PD classes and record their attendance at PD classes.*
- Elementary level teachers will hold grade-level team meetings at least once per month where they review the 180-day plan and share plans for the upcoming month. Grade levels should follow the 180-day plan so that the students are learning the same content at the same time. Secondary teachers meet with their content area teams monthly.

Teacher Training

American Prep’s Teacher’s Institute

Every year in late summer, the teaching staff at American Prep Academy or any American Prep school will be invited (at no cost to the employee) to the American Prep Teacher’s Institute where many topics will be addressed, and certification in the following areas is available.

All of the teaching staff at American Prep Academy or any American Prep School is required to be certified each year in the following areas:

1. Classical Education Pedagogy Training, including Direct Instruction programs
2. Spalding Spelling (*elementary* - if assigned)
3. CHAMPS classroom management
4. American Prep Transitions and Procedures
5. Data Collection and Reporting

Elementary classroom teachers must also be certified in other areas, including, but not limited to:

- Core Knowledge subjects
- American Prep Writing programs
- Shurley English, Saxon Math (as assigned)
- State and National testing ethics (*elementary and secondary teachers*)
- State required trainings (compliance)

It is the teacher’s responsibility to ensure they are at all training sessions so they can qualify for the appropriate certifications to fulfill their job duties throughout the year.

At the conclusion of the American Prep Teaching Institute week, certification reports will be available on the employee’s PAYCOM account. The employee can use these reports to submit to the state for re-licensure points.

Pre-Service Week

Pre-service training occurs at each campus just prior to the start of school. All APA campus-based staff members are required to attend the pre-service week at their assigned campus. Important topics specific to the campus, the school community, practical application of American Prep’s mission and philosophy, and staff policies are covered. Staff photos are taken. Teachers set up classrooms and student orientations are held during Pre-Service week. No PTO will be approved to be taken during Pre- or Post-Service.

The state of Utah has required that all staff receive annual or periodic training in areas essential to student and staff safety. These required trainings occur during pre-service meetings as well as through online modules completed independently by each staff member. Online training modules generally include a PowerPoint presentation followed by a short quiz. Every staff member must demonstrate understanding of the material with a score of 100% in order to be recertified annually on these training modules.

Other Certification

Any teaching employee (teacher or instructor) who is unable to receive a certification for an area they will be teaching during American Prep Teacher's Institute may attend certification trainings held by other organizations. These trainings must be approved by the District Academic Director in advance of attendance. These trainings may include (but are not limited to) the following:

- Direct Instruction training in Eugene, Oregon
- Spalding trainings held at other venues or other charter schools
- Core Knowledge training held at the National or State level
- Shurley English training held by the Shurley English representative
- CHAMPS training held at a national or state level
- Advanced Placement course Institutes
- Special Education Law Conference (for SpEd Teachers and Staff)

Teaching staff that are unable to attend the certification training held at American Prep Academy or at other venues may be placed in a substitute teaching position until their training is complete.

Training for Mid-Year Hires

Training will be held at different times throughout the school year to provide new employees the opportunity to become oriented to teach at an American Prep School. Employees who are hired after the August training weeks will be responsible for ensuring they complete orientation activities as soon as possible after they are hired. Training for new employees will consist of both online modules and on-the-job training and coaching.

Professional Development Seminars

All staff are required to attend professional development seminars three times during the year. These are typically held in the afternoon from 1:00 p.m. to 4:00 p.m. Staff are required to make arrangements for child care and transportation during these seminars.

Waivers

Teaching staff that have completed the August training weeks in previous years may apply for an attendance waiver if conflicts occur that prohibit them from attending the yearly certification training during the Teacher's Institute in August. All waivers must be approved by the District Academic Director in advance of the Teacher's Institute Training week. It is up to the discretion of the Director whether to grant the waiver for all subjects or to require the staff member to seek training in certain areas before school begins (or at the beginning of the year).

Post-Service Week

All APA staff members are scheduled to attend post-service week. Depending on the employee's position, they will work at the campus or gather at a district location. No PTO will be approved to be taken during Pre- or Post-Service.

Coaching and Performance Evaluations

Teachers will receive coaching several times throughout the year in their first year and may receive coaching in subsequent years as well. Coaching includes written and/or verbal feedback from the coach. This may occur at any time during the year with or without notice.

Performance evaluations are conducted for teaching staff annually near the conclusion of the school year. Supervisors will observe teachers in their teaching assignments and will complete a summative evaluation. Performance evaluations serve as one factor in decisions related to employment. Summative evaluations identify specific performance levels as compared to established standards, acknowledge above standard performance and may prescribe the means and methods of correcting performance deficiencies to the required level of performance. Results of performance evaluations may be used to inform Supervisors in their decisions related to training, merit pay increases, job assignments, employee development, promotions and retention.

Educational Support Programs

APA may establish Education Support Programs (ESPs) to assist the school in creating and improving staff expertise in critical areas of need. Under these ESP's, APA may pay for or reimburse an employee for training and courses that the employee takes under the specific education support program established by APA. The educator must receive approval for participation in the ESP. Employees will be required to follow the rules and guidelines for the particular education support program in which they are participating.

Educators must submit an application to the Assistant Superintendent of Academics to enroll in the Education Support Program.

Instruction and Academics

The American Prep mission statement will be posted in each classroom. Teachers will lead students in a discussion regarding the school mission each fall, and will refer to it as appropriate, and frequently enough that students will be well familiarized with the school's classical focus and will be able to connect the school mission to daily activities. Most importantly, staff members will model the school mission in their words and actions, demonstrating their commitment to and confidence in each child's potential success in academics and in building good character.

Classroom Organization

General

Classrooms should be free of unnecessary clutter. Bookcases and other storage cupboards should generally not be in the front of the classroom, so that students who need to access them during class will not distract other class members, and so that the front of the classroom is neat and orderly. Only items used in American Prep's instructional programs should be housed in the classrooms or on school property.

Student Files

Elementary:

Teachers must follow the [Policies and Procedures](#) for Student Files. Teachers must keep a student file for each student. Included in the file:

- Learning Plans
- Discipline forms (parent intervention, suspension, etc.)
- Report Cards
- Group Change Forms
- A Writing Sample from the first, middle and end of the year

Secondary:

A student file will be maintained for each Secondary student by the Secondary Secretary. Included in the student file:

- Copies of Student Progress Reports as mailed home
- Copies of Report Cards
- Discipline Records
- Student schedule

Classrooms should be set up in rows and columns, with each student facing the front of the classroom. If modifications are necessitated by room-size constraints, students should still face the front of the classroom, but columns may be connected. Any deviation from the above should be undertaken AFTER consultation with the Elementary or Secondary Director or his/her designee.

Students in a small group setting should be seated at the front of the classroom. For example, in breakout rooms with a small class that doesn't fill every seat, students should fill the front seats first, filling seats in each subsequent row until all students are seated. Students should not be allowed to sit in the back of any classroom if there are no students in front of them. Desks

should be placed so that teachers can access all parts of the classroom at any time to facilitate constant teacher monitoring.

Walls

Each classroom should post the school's Mission Statement, Builders Poem and Builders Theme for the month, and Our American Ideals. Secondary classrooms should have the Jr. High or Sr. High Mission Statement clearly posted.

The focal area of the students is the front of the classroom. Therefore, it is important that the front of the room be clear of clutter and of items that visually distract the students. Important content-related information is appropriate on the front walls of the classroom, in addition to the class schedule and Guidelines for Success and/or Classroom Rules and CHAMPs. Calendars, chore charts, card charts, birthday charts and behavior reminders should not be placed on the front wall of the classroom, but are more appropriately placed on a side or back wall. The front wall should contain a whiteboard and a screen. A daily schedule (elementary) and class agenda (secondary) should be placed in the front of the room so students can easily see it. The schedule should be updated daily.

Other walls should be used primarily for content-related visual aids. Word-strips, outlines, timelines, other information related to current topics of study, or review topics, should be posted on classroom walls. Every available wall space in the classroom needs to be used to visually reinforce content from the class curriculum. This can and should be done in creative ways that will be interesting to the students. Such information also allows for quick teacher-directed review sessions.

Red Health Files

The School Director will give to each teacher a red health file for any of their students who have special health considerations. These red files must be reviewed by the teacher and kept in an easily accessible place for quick reference in the case of a health problem with the student. They should also be quickly and easily transportable in case an emergency building evacuation is required.

Furnishings

Each classroom will contain a teacher desk(s), student desks, filing, storage, bookcases, whiteboards, bulletin boards, and shelves. Classroom setup will be determined by the facilities specialist, in consultation with the school director.

Teacher Valuables

Valuable items belonging to teachers or staff members should not be kept at school. American Prep assumes no responsibility for loss or damage to personal items while on school property.

Seating

Behavior reminders should not be placed on the front wall of the classroom, but are more appropriately placed on a side or back wall. The front wall should contain a whiteboard and a screen. A daily schedule (elementary) and class agenda (secondary) should be placed in the front of the room so students can easily see it. The schedule should be updated daily.

Other walls should be used primarily for content-related visual aids. Word-strips, outlines, timelines, other information related to current topics of study, or review topics, should be posted on classroom walls. Every available wall space in the classroom needs to be used to visually reinforce content from the class curriculum. This can and should be done in creative ways that will be interesting to the students. Such information also allows for quick teacher-directed review sessions.

