



## CURRENT FINANCIAL POSITION

- **CURRENT COMBINED FUNDS:** \$3,372,376 (1 July 23)
- **BEGINNING FUNDS:** \$1,927,596 (1 July 22)
- **DIFFERENCE:** \$1,444,780

# Enrollment

- HILL

Total: 694

- WILLIAMS

Total: 548

- 2023 Total: 958

- 2024 Total: 1,242

# INFO

- Camp Williams has been selected to participate in the National Assessment of Educational Progress by the US Dept of ED.
- Assesses 8<sup>th</sup> Graders in Reading and Math on 20 Feb 2024.
- Info used for Nation's Report Card.

# Board Decisions/Approvals

- Approve Policy, Teacher/Staff Continuing Education Policy
- Approve Policy, UMA Language Access Policy
- Approve Changes, Emergency Procedures Policy
- Approve \$36K for Reading Horizons Contract
- Approve \$20K for IXL testing/tutoring Contract

## Utah Military Academy (UMA) Internal Policy 24-1 Tuition Coverage

1. **General:** UMA recognizes the need for the development and training of qualified employees to partially fulfill our work-force requirements. Advance degree completion provides for increased teacher potential and professionalism. To that end, UMA will cover professional advanced degree completion for its teachers and professional staff via tuition reimbursement or direct payment.
2. **Policy:**
  - Teachers and staff shall be reimbursed up to \$7,000 per fiscal year or the actual cost, whichever is less, for costs associated with job-related college course work, specialized training and/or advanced degree completion.
  - Requests for reimbursement or direct payment to the school must have the approval of the Superintendent or his or her designated agent prior to enrollment in the college course and/or training program.
  - The following conditions shall apply:
    - Course work/specialized training must be job-related and have the approval of the Superintendent or his or her designee prior to enrollment in graded courses.
    - School of choice must be accredited.
    - The employee must earn a grade of C or better before reimbursement or eligibility to enroll in the next class/credit will be approved.
    - In ungraded courses/specialized training, the employee must provide documentation of satisfactory completion of all requirements.
    - Employees reimbursed or paid for **any** course work and/or specialized training during any portion of a fiscal year must work at UMA for the following fiscal year.
    - In the event that the employee's classes are paid for, or reimbursement is made and the employee is unable to be employed at UMA or leaves UMA in the following year, the employee obligates himself or herself to return the amount reimbursed to UMA. Each employee will sign a promissory note for each time coursework is scheduled for the fee associated for that particular course. If such funds are not reimbursed, the equivalent amount shall be deducted from his or her final paycheck. Unit members who are laid off as a result of a RIF will not be obligated by this provision.
  - Any additional financial assistance or allowance received beyond the actual costs incurred by the employee will not be allowed. All payments and courses must be approved in advance prior to scheduling.
  - UMA has a strict budget and not all employees will be approved for course work. Priority will be given to position/school needs, longevity at UMA and employee potential for helping UMA programs grow.
  - UMA employees are provided tuition reimbursement up to 12 quarters (or 8 semesters) of college credits per three-year cycle (more by Superintendent approval). This benefit can be used for credited courses applied to an advanced degree or certification, graduate, undergraduate, workshops or conferences.
  - Apply through respective Principals to the Superintendent with the proposed program, credits and classes needed, proposed schedule/education plan which should cover several years, costs per credit/semester/year, letter/certificate of acceptance and proof

institution is accredited. Description/essay regarding how such degree work will improve your job/teaching will also be included. Principals will need to endorse the proposed educator learning plan with a paragraph of support.

*Board needs to approve!*

Utah Military Academy (UMA) – Language Access Policy

Board Policy 2024-1: UMA Language Access Policy

Adopted:

Posted:

**1. Purpose:** This policy provides information to educate administration, employees and students as to provisions relating to services for students learning English.

