



LEADERSHIP  
LEARNING  
ACADEMY

# Board Meeting Materials

## BOARD MISSION STATEMENT

*It is the mission of the Board to make the academic growth and achievement of students the focus of Leadership Learning Academy. This is accomplished through modeling the school Charter of principled and inspired leadership. The Board will govern not manage. It will act in a manner that maintains financial stability. It will speak and act with a unified voice.*

**June 10, 2024**

# Leadership Learning Academy Annual Board Meeting Agenda Monday, June 10, 2024



**Location:** Academica West, 290 N. Flint Street, Kaysville, UT 84037

**Zoom Link:** <https://us02web.zoom.us/j/87871548171?from=addon>

**Meeting ID:** 878 7154 8171

**Mobile:** (669) 900-9128

**NOTE:** It is possible that the LLA Board of Directors may be utilizing an electronic meeting component with one or more of their members.

**MISSION:** Our mission is to provide an educational experience that empowers individuals to become leaders who embody integrity, respect, and resilience and value community. Through our Flight Crews, we foster personal growth, challenge individuals to positively impact the world, and cultivate lifelong learning.

**VISION:** At Leadership Learning Academy, we embrace The Flyer Creed, creating a thriving school community where everyone learns, grows, and serves with compassion and unity.

## Agenda

### 2024-2025 Strategic School Plan

Schoolwide Unity & Collaboration by Implementing the CREW Program  
Teacher & Staff Development  
Fiscal Responsibility  
Continue Growth & Maintain Literacy Proficiency

### **5:30 PM – INTRODUCTORY ITEMS**

- Welcome & Roll Call – Terry Capener
- Board Mission
- School Mission
- School Vision

### **PUBLIC COMMENT (Items Not on the Agenda – Limit 3 Minutes)**

### **ANNUAL BOARD TRAINING**

- [Annual Policies, Plans & Procedures Training](#) – Brandon Fairbanks
- [Review Board Constitution/Evaluation & Board Member Agreement\\*](#) – Terry Capener
- [Review Board Communication Guidelines](#) – Terry Capener
- [Review Ethics Policy & Sign Statement of Ethical Behavior\\*](#) – Dawn Benke
- Review Annual Fraud Risk Assessment\* – Dawn Benke

**NOTE:** Times on this agenda are estimated as a courtesy only. Actual times may vary.

In compliance with the Americans with Disabilities Act, persons needing accommodations for this meeting should call (801) 444-9378 to make appropriate arrangements.

## VOTING ITEMS

- [2023-2024 Final Amended Budget](#) – Dawn Benke
- [2024-2025 School Budget](#) – Dawn Benke
- [Property & Liability Insurance Renewal](#) – Brandon Fairbanks
- [Re-Approve Parent & Family Engagement Policy](#) – Brandon Fairbanks
- [2024-2025 Sex Education Instruction Committee Members](#) – Jared Buckley
- [Appoint Charter School Board Building Official](#) – Terry Capener
- [Ratify Board Members and their Terms](#) – Terry Capener
- Election of Board Officers– ALL

## CONSENT ITEMS

- [May 13, 2024 Board Meeting Minutes](#)

## REPORTS

- Administration
  - [State of the School](#) – Jared Buckley
- Board of Directors
  - Building Committee Update – Chuma Uzoh
  - Review Board Calendars – Terry Capener
    - ✓ [2023-2024 Board Calendar](#)
    - ✓ [Proposed 2024-2025 Board Calendar](#)

## OTHER BUSINESS ITEMS

- [Set 2024-2025 Board Meeting Schedule](#) – Dawn Kawaguchi
- Calendaring Items – Terry Capener
  - Electronic Board Meeting – June 25<sup>th</sup> [if needed]
  - NCSC24 Boston, MA – June 30 – July 3
    - ✓ Ballgame – Sunday, June 30<sup>th</sup> @ 1:35 p.m.
    - ✓ AW Dinner – Sunday, June 30<sup>th</sup> TBD
    - ✓ AW Evening Social – Monday, July 1<sup>st</sup> @ SPIN Boston 6-9
  - Next Pre-Board Meeting – August 5<sup>th</sup> PROPOSED
  - Next Board Meeting – August 19<sup>th</sup> PROPOSED

**CLOSED SESSION** to discuss an individual's character, professional competence, or physical or mental health pursuant to Utah Code 52-4-205(1)(a)

## ADJOURN

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**Policies, Procedures, Plans (“PPP”) Required To Be Reviewed and/or Approved**

<b>PPP Required by Law to be Reviewed</b>	<b>Frequency</b>	<b>Date Last Reviewed</b>	<b>Reviewer</b>
Attendance/Truancy and Attendance Data	Regularly	10/16/23	Board
Bullying and Hazing	Regularly	08/22/23	Board
Cash Handling	Regularly		LEA
Donation and/or Fundraising	Regularly	10/16/23	Board
Electronic Resources or Devices	Once every three years		LEA
Emergency Response/Preparedness Plan	Once every three years		Emerg. Committee
Fee Waiver	Annually	03/18/24	Board
Financial Reporting	Regularly		LEA
Language Access	Regularly		LEA
Parent and Family Engagement, Compact, Plan	Annually		LEA
Procurement	Regularly		LEA
Purchasing and Disbursement	Regularly		LEA
<a href="#">Sex Education Instruction</a>	Every two years	06/13/22	Board
Wellness	At least 1 time per year		Wellness Committee

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<b>PPP Required by PPP only to be Reviewed</b>	<b>Frequency</b>	<b>Date Last Reviewed</b>	<b>Reviewer</b>
Information Technology Security Policy & Plan	Periodically		IT Security Manager
Meal Charge/Alternate Meal Policy/Proc4	Annually		LEA
<b>Student Conduct and Discipline Policy</b>	<b>As Necessary</b>	<b>10/16/23</b>	<b>Board</b>
<b>Student Conduct and Discipline Plan</b>	<b>As Necessary</b>	<b>06/13/22</b>	
<a href="#"><u>Out-of-School Suspensions &amp; Expulsions Data</u></a>	<b>Annually</b>	<b>10/16/23</b>	<b>Board</b>

<b>PPP Required by Law to be Re-Approved</b>	<b>Frequency</b>	<b>Date Last Reviewed</b>	<b>Reviewer</b>
<b>Electronic Resources or Devices</b>	<b>Once every three years</b>	<b>06/13/22</b>	<b>Board</b>
<b>Fee Waiver</b>	<b>Annually</b>	<b>03/18/24</b>	<b>Board</b>
<b>Parent and Family Engagement</b>	<b>Every two years</b>	<b>10/10/22</b>	<b>Board</b>
<b>Wellness</b>	<b>Once every three years</b>	<b>06/28/23</b>	<b>Board</b>

<b>Other Required Trainings</b>	<b>Frequency</b>	<b>Date Last Reviewed</b>	<b>Reviewer</b>
<a href="#"><u>Arrest Reporting Policy</u></a>	<b>Annually</b>	<b>10/16/23</b>	<b>Board</b>
<b>School LAND Trust Board Training</b>	<b>Annually</b>	<b>March 2023</b>	<b>Board</b>
<b>Open and Public Meetings Act</b>	<b>Annually</b>	<b>05/13/24</b>	<b>Board</b>
<b>Fraud Risk Assessment/Ethical Behavior</b>	<b>Annually</b>	<b>06/08/23</b>	<b>Board</b>
<b>Fraud Risk Online Training</b>	<b>Every (4) Years</b>	<b>2024</b>	<b>Board</b>

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## **Leadership Learning Academy Sex Education Instruction Policy**



### **POLICY**

The purpose of this policy is to ensure that any sex education instruction or instructional programs taught at Leadership Learning Academy (the “School”) is compliant with state law. The School will comply with applicable state law regarding the review, approval, and presentation of sex education instruction or instructional programs if the School elects to provide sex education instruction or instructional programs, including maturation education, at the School.

"Sex education instruction or instructional programs" means any course material, unit, class, lesson, activity, or presentation that, as the focus of the discussion, provides instruction or information to a student about sexual abstinence, human sexuality, human reproduction, reproductive anatomy, physiology, pregnancy, marriage, childbirth, parenthood, contraception, or HIV/AIDS, sexually transmitted diseases, or refusal skills, as defined in Utah Code § 53G-10-402. While these topics are most likely discussed in courses such as health education, health occupations, human biology, physiology, parenting, adult roles, psychology, sociology, child development, and biology, this policy applies to any course or class in which these topics are the focus of discussion.

Every two years the Board of Directors will (a) review this policy; and (b) review data for the county in which the School is located regarding teen pregnancy, child sexual abuse, sexually transmitted diseases and sexually transmitted infections, and the number of pornography complaints or other instances reported in the School.

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## **Sex Education Instruction Administrative Procedures**

These administrative procedures are established pursuant to the Sex Education Instruction Policy adopted by the School's Board of Directors. If the School elects to provide sex education instruction, maturation education, or other similar instructional programs at the School, then the School will follow these administrative procedures.

In accordance with state law, all sex education instruction or instructional programs will comply with the requirements of Utah Code § 53G-10-402 through -403 and Utah Admin Code R277-474. Specifically, the School will:

- teach sexual abstinence before marriage and fidelity after marriage as methods for preventing certain communicable diseases;
- teach personal skills that encourage individual choice of abstinence and fidelity; and
- obtain prior parental consent before any sex education instruction, maturation education, or other instructional program.

The Lead Director will establish a curriculum materials review committee composed of parents, school employees, and others selected by the Lead Director. If possible, the committee will also include health professionals and school health educators. The committee will have at least as many parents as school employees. The School's Board of Directors will review and approve the membership of the committee on or before August 1 each year.

The curriculum materials review committee will meet on a regular basis, as determined by the members of the committee, select officers for the committee and designate a committee chair, and comply with the Open and Public Meetings Act. The committee will review and make recommendations to the School's Board of Directors regarding instructional materials to be used by the School in connection with sex education instruction or a maturation education program. Program materials and guest speakers supporting instruction on these topics must also be reviewed and approved by the curriculum materials review committee.

Instructional materials used by the School in connection with sex education instruction or a maturation education program must be approved by the School's Board of Directors. These materials will comply with the requirements of applicable law and will be available for parents to review for a reasonable period of time prior to consideration for adoption by the Board of Directors.

The following topics may not be taught in the School:

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- The intricacies of intercourse, sexual stimulation or erotic behavior;
- The advocacy or encouragement of the use of contraceptive methods or devices (however, instruction that includes information about contraceptive methods or devices that stress effectiveness, limitations, risks, and information on state law applicable to minors obtaining contraceptive methods or devices is allowed); or
- The advocacy of premarital or extramarital sexual activity.

The School will comply with the Utah Family Educational Rights and Privacy Act, Utah Code § 53E-9-202 through -203 and obtain parental consent prior to any sex education instruction, maturation education, or other instructional program. At no time will a student be in the classroom during any sex education instruction, maturation education, or other instructional program unless an approval form signed by the student's parent/guardian is on file. The parental notification form will:

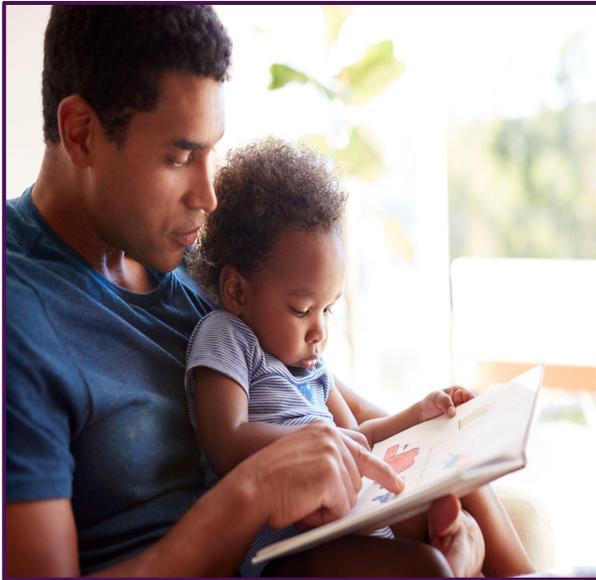
- explain a parent's right to review proposed curriculum materials in a timely manner;
- request the parent's permission to instruct the parent's student in identified course material related to sex education or maturation education;
- allow the parent to exempt the parent's student from attendance for a class period where identified course material related to sex education instruction or maturation education is presented and discussed;
- be specific enough to give parents fair notice of topics to be covered;
- include a brief explanation of the topics and materials to be presented and provide a time, place and contact person for review of the identified curricular materials;
- be retained on file with affirmative parental consent for each student prior to the student's participation in discussion of issues protected under Section 53G-10-402; and
- be maintained at the School for a reasonable period of time.

Instructors may not intentionally elicit comments or questions about matters subject to parental consent requirements. Additionally, instructors' responses to questions spontaneously raised by students must be brief, factual, objective and in harmony with content requirements of this policy and state law. Responses must also be age appropriate and limited in scope to that reasonably necessary under the circumstances.