Bulletin Boards

Only students' best work should appear on bulletin boards in school hallways and in classrooms. At the very least, the best handwriting, proper grammar, and a neat presentation should be evident in each piece of student work chosen for display on bulletin boards. Students should be required to edit their work to the point that grammatical and handwriting errors are not evident before displaying student work.

Student work posted publicly should not include grade information as it could violate FERPA.

Materials

Students must have easy access to materials they will need each day. Teachers are responsible to ensure students have the materials they need, including pencils. Two baskets should be placed in the back of each classroom, one containing sharpened pencils, and one for the students to place pencils that need sharpening. Students who need a pencil during a lesson should be instructed to quickly place their pencil in the "needs sharpening" basket, and get a sharpened pencil from the other basket. Students should be instructed to insure they have a sharpened pencil before each class begins, so a student leaving their seat during instruction to get a pencil would be a rare occurrence. A student or two should be assigned each week to ensure sharpened pencils are always available in the proper basket, but teachers are responsible to ensure there are always sharpened pencils available to students and that students don't lose instructional time to sharpen a pencil. Students assigned to pencil duty should sharpen pencils before and after school or during recess times, not during class time.

Jr. High/Secondary students will be given one pencil, one blue or black pen and one red pen each month. Beyond this distribution, students are expected to provide their own replacements if needed.

Student Organization

Dockets

Each elementary student will be issued a Docket in which will be color-coded file folders for each subject as follows:

- Red – Reading
- Yellow– Mathematics
- Green – Science
- Blue – History
- Orange – Spelling
- Purple – Language Arts
- Manila - Music

- Manila - Take Home
- Gray – Reading University
- White - Student Achievement Tracker

All papers will be kept in the student’s docket. Teachers will instruct students to place papers in the correct folder at the end of each class or subject. Students who need new dockets may purchase one from the front office. Students in grades K-6 must use a school-issued docket.

American Prep maintains a “no loose papers” policy. This means that student desks, lockers and backpacks should be free of loose papers at all times. This policy will assist students in learning vital organizational skills, will assist parents in keeping abreast of student work, and will allow the teacher to save valuable class time as it will not be necessary to “hunt” for student papers.

Elementary school teachers are responsible to ensure that dockets are taken by their students to groups, and also home each night and back to school each morning. This will enable parents to review student work, and will facilitate homework if a student becomes ill and is absent.

Teachers will also need to take time at the end of each instructional period to explicitly instruct their students to place their papers in the appropriate place in their docket. Teachers will need to monitor student compliance by watching the students as they learn this vital skill. It will be well worth one minute at the end of each class period to train our students in this organizational skill. Secondary teachers should participate in this procedure.

Learning Plans

Elementary Learning plans and Secondary planners have a place for a parent signature on them. Parents are required to sign the learning plan each day. Signing serves two fundamental purposes – the parents stay abreast of what the student is learning in the classroom and therefore is able to extend the student’s learning at home and the student is not able to fall behind or become disorganized without the parent(s)’ and teacher’s knowledge.

Elementary - On the first school day of each week, at the beginning of the day the teacher will distribute a learning plan to each student. Learning plans may differ from grade to grade, and the master can be obtained from school administration. Learning plans will have one column for each day of the week, and a row for each subject. Scheduled class work should be written on the learning plan, and students in grades 3-9 should write homework on the plan. Teachers may prefill homework on learning plans in the younger grades. Learning plans belong in the front of the docket, visible from the outside. This way teachers and parents can easily check to see that the learning plan is in the docket.

Secondary – students are issued a year-long planner. Teachers in each class will have a designated board space where they write the daily classwork and homework for each period. Students are expected to copy this information daily onto their learning plan.

Secondary teachers may designate at least 2 students in each class as Teacher Assistants. TAs will be trained in checking the learning plans at the END of class each day and ensuring each student has written the day’s information in the Learning Plan. A stamp may be placed on the learning plan in the designated space to indicate to parents that the information written is correct. Secondary students may be placed on mandatory parent signing until scholarly skills are consistent.

Teachers may also train the TAs to work with the teacher in posting the day's class activities and any classwork or homework on the teacher's communication page on the school website.

Secondary students are to keep their belongings in their lockers. Students are not to leave belongings in the hallways or on top of the lockers.

Student Daily Attendance

Elementary - Teachers are responsible for taking attendance each morning by the time determined by the school directors.

Secondary - Teachers in grades 7-12 must enter first period attendance information (fifth period on Thursday) into Skyward during 1st period each day so parents can be contacted regarding absent students. Teachers must take attendance at the beginning of each additional period using their behavior record or by entering the data directly into Skyward. Students are marked Tardy if they are not in their seats when the bell for that period rings.

Introductory Meetings with Parents and Students

Elementary Teacher Meet and Greet

Class lists will be posted Prior to the campus meet and greet. Elementary teachers will be required to be at the school for the "Meet and Greet" wherein the parents and students can come into the school and briefly meet their new teacher.

Secondary Orientation Day

Secondary teachers must attend the Secondary orientation day. Students will come to the school for approximately one hour, by grade. They will receive their schedule, locker assignment and combination, take a school tour, attend an orientation meeting and meet their teachers.

Parent Orientation Night

Elementary and Secondary Staff are required to attend Parent Orientation Night which will run for 2 hours on an evening during the first week of school. A **sample** schedule follows:

Elementary

6:30-8:30 p.m. at each campus

6:30-7:00 p.m. General Meeting in MP Room

7:00-8:30 p.m. Classroom visits

Session 1: 7:05-7:30 p.m.

Session 2: 7:35-8:00 p.m.

Session 3: 8:05-8:30 p.m.

This will allow a parent to visit three classrooms (if they have three students in the elementary school). Students are not invited to Parent Orientation Night.

Secondary

6:30- 8:30 p.m. at each campus

Parents arrive at 6:30 p.m. Annual Orientation 6:30-7:00 pm.

Topics covered:

- Schedules
- on-time arrivals
- discipline policy
- lunch procedure
- Skyward/Alma
- uniforms
- academic expectations
- electronics policy
- at-home screens policy
- carpool procedures

Parents begin attending student schedules at 7:25 pm. Parents are given from 7:20 p.m. to 8:30 p.m. to visit teachers in their classroom. Teachers will introduce themselves, distribute the class disclosure, and answer any questions as time permits.

Teacher Initial Newsletter to Parents

Elementary Teachers will prepare a newsletter and packet, and Secondary Teachers will prepare a disclosure and other pertinent information to be presented at Parent Orientation night (elementary) or go home with the students in the first few days of school – (disclosures in Secondary). The information or disclosure will include:

- Teacher introduction and an outline of classroom policies
- Classroom schedule
- Instructions for P.E. clothing (K-6)
- Overview of the teacher's procedures for enforcement of the uniform policy
- Information regarding homework expectations and procedures
- Ways in which the teacher can be contacted
- Reading Summary and instructions
- A sample Learning Plan and instructions regarding the purpose of the Plan, its use and mandatory signing (K-6, homeroom 7-12)
- Instructions regarding the docket, its use and how it should be used by parents and students (K-6, homeroom 7-12)
- Information about grading information on Alma (K-6) or Skyward (7-12)
- Information about the Academic Support Team and a volunteer sign-up sheet (K-6, homeroom 7-12)
- Information regarding the procedures used for schoolwork corrections, confidentiality, and use of volunteers in correcting student work.

Response to Parent Inquiries

Teachers will respond to phone messages and emails from parents within 24-48 hours during a work week, or on the Monday or Tuesday following a weekend. This will require that teachers

check their message on their phones AT LEAST daily and within a few hours of a message light coming on.

A phone log will be kept of messages received and follow-up communication. Phone logs are available from the administration.

Weekly Grade Updates

The Alma grading system allows parents to check their students' grades and missing work, daily, online. Instructors are expected to update their gradebook within 24 hours of receiving work from students. Teachers are expected to update their gradebooks within 48 hours of receiving work from their students. Large assignments such as book reports and essays may take longer to grade and post in Alma.

Secondary Progress Reports

Secondary teachers must record grades in Skyward in a timely manner. All grades must be updated each week on Friday before leaving the campus. Secondary students and their parents all have access to grades in Skyward, affording them day-by-day access to progress reports.

Homework Response Forms

Elementary Teachers will send several Homework Response Forms home with students at the beginning of each year. This form allows parents the opportunity to communicate with the teacher regarding the homework assigned. A master copy of the homework response form is available from administration.

Secondary homework load concerns may be for a particular class or may be due to a combined load for any number of classes. Homework Response Forms are available in secondary offices and Homework Tracking Forms are available at the back of student Planners. Either tool may be utilized by a student or parent, or at the request of a teacher or administrator in response to homework load concerns.

If a teacher receives a Homework Response Form or Homework Tracking Form from a parent, he/she will respond within 24-48 hours during a work week, or Monday or Tuesday following a weekend, by telephoning or emailing the parent and resolving the concern. A copy of the response form and record of the follow-up will be forwarded to the administration.

Grading

Teachers will follow the Policies and Procedures for Grading.

Report Cards

Teachers will prepare report cards for each student at the end of each term. There will be a date published when reports cards must be completed.

Elementary: Teachers will submit their students' report cards to the Administrator for final approval. Teachers will copy the report card and send it home with the student. Report cards will be sent home according to the school calendar. A copy will be kept in the students' electronic file.

Secondary: Teachers will finalize their grades by the end of the day on the date published in the staff calendar. Report cards will be available in Skyward for parents to view.