- HB 312
- Title III Language Instruction for English Language Learners (ELL)
- Civil Rights law

**2. Policy:**

- HB 312 causes UMA to address:
  - It's communications and assistance to students learning English, their parent or guardian, and their families.
  - Parental involvement for multilingual learners (MLs, students learning English).
  - Consistent and meaningful communication in a language that a parent or guardian can understand among teachers, administrators, and parents.
  - Providing parents with the opportunity to be actively involved in their children's education and to be informed of the importance of the involvement of parents in directly affecting the success of their children's educational efforts.
  - Seeking support from groups and organizations that may provide instruction and training to parents to help improve their children's academic success and support their academic efforts.
- UMA shall review its language assistance plan for efficacy annually, consulting with community members: refugee resettlement agencies, immigration services organizations, ethnic based community organizations for the purpose of evaluating the effectiveness of its policy.

- UMA administrators and school staff are responsible for notifying each parent and student who require language assistance services of their right to free language assistance, including a complaint procedure.

### 3. Definitions:

- *Primary language* means the first language spoken by a student and a student's parent or guardian.
- *Interpretation* means simultaneous communication between a speaker of English and a speaker of another language.
- *Translation* means written communication **wherein the written words** of one person are communicated to others in writing in a different language.

### 4. Language Access Plan:

- Each UMA campus shall:
  - Appoint a **Language Access Coordinator**, who shall be responsible for implementing and updating this language access plan annually which includes relevant training (typically the ELL teacher).
  - Notify school personnel about this of this language access plan, the rights of parents and students to language assistance services, and the proper procedures to access language assistance services as outlined in this document.

### 5. Determination of Primary Language:

- UMA schools must determine within **30 (thirty) days** of a student's enrollment (or, reenrollment) the *primary language spoken* by the student and the parent or guardian of each student enrolled in the school, and if such language is not English, whether the student and parent require language assistance to communicate effectively with the school.
- The school shall maintain an appropriate and current record of the primary language of each parent.

## **6. Obligation to Provide Language Assistance Services:**

- UMA teacher and office staff shall provide translation and interpretation services to students and parents who require language assistance in order to communicate effectively with their school.
- The school *may provide* translation and interpretation services beyond those outlined here.

## **7. Interpretation Services:**

- UMA shall provide interpretation services during regular business hours, to parents and students who require such services in order to communicate with the school regarding critical information about their child's education.
- Depending upon availability, such interpretation services may be provided either at the location where the parent or student is seeking to communicate or *virtually*.
- Interpretation shall be provided for, but not limited to, the following activities, when and as requested:
  - Classroom activities.
  - Impromptu and scheduled office visits or phone calls.
  - Enrollment or registration processes.
  - The Individual Education Program (IEP) process.
  - Student educational and occupational planning processes.
  - Fee waiver processes.
  - Parent engagement activities.
  - Student disciplinary meetings.
  - School community councils.
  - School board meetings.
  - Other school or LEA activities.
  - Interactions between the parents of a student learning English and educational staff.

## **8. Qualifications of Interpreters and/or Translators:**

- Interpreters and translators *may be* certified and, where possible, have education- specific experience for the following:

- Classroom activities.
- Impromptu and scheduled office visits or phone calls.
- Enrollment or registration processes.
- IEP processes.
- Student educational and occupational planning processes.
- Fee waiver processes.
- Parent engagement activities.
- Student disciplinary meetings.
- School community councils.
- School board meetings.
- Other school or LEA activities.
- Other interactions between the parents of a student learning English and educational staff.
- Translation *shall be* provided for, but not limited to:
  - Registration or enrollment materials, including home language surveys and English learning program entrance and exit notifications.
  - Assignments and accompanying materials.
  - Report cards or other progress reports.
  - Student discipline policies and procedures.
  - Grievance procedures and notices of rights and nondiscrimination.
  - Parent or family handbooks.
  - Requests for parent permission; immunizations.
  - Any other guidance, including guidance on when oral interpretation is preferable to written translation, to improve instruction and assistance by teachers, counselors, and administrators to a student learning English and the student's parents and family.

**9. Centrally Produced Critical Communications:**

- UMA *shall identify* documents which are distributed or electronically communicated to guardians containing critical information regarding their child's education, including, but not limited to: registration, application, and selection; standards and performance (e.g., standard text on report cards); conduct, safety, and discipline; special education and related services; and transfers and discharges.

