
SECTION: G - Personnel
POLICY TITLE: Salary Supplement for Highly Needed Educators (SHiNE) Program
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1. PURPOSE AND PHILOSOPHY

- 1.1. This policy establishes the framework for administering the Salary Supplement for Highly Needed Educators (SHiNE) program within the Utah County Academy of Sciences (UCAS) pursuant to Utah Code §53F-2-504. This policy outlines the identification of high-needs areas, salary supplement amounts, the appeals process, the verification and certification process, and the criteria for determining eligible teachers.
- 1.2. This policy ensures a fair and consistent process for administering the SHiNE program, promoting transparency, accountability, and the retention of highly qualified teachers in critical areas. UCAS is committed to supporting educators in high-needs areas and ensuring that all teachers have a clear process for understanding eligibility and appealing decisions.

2. DEFINITIONS

- 2.1. "Eligible Teacher" means a teacher who:
 - 2.1.1. has an assignment in a qualifying educational background;
 - 2.1.2. qualifies for the teacher's assignment with appropriate license and endorsements
 - 2.1.3. is a new UCAS employee; or
 - 2.1.4. has not received an unsatisfactory rating on the teacher's three most recent evaluations.
- 2.2. "Substantially equivalent to a high needs area" means a foundational course defined by the Utah State Board of Education (USBE)
- 2.3. "Qualifying educational background" means:
 - 2.3.1. For a teacher who is assigned a secondary school level physics course:

- 2.3.1.1.** a bachelor's degree major, master's degree, or doctoral degree in physics;
or
- 2.3.1.2.** a bachelor's degree major, master's degree, or doctoral degree that has course requirements that are substantially equivalent to the course requirements for a bachelor's degree major, master's degree, or doctoral degree in physics.
- 2.3.2.** For a teacher who is assigned a secondary robotics course:
 - 2.3.2.1.** a bachelor's degree major, master's degree, or doctoral degree in robotics or mechatronics; or
 - 2.3.2.2.** a bachelor's degree major, master's degree, or doctoral degree that has course requirements that are substantially equivalent to the course requirements for a bachelor's degree major, master's degree, or doctoral degree in a robotics or mechatronics field.
- 2.3.3.** For a teacher who is assigned a secondary computer science course:
 - 2.3.3.1.** a bachelor's degree major, master's degree, or doctoral degree in a field of computer science; or
 - 2.3.3.2.** a bachelor's degree major, master's degree, or doctoral degree that has course requirements that are substantially equivalent to the course requirements for a bachelor's degree major, master's degree, or doctoral degree in computer science.
- 2.3.4.** For a teacher who is assigned a college and career readiness course:
 - 2.3.4.1.** a bachelor's degree major, master's degree, or doctoral degree in a field of school counseling; or
 - 2.3.4.2.** a bachelor's degree major, master's degree, or doctoral degree that has course requirements that are substantially equivalent to the course requirements for a bachelor's degree major, master's degree, or doctoral degree in school counseling or a qualifying area to teach college and career readiness.
- 2.3.5.** For a teacher who is assigned a biology course:
 - 2.3.5.1.** a bachelor's degree major, master's degree, or doctoral degree in a field of biology; or
 - 2.3.5.2.** a bachelor's degree major, master's degree, or doctoral degree that has course requirements that are substantially equivalent to the course requirements for a bachelor's degree major, master's degree, or doctoral degree in biology

3. PROCEDURES

3.1. Identification of high needs areas.

- 3.1.1.** UCAS shall annually identify and document the specific high needs areas within the school based on data related to teacher shortage areas, high demand subject areas, and schools facing significant challenge related to student performance or socio-economic factors. These areas may include the following, but are not limited to:

- 3.1.1.1. Biology
- 3.1.1.2. Chemistry
- 3.1.1.3. College and Career Readiness
- 3.1.1.4. Computer Science
- 3.1.1.5. Computer Information Technology
- 3.1.1.6. Integrated Science
- 3.1.1.7. Physics
- 3.1.1.8. Robotics
- 3.1.1.9. Secondary Mathematics
- 3.1.1.10. Special Education

3.1.2. UCAS will identify between 2 and 5 high needs areas each year and will publish an updated list of high needs areas at the beginning of each academic year, in conjunction with the beginning of the SHiNE application period.

4. AMOUNT OF THE SALARY SUPPLEMENT

4.1. The amount of the salary supplement provided under this program shall be determined by UCAS based on available funding and in accordance with the guidelines established by USBE. The supplement amount will be:

- 4.1.1. calculated after all eligible teachers and their prorated qualifying courses are determined. Salary, benefits, and related costs will be included.
- 4.1.2. paid to eligible teachers once over the academic year.
- 4.1.3. subject to UCAS's established budget and the availability of state funding allocated for this program.

4.2. UCAS shall ensure that all eligible teachers in high needs areas are provided with a clear breakdown of the supplement amount and any conditions attached to the award.

5. DETERMINING ELIGIBILITY

5.1. To be eligible for the salary supplement, a teacher must be employed at least the latter half of the year for which the teacher applies for the supplement, through the end of the school year. Teachers should teach at least 100 school days during the academic year to qualify.

5.2. A list of eligible teachers will be compiled by the HR manager based on their assignments and qualifications as outlined in this policy. The HR manager will certify that the list is accurate and complete before submitting it to the principal for final approval.

5.3. The principal will review the certified list to ensure all requirements are met.

5.4. After certification, eligible teachers will be notified of their award and the amount of the supplement no later than May 1 of the school year.

5.5. UCAS will track the distribution of salary supplements to ensure equitable distribution and to comply with reporting requirements from USBE.

- 5.6. Teachers who become ineligible during the academic year due to assignment changes, licensure issues, or other reasons will be notified and the salary supplement will be discontinued as appropriate.
- 5.7. Funds that become available in the case of someone becoming ineligible will be distributed to other qualified individuals on a prorated basis.

6. APPEALS PROCESS

- 6.1. Teachers who believe they have been wrongly excluded from receiving the salary supplement may appeal the decision on the grounds that their teaching assignment is substantially equivalent to a high needs area, even if not listed explicitly in the school's identified high needs areas.
- 6.2. Teachers who wish to appeal must provide the following documentation to the UCAS Review Committee for Employees (The Committee):
 - 6.2.1. Transcripts and poof of qualifications related to the teaching assignment.
 - 6.2.2. A description of the teacher's assignments, including the specific courses taught and the number of students served in relation to the high needs area.
 - 6.2.3. Any other relevant documentation that demonstrates the substantial equivalence of the teacher's assignment to the high needs area.
- 6.3. The Committee shall review the appeal, considering the submitted documentation and UCAS's current needs.
- 6.4. The Committee will issue a final decision within 15 calendar days of receiving the appeal.
- 6.5. The teacher will be notified in writing of the Committee's decision regarding their eligibility for the salary supplement.
- 6.6. If the appeal is upheld, the teacher will be awarded the salary supplement for the applicable academic year and the award for other employees will be prorated accordingly.

REFERENCES

UTAH CODE ANN. § 53F-2-504

FORMS

None

HISTORY

Adopted – September 16, 2025