Parent-Teacher Conferences

In grades K-6, at the beginning of the second and fourth terms, the teacher will meet with the parent(s)/guardian(s) of each student in their class in a parent-teacher conference. The outline to use for the conference is the SEP and the PTC Promotion Discussion form, a copy of which is included in the Grade Level Guide. During this conference, goals for student achievement are set with the input of the parent/guardian. In grades 4-6 students may be invited to attend.

In grades 7-12, conferences are held according to the school calendar. Students will be invited to attend these conferences.

In grades K-6, at the end of the 2nd term, teachers will meet with parents who desire to conference with the teacher, or with a parent of any student who is not reaching the benchmarks set for promotion, or with a parent with whom the teacher feels a conference would benefit the student in some other way. Conferences after 2nd term are to be held on Thursday and Friday, and not on Wednesday, to allow for uninterrupted team meeting schedules.

Upon parental or teacher request, instructors may be invited to attend parent-teacher conferences. However, homeroom teachers are to take the lead in scheduling all conferences and should attend all conferences that involve their homeroom students.

Volunteers – Academic Support Teams (AST)

Teachers are responsible to organize the parents of students in their classrooms into Academic Support Teams (AST) Team Leaders for each need to be identified by the teacher. These volunteers will work with the teacher, in and out of the classroom.

AST members will provide support to the teacher in the following ways:

- Communication – phone tree, organizing parents to volunteer for classroom events
- Transportation – for field trips
- Events – classroom activities, culminating activities
- Academic support – correcting papers, creating visual aids

The Family School Organization (FSO) has an AST Coordinator who will assist in training AST Leaders. AST members who correct student work need to be instructed verbally and in writing that the work is confidential and should not be discussed with anyone but the teacher.

Schedules and Transitions

Adherence to school schedules, such as arrival time to and from classes, lunch, P.E., and recess is important to ensure the smooth flow of each day at American Prep. Efficient transitions between groups (grades 1-6) and classes (grades 7-12) are vital to the academic success of American Prep students. Teachers will ensure that they release their students at the correct time, with all materials including their docket, so that they can begin the next class on time. Teachers will also instruct their students in the importance of efficient transitions, utilizing reward systems that will encourage students to be prepared for each class on time.

Beginning times of groups and classes will be strictly adhered to. Teachers must not wait for students who are tardy to begin groups or classes. Class must begin on time, and late students should be required to “catch up” with the intent of encouraging them to be on time. To ensure

students can achieve on-time arrivals, it is vital that teachers release students on time. Students should not be held after class to talk with teachers or pay consequences for behavior.

Wednesday and Thursday Schedule

Wednesday and Thursday are short days for American Prep students. Students are dismissed one hour earlier than full days, and staff meetings are held in the afternoon. Secondary grades will teach periods 1-4 on Wednesday and periods 5-8 on Thursdays.

APA Academic Guide

American Prep has developed an Academic Guide that outlines the academic program of the school. Teachers participate in the development of the Grade Level Guide (Elementary) or Subject Area Guide (Secondary) for their particular grade level and/or subject. The Academic Guide includes the 180-day plan, Unit Overviews, and Daily Lesson Plans. The DLP are to be housed in binders (elementary) and may be kept electronically (elementary and secondary), one for each subject or unit of study. The AG is the template for instruction for each grade. Teachers will follow the AG, and will also add to it throughout the year, adding materials and references as they are used. The goal is to have a concise and comprehensive guide from which to teach each grade level each year, thus solidifying the American Prep curriculum and providing students with the best, most consistent education possible.

More detailed instruction on the AG will be presented at pre-service each year.

Daily/Weekly Lesson Plans

Daily/Weekly lesson plans will be created and recorded on the teacher's computer and printed and put in a binder that will be kept on the teacher's desk. The plans will need to be at school each day so that plans are available for substitute teachers. The teachers will develop plans specific enough so that it is easily ascertained what is to be accomplished each day, with references to the appropriate places in the 180-day plan that are to be taught.

Culminating Activities

Major Culminating Activities

Elementary: Each grade (grades K-6) will host a minimum of two major culminating activities per year. These activities will be based upon Core Knowledge curricular subjects. The grade-level teams will determine the scope of the activities. Dates for the activities should be given to school administration by the end of each school year for the following year.

Minor Culminating Activities

Elementary: Core Knowledge Units should end with a minor culminating activity, unless they end with a major activity. The administration should be notified of the date and time of these activities, as should parents via a monthly newsletter and learning plans. Information about culminating activities, including resources, special items, contact information for specialists, etc., should be recorded and included in the Academic Guide.

Elementary Year-End Culminating Show What You Know

Each grade (K-6) will conduct a year-end culminating SWYK showcasing the highlights of knowledge for their grade level. This is the ultimate celebration of success. School

Administrators will also introduce summer packets stressing the importance of keeping their brains sharp over the summer.

Visual Media/Internet Usage

Use of media in the classroom can be a legitimate educational activity.

Academic Guidelines for media use are as follows:

- Media should be used when the content contained has already been presented to the students, and they are at some level of mastery with the material.
- Media is used as a culminating activity, a review, or an additional presentation of material.

Security Guidelines for media use are as follows:

- All media not listed in a 180-day plan must be pre-approved, specifically:
- If it has any kind of a rating (even if you are just showing a clip) it must be approved by your admin.
- If it is a clip (under five minutes) from YouTube or some other internet site to enhance a lesson it must be approved through your district/department and the link should be on the lesson plan in the google drive folder for your district/department.
- If it is a clip (over five minutes) from YouTube or some other site it must be approved by your Administrator. If it is to enhance a lesson, it must be approved by the admin and your district/department.
- Due to the nature of pop-up ads all YouTube videos/clips must be downloaded and embedded into a PowerPoint or Google Form. A teacher may also purchase a Premium (ad free) YouTube account.

For **admin approval**, a teacher will:

- complete a media request form at least one day in advance, submit it to administration for approval-
- include the media information in the 180-day plan and have the plan approved by administration.

Security Guidelines for internet use are as follows:

- Teachers should always prepare anything that they will project before the class begins.
- Teachers should avoid projecting their screen for students to see while doing internet searches of websites that they have not already previewed and ensured standards of decency for the community are met.
- Teachers are responsible for anything shown to students, intentionally or unintentionally. This includes ad pop-ups and/or side bar ads.
- Viewing with a student, or allowing a student to view, pornography or any other sexually explicit or inappropriate images or content, whether video, audio, print, text, or other format is justification for immediate removal.

Field Trips

Students may participate in approximately two field trips per year (some may have more). Field trips must be closely related to the content covered in history, science, or literature. Elementary Teachers will work as a grade-level team to plan and carry out these field trips. Parents may be asked to volunteer as chaperones and drivers.

Driver Certification

At APA we value our students' safety above all else. In order to make sure that our staff and parent volunteers are obeying the safety requirements set forth by APA and Utah State Law, we require anyone driving students in their personal or APA-owned vehicles to undergo a thorough driver certification process. Certification requirements are:

1. Utah State Booster Seat Law (Please review and print for your own records.)
<https://www.utahsafetycouncil.org/assets/pdf/utboosterlaw.pdf>
2. Driver Volunteer Agreement and Acknowledgement (Please complete and submit to an APA secretary or transportation administrator)
<https://docs.google.com/document/d/1U5RjjRsAvqvY0QbTh80L6IqJ1VwrsZJUFJ6tXFplcKw/edit>
3. Email copies of your driver's license and insurance declarations page to transportation@apamail.org. If transporting students in your personal vehicle, you must have Bodily Injury Liability coverage of at least \$150,000 (per occurrence).

After you have completed the steps listed above, please follow up to verify certification has been completed before you transport any students.

Transportation Request Forms

If additional transportation support is needed, staff shall submit requests for buses at least 2 weeks before the date of the event. Requests are submitted via the online transportation request form at: www.americanprep.org/transportation-request.

To minimize the impact of field trips on academic group instruction (reading, spelling and math groups), grades 1-3 and 4-6 should schedule their field trips on the same days. Teachers should plan and schedule field trips by the end of the prior school year and get dates to school administrators for the school calendar. If possible, field trips should be conducted in the afternoons to avoid group conflicts altogether.

Field trip permission forms and driver release forms can be obtained from administration (make sure the full address of destination is listed on the form).

The budget for field trips can be obtained from the Business Manager.

Travel Authorization

If you are traveling on company business you must have authorization from your supervisor prior to making any travel arrangements. When using your personal vehicle on company business you must have a valid driver's license and carry adequate insurance. Reimbursement for travel will be according to the mileage allowance determined by your worksite employer.

Mileage Reimbursement

Staff members who attend training or conferences, or drive their personal vehicles on school business at the request of the APA administration, in addition to their routine travel to and from a campus, may apply for a mileage reimbursement. Forms may be obtained from the main office. All mileage reimbursements must be submitted to the finance office within 30 days.

Student Assemblies and Awards

Elementary Weekly and Monthly Award Assemblies

K-6 assemblies will be held each week on either Wednesday and/or Thursday morning at the start of school. Grades 7-12 will have assemblies during the afternoons, and periodically during the Leadership period.

Elementary Awards: Each month, the Elementary teachers will identify a “Builder of the Month” and a Reading University award winner and forward this information via email to the Academic Secretary. Teachers must also notify parents of winners AT LEAST a few days before the assembly (preferably a week before) and invite them to the assembly where the award will be given.

Special assemblies may be held upon approval from the administration. Assemblies will reinforce curriculum, classical education or character development.