- UMA shall procure translations of critical communication in a timely manner, in each of the covered languages and (b) work with the office responsible for the critical communication to make such translations available to its schools.

**10. Student Specific Critical Documents:**

- UMA *shall* provide parents with a translation of any document that contains individual, student-specific information regarding, but not limited to, a student's: health; safety; legal or disciplinary matters; and entitlement to public education or placement in any special education, English language learner or non-standard academic program.

# CHANGES IN RED

Utah Military Academy (UMA) - Emergency Preparedness

Board Policy 2022-1: *General Administration/School Management UMA:*  
*Adopted 25 July 2022. Posted: 27 June 2022*

## 1. Purpose:

This policy provides a comprehensive resource regarding Emergency Preparedness Planning and Response at UMA in accordance with:

- Utah State Law R277-400-3
- Utah State Fire Code 15A Chapter 5 Section 202
- 53G-9-604 Parental notification of certain incidents and threats

## 2. Policy:

Pursuant to Utah State Law, each LEA shall establish an *Emergency Preparedness Plan* and review it with teachers, administrators, students and their parents, local law enforcement, and public safety representatives each year.

## 3. Procedure:

### a. Definitions

- **Active Shooter Exercise:** A drill or exercise wherein a school or facility utilizes simulated gunfire, mock weapons, or violence to give personnel experience to know how to react in the event of an active shooter emergency. These are not routine drills and must follow the protocols identified below.
- **Active Shooter Protocols:** the option processes utilized should an active shooter initiate violence in the school or on campus grounds.
- **Disaster:** an emergent event causing disruption to the normal activities of the school and which contains an element of risk to safety and security. There are two main categories of disasters, natural and man-made. Natural disasters are caused by nature, such as earthquakes, fires, tornados, or other such occurrences, and man-made are criminal or error caused events, such as Active Shooters, motor vehicle crashes, chemical leaks, etc.

- **Campus Threat Reporting Process:** when a student or staff member becomes aware of or reasonably believes a significant threat of violence is imminent, the student or staff member will immediately move to the office when on campus, or call the office if off campus, and report the threat to a staff member. The office staff member will immediately notify the senior staff member on campus of the threat. The senior staff member will make a rapid assessment and initiate the appropriate emergency protocol decided upon. All key staff members will be trained on rapid emergency assessments and initiating appropriate protocols.
- **Emergency Preparedness Plan:** Developed by an LEA or school to prepare and protect students and staff in the event of school violence emergencies.
- **Emergency Preparedness Planning and Response Committee (EPPR):** A committee consisting of teachers, administrators and others which regularly certify that *Emergency Preparedness Plans* are being practiced, presented to and reviewed by LEA's. The Committee also reviews and makes recommendations regarding emergency preparedness and security needs at schools.
- **Fire (Evacuation):** Called to move students and staff from one location to another.
- **LEA:** Local Education Agency
- **LEO:** Law Enforcement Officer/Organization
- **Lockdown:** Option chosen and called when there is a threat or hazard inside of the building. Lockdowns are not automatic nor unilateral, the Active Shooter Protocols determine what options are exercised for which parts of the campus.
- **Lockout:** Option chosen and called when there is a threat or hazard outside of the building. Lockouts are not automatic or unilateral, the Active Shooter Protocols, or other related situational options, determine what options are exercised for which part of the campus.
- **Reunification:** Includes preparing procedures and standards for how to reunite students with parents in an orderly manner when school is released at an irregular time due to an emergency lockdown and/or lockout, or when students have been caused to flee the campus due to an initiation of violence such as an Active Shooter situation and in accordance with protocols. Reunifications are generally conducted in conjunction with

~~Lockdowns or Lockouts.~~ Reunifications include accountability reporting from parents to identify that reunification has occurred for all students and faculty, where applicable.