The School will ensure that all educators with any responsibility for any aspect of sex education instruction will receive appropriate professional development outlining the sex education curriculum and the criteria for sex education instruction. The School will ensure that educators receive this professional development at least once every three years. Additionally, the School will ensure that such educators are familiar with requirements of the Utah Family Educational Rights and Privacy Act.

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# Division of Child and Family Services Annual Report

Fiscal Year 2023  
(FY 2023)

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Please note: Data in this report is measured by state fiscal year (July 1 through June 30) unless otherwise indicated.

# Executive summary

The Division of Child and Family Services (DCFS) mission is to create safety for children by strengthening families. Achieving this mission is done through a skilled workforce in an integrated service community that includes community providers and legal partners.

Over the past few years, the DCFS workforce has experienced significant turnover, exceeding 40% for frontline caseworkers. Unprecedented turnover and vacancies resulted in incredible strain on the system, resulting in high caseloads and less time with families. Despite these challenges, DCFS has continued to provide quality services to achieve positive outcomes for children and families. DCFS leads the nation in prioritizing and achieving permanency for children as measured by how quickly children move out of the foster care system, resulting in successful reunification or placement in adoptive families. DCFS and legislature also recognized these positive results were unsustainable in a system experiencing such a high rate of caseworker vacancies.

DCFS extends our gratitude to Governor Cox and the legislature for acknowledging the impact this system instability could have on children and families and responding with their critical investment in compensation to stabilize the workforce. This investment is already resulting in a reduction in turnover, and several regions are experiencing the lowest vacancies they have seen in years. DCFS' staffing and retention improvement has boosted morale and provided hope to weary teams. DCFS also appreciates the additional investment made to support foster parents and the provider system recognizing the impact inflation has had on their ability to continue services, further supporting the goal of supporting success for the children and youth DCFS serves.

DCFS is an agency committed to continuous quality improvement. To further support keeping children safe at home and preventing the trauma of removal, DCFS is bolstering efforts to initiate safety planning at the onset of families becoming involved during the child protective services (CPS) assessment. Safety planning is done by including kinship and natural supports to create a robust safety plan. This process, referred to as the Family Action Meeting (FAM), is an expedited way of gathering the family's support system, sharing safety concerns, and promoting family leadership in creating a plan tailored to the specific safety needs of a child. FAM is built on the foundation that including families in decision making helps us create safety. Feedback from families has been overwhelmingly positive. During the upcoming year, DCFS will continue implementing the FAM process through a statewide phased rollout and looks forward to supporting the success of the children, youth, and families we serve.

# Utah Division of Child and Family Services (DCFS)

## Safe children

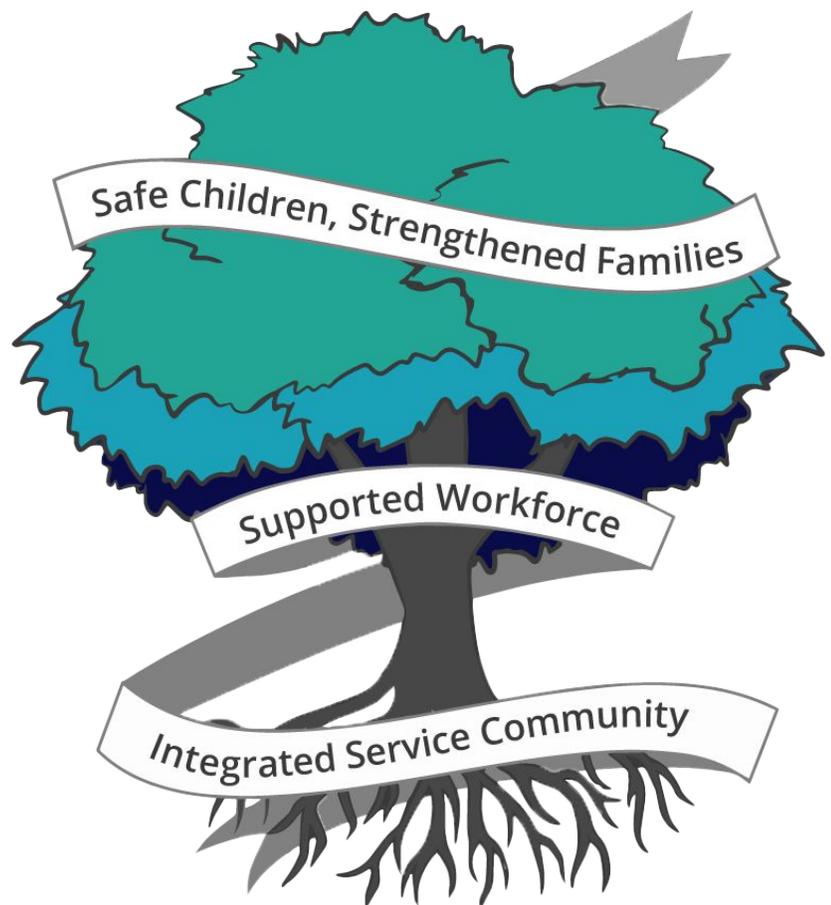
Safety is the reason we exist. The mission of DCFS is to keep children safe from abuse and neglect through the strengthening of families.

## Strengthened families

A child's physical and emotional well-being largely exists within the context of the adults in their life. When a family is strengthened through individualized, trauma-informed, community-based services that are both safety driven and family driven, an environment that promotes child safety and well-being is created.

## Supported workforce

Our most important resource in achieving success with children and families is our staff. They enter the lives of children and families at times of crisis and vulnerability. The professionalism and skill of our staff in engaging, teaming, assessing, planning, and intervening with children and families are essential to good outcomes. Due to the complex and critical nature of child welfare, our community expects and deserves a well trained, experienced, ethical, compassionate, and supported workforce.



## Integrated service community

DCFS is not the child welfare system – we are the child welfare agency within a much larger social service continuum. Our ability to provide timely, effective, and extensive services to our most vulnerable populations is integrated within a robust network of legal partners and private and public community providers. We also provide domestic violence services.

At the Division of Child and Family Services, our work in child welfare brings us into the lives and communities of diverse families with diverse needs.

DCFS is committed to creating fair and equitable opportunities for children, youth, and families to live safe and healthy lives. We are supported in this effort by ongoing partnerships with community partners, national organizations, and researchers that support administration of the system and measure effectiveness and outcomes.

The division will continue its work to review policy and practice to address disproportionate outcomes at specific decision points in the child welfare process.

**89.5%**

Children confirmed victims of abuse or neglect did not experience repeat maltreatment within 12 months.

**9,278**

Children confirmed as victims of abuse or neglect.

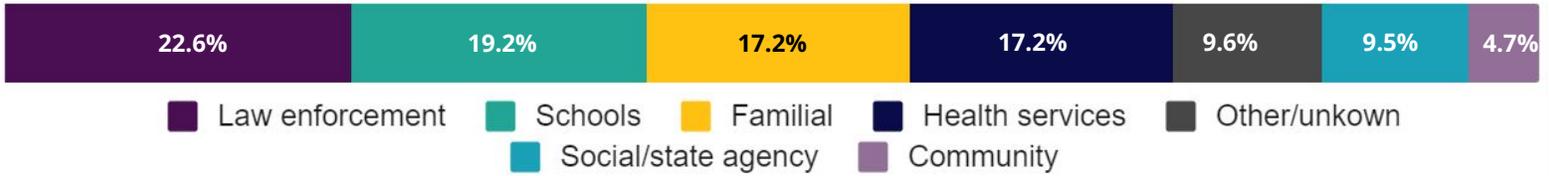
The moment CPS becomes involved with a family, our goal is to assess for safety concerns, work with the family to create a safety plan, and provide effective interventions that promote child safety and strengthen parents.

## Referrals to CPS hotline during FY 2023

*48% of CPS referrals resulted in a new CPS case*



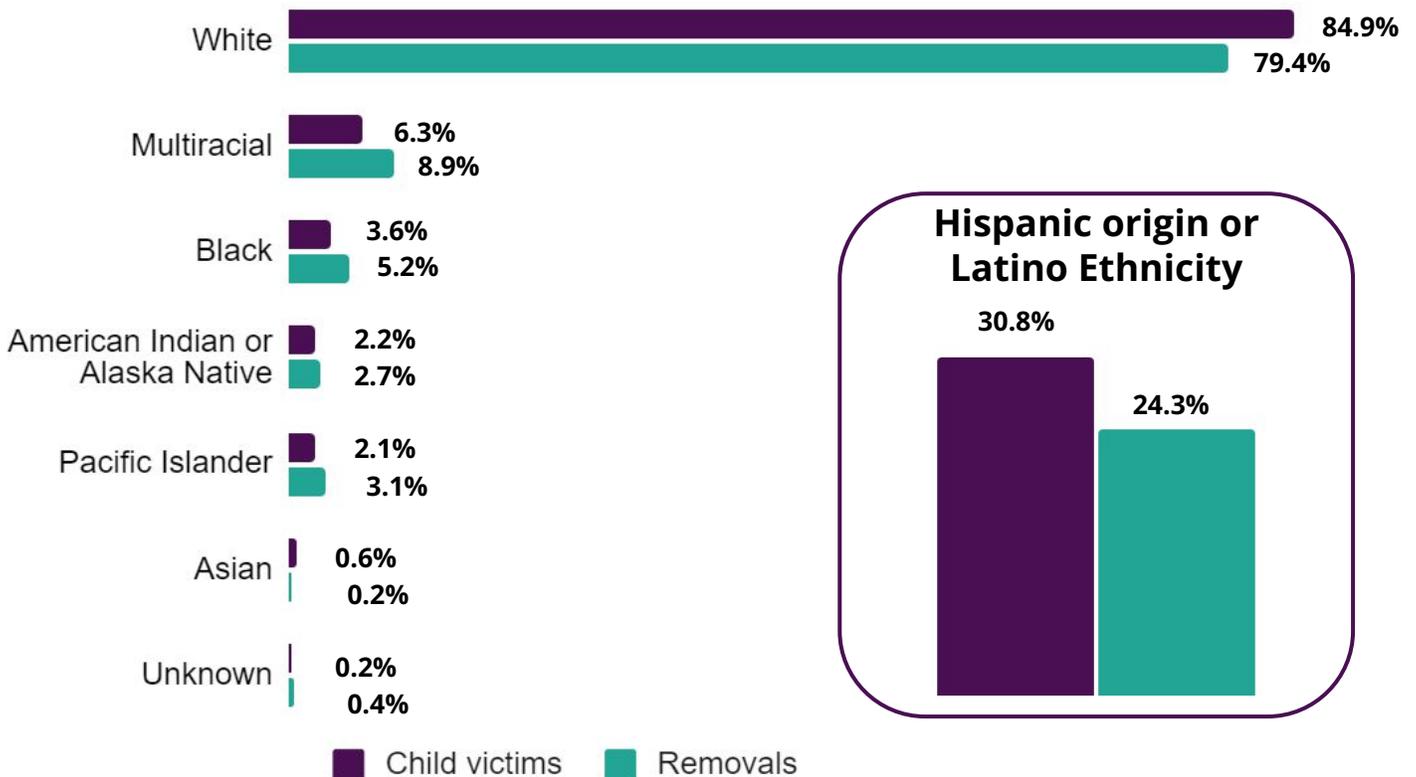
### Sources of CPS reports of abuse and neglect accepted for assessment during FY 2023



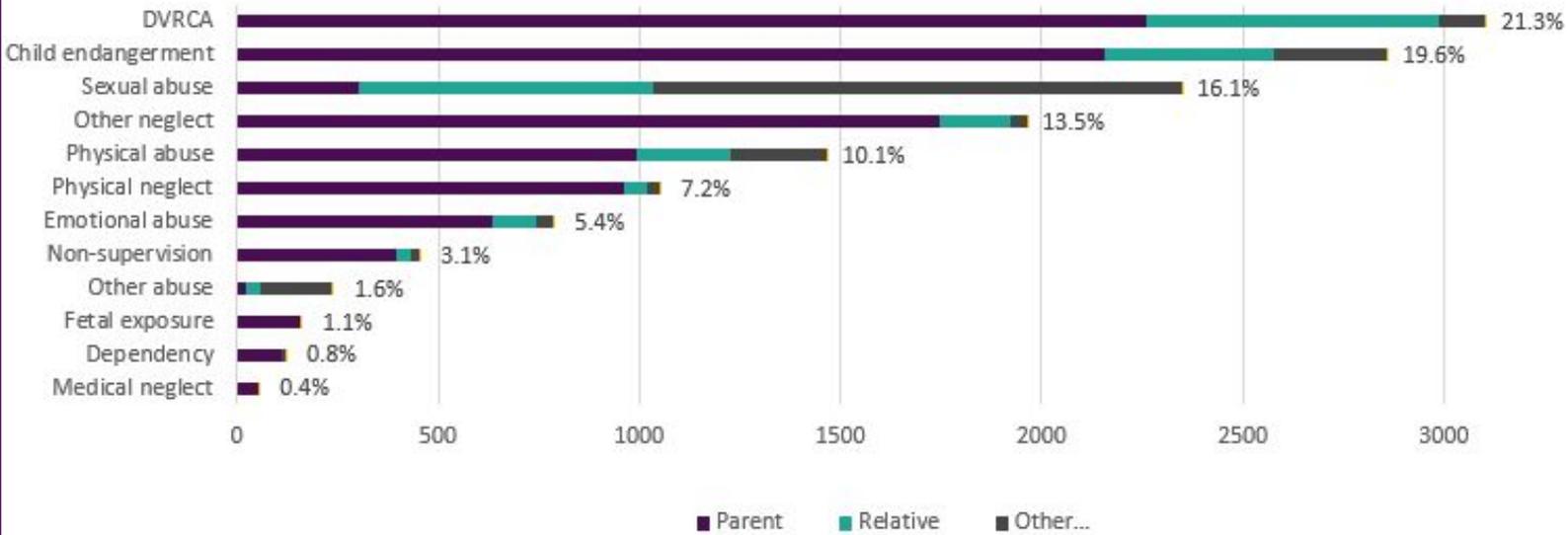
### Percent of children confirmed as victims by age group, FY 2023