If one of your children is receiving a special award at the school, and you would like his/her school-age sibling(s) to observe that recognition, you must use the same procedures for checking your child out of school. No one is ever allowed to go directly to a classroom to pull a child out of class. Siblings may not be checked-out for grade-level culminating events such as Show What You Know.

Show What You Know

Each elementary grade level is expected to “show what they know” at least once or twice every month. There is limited time available during the 1st and 2nd week assemblies due to awards. Classes will be scheduled based on a first come, first ready basis. “Show What You Know” (SWYK) presentations can include, but are not limited to, Songs, Poems, Chants, Jingles, Raps. “Show What You Know” presentations should focus on academic themes and grade level content, showing the other students what that grade has learned. “Show What You Know” presentations should include the entire grade – not individual classes or groups. This is not a talent show intended to highlight one or several students, but an opportunity for that grade to show their knowledge and celebrate their success. We do not have a schedule for each grade, but each grade should plan to “Show What They Know” once every 3 weeks (minimum). Band and Choir should perform at least once per semester so students can have exposure to both programs. All presentations should be no longer than 2 1/2 – 3 minutes.

Teachers will teach their students the expectations for performance. Classes can practice individually, and then should get together with other grade level classes to practice and perfect their performance.

Once a grade has practiced and mastered their presentation, they will notify a member of the administration that they are ready to pass it off. Pass-offs can be done in two ways: as a whole

group or as individual classes. Assembly performances are always done as a whole group (entire grade), however.

The administrator will come and watch and give any performance tips she/he feels are appropriate. Performances should be quick-paced and interesting for the audience. If the students need more practice, the administrator will set up another time to pass off the performance. When the administrator can see that the students are ready to perform at the “Show What You Know” assembly, the grade level teacher emails the school director and school secretary.

It is recommended that the homeroom teacher notify the parents of their students that their class will be performing at the “Show What You Know” assembly (including the date and time).

The students most often perform presentations as they stand in their lines on the floor. If a stage and/or riser are available, it is up to the classroom teachers whose classes will be performing to find out in advance (the day before the assembly) where their class will be performing and have their students on the risers or stage when the assembly begins. There isn't enough time during assemblies to allow for students to move to and from the stage or risers for performances. Follow all guidelines provided in the Policies and Procedures regarding assemblies.

Subject Area Groups

APA's academic program utilizes achievement grouping for the instruction of reading, spelling and math in grades K-6. This is an excellent, efficient method of instruction for our students. This method requires that our students leave their classrooms for possibly three subjects per day. Regardless of who the students' group teachers are, the classroom teacher is the lead teacher for each of the students in his/her homeroom class. Teachers are responsible for their students' academic achievement in every academic area, regardless of who the group teacher is. It is important that teachers know how their students are progressing in each subject area. Weekly staff meetings provide teachers a time to review their students' progress in their group subjects. Lesson Progress Charts or summaries will be reviewed at weekly staff meetings to assist teachers in tracking their students' performance.

Reading University

Reading University is the school-wide elementary reading program. Book lists have been compiled for each grade level at APA and a point system established. Students will receive a grade for their RU participation each term in grades K-6. Teachers should follow the RU guidelines with regard to the number of books required per term. Summaries and book reports are part of the Writing program.

Teachers need to express enthusiasm for the RU program by sharing books they are reading from the grade level list on at least a weekly basis. A place in the classroom must be dedicated to RU so the teacher can easily and frequently reinforce this important program. Teachers should recommend books via the learning plan frequently and students should be asked to share book responses with the class during lunch time or another appropriate time to help other students get excited about books their peers have read and enjoyed. Students will be allowed one reading selection per term that is not on the RU list each school year.

We generally do not give independent reading credit for books that are not on our RU lists, and we do not distribute book order forms from other companies to our students. Elementary Teachers must identify an RU Winner each month, and submit the name and a short paragraph outlining the student's achievement in RU to the Academic Secretary so awards can be made at the Wednesday assembly.

Special Education

APA staff includes Special Education Teachers, Speech Language Pathologists and Technologists, Occupational Therapists, Behavior Interventionists, and Licensed Counselors. Teachers are responsible for closely monitoring their students' progress through the RTI process using the APA RTI forms. These electronic forms are available via a link from your Academic Director. If a teacher believes a student would benefit from a special education evaluation, the teacher should meet and discuss the student with the Academic Director who will advise the teacher regarding the referral process.

If a parent makes a request for special education services or evaluation, the teacher should immediately contact the Academic Director (AD) and the Special Education Teacher (SET). This contact should be made thus:

1. Email both the AD and the SET. Include the name of the student, the name of the parent making the request, and the date the request was made;
2. Follow up within 24 hours to confirm receipt of the email by both the SET and the AD.
3. The AD and the SET will discuss the request and follow through with the parent at that point. All questions from the parent on services, evaluations, possible outcomes, etc., should then be referred to the AD and/or the SET.

If a parent of any student requests that the teacher fills out any forms for a student (such as from a physician, counselor, neurologist, etc.), or request that a teacher write any kind of evaluation of a student, the teacher will notify the Academic Director, who will provide direction to the teacher with regard to fulfilling the request. This applies to both Special Education students and non-Special Education students. A completed copy of this kind of communication should be kept on campus in the student file or in the student Special Education file, as applicable.

The Academic Director will review all correspondence, reports, evaluations or other communication regarding a student before it is sent to parents or other health care workers.

Testing

American Prep is a data-driven educational institution. In order to gather accurate data from which to make sound instructional decisions, proper testing procedures must be followed. As a public school we are required to participate in UCAS, and again, it is critical that we follow all testing protocols to ensure compliance and to achieve the desired outcome of reliable assessment data from which to structure our programs and ensure the academic success of each student.

Each instructional staff member receives a booklet entitled "Testing at American Prep." Current testing procedures, policies and protocols are listed in the booklet.

It is the responsibility of all staff members to read and understand the testing procedures and protocols. Adherence to them will help us ensure accurate data collection from which we will

build our academic program. Violation of testing protocols will result in a disciplinary conference with the School Director and appropriate Assistant Directors and the teacher.

Substitute Teachers

Teachers will have their Weekly Plan at their desk or in their Google Drive, accessible to their supervisor. Lesson plans will be specific, and will refer to needed resources, including information on where the resources may be found. Preparations for lessons (including copies, answer sheets) should be prepared at least a day in advance so that should the need for a substitute arise suddenly, the needed materials are prepared and available to the substitute. Elementary teachers will keep all of the daily prep materials in the Daily Bins. Instructors' data binders and group teaching materials should be kept near the Instructor's desk so that they are easy to find. Teaching manuals should be kept at the employee's desk so that they can be found easily.

Commitment to Instruction

Teachers should focus their energy and preparation on delivery of a quality academic program. American Prep's curricular program is rigorous and requires that classroom time is carefully planned and that delivery of instruction is consistently executed. "Bell to bell teaching" implies that teachers fill the instructional period with content learning. Study halls and extensive independent work periods are not appropriate.

Therefore, it is vital to the success of our program that classroom time is not spent on non-academic activities. Class "parties" and "rest time" are not appropriate. Birthdays should be celebrated at lunchtime. Class activities that are not academically based must be approved in writing by administration (for example, class auctions, videos).

The Secondary Ambassador Program

The Ambassador Program is a major component of our character development program at APA. Each secondary staff member will have an assignment directly related to the Ambassador Program. Training will be provided at Teacher's Institute, Preservice and throughout the year to help secondary staff learn about the program, the curriculum and their involvement in teaching and helping students to achieve excellent, virtuous character and great confidence.

Behavior & Classroom Management, Student Motivation

CHAMPs

"CHAMPs" is the classroom management, school-wide discipline and behavior management model used at American Prep. CHAMPs manuals are available for teachers and instructors. Teachers should familiarize themselves with the CHAMPs program.

A 10-video training course is available for staff and parents to check out from the Curriculum Director. CHAMPs will be introduced at pre-service and ongoing training will occur during the school year during staff development meetings.

The Encyclopedia of Behavior Management by Randall Sprick is a companion to the CHAMPs manual. Staff members should use the Encyclopedia to address specific behavior challenges in the classroom. The Encyclopedia is housed in each Assistant Director's office and the Special

Education Director's office. The Encyclopedia may be checked out from any one of these offices.

Student Discipline Grades K-6

Card Chart

Teachers in grades K-6 should use the classroom card chart. Teachers should instruct students and parents on how this chart will be used. Consistent use of the card chart will enable students to learn to control their behavior and facilitate their academic progress.

Students will each have 5 cards – one each of the following colors: green, yellow, blue, red, and purple. The goal is for students to “remain on green”. Students should be instructed to “move a card” when they have neglected to bring completed homework or needed supplies to class, or when they misbehave. Reasons a student may be asked to move a card should be clearly outlined for the students. The card system is not a discipline system as much as it is a “reminder” and “practice” system and should be used as such. Teachers should never say in anger or frustration “PULL A CARD”. They should instead ask the student to PLEASE MOVE a card in a gentle way, including the reason for the card move, confidentially, if appropriate.

The card chart is essentially a self-governance tool. Students should desire to “stay on green”, thus become motivated to come prepared to school each day and to behave appropriately. Teachers should work so that their students, as a whole, are able to “stay on green” most of the time. Classroom rules should be made to provide for the realization of that goal. A well-managed American Prep classroom will have fewer and fewer students moving cards as the year progresses. Teachers are required to keep a log of all student card moves throughout the school year.

When a student is instructed to move a card, the teacher MUST use positive reinforcement of appropriate behaviors at a ratio of 3 reinforcements within 5 minutes of the card move. These reinforcements must be specific (student name, positive behavior stated out loud) and connected with positive emotional tone (enthusiastic, motivating to the student).