- Rally Point: A location away from the school where students and parents will be reunited. Rally points are NOT automatic, particularly in situations where violence has been initiated, such as Active Shooter incidents, or where a plausible bomb threat has been made, as rally points are often planned for secondary attacks. Rally points are situational and ordered on an as needed basis.
  - Shelter-in-Place: Called when the need for personal protection is necessary. Examples of relevant hazards may include but are not limited to earthquakes, hazardous materials, and other natural disasters.
- b. Emergency Preparedness Plans:
- Shall contain measures that assure that school children will receive emergency preparedness training.
  - Students shall be provided with training appropriate to their ages in safety measures appropriate for specific emergencies, and other emergency skills.
  - Should be on file in the office of the principal and the School District office. It shall be updated annually, and as the need arises due to structural changes, employment turnover, etc.
  - Principals shall review the Emergency Plan with staff and, where appropriate, students at the beginning of each year.
  - Each LEA shall review the plan(s) at least once every three years with the Emergency Preparedness Planning and Response Committee (EPPR)
  - Principals will review the plan with the appropriate LEO(s) within a short period of time prior to the start of each school year.
  - Principals will request the appropriate LEO participate in an annual exercise of the Emergency Preparedness Plan. The exercise may be a table-top in the years where a full-scale exercise is not planned.
- c. Safety Drills
- Drills that may be performed in LEAs include but are not limited to the following: Fire, Lockdown for Violence, Lockout, Shelter-in-Place, Active Shooter, Family Reunification, Bomb Threat, Civil Disturbance, Flood,

Tornado, Earthquake, Hazardous Material Spill, Utility Failure, Severe Weather, Shelter Mass Casualty Care, and other drills deemed appropriate by the EPPR.

- Administrators are encouraged to periodically perform drills during non-instructional time such as during lunch, between classes, etc.
- Frequency:
  - For middle schools, junior highs and high schools, there must be an emergency evacuation fire drill held every two months, for a total of four a year. State law permits that the second and fourth drills “may be substituted” with a safety drill for sheltering in place, earthquake, or lockdowns response options for violence or active shooter.
  - Schools shall conduct fire drills once a quarter starting in August.
  - The first fire drill must be held in the first 10 days of the school year.
- Execution:
  - During all safety drills, attendance should be taken at the beginning of class, and again after the drill has been concluded. Where reunification is part of the response option, reunification accountability measures must be included.
  - Drills should occasionally be conducted before or after school, during lunchtime or between classes.
- Fire (Evacuation)
  - Fire drills shall include the complete evacuation of all persons from the school building or the portion of the building used for educational purposes (R277-400-6D(1)).
  - Students are not to bring personal items like backpacks during an evacuation. Personal items must be left behind.
- Reasonable Delay
  - When a fire alarm sounds, students should stand and stage themselves to evacuate the building in an orderly manner. It is appropriate for staff members to briefly delay evacuation to verify that the alarm was not a Trojan Horse Operation designed to draw staff and students out of the safety of their classrooms.

- Unless a staff member has reason to believe that the alarm was pulled as a Trojan Horse Operation, facilities must always be evacuated when a fire alarm sounds. When a Trojan Horse Operation is believed to have occurred, the Active Shooter Protocols will be followed, NOT fire alarm protocols.
- Fire alarms are for use during fire drills and fire emergencies. They should not be utilized for non-fire emergencies.
- Lockdown
  - The following announcement should be made over the PA system: *“Lockdown! Locks, lights, out of sight”*
  - Classroom doors must be locked and barricaded, lights must be turned off, and windows should be covered if possible and time permits.
  - Hallway doors (not to be confused with classroom doors) should latch, but not lock so as to allow LEOs the ability to access all parts of the building.
  - Students and staff are gathered to an interior wall on the same linear plane as the door and to the farthest corner from the door on that wall, out of sight.
  - Staff and students must remain quiet.
  - Unless otherwise instructed, bells, alarms, PA announcements and knocking on classroom doors ~~should~~ will be ignored.
  - Schools are strongly encouraged to partner with law enforcement when conducting lockdown drills.
  - No one should be allowed in or out of the classroom until a uniformed policeman or school administrator opens the door, after providing the appropriate code to those persons inside the room.
  - After a Lockdown, the school will be searched for anomalies or issues prior to being returned to its normal status.
- Lockout
  - The following announcement should be made over the PA system: *“Lockout! Secure the perimeter.”*
  - Students must be moved inside of the building.