### Race among confirmed child victims vs. child removals into foster care FY 2023



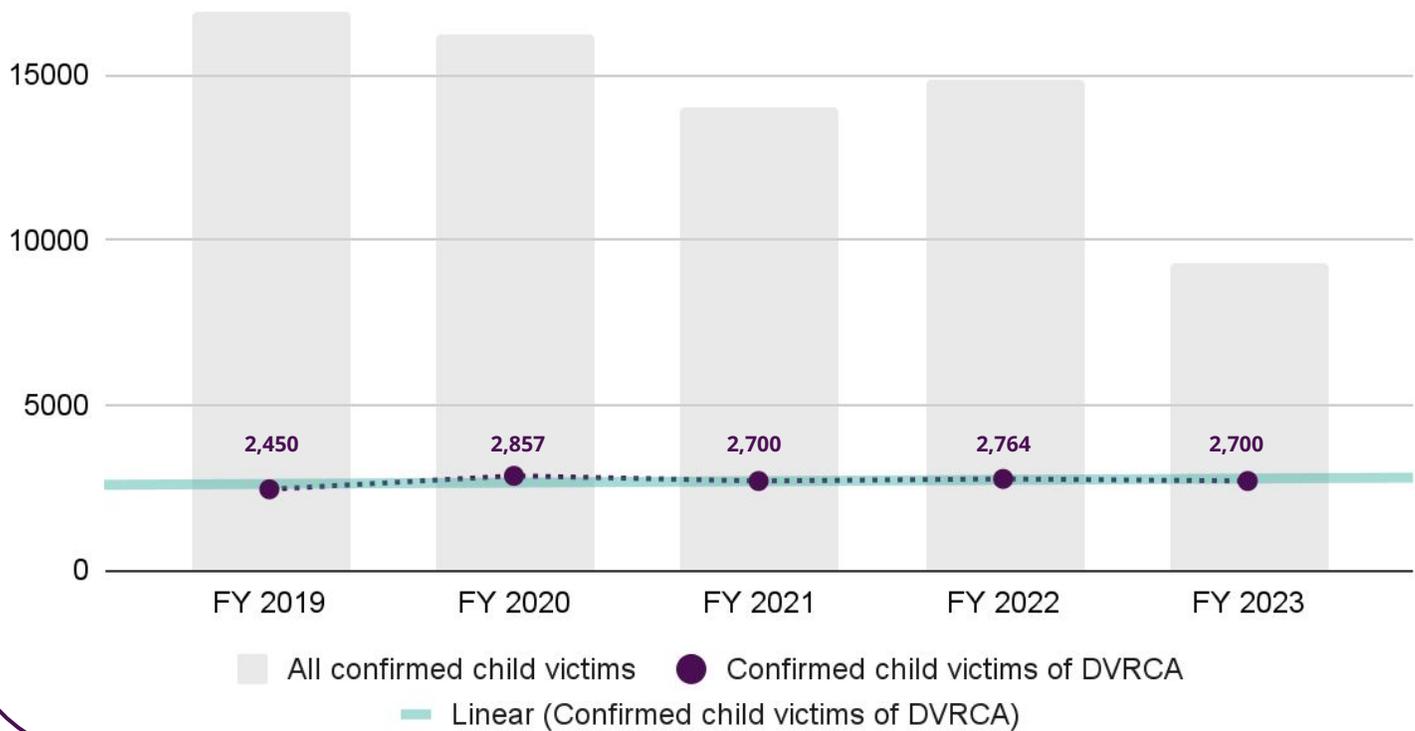
### Confirmed allegations by type and relationship of individual responsible for abuse or neglect to child victim, FY 2023



\* **Other neglect** includes: Abandonment, educational neglect, failure to protect, failure to thrive, sibling/child at risk, **Other abuse** includes: dealing in material harmful to a child, human trafficking (sexual), lewdness, sexual exploitation.



### All confirmed child victims and domestic violence related child abuse (DVRCA) victims



**29%** of all confirmed victims were a victim of domestic violence related child abuse (DVRCA) in FY 2023.



**We recognize substance use disorders (SUDs) as a health crisis that affects countless Utah families. The majority of cases requiring a child welfare intervention involve substance use.**

Our goal is always for the child to remain in the home whenever safely possible while we work to connect the parent or caregiver to services to help build their long-term capacity to safely care for their children.

Utah has several residential substance use disorder treatment programs that allow young children, including children in foster care, to reside with their parents while completing treatment.

Of the **1,418** children who were placed in foster care in FY 2023, **70.5%** involved substance use as a safety concern.

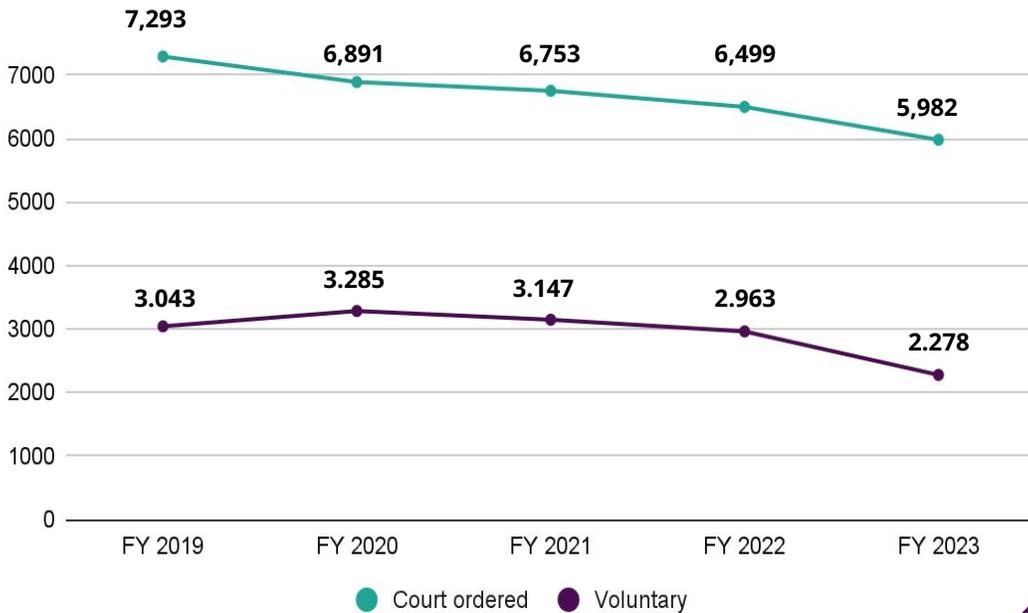


**The goal of in-home services is to keep children safely at home while addressing abuse or neglect through family-driven, solution-focused interventions.**

In-home services include:

- Child and Family Team Meetings that bring the family, members of their support system, and service providers together to help set solution-focused goals to address safety concerns.
- Developing child safety plans with the family to address and manage safety concerns.
- Linking the family to evidence-based community resources including mental health treatment, parenting skills, and substance use disorder treatment.

**Adult and child clients receiving in-home services**



In some situations safety is achieved when a family works collaboratively and voluntarily with DCFS to address risk factors. At other times these services are court ordered to ensure the best outcomes for children and their families.

**89.0%**

in-home child clients did not have confirmed abuse or neglect findings within 12 months of case closure (based on all in-home case closures in FY 2022).

**96.5%**

in-home child clients did not enter foster care within 12 months of case closure (based on all in-home case closures in FY 2022).

**2,098**

total number of in-home services cases for FY 2023.

**Placement with family best reduces trauma and preserves a child’s connection to their culture, biology, ancestry, and community.**

When children are unable to safely remain in their own homes, foster care acts as a temporary intervention until children are able to be safely reunited with their family. Whenever **safely** possible, a kinship care placement is priority.

Kinship care allows a child in foster care to stay in the care of a family member or friend who is willing to meet the child’s needs, including working with the child’s parent(s) toward reunification, or providing a permanent home. Early involvement of kinship in a CPS case may also support more robust safety planning, allowing children to remain safely at home, and decreasing the likelihood of removal in some cases.

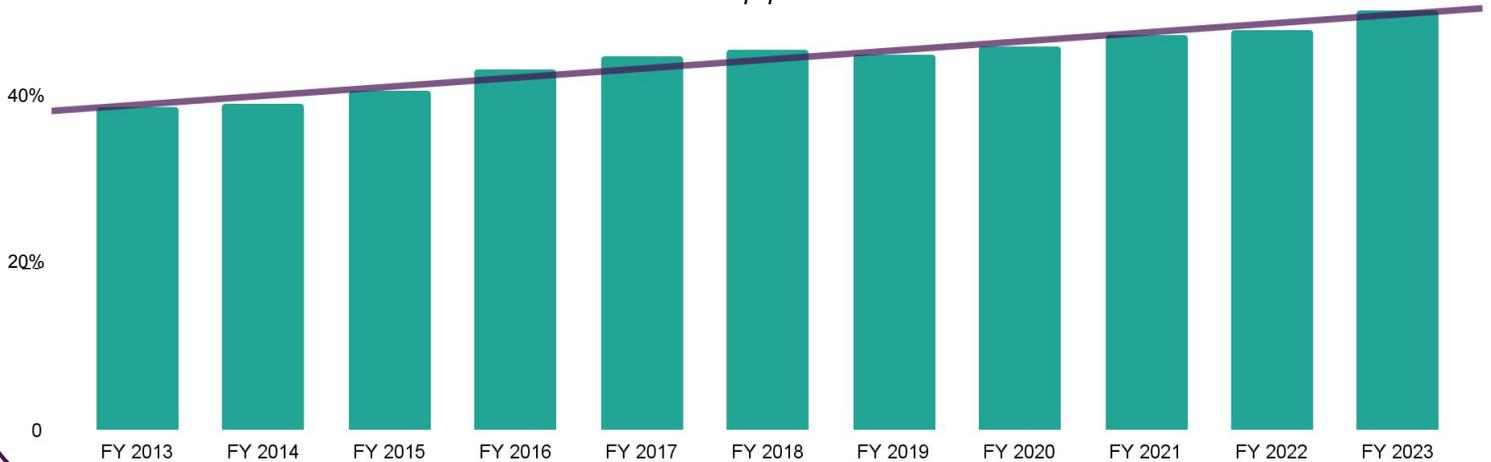
Among all children served in foster care **1,691** were served in kinship placements

**Relationship of kinship caregiver to children placed in kinship care during FY 2023:**

<b>39.2%</b>	<b>31.5%</b>	<b>29.3%</b>
Grandparent	Aunt/uncle	Other

**Kinship placements continue to increase**

*Children served in a kinship placement FY 2013 - FY 2023*



**93.2%**

Children who exited foster care to a relative in FY 2022 and did not re-enter foster care within 12 months.

**96.4%**

Children who exited foster care to a relative in FY 2022 and did not have a supported CPS case within 12 months.

**Approximately 2 of every 1,000 children\* will enter foster care in Utah, while the national rate is 5 of every 1,000 children.**

Foster families are an important part of providing temporary safety and support for children and youth in care who are unable to remain safely at home. Supporting a robust continuum of providers ensures children and youth are placed in the most appropriate and least-restrictive settings for their individual needs.