An effective way to motivate students is to keep a record of “green days” for each student. As students accrue a predetermined number of “days on green”, rewards may be given. Consecutive green days should not be required for rewards as this acts as a disincentive for students who have to work diligently to earn green days. Instead, as soon as a student hits the target, for example ten green days, regardless of when this occurs, the student earns the reward thus motivating him/her to more consistent green day conduct.

Most behavior and academic challenges in grades K-6 should be handled utilizing the card chart. Teachers must find time at the end of each day to mark the learning plan with the students' status for the day (“green”, “yellow”). It is important that the color is recorded on the learning plan daily so that the parents have daily communication regarding their students' behavior and performance status. The reason for the move must also be written on the learning plan and can be represented by a numeral (see card chart for explanation of this).

When a student moves one or two cards in a day, this should be recorded on the learning plan so the teacher can be certain the parent is aware of the specific reasons for the card moves (as per their signature on the learning plan). Any time a student moves more than two cards in one day (or goes to “red” status), the student must fill out a behavior form, and it should be attached to

the learning plan. If a student moves more than three cards (moves to “purple”) parents must be notified by a phone call from the teacher and a phone conference must be held.

Suggested consequences for card move:

- 1st card – “on yellow” – 5 minutes of recess lost
- 2nd card – “on blue” – 10 minutes of recess lost
- 3rd card – “on red” – recess time lost, conference with teacher
- 4th card – “on purple” – recess time lost, behavior form filled out, phone conference with parents and teacher notifying parent that one more card move will require the parent to assist their child for the remainder of the day
- 5th card – “past purple” – student sent home, or parent intervention (that day)

In general, the classroom teacher is the one who instructs their student to move a card. If a teacher or instructor who is not the student’s homeroom teacher witnesses behavior that they believe warrants a card move, they should communicate that behavior to the teacher and allow the teacher to determine if a card move is the best option.

Groups teachers should not issue card moves for behavior issues. They should report the behavior to the classroom teacher on the learning plan including a card move for unpreparedness.

Teachers in every grade should be familiar with the student dress code and consistently enforce it in their classrooms. Again, the teacher should be the only one to issue a card move to a student for a uniform infraction. If another staff member notices a uniform infraction, they should mention it to the CLASSROOM TEACHER and allow them to handle it as there may be extenuating circumstances already worked out between the parent and the teacher of which the staff member may not be aware.

Student Discipline Grades 7-12

Minor and Major Infractions

Teachers in grades 7-12 will have a clipboard with a student roster attached. Student attendance and classroom behavior will be recorded on this clipboard. If a student violates the code of conduct, the teacher should manage it within their classroom management plan, and may record it on the student roster. Rosters will be submitted to the Secondary Director or Assistant Director weekly.

If, after implementing the classroom management plan (verbal instruction and warning), the student exhibits behavior that is deemed to need immediate intervention beyond the classroom (such as continual disruption of instruction, defiance, refusal to follow teacher instruction, or any unsafe behavior such as horseplay, throwing items, etc.) the teacher will send the student to a secondary administrator to receive a referral form. The Secondary Director will fill out the student’s name and date. The student will be counseled and will return to class, placing the form on the teacher’s desk so as to not disrupt the class. The teacher must counsel the student at the end of the class period to review the discipline form for accuracy. If the student returns to class and again violates the Code of Conduct, the student should be immediately dismissed from class. The Secondary Director will process the infraction, and the student may be sent home on a suspension.

It is important that all staff enforce school rules equally. All teachers must demand the same level of scholarly comportment in order to achieve a school culture that provides the best learning environment for students. We record all incidents that require administrative action. We report all behavior incidents that are addressed by administration that also result in student mediation, a parent conference, suspension, or expulsion.

The following behaviors are not acceptable at American Prep:

- Horseplay – running, climbing on chairs or desks or other students (piggy back rides), pushing, tripping, poking, bumping – students should keep hands and feet to themselves
- Public Displays of Affection - side hugs only are allowed
- Talking out, students should only speak when called upon unless otherwise instructed
- Interrupting the teacher
- Writing and passing notes
- Using cell phones or other electronic devices such as smartwatches, iPods, etc.
- Verbal teacher disrespect
- Non-verbal teacher disrespect (rolling eyes, sighing, shrugging shoulders)

The following items are not allowed at American Prep:

- Drug paraphernalia, including vape batteries, devices, or accessories.
- Controlled substances
 - Narcotics
 - Tobacco, cigarettes, e-cigarettes/vapes, and other electronic smoking devices
 - Alcohol
 - Prescription medications
- Weapons, including real weapons or look-alike weapons
 - Toy guns (Nerf, Rubber band Shooters, Airsoft, etc.)
 - Any explosive, noxious, or flammable material (including aerosol cans, such as deodorant sprays)
 - Matches or lighters
 - Bullets
 - Knives or other cutting tools (other than school scissors)
- Sexually explicit material – written, pictorial, or electronic including nude depictions of either gender in a sexual content.

Student Dress Code

Teachers in every grade should know all the details of the student dress code as found in the current Student Dress Code brochure. Teachers are expected to know the details of the dress code and consistently enforce the dress code in their classrooms and at other times as well. Teachers should note infractions of students not in their class and bring it to the attention of the teacher or administrator.

School Cleanliness and Order

Teachers are responsible to keep their classrooms tidy and organized. Students should be instructed to pick up litter any time that they drop anything, as well as throughout the day and

again at the end of each day. In an effort to help our students be more accountable for the school environment, teachers need to take sufficient time to ensure that their students have time and training in order that the classrooms are kept to a high standard of cleanliness.

Classrooms and breakout rooms need to remain clean and organized. Students should be encouraged to leave breakout rooms clean and ready for the next class. This may require teachers to take one minute for a clean-up session at the end of their group or class.

Not One Thing, Ever (NOTE) campaign: All American Prep campuses participate annually in the “NOTE” campaign. This refers to the expectation that students are to leave “Not One Thing, Ever” on the floor. Not in the hallway, not near their locker, not in the classroom or breakout room, not in the locker rooms, bathrooms, playing field or playgrounds – not anywhere. One of our emphases in this program is to teach students to be responsible for THEIR OWN things, their own messes, their own papers, pens, pencils, paperclips, scraps, lunch trash, etc. Our goal is to raise the level of awareness of EACH and EVERY student to tend to their own belongings with care. Thus, we are not looking to increase the group “clean ups” in the classrooms or hallways, but instead are aiming to have the specific students who are leaving things behind to clean them up.

Student Supervision

General Supervision

Student supervision procedures are annually reviewed in the APA Staff Manual. Campus staff receive annual training on Student Supervision in classrooms, at lunch, on the playground, in the hallways, and during after-school activities.

Students should not be left unattended in classrooms, wherever possible. The classroom door should be closed and locked if the teacher is not there.

It is important that, whenever possible, staff members are not alone with one student. It is best to have two staff members present in as many settings as possible, for the protection of the staff members. However, as this is not often possible, staff should at least be careful to avoid being alone with one student. If there are less than three students working with a teacher or instructor, they need to be in an open, public area. If this is not possible, doors should remain open. This also applies to after-school events such as tutoring or other extra-curricular activities or clubs.

Staff may not use physical force with students in order to achieve compliance except in matters of personal safety (either the student’s safety or the staff member’s safety). Staff may not utilize corporal punishment, defined as a painful, intentionally inflicted physical penalty administered by a person in authority for disciplinary purposes. Doing so is grounds for immediate termination.

Appropriate student/staff physical contact includes the 3 “H”s: High-5s, Side Hugs, and Handshakes. It is not recommended that side hugs be used as staff/student contact in Secondary (7-12) with students of the opposite sex.

Playground Supervision

Playground supervisors must watch students carefully and actively correct unsafe behaviors that occur. Playground supervisors should only use their cell phones during recess in the case of a

school emergency. Supervisors must be observing students at all times and teaching students appropriate, safe play behavior.

Student Lunchtime Supervision

Elementary

Elementary students have a minimum of 20 minutes to eat lunch, while instructors supervise and encourage students to eat their lunch. If a student needs more time, the student is allowed to take their lunch out to recess and finish.

Secondary

Teachers may be required to supervise students during the lunch period.

Secondary students have a minimum of 20 minutes to eat lunch in a cafeteria/multi-purpose room with lunchtime supervisors.

If a teacher wishes to meet with a student during lunchtime, the student must show a pass to one of the lunchtime supervisors.

Lunchtime supervisors will ensure students leave the lunch and recess areas clear of all trash and wipe down tables and benches prior to the end of the lunch period.

Carpool supervision

Staff members may have an assignment during carpool hours. Each staff member will receive training and instruction on carpool procedures and expectations specific to their campus. For the purposes of student safety, staff members must be at their assigned carpool station on time each day they have an assignment.

Supervision of Staff Children Before/After School Hours

The supervision of children of staff members is the responsibility of the parent staff member.

AM: Children of staff members who arrive before school begins should remain in the parent's classroom until the school doors are open. Elementary students may line up in the designated space. Secondary students of staff members should remain in their parent's classroom until 15 minutes prior to the start of school.

PM: Children of staff members may not remain in the school unsupervised after school. Parents should supervise their children in their classroom after school hours or make other suitable arrangements for their child's supervision.