- Classroom doors should be locked and students and staff prepared to barricade the room if required.
  - All exterior doors must be locked, and access into or out of the school must be restricted to only those persons meeting entry requirements in accordance with the applicable protocols. All exterior doors will be monitored by camera or by staff where camera coverage does not exist.
  - Continue with normal activities as much as the situation allows, but no one should will be permitted to leave the building's interior until the lockout has been lifted, or upon release by the senior staff member on site. If the lockout is followed by reunification, accountability procedures will be followed.
  - After a Lockout, the school will be searched for anomalies or issues prior to being returned to its normal status.
- Parental notification of certain incidents and threats.
    - UMA will use expedient mobile device, Robo call and group email notification means to inform parents of serious issues or events which may necessitate the need to evacuate the school and unite with students. Parents will be told NOT to come to the campus until notified that it is appropriate to do so and that when it is appropriate, they will be provided with a specific location for reunification with their student(s).
    - When a parent has been notified by a school administrator of a threat or incident, the school administrator shall complete a *Record of Parent Notification of Student Threat or Incident* form.
  - Reunification
    - Where reunification is under control of the school, the following protocols will be in effect. Where reunification is being managed by LEOs, the school will adapt its protocols to work with the LEOs process for recovering from the incident.
    - Establish a Parent Check-In Location or Rally Point.

- Deliver the students to the student staging area, beyond the field of vision of parents/guardians. “Greeters” direct parents/guardians to the Parent check-In location, and help them understand the process.
  - Parents/guardians complete *Reunification Cards* (found in emergency pack).
  - Procedure allows parents/guardians to self-sort during check in, streamlining the process.
  - Runner recovers student from the student staging area and reunites student and parent at the reunification area.
  - A critical aspect of crisis response is accountable reunification of students with their parents or guardians in the event of a school crisis or emergency.
  - Once students are on site, notify parents of location.
  - Controlled lines of sight allow for an orderly flow, and issues can be handled with diminished drama or anxiety.
  - Medical, notification, or investigative contingencies are anticipated.
  - Pedestrian “flows” are created so lines don’t cross.
  - Where safety and security of the reunification process are potentially at risk, the school will work with the appropriate LEO(s) to secure the reunification site.
- Shelter-In-Place:
    - The following announcement should be made over the PA system: “Shelter for (type) and (method)”
    - Shelter drills are not limited to earthquake preparedness. These drills may also be used to practice emergency preparedness skills for most natural disasters.
    - When a Shelter-In-Place order has been given, staff members will also secure the exterior entries to the school in order to prevent an intrusion from occurring without a viable response.
    - When a Shelter-In-Place order has been given for a natural disaster or community-based man-made disaster, staff members will be prepared to accept or reject, non-student entry into the school for shelter for sheltering purposes.

- Earthquake/Severe Weather:
  - The following announcement should be made over the PA system; *“Shelter for earthquake! Drop, cover, and hold.”*
  - Staff and students should drop to the ground and cover under a desk or table until the earthquake is over.
  - Immediately following an “all clear” declaration, school search and recovery protocols will be enacted.
  
- Bomb Threats:
  - When a threat is received, whether through electronic means or in-person, the receiving staff member should immediately notify the senior staff member on campus, then ask specific questions of the reporting person contained on the Bomb Threat Response Sheet. The more information that can be gained, the more appropriate decisions can be made.
  - Upon receipt of a threat, staff members should immediately search the areas for which they are responsible and have direct knowledge of in order to assist in identifying or nullifying the threat. Abnormalities and anomalies, such as unidentified packages or items, should be noted and photographed by cell phone, WITHOUT HANDLING, and the information and photos sent to the appropriate staff member for analysis.
  - Involving LEO support for on-campus assistance is a decision to be made by the senior staff member based on initial information analysis and/or the initial search. Since 99.9% of bomb threats are hoaxes, the decision to enlist their support is a call to be made by the senior staff member and based on specifically articulable information. LEOs will ask the organization to do the same things already mentioned and will only involve further support, such as bomb-sniffing dogs, electronic sniffers, or bomb technicians based on a clearly articulable and reasonable threat.
  - Once initial steps have been taken, the appropriate LEO should be contacted and asked to make a report. In this age of electronic communications, bomb threat notifications can often be traced and perpetrators held accountable. Staff members should be prepared

for an LEO to respond or to offer online report access and should have as much information as possible immediately available.