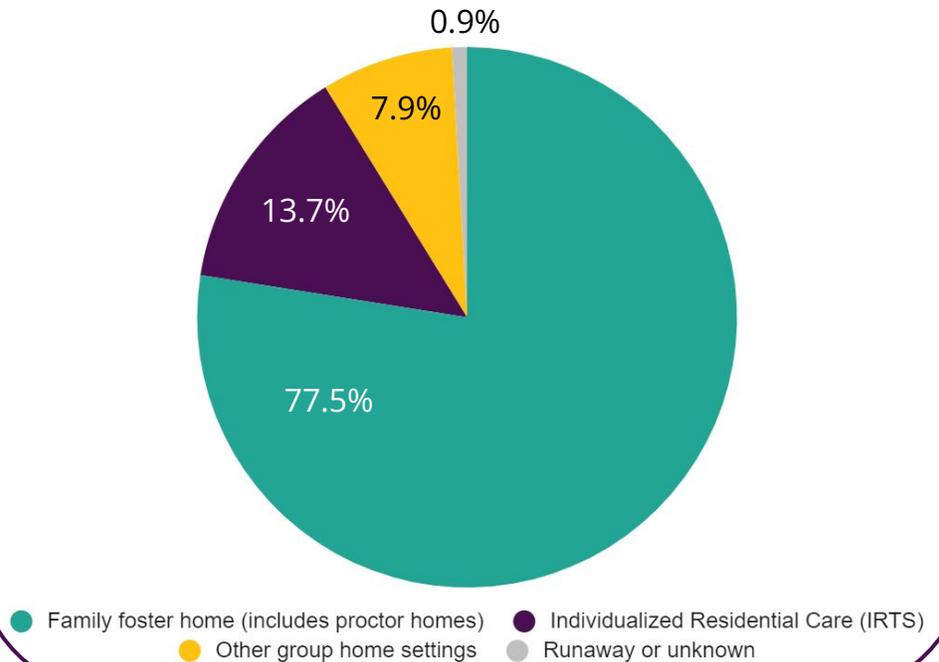
**3,376**

Total children served in foster care at some point during the fiscal year.

**78.1%**

Children served in foster care less than 12 months with two or fewer placements.

**Placement level of children/youth in care, June 30, 2023**



**Children in foster care by age June 30, 2023**



\*Based on [2021 National Kids Count](https://datacenter.kidscount.org/) data, datacenter.kidscount.org.

## Every child deserves safety, stability and permanency.

For children who cannot reunify safely with their family, DCFS seeks to find a safe, nurturing and permanent family through adoption or guardianship.

## Youth who exit foster care without a permanent home need added supports.

No service replaces the stability and connection of a family. We provide assistance to youth ages 14 to 21 and continue to work with community partners toward reunification, kinship care, or adoption until youth leave our care.

The Transition to Adulthood Living (TAL) program utilizes a network of organizations to offer services including academic mentoring, financial planning, career preparation, and limited financial assistance until youth reach age 23.

**13.8 months**

Median time in care for children who exited foster care in FY 2023.

**10 months**

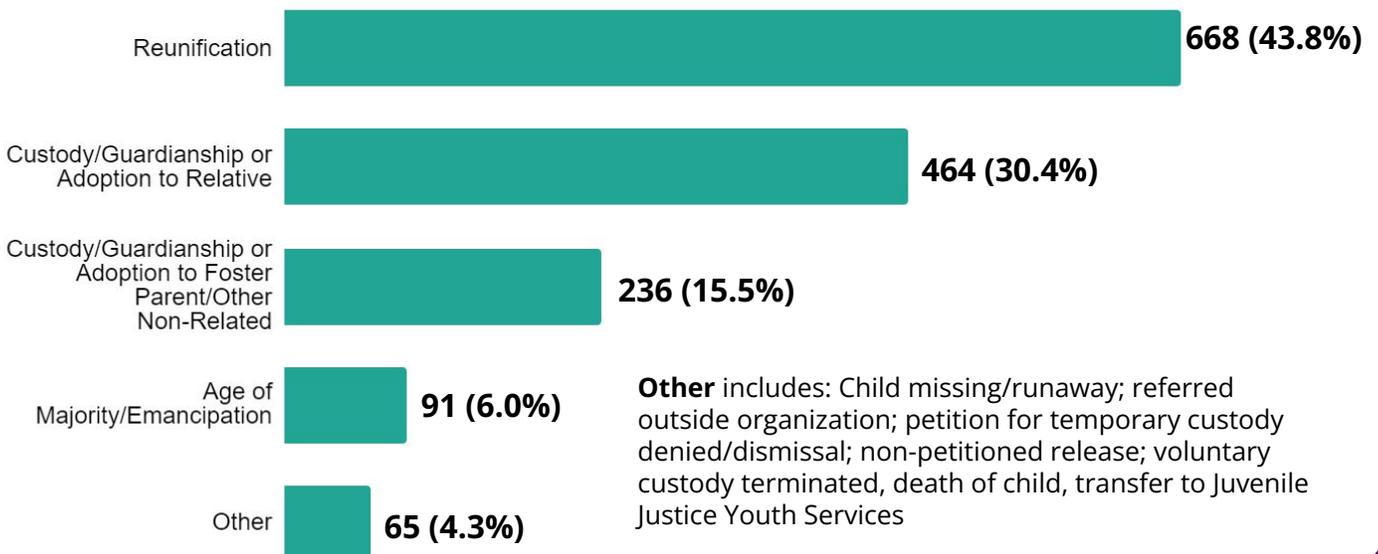
Median time in care for children who exited foster care to reunification.

**20 months**

Median time in care for children who exited foster care to adoption.

### Reasons children exited foster care during FY 2023

*74.2% of children in foster care were reunified with family or adopted through kinship*



## Supporting family well-being

Prevention of child abuse and neglect is a focus of DCFS through local community-based services that include:

- Parenting classes
- 6 evidence-based home visitation programs
- Statewide community and school-based education presentations
- Support to grandparents raising grandchildren
- 17 crisis nurseries in local Family Support Centers across the state

In FY 2023 we served approximately 5,000 families including 8,500 children and 7,000 adults.

In an effort to highlight services available to help families thrive across Utah, DCFS collaborated with United Way programs, Utah 211 and Help Me Grow Utah, to create the 211 Strengthening Families webpage ([uw.org/211/family-strengthening](http://uw.org/211/family-strengthening)).



## Domestic violence services

Connecting adults affected by domestic violence to trauma-informed services also enhances stability, safety and permanency for children. Domestic violence services provided by local shelter and treatment programs with federal and state funding through DCFS include:

- 16 domestic violence shelters
- Trauma-informed therapy, financial planning and safety planning
- Assistance with protective orders
- LINKline domestic violence crisis hotline
- Lethality Assessment Protocol (LAP) program utilized by law enforcement and victims advocates to assist and educate victims
- Trauma-focused treatment for both survivors and offenders

More than \$12.1 million was provided through DCFS to support the domestic violence services program in FY 2023.

**44,118**

Number of crisis calls made to the Linkline and domestic violence shelters.

**2,782**

Number of adult and child clients served in domestic violence shelters.

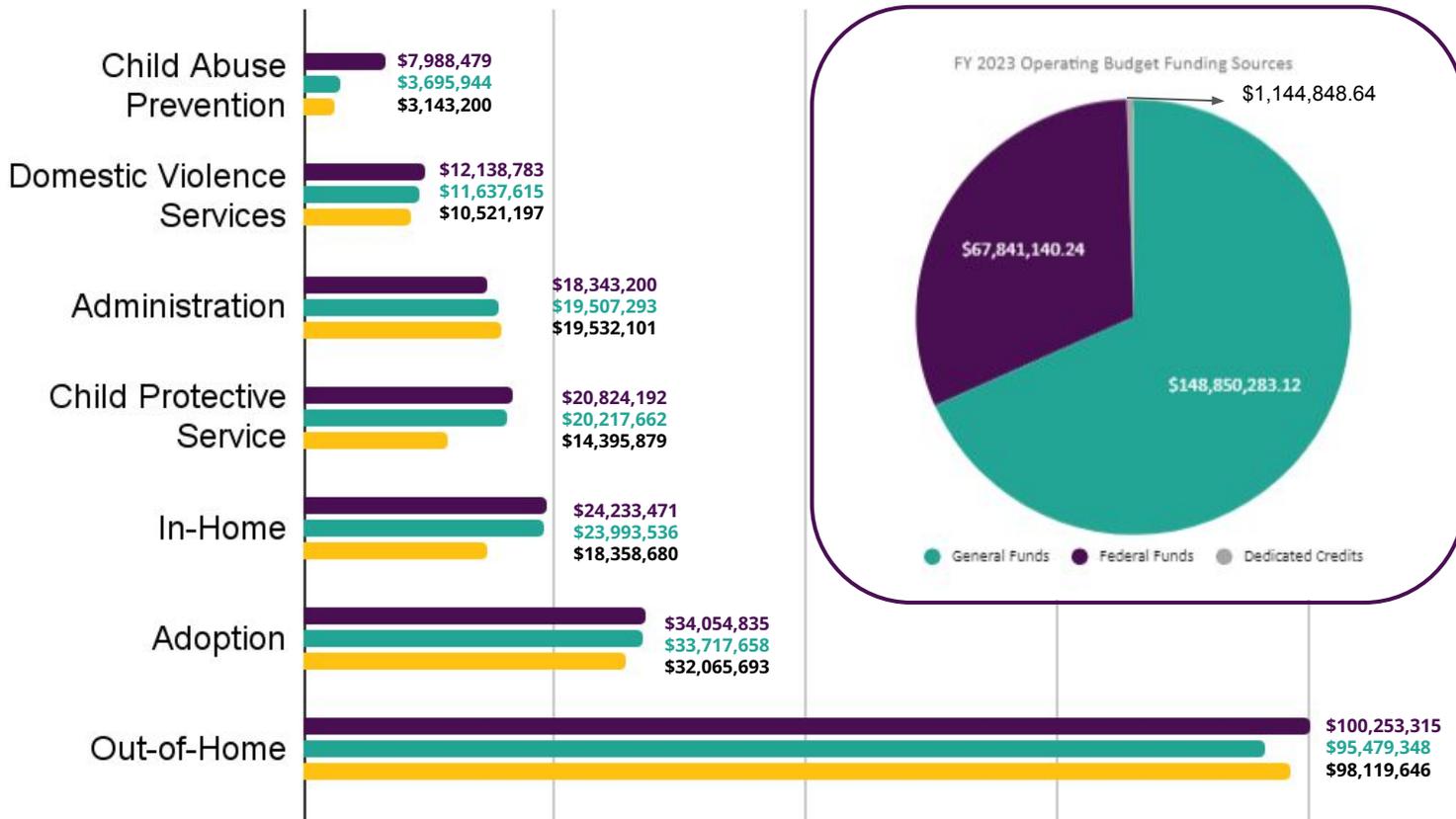
The budget for the division is primarily made up of a mix of state general fund, federal funds and dedicated credits. The following four general fund restricted accounts are appropriated by the Legislature and distributed through DCFS for services that focus on child abuse prevention and treatment programs, adoption, health and education programs for adults and children, and domestic violence services:

- Children’s Account
- Choose Life Adoption Support Restricted Account
- National Professional Men’s Basketball Team Support Women and Children Issues Restricted Account
- Victims of Domestic Violence Services Account

### DCFS expenditures by program

State and federal funds included

FY 2023    FY 2022    FY 2021



Please note expenditure totals are subject to change as financial closeouts occur

