



**POLICY—200.6: TEACHER AND STUDENT SUCCESS ACT (TSSA)**

	<b>POLICY NUMBER:</b> 200.6	<b>ADOPTED:</b> 5.21.2019
	<b>RESCINDS:</b>	<b>ADOPTED:</b>

**BOARD POLICY**

1. The Board of Education highly values individual teachers and students and is fully committed to individual teacher and student success in each Canyons School District school.
2. The Board of Education recognizes the value of local site-based school decision making within District’s framework to improve student achievement.
3. The Board of Education recognizes that in accordance with state law, the Teacher and Student Success Act (TSSA), the Board of Education shall adopt a student success framework to provide guidelines and processes for a school to improve student performance and student academic achievement and that money may be received from the Utah State Board of Education (USBE) in accordance with the state law 53G-7-1303 for District and individual school allocation.
4. The Board of Education recognizes its responsibility to annually review individual school teacher and student success plans in accordance with the Board’s adopted framework.
5. The Board authorizes the Superintendent and District Administration to develop administrative regulations consistent with this policy, subject to review and approval by the Board, consistent with this policy.

	<b>ADMIN-REG:</b> 200.6-1	<b>APPROVED:</b> 5.21.2019
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**ADMINISTRATIVE REGULATION—200-6-1:** (Definitions)

For purpose of this policy, the following definitions apply:

1. **“LAND trust plan”**: means a school’s plan to use School LAND Trust Program money to implement a component of the school’s success plan.
2. **“Principal”**: means the chief administrator at a school.
3. **“School allocation”**: means the amount of money allocated to a school or by the Board of Education as outlined in 53G-7-1304.
4. **“Statewide accountability system”**: means the statewide school accountability system described in Title 53E, Chapter 5, Part 2, School Accountability System.
5. **“Teacher and student success plan” or “success plan”**: means a school performance and student achievement plan as outlined in 53G-7-1305.
  - 5.1. The plan is developed by a school principal in accordance with the Board of Education’s student success framework for the school. The plan will integrate



school specific goals and criteria for improving the school’s performance within the state accountability system, or if the school has a turnaround plan, in accordance with the school’s turn around plan. The plan is submitted to the Board of Education for annual review.

ADMIN-REG:  
200.6-2

APPROVED:  
5.21.19

**ADMINISTRATIVE REGULATION—200-6-2:** (Board of Education Student Success Framework)

The Board of Education’s Development of a Student Success Framework

1. In accordance with the Teacher Student Success Act (TSSA), the Board of Education may include in the student success framework any means reasonably designed to improve school performance or student academic achievement, including:
  - 1.1. school personnel stipends for taking on additional responsibility outside of a typical work assignment;
  - 1.2. professional learning;
  - 1.3. additional school employees, including counselors, social workers, mental healthworkers, tutors, media specialists, information technology specialists, or other specialists;
  - 1.4. technology;
  - 1.5. before-or after-school programs; summer school programs;
  - 1.6. community support programs or partnerships;
  - 1.7. early childhood education;
  - 1.8. class size reduction strategies;
  - 1.9. augmentation of existing programs;
  - 1.10. or other means.
2. The Board of Education may not support the use of program money:
  - 2.1. to supplant funding for existing public education programs;
  - 2.2. for district administration costs; or
  - 2.3. for capital expenditures.
3. The Board of Education Student Success Framework is outlined in Exhibit—1.
4. The Board of Education may review and update the Framework annually.

ADMIN-REG:  
200.6-3

APPROVED:  
5.21.19

**ADMINISTRATIVE REGULATION—200.6-3:** (Teacher and student success plan; Board approval)

Teacher and student success plan development.

1. The principal of the school shall develop the school’s teacher and student success plan in accordance with the Board of Education’s student success framework. The plan will integrate school specific goals and criteria for improving the school’s



- performance within the state accountability system, or if a school has turnaround plan, in accordance with the school’s turnaround plan.
2. A principal shall solicit input on developing a success plan from:
    - 2.1. the school community council;
    - 2.2. school level educators;
    - 2.3. parents of students at the school; and
    - 2.4. school level administrators.
  3. A principal may solicit input on developing a success plan from:
    - 3.1. students;
    - 3.2. support professionals; or
    - 3.3. other community stakeholders.
  4. The principal shall submit a proposed success plan to the Board of Education for approval.
    - 4.1. The proposed plan shall include a summary of yearly progress of the previous year’s plan.
  5. Principals who determine to hire staff as part of their student success plan are required to follow approved Canyon School District hiring policies and practices.

Board approval of a teacher and student success plan.

6. The Board of Education shall:
  - 6.1. annually review each success plan submitted for individuals schools;
    - 6.1.1. in a regularly scheduled Board meeting, and approve or disapprove each submitted success plan; and
    - 6.1.2. upon disapproval of a success plan:
      - 6.1.2.1. explain in writing the reason for disapproval,
      - 6.1.2.2. make recommendations for revision; and
      - 6.1.2.3. allow the principal who submitted the success plan to resubmit a revised plan for review and approval.
7. The Board of Education shall assist schools in completing the approval process by June 30 of each year.

ADMIN-REG:  
200.6-4

APPROVED:  
5.21.19

**ADMINISTRATIVE REGULATION—200.6-4: (School Receipt of School Allocation)**

1. The Board of Education shall allocate a school allocation to a school with a teacher and student success plan that is approved.
2. Subject to the Board Approved Framework, a school may use up to 5% of the school’s school allocation to fund school personnel retention at the principal’s discretion, not including uniform salary increases.
3. A school may not use a school allocation for:



- 3.1. capital expenditures;
- 3.2. a purpose that is not supported by the Board's student success framework.
4. A school that receives a school allocation shall annually:
  - 4.1. submit to the Board a description of:
    - 4.1.1. the budgeted and actual expenditures of the school's school allocation;
    - 4.1.2. how the expenditures relate to the school's success plan; and
    - 4.1.3. how the school measures the success of the school's participation in the program; and
  - 4.2. Post on the school's website:
    - 4.2.1. the school's approved success plan;
    - 4.2.2. a description of the school's school allocation budgeted and actual expenditures and how the expenditures help the school's success plan; and
    - 4.2.3. the school's current level of performance, according to indicators as outlined in 53E-5-506 or 53E-5-206.

**EXHIBIT**

Exhibit—1—Teacher and Student Success Act Framework -2019-2020

**REFERENCES**

Utah Code 53F-9-306. Teacher and Student Success Account.  
R277-927. Teacher and Student Success Act (TSSA) Program

**FORMS**

None

*CANYONS BOARD OF EDUCATION*

This online presentation is an electronic representation of the Canyons School District's currently adopted policy manual. It does not reflect updating activities in progress. The official, authoritative manual is available for inspection in the office of the Superintendent located at 9361 South 300 East Sandy, UT 84070.