- Tracking/Records:
  - Completion of school safety drills are to be recorded on Spreadsheets kept on file at the school and LEA. Each drill will include a published After Action Review and will document lessons learned as well as note and implement improvements identified.
  
- Where can students report issues?
  - Students are encouraged to use the **SafeUT** app.
  - The app, run by the state, allows students to anonymously chat with crisis counselors or report threats at their school.
  - This is crucial because students are on the ground and may see or hear of a threat before an administrator. Most school threats, another person knows about it before it happens.
  - In cases where a student believes a threat to be imminent, the student will immediately utilize the Campus Threat Reporting Process in order to allow for a more rapid and appropriate response to the threat.

#### 4. Security Situations

- **Report** all suspicious or threatening activity immediately to [911](#)
- **Be Aware** of the location
- **Lock** office doors, desks, etc.
- **Secure** personal belongings – never leave unattended
- **Wear** your District ID at all times
- **Request** identification of unknown persons in your area
- **Stay Alert and Situationally Aware.**

5. Acts of violence include any act where weapons or physical aggression is used or intended for use against any person on campus.

- **Active Shooter:** Utah **law** allows teachers with or without concealed carry permits **and who are not “restricted persons” in accordance the Utah legal definition**, to carry ~~weapons~~ **firearms** within a school. **UMA acknowledges these applicable laws** and allows teachers this privilege. Technically, the School cannot ask teachers who carry to disclose. UMA will provide specific “Safe to Learn, Safe to Teach” training to all teachers.
- **Access points** are places where people can enter a school, including doors and windows. And that’s typically considered the place to start for school safety.
- **UMA locks all doors** and has doorbells and video cameras at entrances. The school funnel visitors there for screening before they can come inside.
- **ACTIONS:** For imminent threat situations or initiation of violence, specific protocols must be followed. Actions taken must be in accordance with appropriate options. The required protocols are the primary options to be considered:
  - **FLEE the violence or the imminently violent situation (Self Evacuation).** This includes self as well as shepherding the students to do the same. FLEEing should only be done if it reduces the risk to self and students. Get clear of the violence and don’t stop until well clear of any potential follow up actions on the part of the violent perpetrator. Reunification and accountability are appropriate **AFTER** violence has ceased.
  - **BARRICADE:** when FLEEing is not an option, shelter-in-place, secure the doors as much as can be done rapidly, then pile furniture and/or other items against the interior of the door in order to make entry as difficult and time consuming as possible. Place the students in accordance with the Shelter-In-Place protocols.
  - **HIDE:** when FLEEing or BARRICADing are not options, find out of the way locations where you and/or students with you can be

concealed from a violent perpetrator during their search for victims.

- **ATTACK:** when FLEEing, BARRICADing, and HIDing are not possible and staff members and/or students are in proximity to the violent perpetrator, staff members and/or students should assault the perpetrator with the goal of incapacitating them so violence cannot be continued. In keeping with this option, staff and students should be taught the Distract/Attack teaming concept, along with Volleying and Swarming techniques. If an ATTACK is used, when violence has been disrupted, only enough persons to maintain control of the perpetrator should stay involved, all others should FLEE.
- All staff and students should be annually trained and, based on age-appropriate standards, should participate in an exercise involving all 4 options.

**6. Workplace Violence:** Any behavior, action or statement made by an individual or group directed toward another individual, or group, that is threatening or intimidating and causes any reasonable individual to fear for their safety and/or property.

- Violence in the UMA environment will not be tolerated in any form.
- Should workplace violence occur: Immediately notify your supervisor and Police at [911](tel:911).
- For students exhibiting concerning, disruptive or threatening behaviors: Call for immediate administrative support.

## **7. Minor Chemical/Biological Spill**

- Alert people in immediate area of the spill
- Deny entry to spill area
- Avoid vapors
- Wear appropriate protective equipment

## **8. Major Chemical/Biological Spill**

- Attend to injured personnel and remove them from area
- Alert people in area to evacuate
- Immediately contact Risk Management at [801-402-5144](tel:801-402-5144).
- Close doors and deny entry to affected area(s)
- Have a person knowledgeable about the incident meet emergency response personnel.