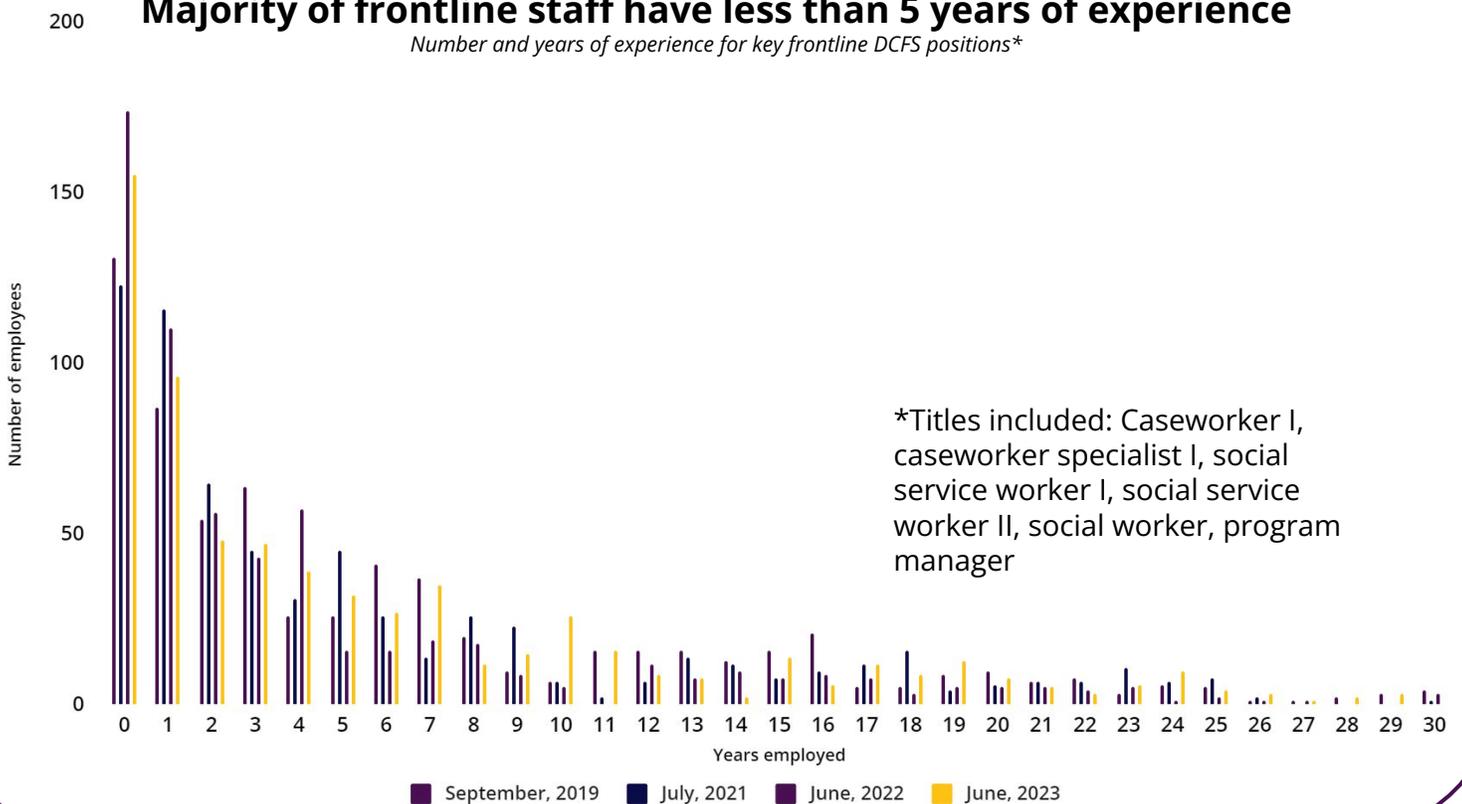
**During FY 2023, 213 new case worker/social service workers completed the required hours of training and 63.5% of employees that have 1+ years with the agency completed 20 or more hours of training.**

Required training includes:

- All DCFS direct service staff are required to complete 120 hours of in-class Practice Model Training and 40 hours of supervised field experience prior to working independently with families.
- Within 90 days of hire, direct services staff are required to complete a web-based 4th and 14th Amendments training.
- Within one year of hire, direct service staff are required to complete an Indian Child Welfare Act course, and a one-day Trauma Informed Care training.
- After the first year, direct services staff are required to complete a minimum of 20 hours of additional annual training.

### Majority of frontline staff have less than 5 years of experience

Number and years of experience for key frontline DCFS positions\*



**1,022**

Total number of DCFS staff at end of FY 2023.

**665**

DCFS staff in key frontline positions at end of FY 2023.

**52%**

DCFS staff in key frontline positions at end of FY 2023 with >3 years of experience.

**37%**

Turnover for key frontline DCFS positions during FY 2023.

UTAH ADOLESCENT BIRTH DATA  
2021

Table 1: Utah Adolescent Birth Rates, Age 15-19 by Local Health District, 2021

Location	Rate per 1,000 females
TriCounty	18.3
San Juan	16.1*
U.S. AVERAGE	13.9
Salt Lake County	12.6
Weber-Morgan	11.8
Central	10.9
Southeast	10.4
Southwest	9.3
STATE AVERAGE	9.2
Tooele	8.8
Bear River	6.4
Davis County	6.4
Utah County	5.8
Wasatch	4.5
Summit	**

\*Use caution in interpreting; the estimate has a coefficient of variation >30% and is therefore deemed unreliable by Utah Department of Health standards.

\*\*The estimate has been suppressed because 1) The relative standard error is greater than 50% or when the relative standard error can't be determined. Consider aggregating years to decrease the relative standard error and improve the reliability of the estimate. 2) the observed number of events is very small and not appropriate for publication, or 3) it could be used to calculate the number in a cell that has been suppressed.

Table 2: Utah Adolescent Birth Rates, Age 15-19 by Race, 2021

Race	Rate per 1,000 females
Black or African American	19.6
American Indian/Alaskan Native	15.6
Pacific Islander	12.6
White	9.5
Asian	2.5

Table 3: Utah Adolescent Birth Rates, Age 15-19 by Ethnicity, 2021

Ethnicity	Rate per 1,000 females
Hispanic	22.5
Non-Hispanic	6.5

Table 4: Utah Adolescent Birth Rates, Age 15-19 by Small Area, 2019-2021

Location	Rate per 1,000 females	Location	Rate per 1,000 females
SLC (Glendale)	40.0	Springville	10.0
West Valley (East)	38.8	San Juan County (Other)	9.9*
West Valley (Center)	31.9	Hyrum	9.8
Daggett and Uintah County	27.4	North Logan	9.7
Midvale	26.3	Utah County (South)	9.7
Kearns	26.2	WoodsCross/West Bountiful	9.4
Magna	25.0	Orem (East)	9.4
West Valley (West)	23.8	Holladay	9.4

SLC (Rose Park)	23.0	South Ogden	9.3
South Salt Lake	22.4	Wasatch County	9.1
Richfield/Monroe/Salina	22.2	WestJordan (West)/Copperton	9.0
Taylorsville (East)/Murray (West)	22.1	SLC (Downtown)	8.6
Ben Lomond	20.8	Weber County (East)	7.3
Ogden (Downtown)	20.7	Summit County (East)	7.2*
Provo (West City Center)	19.6	Logan	7.0
Nephi/Mona	19.2	Sandy (Northeast)	6.9
Orem (North)	19.1	Spanish Fork	6.9
Carbon County	18.7	SLC (Sugarhouse)	6.8
Grand County	18.7	Bountiful	6.6
Tremonton	18.5	Salem City	6.3*
Murray	18.3	Smithfield	6.2*
Delta/Fillmore	18.2	Herriman	5.8
Duchesne County	17.2	Saratoga Springs	5.8
West Jordan (Northeast)	17.2	Lehi	5.6
Emery County	17.2	Sanpete Valley	5.1
West Jordan (Southeast)	17.0	Pleasant Grove/Lindon	5.0
Riverdale	16.8	South Jordan	5.0
Taylorville (West)	16.6	Morgan County	5.0
Brigham City	16.5	American Fork	4.8
Tooele County (Other)	15.9	Ivins/Santa Clara	4.7
Central (Other)	15.4	Cache (Other)/Rich	4.8
Clearfield Area/Hooper	15.3	Syracuse	4.2
<b>U.S AVERAGE</b>	<b>15.3</b>	Draper	4.2
Washington City	13.7	SLC (Southeast Liberty)	4.1
Southwest LHD (Other)	13.3	Riverton/Bluffdale	4.1
Cedar City	13.3	Provo (East City Center)	4.0
Blanding/Monticello	12.9	Daybreak	3.8
Washington County (Other)	12.9	Park City	3.8
Payson	12.5	Cottonwood	3.3
Sandy (West)	12.0	Kaysville/Fruit Heights	3.3
Hurricane/LaVerkin	11.8	SLC (Avenues)	2.7
St. George	11.7	Centerville	2.7

North Salt Lake	11.5	Farmington	2.6
Layton/South Weber	11.3	Millcreek (East)	2.2
Tooele Valley	10.8	Sandy (Southeast)	1.5
Eagle Mountain/Cedar Valley	10.6	Provo/BYU	1.4
Sandy(Center)	10.5	SLC (Foothill/East Bench)	**
Box Elder County (Other)	10.5	Millcreek (South)	**
<b>STATE OF UTAH AVERAGE</b>	<b>10.5</b>	Alpine	**
Roy/Hooper	10.3	Mapleton	**
Orem (West)	10.1	<p>*Use caution in interpreting; the estimate has a coefficient of variation &gt;30% and is therefore deemed unreliable by Utah Department of Health standards.</p> <p>**The estimate has been suppressed because 1) The relative standard error is greater than 50% or when the relative standard error can't be determined. Consider aggregating years to decrease the relative standard error and improve the reliability of the estimate. 2) the observed number of events is very small and not appropriate for publication, or 3) it could be used to calculate the number in a cell that has been suppressed.</p>	

More detailed data can be found on Utah’s Public Health Indicator Based Information System (IBIS) (<https://ibis.health.utah.gov/ibisph-view/>) You may also contact the Adolescent Health Program Coordinator, Elizabeth Gerke ([egerke@utah.gov](mailto:egerke@utah.gov) or 801-273-2870), for data specific to your area or population.

# Complete Health Indicator Report of Adolescent Births

## Definition

The adolescent birth rate is reported as the number of live births per 1,000 adolescent females aged 15-19.

## Numerator

The number of live births to adolescent mothers aged 15-19.

## Denominator

The number of adolescent females in the population.

## Data Interpretation Issues

The adolescent birth rate does not include abortions or miscarriages, and is an underestimate of the adolescent pregnancy rate.

## Why Is This Important?

Research indicates that bearing a child during adolescence is associated with long-term difficulties for the mother, her child, and society. These consequences are often attributable to poverty and other adverse socioeconomic circumstances that frequently accompany early childbearing.

Compared to babies born to older mothers, babies born to adolescent mothers, particularly young adolescent mothers, are at higher risk of low birth weight and infant mortality. These babies are more likely to grow up in homes that offer lower levels of emotional support and cognitive stimulation, and they are less likely to earn a high school diploma. For mothers, giving birth during adolescence is associated with limited educational attainment, which in turn can reduce future employment prospects and earning potential.

## Other Objectives

Utah's 42 Community Health Indicators

Similar to HP2020 Objective FP-8: Reduce PREGNANCIES among adolescent females.

## How Are We Doing?

The teen birth rates per 1,000 females aged 15-19 in Utah, for the past five years were:

2018: 13.1

2019: 12.0

2020: 10.5

2021: 9.2

2022: 8.2

According to the 2021 Pregnancy Risk Assessment Monitoring Survey (PRAMS) data, 39% of Utah teen mothers (age 15-19) reported their pregnancies as mistimed or unwanted. Another 26% reported that they were unsure whether or not they wanted to be pregnant.

## How Do We Compare With the U.S.?

The adolescent birth rate in Utah has been lower than the U.S. overall rate over the past decade but is higher than

The adolescent birth rate in Utah has been lower than the U.S. overall rate over the past decade but is higher than in several other states. Utah and U.S. adolescent birth rates per 1,000 females aged 15-19 for the past five years were:

2018: Utah 13.1/U.S. 17.4

2019: Utah 12.0/U.S. 16.7

2020: Utah 10.5/U.S. 15.4

2021: Utah 9.2/U.S. 13.9

2022: Utah 8.2/U.S. 13.6

### **What Is Being Done?**

#### Teen Pregnancy Prevention Programs:

The Utah Department of Health and Human Services receives federal funding from the U.S. Department of Health and Human Services, Administration for Children and Families, Family & Youth Services Bureau to provide two programs addressing teen pregnancy prevention in Utah.

The first program is Sexual Risk Avoidance Education (SRAE). Funds for this program must be used to implement evidence-based programs that teach participants to voluntarily refrain from sexual activity; normalize the optimal health behavior of avoiding non-marital sexual activity; and address the social, psychological, and health gains to be realized by refraining from sexual activity and engaging in healthy relationships.

SRAE prioritizes youth ages 10-19 and/or their parents, with a specific focus on youth in the Utah juvenile justice and foster care systems; youth of Hispanic, Black/African American, Pacific Islander, or American Indian origin; and youth residing in rural areas or other disadvantaged geographical areas with teen birth rates higher than the Utah average.

The second program is the Personal Responsibility Education Program (PREP). These funds must be used for evidence-based interventions designed to educate adolescents on both abstinence and contraception to prevent pregnancy and sexually transmitted infections, including HIV/AIDS, and at least three adulthood preparation subjects (healthy relationships, education and career success, healthy life skills, adolescent development, financial literacy, and parent-child communication).

The priority population for PREP in Utah is youth ages 14-19, and their parents, with a specific focus on youth in the Utah Juvenile Justice and foster care systems; pregnant and parenting teens; youth of Hispanic, Black/African American, Pacific Islander, or American Indian origin; and youth residing in rural areas or other disadvantaged geographical areas with teen birth rates higher than the Utah average.

The Utah Department of Health and Human Services (UDHHS) sub-contracts these federal funds to local health departments, community agencies, and tribal entities or governments.

For more information or questions regarding the two programs mentioned above, contact Elizabeth Gerke at 801-273-2870 or egerke@utah.gov.

### **Evidence-based Practices**

The Utah teen pregnancy prevention programs utilize the following evidence-based interventions:

- Choosing the Best
- Families Talking Together
- INcluded
- Get Real
- Making Proud Choices
- Sexual Health and Adolescent Risk Prevention (SHARP)
- Teen Outreach Program (TOP)

### **Available Services**

Youth development programs, resources for health teachers, and/or classes for youth and parents are available in local areas across the state.