Student Health

General Student Health

Teachers will be given health files on students with health concerns, chronic illnesses or who take daily medication administered during school hours. Teachers will keep health files on these students readily available to them. If a staff member has a concern regarding a student's health, they should bring the student to the school office immediately.

Student Illness/Accident Procedure

If a student becomes ill during the school day, the teacher should send the student to the school office. The school secretary will attempt to determine the nature and severity of the illness, and may contact the student's parents to come and pick them up. Parents will be called to pick up any student who has an elevated temperature, has vomited, or is in sufficient discomfort to keep them from attending class.

Students are not generally allowed to call home during the school day. School secretaries will call parents in the event of illness or accident.

EpiPen Training

Any teacher or staff member who wishes to be trained to use an EpiPen may request training from Administration. The school has an EpiPen on site for use in emergencies by trained personnel.

Accident Reports

Accidents that result in injury to students or staff need to be reported to a school administrator. An Accident Report Form needs to be filled out and submitted to administration.

If a student is injured in an accident or under any circumstances, the staff should bring the student to the school office and explain what happened to cause the injury. The school office personnel will initiate first aid and assess the severity of the injury, and will call the parents of the student, if necessary.

Child Abuse or Neglect

Any staff member who witnesses or suspects child abuse or neglect is responsible to report such abuse or neglect to the proper legal authority. The staff member is encouraged to bring this information to the School Director, who may also make a report. However, regardless of the action or inaction of the school, it is the responsibility of any adult in the state of Utah who witnesses or suspects abuse or neglect to report this information to Law Enforcement and/or the Division of Child and Family Services (DCFS) Hotline, 1-855-323-3237. This is a 24/7 intake line.

Child Protection Trainings

Staff members are trained annually on Suicide Awareness and Prevention, Child Abuse Awareness and Reporting, Head Injury Recognition and Response, and other topics relevant to protecting the physical and emotional safety of students. Some situations require notification to law enforcement or child protective service agencies. If a staff member has a concern related to student safety and is unsure how to respond, he/she is expected to promptly consult a school administrator. Consulting a school administrator alone may not absolve a staff member from legal reporting requirements. Staff are expected to follow the procedures outlined in annual trainings. PowerPoint modules are available for additional review.

School Safety Violations

As a public school, American Prep is required to report all incidents that qualify under the Safe Schools Violation Report. If a staff member is a witness to a safe school violation, it should be

reported immediately to school administration. Included in safety violations: possession of weapon, knife, lighters, controlled substances, razor blades, matches, etc. In addition, physical assault including hitting, kicking, biting are violations. If a student requires medical attention due to an accident, such as stitches, a broken bone, concussion, or anything that requires a doctor's attention, such incidents must also be reported so that it may be recorded and responded to appropriately.

Student Privacy

In order for American Prep to remain compliant with federal and state privacy laws, student records must be treated as confidential. Personal identifiable student data that has not been released by parents as student directory information (as designated in registration materials) may only be shared by and between staff on a need-to-know basis. This includes ensuring that information with student information is not left unattended, such as on hallway printers. Failure to implement these policies will result in employee counseling with administration and a potential warning or other employee discipline. Administrative Directors act as Data Security Stewards in communicating, training, monitoring, and enforcing records security processes.

Student Schoolwork and Grading

With regard to student schoolwork, it is allowable to have volunteers and other students correct student work. Volunteers must be instructed in writing, and verbally by the classroom teacher in the importance of student confidentiality. Students will correct work in class, utilizing the red/blue pen system (students take the tests or work the assignment in pencil, then pencils are put away and red/blue pens are taken out. Errors are circled in red, correct answers are given a checkmark, and corrections are made in blue ink following the correcting session.) Students may exchange papers to correct each other's work or they will correct their own work in different situations.

Printing and Transmitting Confidential Student Information

Any unneeded paperwork that has student names or identifying data on it should be shredded using designated shred bins located in staff workrooms. Paperwork that includes student names or identifying data should NEVER be thrown away in the garbage or recycled in the regular recycling containers.

Always ensure that information with student information is not left unattended, such as on hallway printers or sent using unsecure means.

(1) All public education employees, aides, and volunteers in public schools shall become familiar with federal, state, and local laws regarding the confidentiality of student performance data and personally identifiable student information.

(2) All public education employees, aides, and volunteers shall maintain appropriate confidentiality pursuant to federal, state, local laws, and LEA policies created in accordance with this section, with regard to student performance data and personally identifiable student information.

(3) An employee, aide, or volunteer may not share, disclose, or disseminate passwords for electronic maintenance of:

- (a) student performance data; or

(b) personally identifiable student information.

(4) A public education employee licensed under Section 53E-6-201 may access or use student information and records if the public education employee accesses the student information or records consistent with R277-515, Utah Educator Standards.

(5) A public education employee may be disciplined in accordance with licensing discipline procedures if the public education employee violates this R277-487 Public Education Employee and Volunteer Responsibilities (Also see [Policy D-6.4 Student Privacy.](#))

Photographs or Videos of Students

- Staff members may post pictures or videos of students participating in school activities on closed social media groups or with parents via direct messaging
- Staff members may share pictures or videos of students participating in school activities with APA's marketing department.
- Staff members should delete photos of students from their phones and computers after the photo's academic purpose has been fulfilled.

Administrative Policies

Ownership of Curricular Materials

All materials and works created by the teacher or staff member during their employment shall be the property of American Preparatory Academy. Staff members may use school equipment to generate a copy of lesson plans, schedules, or curricular materials for their personal files; however, the original documents belong to American Prep and are to remain on American Prep premises. This applies to creative works such as *bellringer activities*, *student homework*, *lesson plans*, *mastery items*, *accountability elements*, *assessments*, illustrations, bulletin board items, vocabulary wordstrips, and any and all work created electronically or otherwise by the teacher or staff member during their employment.

Employee Compensation

Employees will be paid according to the information outlined in their Letter of Understanding (LOU). Paydays are twice per month. Instructors are paid through the last day of school unless they are under an annualized pay agreement. Teachers are paid year-round. Benefits for full-time, continuing employees extend year-round. Other non-licensed employees may be paid on an annualized pay scale over a 12-month period and include up to 37 weeks of school and 3 weeks of training, pre-service, and post-service. Annualized salaries will be paid in equal payments for the contract duration.

Staff Work Schedule

Individual employees may have different hours depending upon their assignment, and this is outlined in their LOUs.

Draper 1:

- Full-time Instructor hours are 8:00 a.m. to 4:00 p.m. Monday-Friday and 8:00 a.m. to 3:00 p.m. on Thursdays.

- Part-time Elementary Instructor hours are determined by the Academic Directors on an individual basis.

Draper 2:

- Full-time Instructor hours are 8:00 a.m. to 4:00 p.m. Mondays, Tuesdays, Wednesdays, and Fridays, and 8:00 a.m. to 3:00 p.m. on Thursdays.
- Part-time Elementary Instructor hours are determined by the Academic Directors on an individual basis.

Salem:

- Full-time Instructor hours are 7:45 a.m. to 3:45 p.m. Monday, Tuesday, Wednesday, Friday, and 7:45 a.m. to 2:45 p.m. on Thursday.
- Teachers are expected to be on campus from 7:30 a.m. to 4:00 p.m.

Draper 3, West Valley 1, West Valley 2:

- Full-time Elementary Instructor hours are 8:00 a.m. to 4:00 p.m. Monday, Tuesday, Wednesday, and Friday, and 8:00 a.m. to 3:00 p.m. on Thursdays.
- Part-time Secondary Instructor hours are 8:00 a.m. to 4:00 p.m. Monday, Tuesday, Thursdays, and Friday, and 8:00 a.m. to 3:00 p.m. on Wednesdays.

Early Learning Center:

- Part-time Instructor hours are 7:45 a.m. to 3:45 p.m. Monday, Tuesday, Wednesday, and Friday, and 7:45 a.m. to 2:45 p.m. on Thursday.

Required Attendance Events

In addition, there are occasions when staff members will need to be at school, or involved in school activities outside of regular school hours. For exempt employees (teachers are exempt employees) attendance of these events is part of their employment agreement. Non-Exempt employees should have these hours pre-approved by their supervisor.

Elementary Teachers – required attendance events

- Parent Orientation Night
- Parent Teacher Conferences
- Any event pertaining to your subject area or grade, such as:
 - Music concerts
 - Science Fair
 - Culminating activities, including end-of-year Show What You Know
 - Drama performances
 - Maturation Night (5th grade)
 - Hope of America
 - IEP meetings upon invitation (required by federal law)
- Teachers may be asked to co-chair one of the following events:
 - Spelling Bee
 - Science Fair

- Speech Competition
- Talent Show

Secondary Teachers – required attendance events

- Student Orientation
- Parent Orientation Night
- Parent Teacher Conferences
- The school musical (tickets are free to staff members and one guest)
- One game or event for each sport the school participates in
- Graduation activities (not all teachers)
- Ambassador events as assigned – some are held after school, some in the evenings/weekends
- IEP meetings upon invitation (required by federal law)
- Any event pertaining to your subject area, such as:
 - Music concerts
 - Science Fair
 - Math competitions
 - Drama performances

Optional Activities

- Other Sporting events
- School Community events such as Classic Skating, Lagoon Day, Carnivals, Fun Runs, etc.

Staff Meetings

Each Wednesday and Thursday school will dismiss one hour early to allow the American Prep staff to meet. Staff should be prepared to attend full staff meetings and team meetings each Wednesday.

