

JOHN HANCOCK CHARTER SCHOOL

Teacher and Student Success Act Framework Policy

Philosophy

The Board of Directors of John Hancock Charter School, pursuant to UCA 53G-7-1304, hereby adopts the following framework policy within which the school's administration may develop a Teacher and Student Success Plan "(TSSA)" to become effective subsequent to the approval of the board.

The Board of Directors affirms that the objective of the TSSA Plan is to improve school performance or student academic achievement. The Board also acknowledges that the USBE has established standards governing the distribution of TSSA program funds, as well as related accountability standards.

Program Requirements

The Board of Directors understands that the goal of the TSSA Plan shall be to improve school performance or student academic achievement by 1% per year on the State summative assessment or the necessity of a change of TSSA Plan will be indicated.

The Board also acknowledges that distribution of the school's annual program allocation is dependent on submission of the TSSA plan to the Utah State Board of Education ("USBE") through the grant management system. From that point, the school must submit annual assurances in accordance with the requirements of R277-108 by November 1st of each school year or forfeit program funds.

As required by USBE rule, the school will submit the TSSA Plan to the USBE, post the TSSA Plan on the school's website, and publish the TSSA Plan to the school community.

Allowable Expenditures

In accordance with statute and USBE rule, the school may spend TSSA monies on the following:

- The school may spend up to 40% of its allocation to increase pay of existing teachers, *if the school's average teacher salary is below the state average.*
- The school may spend up to 5% of allocation on personnel retention, **not** including uniform salary increases.
- The school may spend the balance as determined by the school's TSSA Plan on the following (though this list is not inclusive):
 - Personnel stipends for taking on additional responsibility outside of a typical work assignment;

- Professional learning;
- Additional school employees, including counselors, social workers, mental health workers, tutors, media specialists, information technology specialists, or other specialists;
- Technology;
- Before- or after-school programs;
- Summer school programs;
- Community support programs or partnerships;
- Early childhood education;
- Class size reduction strategies;
- Augmentation of existing programs; or,
- Any other strategy reasonably designed to improve school performance or student academic achievement.

Definitions and Limitations

- “Average Teacher Salary” means an LEA’s teacher salary expenditures on the annual financial report from the fiscal year from which data is most recently available divided by the LEA’s number of full-time equivalent educators or FTEs from the most recent educator CACTUS submission.
- “Capital Expenditures” includes improvements to a building or school grounds; a school bus; rent, lease, or bond payments; and, a portable classroom or costs related to moving a portable classroom.
- “District Administration Costs” does not include salary-driven benefits for school personnel charged at the LEA level.
- “Funding Limitations” of this program prohibit any funding received pursuant to a TSSA Plan to be used to supplant funding for existing education programs; to support board or school-wide administration costs; or, for any capital expenditures.
- “Plan” means the TSSA program created by the school’s Board of Directors upon recommendation from the Administration.
- “School Personnel” does not include the following:
 - School-level administrative or operational staff;
 - Building or maintenance staff, including custodial and grounds staff;
 - Transportation staff;
 - Child Nutrition services staff;
 - Operational or facility support staff;
 - Financial staff;
 - Information technology staff;
 - Legal staff;
 - Secretarial staff; or,

- Other, LEA-level staff.
- “State Average Teacher Salary” means the state-wide teacher salary expenditures reported on the annual financial report by LEA from the most recent fiscal year for which data is available divided by the number of full-time equivalent educators or FTEs from the most recent educator CACTUS submission.

LEA Financial Reporting and Prohibited Uses of Program Funds

The school may only use program money for specific purposes as outlined above, as described in statute, and as required in USBE rule.

Schools may **not** use program money for any of the following:

- To support adult education programs;
- To pay for contracted services commonly performed by the following staff:
 - School-level administration staff;
 - Building and maintenance staff, including custodial staff;
 - Transportation staff;
 - Child nutrition services staff;
 - Operation or facility support staff; or,
 - LEA-level staff.

Accountability Performance Standards

In accordance with R277-927, the USBE will determine the threshold of points that designate a school as succeeding in school performance as described in Subsection 53G-7-1306(1)(a). For purposes of determining the performance standards for a school described in Section 53G-7-1306(1)(b), a school meets the performance standards if the school meets the criteria described in Section 53E-5-203(2).

JOHN HANCOCK CHARTER SCHOOL
Teacher and Student Success Act (TSSA)
Framework 2024-25

Governing Board Focus

At John Hancock Charter School, our primary goal is to instill the love of learning and to prepare students to be responsible citizens and productive members of the community. We provide students a challenging curriculum in the cultural and fine arts, social sciences, and natural sciences. We believe that all children deserve to have their hearts, minds, and souls inspired through the enlightenment of education in a safe and nurturing learning environment.

State Allocated Funding for 2024-2025 School Year

Total: \$240,967.01

Salaries: \$96,070.66 (40%)

Benefits: \$11,568.16 (4.8%)

Additional School Employees including specialists: \$55,147.16 (23%)

Professional Learning: \$53,181.03 (22%)

Technology: \$25,000.00 (10.2%)

Governing Board-Approved Expenditures

Teacher salaries and benefits, personnel retention, devices, technology-supported learning software, professional learning, additional school employees including specialists, community support programs or partnerships, augmentation of existing academic programs, and other strategies designed to improve school performance or student academic achievement

Total: \$240,967.01

Salaries: \$96,070.66 (40%)

Benefits: \$11,568.16 (4.8%)

Additional School Employees including specialists: \$55,147.16 (23%)

Professional Learning: \$53,181.03 (22%)

Technology: \$25,000.00 (10.2%)

Governing Board-Prohibited Uses

Administration, maintenance, custodial, transportation, child nutrition services/staff, operations, facility support staff

Annual Report to the Governing Board

The Executive Director will report annually on School Performance Results to the Board of Directors.

Description of the Plan

- John Hancock Charter School will increase teacher pay in an effort to increase retention of highly-qualified teachers.
- John Hancock Charter School will seek to ensure retention of personnel in order to support continuity of programs and learning.
- John Hancock Charter School will purchase devices and technology-supported learning software to improve individualized learning, differentiated instruction, and progress monitoring.
- John Hancock Charter School will provide its teachers with individualized and group training related to the Science of Reading, best practices in education, new teacher professional development, multi-tiered systems of support, technology-supported learning, and differential instruction in order to improve instruction and student outcomes.

Measurable Desired Outcomes

Increase in student academic achievement by 1% per year as required by UCA 53G-7-1304.

Approved August 28, 2024