For more information, contact Elizabeth Gerke at egerke@utah.gov or 801-273-2870.

## **Related Indicators**

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### **Related Relevant Population Characteristics Indicators:**

- Utah Population Characteristics: Age Distribution of the Population
- Births from unintended pregnancies

### **Related Health Care System Factors Indicators:**

- Prenatal care

### **Risk Factors**

Experiencing birth during adolescence can increase a teen's risk of acquiring a sexually-transmitted infection as well as seriously hinder future financial stability due to limited educational attainment.

### **Related Risk Factors Indicators:**

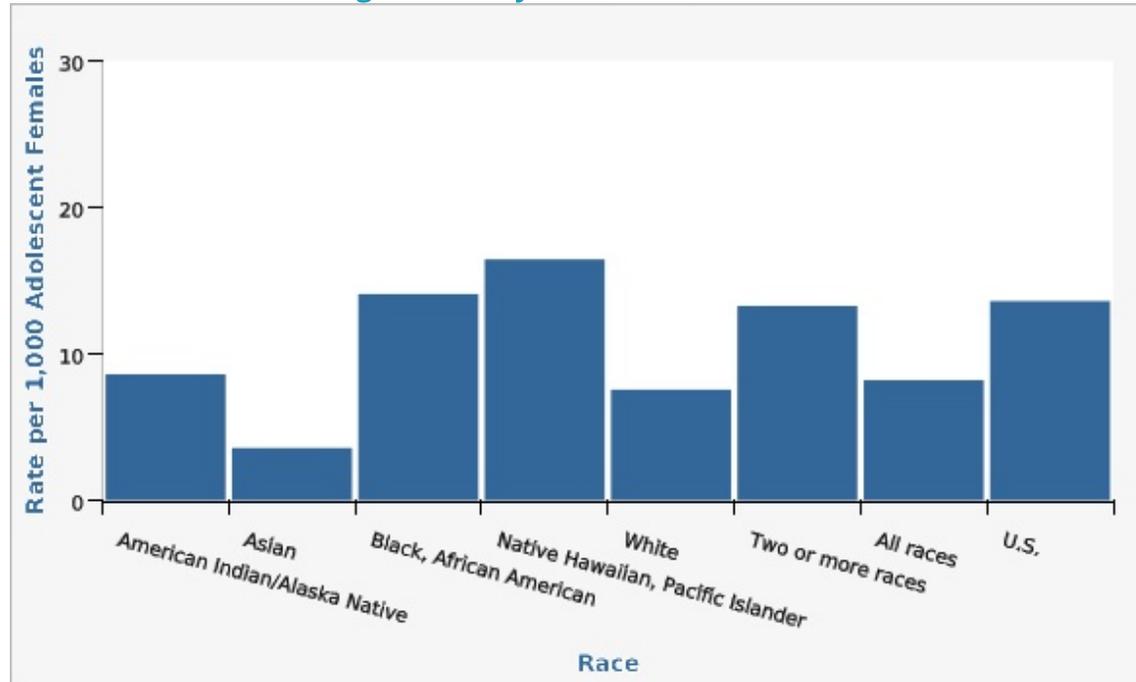
- Chlamydia Cases
- Utah Population Characteristics: Education Level in the Population
- Gonorrhea Cases
- Syphilis Cases - Primary and Secondary

## Related Health Status Outcomes Indicators:

- Infant mortality
- Low Birth Weight

## Graphical Data Views

Birth Rate for Females Aged 15-19 by Race, Utah, 2022



<u>Race</u>	<u>Rate per 1,000 Adolescent Females</u>	<u>Lower Limit</u>	<u>Upper Limit</u>	<u>Note</u>	<u>Numer-ator</u>	<u>Denom-inator</u>
American Indian/Alaska Native	8.6	5.1	13.6		18	2,094
Asian	3.6	1.7	6.6	*	10	2,802
Black, African American	14.1	9.6	20.0		31	2,202
Native Hawaiian, Pacific Islander	16.4	10.8	23.9		27	1,641
White	7.6	7.1	8.1		906	120,007

<b>Two or more races</b>	13.3	10.4	16.7	72	5,424
<b>All races</b>	8.2	7.7	8.7	1,280	139,963
<b>U.S.</b>	13.6				

Record Count: 8

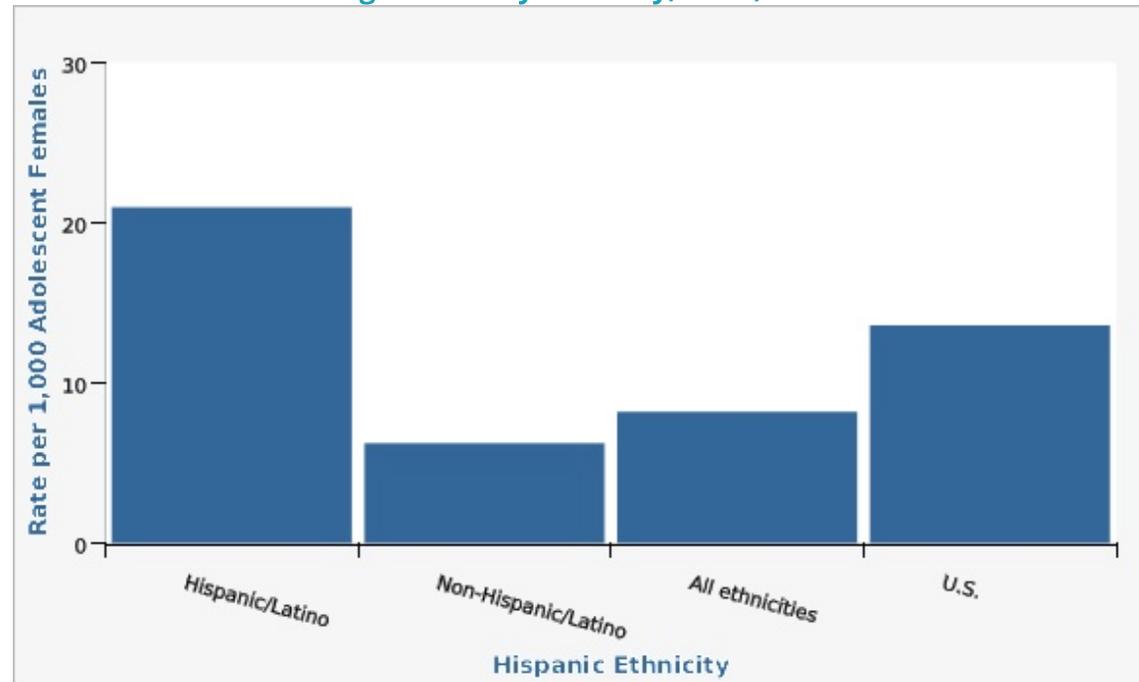
### Data Notes

\*Use caution in interpreting; the estimate has a coefficient of variation > 30% and is therefore deemed unreliable by Utah Department of Health and Human Services standards.

### Data Sources

- Population Estimates by Age, Sex, Race, and Hispanic Origin for Counties in Utah, U.S. Bureau of the Census, IBIS Version 2022
- Utah Birth Certificate Database, Office of Vital Records and Statistics, Utah Department of Health and Human Services
- National Vital Statistics System, National Center for Health Statistics, U.S. Centers for Disease Control and Prevention

### Birth Rate for Females Aged 15-19 by Ethnicity, Utah, 2022



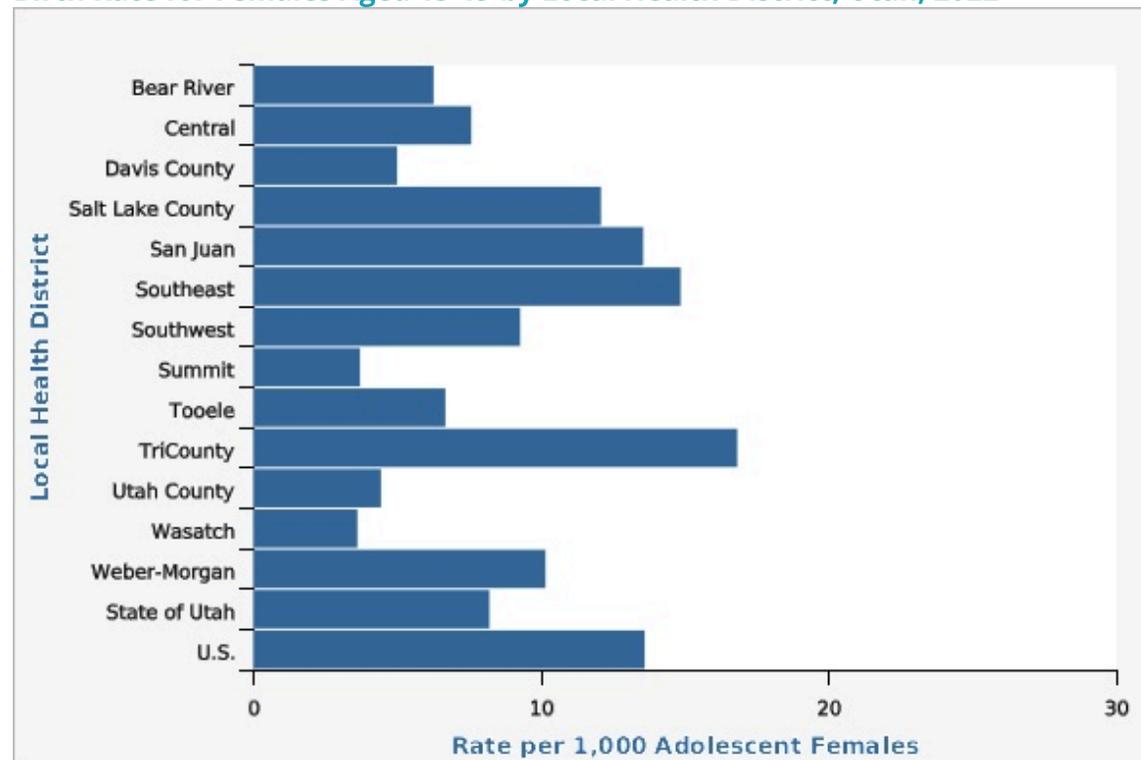
<b>Hispanic Ethnicity</b>	<b>Rate per 1,000 Adolescent Females</b>	<b>Limit</b>	<b>Limit</b>	<b>ator</b>	<b>inator</b>
<b>Hispanic/Latino</b>	21.0	19.2	22.9	503	23,987
<b>Non-Hispanic/Latino</b>	6.2	5.8	6.7	687	110,183
<b>All ethnicities</b>	8.2	7.7	8.7		
<b>U.S.</b>	13.6				

Record Count: 4

### Data Sources

- Population Estimates by Age, Sex, Race, and Hispanic Origin for Counties in Utah, U.S. Bureau of the Census, IBIS Version 2022
- Utah Birth Certificate Database, Office of Vital Records and Statistics, Utah Department of Health and Human Services
- National Vital Statistics System, National Center for Health Statistics, U.S. Centers for Disease Control and Prevention

### Birth Rate for Females Aged 15-19 by Local Health District, Utah, 2022



<u>Local Health District</u>	<u>Rate per 1,000 Adolescent Females</u>	<u>Lower Limit</u>	<u>Upper Limit</u>	<u>Note</u>	<u>Numer-ator</u>	<u>Denom-inator</u>
<b>Bear River</b>	6.3	4.8	8.0		63	10,058
<b>Central</b>	7.6	5.2	10.6		34	4,491
<b>Davis County</b>	5.0	4.0	6.2		84	16,835
<b>Salt Lake County</b>	12.1	11.1	13.2		521	43,125
<b>San Juan</b>	13.6	5.8	26.7	*	8	590
<b>Southeast</b>	14.8	9.5	22.1		24	1,617
<b>Southwest</b>	9.3	7.6	11.1		115	12,404
<b>Summit</b>	3.7	1.4	8.0	*	6	1,623
<b>Tooele</b>	6.7	4.4	9.8		26	3,900
<b>TriCounty</b>	16.8	12.0	23.0		39	2,319
<b>Utah County</b>	4.4	3.8	5.2		165	37,254
<b>Wasatch</b>	3.6	1.3	7.9	*	6	1,662
<b>Weber-Morgan</b>	10.2	8.4	12.2		112	11,036
<b>State of Utah</b>	8.2	7.7	8.7			
<b>U.S.</b>	13.6					