Periodically there will be full staff meetings/trainings held on Wednesday afternoons. In the event that a full staff meeting is not held, teachers will be notified of the start time for their team meeting by their team leader. Teachers and Instructors should be prepared to meet each Wednesday.

Staff should arrive at meetings on time and be prepared to participate. Cell phones should be silenced. It is unprofessional to be working on other things while a staff meeting is progressing, such as entering grades, grading papers, preparing lessons, etc.

Instructors are expected to attend campus team meetings called QIP (Quality Improvement Planning). The staff of grades K-6 will be reviewing the Lesson Progress Chart Summary (LPCS) each week. Teachers and Instructors of students listed on the LPCS as not achieving mastery should bring data and information that will allow for a fruitful discussion of student progress. Group placement recommendations will be discussed at team meetings.

District Team Meetings (DTM) will be held monthly for each grade level in K-6 and for each subject in Secondary as follows:

- Elementary (K-6) meets the 2nd Wednesday of each month from 2:30-4:30 pm at Draper 1
- Secondary (7-12) meets the 1st Wednesday of each month from 2:30-4:30 pm at Draper 3

Each meeting will be led by an Administrator or Department Chair.

The primary goal of the meetings is to coordinate academics so that best practices are being utilized across all campuses. The focus activity of the meeting is to review academic achievement scores of students' district-wide on accountability elements and determine what practices are resulting in student success and sharing those ideas. Additional things that can be done at this meeting are synchronizing the use of 180-day plans in each grade or subject, replicating materials, sharing bulletin board displays and test prep activities, and SWYKs prep (elementary). The meetings should also include updating Grade Level Guides and subject unit binders in elementary.

Staff Mailboxes

Each staff member has a mailbox in the school office. Mailboxes will be used by administration to communicate with staff members, as well as a place to route employee mail that comes through the postal service system. Mail should be checked daily by all staff to ensure smooth and timely communications.

Anyone other than school administration who desires to distribute communication via staff mailboxes must obtain administrative approval.

Expectation of Privacy

Staff Members shall have no expectation of privacy in any School property, including but not limited to vehicles, buildings, lockers, desks, mailboxes, computers, or other furniture, equipment, or fixtures.

In order to increase security for our students and staff and to facilitate staff development activities, security cameras may be present in classrooms throughout the school, recording both audio and video.

Technology Usage Policy

All American Prep staff members must read and sign the technology usage policy and abide by the policy. This signed policy will be a part of the employee file.

Copier and School Equipment Usage

Some campuses require an access code for the copy machines. Staff members are required to use this code to use the copy machines. Codes should be kept confidential. School equipment should be used for school business only. Staff members may consult with the Business Manager if they have questions about this policy.

Staff are expected to know and obey the law regarding copyrighted materials. American Prep is not responsible for staff abuse or infringement of copyrights. Always ensure that information with student information is not left unattended on hallway printers.

All large print jobs must be sent to the district print shop.

Purchasing

Classroom Budgets

For staff that are Teachers, Instructors, Groups Instructors, SPEDs, Counselors, and Academic Coordinators staff you are allotted a yearly budget. In the amounts listed below:

<u>Position</u>	<u>Amount Per Year</u>
Teacher – Elementary	\$500 this year*
Teacher - Secondary	\$250 Per Year
Instructor/Group Instructor	\$100 Per Year
Special Education – Case Manager	\$250 Per Year
Special Education – ASET	\$100 Per Year
Special Education – Speech Pathologist	\$250 Per Year
Special Education – Speech Technician	\$250 Per Year
Counselor	\$100 Per Year
Academic Coordinator	\$100 Per Year

*Classroom budgets are typically \$250 per year; this year the Utah Legislature has provided a one-year allocation to increase Elementary teacher classroom supplies to \$500.

Classroom Budgets are to be used to purchase items for your classroom that cannot be found in the copy or supply areas at your campus. An example would be incentives for students, items for your bulletin boards, etc. There are two ways to obtain these types of items, you can submit your request to the following link app.droplet.io or you can purchase them yourself and submit them for reimbursement. Reimbursement forms can be found on our Google Drive or in the main office at your campus. Please fill out the reimbursement form in its entirety, with signatures of both the employee and administrator included and all receipts that are applicable to the district office. You have until April 15th to use this budget.

Teachers

Teachers and other employees who are authorized to make purchases using school funds must use a Sales Tax Exemption card when making purchases. The card can be printed from the employee’s PAYCOM account, under “Documents.” Teachers should use this card when making

purchases for their classrooms using their allotted budget funds for which they desire to be reimbursed.

We also encourage teachers to use some of these funds to purchase items that support the curricular program in the classroom – supplemental books, reference books, maps, et cetera. These funds are paid on a reimbursement basis. Sales tax paid will not be reimbursed. *The expense report should not reflect any sales tax paid, because teachers should have used their Sales Tax Exemption card when they purchased the items.*

The Academic Director or Administrative Director will initial the Expense Report and will forward the Expense Report to the Business Manager. This process may be automated on Google Drive in which case the teacher will fill out an online form and upload their receipts.

Teachers may wish to discuss with the Academic Director which items they are looking for and would like to purchase so that the administration can assist the teacher in finding the items at the best price possible. Purchasing through Amazon.com is the easiest way for teachers to spend their classroom budget.

Instructors

Instructors will be allotted a budget of \$100 to be used for the purchase of consumable items for student motivation such as stickers, et cetera. Instructors will fill out an Expense Report form, attach their receipts and submit them to their supervisor.

School Property

Each classroom will be inventoried from time to time to ensure American Prep property remains in the school.

The goal of American Prep is to own all curricular materials needed to provide the highest quality academic program. Therefore, we ask teachers to recommend the purchase of curricular items as needed. For example, if a teacher owns a particular resource (book, CD, map, poster, visual aid, etc.) that they use to teach a particular unit effectively, the teacher should ensure that American Prep owns a copy of the resource and it is placed into the school inventory.

Other Reimbursement

Teachers and licensed professionals are required to be properly licensed and are responsible for all costs associated with professional credentialing, with the exception of Praxis exams taken and successfully passed as a result of APA requiring that faculty members teach classes outside of their original licensed area.

Staff Parking

Each campus has identified staff parking areas. Staff members need to orient themselves to the permitted staff parking areas and abide by the traffic procedures at their particular campus.

Facility usage outside of school hours

The American Prep facility is available on a limited basis, for use outside of school hours by staff members upon prior completion of a "Facility Use Agreement" (FUA) through the district office. The District will make available a FUA form to fill out requesting use of the facility, including the date, time, etc. Permission will be granted on an as-available basis. Any costs will

be communicated in writing by American Prep and an agreement will be signed before usage can occur.

Classroom Inventory

The Curriculum Specialist (CS) is responsible for maintaining a comprehensive school inventory. Because all school curriculum must be administrator-approved, teachers and instructors who purchase curriculum materials with classroom funds must also have those purchases pre-approved. Administrators must copy or scan Expense Reports that include curriculum items to the Curriculum Specialist before the teacher or instructor may be reimbursed. This alerts the curriculum specialist that an item needs to be barcoded and included in the comprehensive school inventory.

Teachers will periodically receive an inventory of curriculum supplies that are coded to that particular classroom. Teachers will be responsible for reviewing the inventory and ensuring that those items are, indeed, contained in the classroom. Discrepancies must be reported immediately to the Curriculum Specialist. End-of-year check-outs will include teacher and administrative assurances that all inventory is present and accounted for. Teachers may be held financially responsible for missing items.

Students will be issued textbooks and library books by the curriculum specialist and/or the classroom teacher. Teachers will be responsible for scanning the books they check out to students into APA's library inventory database. Teachers and instructors will ensure students write their name in the front of their textbook, along with the current year. Teachers and Instructors will instruct students that they may not switch books with classmates and that they will be responsible to turn in the correct book number at the end of the year or unit of study. Teachers should communicate this information to parents at the beginning of the school year as well.

End-of-year checkout

At the end of the school year, the Curriculum Specialist is responsible for maintaining a school-wide inventory and collecting book fees from parents for lost and/or damaged books. All staff will need to fulfill their duties associated with the end-of-year checkout instructions. More details will be distributed each spring from the CS, and these procedures need to be filed in the staff member's binder.

GENERAL EMPLOYMENT INFORMATION

Introductory Period

Your initial 90 days of employment with American Preparatory Academy will be your introductory period. This gives you an opportunity to get to know the business where you work and introduces you to your responsibilities.

During this introductory period, you and your supervisor will have an opportunity to observe and evaluate each other. You will be evaluated for several important qualities. Some of these qualities are the ability to interact with other people, professional conduct, attendance, willingness to learn, job performance, job skills, etc.

After successful completion of the introductory period, you will normally be placed on regular full-time or part-time status and may be eligible for employee benefits. However, the successful completion of the introductory period does not alter the "at-will" nature of your employment.

New Hire and Annual Acknowledgement of Policies

As a condition of employment, you will be required to sign, accept, and acknowledge several workplace policies, including the APA At-Will Employment Statement, Expectation of Privacy Statement, the APA Dress Code, and the School Internet Acceptable Use Policy.

Fingerprinting

Employees who are not currently certified as teachers are required to provide their fingerprints electronically within two (2) weeks of employment for a criminal background check. The Utah State Office of Education requires a background check for all school employees when they begin employment with the school. Depending on which campus you will be working at, fingerprints are taken at an authorized LiveScan site. The HR Department will give you directions on where you will need to go to complete this.