EXECUTIVE

# UMA Response to Audit Findings

- The Budgetary Compliance guidelines require the School to limit total expenditures, by fund, to the amounts appropriated in the final adopted budget. The school had total expenditures in the general fund that **exceeded the final adopted budgeted amounts.**
- **Corrective action plan:** At year end June 30 th 2022 Utah Military Academy was in the middle of a transition of superintendents and business services. In May, final budget was voted based on estimates of those leaving the school. Utah Military Academy understands this is the school's responsibility to add extra cost in applicable expenses so that they do not exceed the limit and taking into account any timing issues to not cause noncompliance matters. Moving forward management will ensure to do a better job forecasting expenses to make sure by fund. **final adopted budget and amounts are sufficient to cover the total expenditures**

# UMA SpEd Problems over last year

- SpEd Compliance:
  - 2021-22: Problems with 30% of files and reports
  - 2021-22: Students with IEPs being suspended or expelled without due process...manifestation hearings
  - UMA spent about \$300K on professional consultants
  - Determined bloated staff with no SpEd leadership
- State SpEd will audit UMA on 26 September 2023.
  - Unofficially told UMA is being looked at for **SpEd problems in AY2021-22**
  - Collecting key documents.
  - Red Apple will represent UMA for compliance and funding questions.
  - In AY 21-22, UMA spent \$3.2MM in SpEd
  - In AY 22-23, UMA spent \$1.7MM, likely flagged by drop in expenditures
  - In AY 21-22, UMA spent \$180K in SpEd based stipends...very steep.

## Bond Reserve

- Currently **.4%** at Zions
- **4.25%** at MACU
- Approve Moving Bond Reserve from Zions to MACU

# Personnel

## SCSB Issue

- **25 July 2023, UMA submitted letter requesting removal from 8 Dec 2022 "SCSB to UMA Being Placed on Warning Letter"**

# St George Academy Merger

- Enrollment stands at 24, sufficient to move forward.
- UMA has paid \$24K for JROTC “UMA presents...” advertising as a feasibility study
- Hired new JROTC instructor, retiring 1<sup>st</sup> SGT. UMA will cost share ½ salary
- Propose hiring an on-site administrator to manage UMA interests and to observe SGA observations. Seek approval to hire at \$90K
- UMA committed to purchasing a mini-bus to transport cadets to and from home. Estimate at \$30K.
- Propose leasing a SUV to site at SGA for UMA use...movement from St George to Hill and back. Need approval for contract.
- UMA to provide equipment and uniforms for cadet use. Estimate at \$40K. Need approval.
- UMA submits merger plan to SCSB for approval by December.

# Armed Intruder Initiative

- **Sites Needs Analysis.** Completed, reviewed and incorporated in the "road ahead notice." This is critical to future state funding.
- **Hire a district/cabinet level director:** Done. Jason Leavitt. Serving as consultant until full retirement on 1 Jan 2024. Resume attached.
- **Provide classroom trauma/first aid kits (\$1K each).** Seek \$60K approval.
- **First aid/trauma training TBD.**
- **Metal Detectors (\$200K).** Grant sought. RFP created. Seek board approval.
- **School resource officer (\$80K each).** Grant sought. Request to hire ASAP and fit in the current budget.
- **Armed guard to man front door/metal detector (\$70K each).** Grant sought. RFP being created. Defer approval to next meeting.
- **Ballistic window overlays.** \$176K each school. Grant sought. Seek approval for specific area coverage...front doors/office windows. Cost \$28K per school.
- **New security camera systems.** Estimate \$615K. Seeking payment plan (2 years) at \$28K monthly. Request approval for lease agreement with 10% down. critical areas.

## Armed Intruder (Con't)

- **Armed Intruder Reaction Teams: Final Selection, equipment and Training. (Estimate at \$44K paid by grant). Calendar TBD. Key is selection as criteria is being established.**
- **Reaction team weapons/safes/ammo (estimate \$100K) TBD.**