Record Count: 15

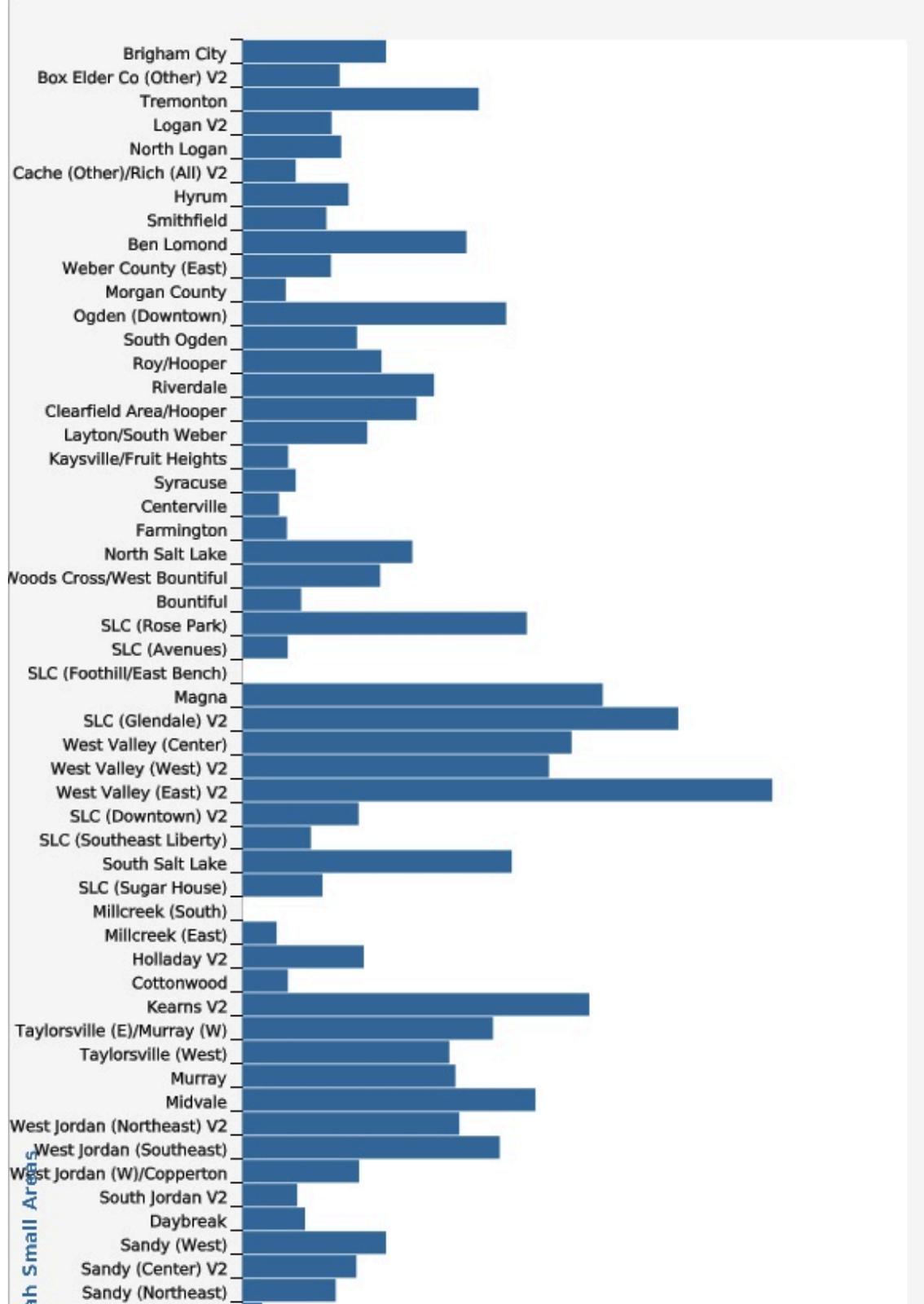
### Data Notes

\*Use caution in interpreting; the estimate has a coefficient of variation >30% and is therefore deemed unreliable by Utah Department of Health and Human Services standards.

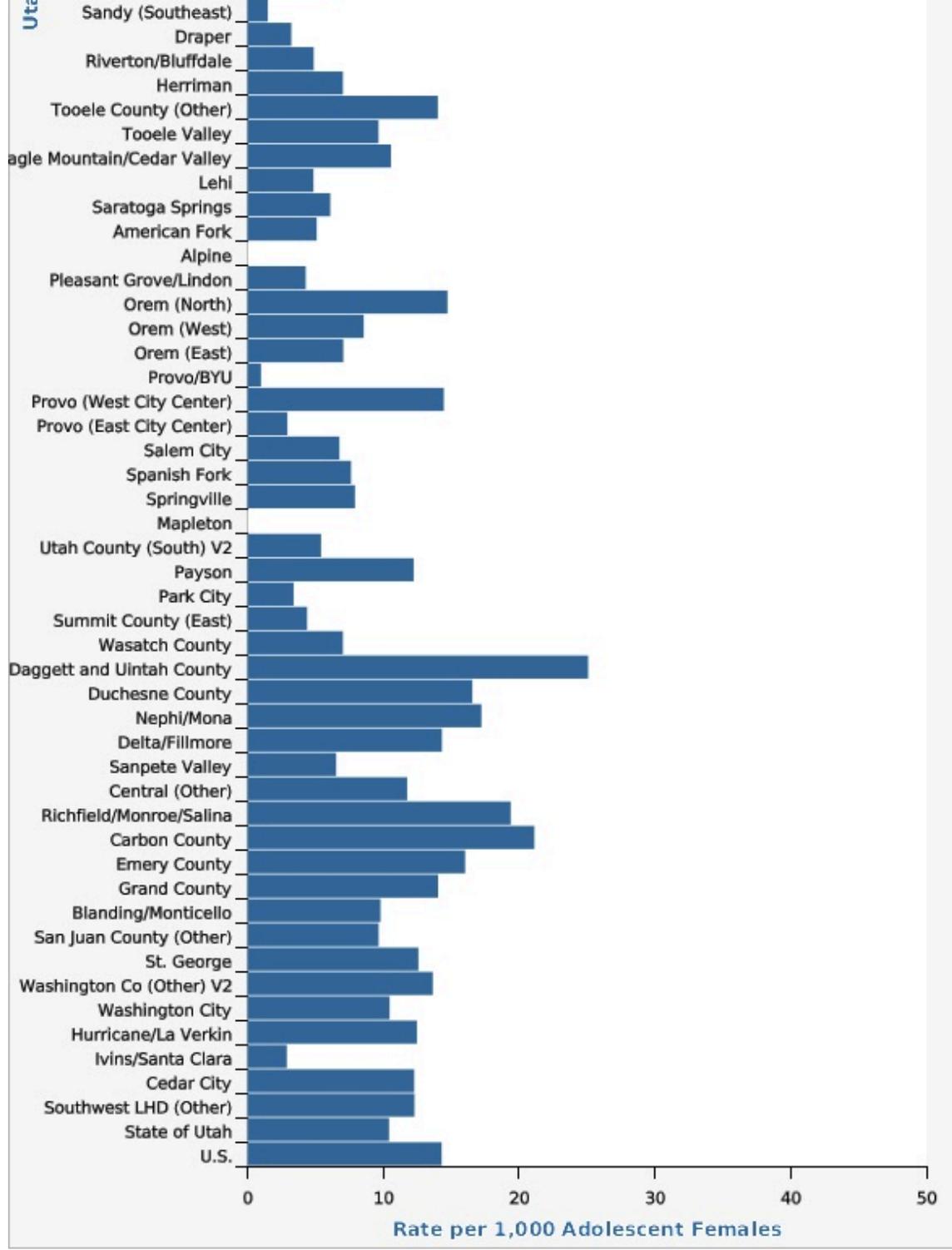
### Data Sources

- Utah Birth Certificate Database, Office of Vital Records and Statistics, Utah Department of Health and Human Services
- For years 2020 and later, the population estimates are provided by the Kem C. Gardner Policy Institute, Utah state and county annual population estimates are by single year of age and sex, IBIS Version 2022
- National Vital Statistics System, National Center for Health Statistics, U.S. Centers for Disease Control and Prevention

Birth Rate for Females Aged 15-19 by Utah Small Area, 2020-2022



Utah Small Areas



Rate per 1 000 Adolescent

Lower

Upper

Numer. Denom.



SLC (Avenues)	3.4	1.3	7.4	*	6	1,753
SLC (Foothill/East Bench)	**			**		
Magna	27.1	21.7	33.4		87	3,209
SLC (Glendale) V2	32.8	26.3	40.4		88	2,684
West Valley (Center)	24.8	20.8	29.3		137	5,532
West Valley (West) V2	23.1	18.2	28.8		78	3,381
West Valley (East) V2	39.9	34.6	45.7		208	5,218
SLC (Downtown) V2	8.8	6.2	12.0		38	4,341
SLC (Southeast Liberty)	5.2	2.6	9.2	*	11	2,130
South Salt Lake	20.3	14.9	27.0		47	2,319
SLC (Sugar House)	6.0	3.5	9.7		17	2,817
Millcreek (South)	**			**		
Millcreek (East)	2.6	1.0	5.6	*	6	2,324
Holladay V2	9.1	5.4	14.4		18	1,969
Cottonwood	3.4	1.8	6.0		12	3,496
Kearns V2	26.1	21.6	31.3		117	4,483
Taylorsville (E)/Murray (W)	18.9	14.5	24.1		63	3,340
Taylorsville (West)	15.6	11.8	20.1		58	3,724
Murray	16.0	11.8	21.3		48	2,994
Midvale	22.0	17.2	27.9		70	3,174
West Jordan (Northeast) V2	16.3	12.2	21.4		52	3,186
West Jordan (Southeast)	19.4	15.3	24.2		76	3,925
West Jordan (W)/Copperton	8.8	6.7	11.4		57	6,485
South Jordan V2	4.1	2.4	6.5		18	4,361
Daybreak	4.7	2.9	7.2		21	4,452
Sandy (West)	10.8	7.4	15.3		32	2,961
Sandy (Center) V2	8.6	5.4	12.9		23	2,681

City (Center) V2	2019	2020	2021	2022	2023	2024
Sandy (Northeast)	7.0	4.0	11.4		16	2,275
Sandy (Southeast)	1.5	0.5	3.5	*	5	3,342
Draper	3.2	1.9	5.2		17	5,259
Riverton/Bluffdale	4.9	3.2	7.0		28	5,742
Herriman	7.0	5.2	9.2		52	7,398
Tooele County (Other)	14.0	9.4	20.1		29	2,068
Tooele Valley	9.6	7.4	12.3		64	6,632
Eagle Mountain/Cedar Valley	10.6	7.8	13.9		50	4,731
Lehi	4.9	3.4	6.7		37	7,606
Saratoga Springs	6.1	4.0	8.8		28	4,593
American Fork	5.1	3.6	7.1		36	7,058
Alpine	**			**		
Pleasant Grove/Lindon	4.3	2.9	6.1		31	7,231
Orem (North)	14.7	11.2	19.0		60	4,072
Orem (West)	8.6	6.5	11.1		57	6,657
Orem (East)	7.1	4.3	10.9		20	2,834
Provo/BYU	1.0	0.6	1.6		16	15,965
Provo (West City Center)	14.5	10.7	19.2		48	3,319
Provo (East City Center)	2.9	1.8	4.6		19	6,453
Salem City	6.8	3.1	12.8	*	9	1,330
Spanish Fork	7.6	5.5	10.3		42	5,507
Springville	7.9	5.3	11.3		30	3,790
Mapleton	**			**		
Utah County (South) V2	5.4	2.8	9.5		12	2,212
Payson	12.2	8.9	16.5		43	3,514
Park City	3.4	1.6	6.3	*	10	2,939

<b>Summit County (East)</b>	4.4	1.4	10.2	*	5	1,139
<b>Wasatch County</b>	7.0	4.6	10.2		27	3,839
<b>Daggett and Uintah County</b>	25.1	20.3	30.7		94	3,746
<b>Duchesne County</b>	16.6	11.5	23.0		35	2,213
<b>Nephi/Mona</b>	17.2	10.5	26.6		20	1,161
<b>Delta/Fillmore</b>	14.3	8.2	23.3		16	1,117
<b>Sanpete Valley</b>	6.5	4.3	9.5		27	4,135
<b>Central (Other)</b>	11.8	7.8	17.1		27	2,295
<b>Richfield/Monroe/Salina</b>	19.4	13.4	27.2		33	1,702
<b>Carbon County</b>	21.1	15.3	28.5		43	2,035
<b>Emery County</b>	16.0	9.2	26.0		16	998
<b>Grand County</b>	14.0	7.2	24.5		12	855
<b>Blanding/Monticello</b>	9.8	4.5	18.6	*	9	918
<b>San Juan County (Other)</b>	9.7	4.2	19.0	*	8	828
<b>St. George</b>	12.6	10.5	14.9		133	10,566
<b>Washington Co (Other) V2</b>	13.6	7.5	22.9		14	1,026
<b>Washington City</b>	10.5	7.1	15.0		30	2,864
<b>Hurricane/La Verkin</b>	12.5	8.8	17.1		38	3,046
<b>Ivins/Santa Clara</b>	2.9	0.9	6.8	*	5	1,727
<b>Cedar City</b>	12.3	9.8	15.1		88	7,165
<b>Southwest LHD (Other)</b>	12.3	8.4	17.4		31	2,521
<b>State of Utah</b>	10.4	10.1	10.8		3,842	368,378
<b>U.S.</b>	14.3					

Record Count: 101

### Data Notes

A description of the Utah Small Areas may be found on IBIS at the following URL:  
<https://ibis.health.utah.gov/resource/Guidelines.html>.