CPR Certification/Licensing Requirements

Some employees in professional offices are required to maintain certain licenses or a current CPR card as a condition of employment. For instance, in certain work locations, drivers may be required to meet licensing or insurance qualifications. You will be informed if there are any certification or licensing requirements for your job. Failure to qualify or maintain any required license is sufficient cause for termination. All licensing fees are your responsibility unless otherwise agreed upon in writing by your Work-site Employer.

Rules of Conduct

All employees are expected to demonstrate good judgment, ethical personal behavior, and common sense. The following are rules designed to give you guidance in your conduct:

- You are not to conduct personal business during working hours.
- Personal protective equipment must be properly utilized as directed by your supervisor.
- You must report all injuries or accidents to American Preparatory Academy immediately.
- You must not perform sloppy or defective work.
- You must perform all assigned duties and fulfill your responsibilities to APA, with or without reasonable accommodation. Productivity and workmanship must be up to standard.
- You must be available for work as scheduled.
- You are responsible for all property placed in your custody.
- You must not neglect your job duties or responsibilities, nor refuse any work assigned to you.

The foregoing rules are not intended to be all inclusive of the required self-discipline, proper standards of conduct or obligations employees must observe at all times and do not limit the "at-will" status of your employment.

If your conduct as an employee comes into question, American Preparatory Academy will make an effort to resolve the matter fairly. These rules are not intended to limit the proper rights of anyone. They are intended to protect the rights of everyone. Failure to adhere to the preceding rules will result in disciplinary action up to and including termination.

Prohibited Conduct

The following conduct is prohibited and will result in disciplinary action up to and including termination:

- Engaging in unlawful or improper conduct that affects your work, fellow employees, company products, property, reputation or goodwill in the community.
- Leaving your department or work before the end of the shift without the authorization of your supervisor.
- Using American Preparatory Academy's facilities and time for personal business, or unauthorized possession or use of your Work-site Employer's or APA's keys.
- Soliciting or accepting tips.
- Smoking at work other than in designated areas.
- Making false claims of injury.
- Damaging or destroying your Work-site Employer's or APA's property or wasting of materials. Loitering or sleeping while on duty.
- Being on the job while under the influence of alcohol, drugs or intoxicants of any type.
- Falsifying information on forms, reports, records, employment applications, timecards or attendance forms and production records.
- Acts of insubordination such as refusing to follow supervisor's directions or instructions.
- Bringing firearms or weapons of any kind into the office or onto the work location, unless otherwise permitted by state law.
- Bringing liquors, illegal drugs or other substances into the office or onto the work location.
- Removing or using, without authority, property, records or other materials of the Work-site Employer, APA or other persons.
- Fighting, threatening, intimidating or coercing any visitor or employee.
- Violating safety or health rules or practices, or engaging in conduct that creates a safety hazard to yourself or to others.
- Violation of American Preparatory Academy's Harassment and Equal Employment Opportunity Policy.

The foregoing is not a complete list of actions that may lead to termination and in no way affects the "at-will" status of your employment.

"At-Will" Employment Statement

American Preparatory Academy, like most employers in the United States, is an "At-Will" employer. This simply means that either the employee or employer may terminate the employment relationship at any time, with or without cause.

This manual is not a contract and all employment with American Preparatory Academy is "At-Will" unless there is a written contract signed by the president or ownership of the respective company specifying other terms of employment. Such an agreement is only binding on the company entering into the agreement. Implied contracts of any kind between American Preparatory Academy and the employee do not exist.

Confidential Information

Information at APA may be privileged or confidential information, such as student information and family information which is protected under the Family Educational Rights and Privacy Act. Such information is to be maintained with strict confidentiality. This may also be true for the company's proprietary information (such as payroll information, programs, inventions or developments and/or trade secrets, forms, systems, databases) within the company. You must exercise good judgment when talking to non-employees so that confidential information is not compromised.

Employees who have access to sensitive records are only permitted to discuss this information within the course and scope of their duties and not with unauthorized individuals. Violation of this policy may result in discipline, up to and including termination.

Personnel Information and Privacy Policy

Privacy Policy: In collecting, maintaining and disclosing personnel information, APA makes every effort to protect employees' privacy rights and interests and prevent inappropriate or unnecessary disclosures of information from any employee's file. While complying with its governmental reporting and record-keeping requirements, APA strives to ensure that it handles all personal and job-related information about employees in a secure, confidential and appropriate fashion.

Accuracy of Information: You should ensure that your records are always kept current and are responsible to promptly report changes in name, address, phone number, marital status, number of dependents, beneficiary designations and emergency contacts to APA. You can check most of this information by reviewing your paycheck stub. You should notify your supervisor and APA of personal changes that are important for your paycheck and insurance programs, such as changes in address and marital status.

Employees' Access Rights: You can review the information contained in your own personnel file, although American Preparatory Academy reserves the right to remove certain sensitive documents, such as letters of reference, management planning documents and succession or promotion plans. This right is limited to one time per year. The restrictions will be consistent with applicable state laws governing employee access to personnel files. If you are interested in reviewing the contents of your personnel files contact the APA Human Resource Department and provide at least three days' notice of your desire to schedule a mutually convenient time for an appointment.

HEALTH AND SAFETY

Emergency Response Plan

The APA Emergency Response Plan is available as a quick-access flip-chart and is located at each classroom exit. Each staff member is required to read the Plan annually and be prepared to carry it out.

Building Security

Classrooms should remain locked when they are vacant. The workroom door should remain closed during the day and locked after 3:30 p.m. Due to the dangerous tools in the workroom (such as cutting boards) students are not allowed in the workroom. Teachers and Instructors should carry their keys so they can easily unlock doors when needed and resist leaving doors unlocked.

Single Point of Entry

To ensure the safety of all building occupants ONLY the main entry doors should be used for visitor access and all visitors must sign in with the school secretary. All other doors must remain closed and locked at all times. Never leave an unattended door propped open or allow a locked door to be opened for a visitor. Instead, instruct them by redirecting them to the secretary through the main entrance. Visitors are any non-student or staff member. Staff should always carry their key card or classroom keys, allowing them appropriate access through locked doors.

Security Cameras and Expectation of Privacy Release

To increase security for our students, staff, and to facilitate staff development, security cameras are installed at all APA campus classrooms that record both audio and video. There is no expectation of privacy on any APA property, including on APA grounds, in classrooms, and common areas throughout the school.

Staff members will sign an acknowledgement stating their understanding that these cameras are present in their work environment. Altering or disabling a school camera may be grounds for termination.

Liability Insurance

When an employee is hired by Utah Charter Academies (UCA), that employee is covered by general and educational liability insurance that is purchased by UCA on behalf of all its employees. There are no eligibility requirements over and above being hired by UCA. This liability insurance is comparable to any other liability coverage that is commonly available to education institutions throughout the state, with no significant gaps or additions in coverage. The basic nature of the coverage is to protect the rights of UCA employees as they go about doing their basic job duties. It does NOT protect an employee against due process of law when an employee intentionally harms another employee, student or any other person. As with any other liability insurance, UCA's general and educational liability insurance does not protect an employee who commits criminal acts or acts of gross negligence or gross sexual misconduct. APA does not participate in the State of Utah's Risk Management Fund.

Sick Leave

Personal and sick leave time available is determined by what is listed on your annual Employment Agreement. American Prep full-time teachers and instructors are allowed 5 total paid days leave per year, part-time staff members that work more than 30 hours per week are allowed 2 total paid days per year, regardless of the reason for the absence, be it sick leave or personal leave. In the case of illness, staff members should call the following numbers as soon as they recognize they will not be attending school, (preferably the night before) and at least by 6:15 a.m. of the day of absence to report their absence. To protect the dignity and respect of APA staff, it is not necessary that you give details regarding your illness. You may simply leave a message stating the date and that you are ill and will not be attending school. We will assume you will be absent the entire day unless you leave more detailed information (such as – “I’m going to the doctor’s at 9:00 and I may be in by noon – I’ll call in later”).

Salt Lake County Staff: Contact Cathie Adamson 801-674-7455

Utah County Staff: Jessica Barton 801-205-4734

For staff members who are able to stay well and who do not use their Sick Days, and who are still employed the following December, there will be an attendance bonus paid at the rate of \$100 per full day of the unused Sick Days.

Information regarding other types of leave is available in the Employee Handbook.

Receipt of Staff Manual

At-Will Employment Statement

Employment by American Prep remains At-Will. Any procedure or practice, whether set forth herein, or not, is employed at the discretion of the Governing Board and its designee(s). Either party may terminate employment at any time, with or without cause, warning, or notice. Nothing contained herein creates any expectation of continued employment.

I have read and understand the At-Will Employment statement and have received a copy of the American Prep 2024-25 Staff Manual. I acknowledge that APA retains its status as an At-Will employer at all times. ([At-Will Employment](#))

Expectation of Privacy Statement

I understand that security cameras and audio recording equipment may be present on APA grounds, in classrooms, and common areas throughout the school. I understand there is no expectation of privacy on any APA property, including but not limited to: vehicles, buildings, classrooms, lockers, desks, mailboxes, computers, or other furniture, equipment, or fixtures. I acknowledge that there is no expectation of privacy in these spaces and hereby give my consent for surveillance to be used as described. ([Security Cameras](#))

Acceptance of Policy

By signing below, I acknowledge that I have received, read, and agreed to abide by the American Prep 2024-25 Staff Manual policies, At-Will Employment Statement, and Expectation of Privacy Statement. I recognize that nothing contained in the Staff Manual is intended to create, or can create, any contractual or other legal rights.

Print Name

Signature