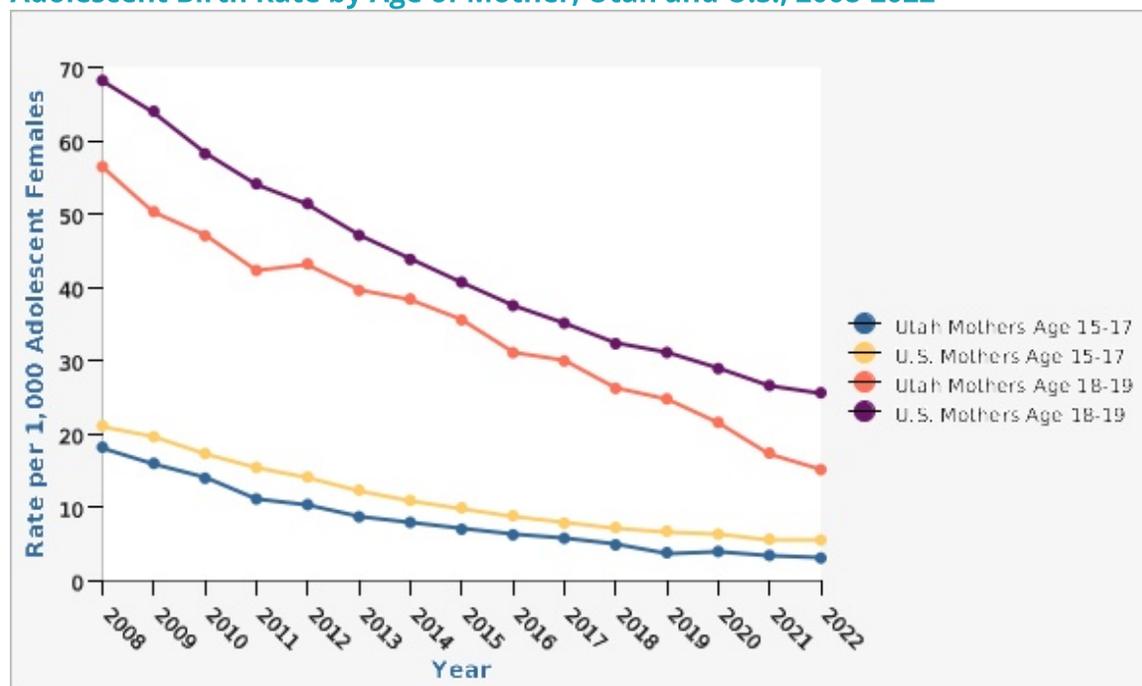
\*Use caution in interpreting, the estimate has a coefficient of variation >30% and is therefore deemed unreliable by

\*\*The estimate has been suppressed because 1) the relative standard error is greater than 50% or 2) the observed number of events is very small and not appropriate for publication.

### Data Sources

- Utah Birth Certificate Database, Office of Vital Records and Statistics, Utah Department of Health and Human Services
- Population estimates used linear interpolation of U.S. Census Bureau, Kem C. Gardner Policy Institute population estimates, and ESRI ZIP Code data provided annual population estimates for ZIP Code areas by sex and age groups, IBIS Version 2022
- National Vital Statistics System, National Center for Health Statistics, U.S. Centers for Disease Control and Prevention

Adolescent Birth Rate by Age of Mother, Utah and U.S., 2008-2022



<u>Age 15-17 vs 18-19, UT &amp; US</u>	<u>Year</u>	<u>Rate per 1,000 Adolescent Females</u>	<u>Lower Limit</u>	<u>Upper Limit</u>	<u>Note</u>	<u>Numerator</u>	<u>Denominator</u>
Utah Mothers Age 15-17	2008	18.2	17.1	19.3			

<b>Utah Mothers Age 15-17</b>	<b>2009</b>	16.0	15.0	17.0			
<b>Utah Mothers Age 15-17</b>	<b>2010</b>	14.0	13.0	14.9			
<b>Utah Mothers Age 15-17</b>	<b>2011</b>	11.1	10.3	12.0			
<b>Utah Mothers Age 15-17</b>	<b>2012</b>	10.3	9.6	11.1			
<b>Utah Mothers Age 15-17</b>	<b>2013</b>	8.7	8.0	9.4			
<b>Utah Mothers Age 15-17</b>	<b>2014</b>	7.9	7.3	8.6			
<b>Utah Mothers Age 15-17</b>	<b>2015</b>	7.0	6.4	7.6			
<b>Utah Mothers Age 15-17</b>	<b>2016</b>	6.2	5.7	6.8			
<b>Utah Mothers Age 15-17</b>	<b>2017</b>	5.7	5.2	6.3			
<b>Utah Mothers Age 15-17</b>	<b>2018</b>	4.9	4.4	5.4			
<b>Utah Mothers Age 15-17</b>	<b>2019</b>	3.8	3.4	4.2			
<b>Utah Mothers Age 15-17</b>	<b>2020</b>	3.9	3.5	4.4			
<b>Utah Mothers Age 15-17</b>	<b>2021</b>	3.4	3.0	3.8			
<b>Utah Mothers Age 15-17</b>	<b>2022</b>	3.0	2.7	3.4		257	84,333
<b>U.S. Mothers Age 15-17</b>	<b>2008</b>	21.1					
<b>U.S. Mothers Age 15-17</b>	<b>2009</b>	19.6					



<b>Utah Mothers Age 18-19</b>	<b>2011</b>		42.3	40.4	44.3			
<b>Utah Mothers Age 18-19</b>	<b>2012</b>		43.2	41.2	45.2			
<b>Utah Mothers Age 18-19</b>	<b>2013</b>		39.6	37.7	41.5			
<b>Utah Mothers Age 18-19</b>	<b>2014</b>		38.4	36.5	40.3			
<b>Utah Mothers Age 18-19</b>	<b>2015</b>		35.5	33.8	37.4			
<b>Utah Mothers Age 18-19</b>	<b>2016</b>		31.0	29.4	32.7			
<b>Utah Mothers Age 18-19</b>	<b>2017</b>		29.9	28.4	31.6			
<b>Utah Mothers Age 18-19</b>	<b>2018</b>		26.2	24.8	27.7			
<b>Utah Mothers Age 18-19</b>	<b>2019</b>		24.8	23.4	26.2			
<b>Utah Mothers Age 18-19</b>	<b>2020</b>		21.6	20.3	22.9			
<b>Utah Mothers Age 18-19</b>	<b>2021</b>		17.4	16.3	18.5		998	57,450
<b>Utah Mothers Age 18-19</b>	<b>2022</b>		15.1	14.2	16.1		946	62,582
<b>U.S. Mothers Age 18-19</b>	<b>2008</b>		68.2					
<b>U.S. Mothers Age 18-19</b>	<b>2009</b>		64.0					
<b>U.S. Mothers Age 18-19</b>	<b>2010</b>		58.2					
<b>U.S. Mothers Age 18-19</b>	<b>2011</b>		54.1					
<b>U.S. Mothers Age 18-19</b>	<b>2012</b>		51.4					

U.S. Mothers Age 18-19	2012	51.4					
U.S. Mothers Age 18-19	2013	47.1					
U.S. Mothers Age 18-19	2014	43.8					
U.S. Mothers Age 18-19	2015	40.7					
U.S. Mothers Age 18-19	2016	37.5					
U.S. Mothers Age 18-19	2017	35.1					
U.S. Mothers Age 18-19	2018	32.3					
U.S. Mothers Age 18-19	2019	31.1					
U.S. Mothers Age 18-19	2020	28.9					
U.S. Mothers Age 18-19	2021	26.6					
U.S. Mothers Age 18-19	2022	25.6			*		

Record Count: 60

### Data Notes

\*2022 Provisional Data

### Data Sources

- Utah Birth Certificate Database, Office of Vital Records and Statistics, Utah Department of Health and Human Services
- For years 2020 and later, the population estimates are provided by the Kem C. Gardner Policy Institute, Utah state and county annual population estimates are by single year of age and sex, IBIS Version 2022
- Population Estimates for 2000-2019: National Center for Health Statistics (NCHS) through a collaborative agreement with the U.S. Census Bureau, IBIS Version 2020
- National Vital Statistics System, National Center for Health Statistics, U.S. Centers for Disease Control and Prevention

## References and Community Resources

Utah Department of Health and Human Services

Adolescent Health Program

<https://adolescenthealth.utah.gov/teen-pregnancy-prevention/>

Power to Decide: The Campaign to Prevent Unplanned Pregnancy

<https://powertodecide.org/news/we-are-power-decide>

Center for Disease Control and Prevention, Division of Adolescent and School Health (DASH)

<http://www.cdc.gov/healthyyouth/>

U.S. Department of Health & Human Services, Administration for Children & Families, Family and Youth Services Bureau (FYSB)

<https://www.acf.hhs.gov/fysb>

## More Resources and Links

Evidence-based community health improvement ideas and interventions may be found at the following sites:

- Centers for Disease Control and Prevention (CDC) WONDER Database, a system for disseminating public health data and information.
- United States Census Bureau data dashboard.
- Utah healthy Places Index, evidence-based and peer-reviewed tool, supports efforts to prioritize equitable community investments, develop critical programs and policies across the state, and much more.
- County Health Rankings
- Kaiser Family Foundation's StateHealthFacts.org
- Medical literature can be queried at PubMed library.

*Page Content Updated On 11/06/2023, Published on 01/05/2024*

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[egerke@utah.gov](mailto:egerke@utah.gov)**

**Cases of sexually transmitted diseases and rates per 100,000 population, Utah and United States (U.S.), 2013-2022**

Year	Chlamydia			Gonorrhea			Primary and secondary syphilis		
	Utah		U.S.	Utah		U.S.	Utah		U.S.
	Cases	Rate	Rate	Cases	Rate	Rate	Cases	Rate	Rate
2013	7501	258.8	443.5	951	32.8	105.3	79	2.7	5.5
2014	8218	279.7	452.2	1440	49.0	109.8	53	1.8	6.3
2015	8611	288.6	475.0	1560	52.3	123.0	66	2.2	7.4
2016	9460	310.8	494.7	2100	69.0	145.0	93	3.1	8.6
2017	10135	326.6	524.6	2541	81.9	170.6	117	3.8	9.4
2018	10558	334.6	537.5	2895	91.8	178.3	168	5.3	10.7
2019	11072	345.6	552.8	2878	89.8	188.4	138	4.3	11.9
2020	10491	322.8	481.3	3120	96.0	206.5	133	4.1	12.7
2021	11226	336.3	495.5	3627	108.7	214	207	6.2	53.2
2022	11107	328.7	*	3082	91.2	*	239	7	*

Note: Cases were classified by Morbidity and Mortality Weekly Report (MMWR) year.

Data sources: Utah Department of Health and Human Services Office of Communicable Diseases, UT-NEDSS (reportable disease surveillance system) and population data from Utah Population Committee estimates by the Kem C. Gardner Policy Institute.

\*2022 US Data not available. Utah data for 2022 is preliminary. The 2022 population was estimated by calculating the average growth of the population over the last ten years and adding it to 2021's estimate.

**Chlamydia cases and rates by age group and sex, Utah, 2013-2022**

Age group																							
Sex (years)	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022		
<b>M</b> <b>a</b> <b>i</b> <b>e</b>	<1	<11	0	0	<11	<11	<11	<11	0	0	<11	19.4*	—	0.0	0.0	—	—	—	—	0.0	0.0	—	
	1 to 9	0	0	0	0	0	0	0	0	0	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
	10 to 14	<11	<11	<11	<11	<11	<11	<11	<11	<11	<11	4.1*	—	—	6.2*	7.6*	5.2*	5.1*	—	—	—	6.9*	
	15 to 19	362	458	439	483	535	542	569	563	549	514	367.7	318.9	397.9	373.1	399.5	432.3	428.0	440.6	431.1	394.9	365.2	
	20 to 24	866	934	979	1061	1117	1185	1276	1188	1330	1266	714.7	691.5	741.9	767.0	822.7	855.1	890.4	940.4	857.1	919.3	864.3	
	25 to 29	616	656	646	761	831	801	953	875	947	920	493.2	567.2	597.0	577.7	646.5	672.5	630.2	737.6	665.3	730.2	700.6	
	30 to 34	316	336	357	463	446	532	522	491	595	571	280.1	273.6	293.5	315.8	416.1	405.6	484.3	466.6	430.3	502.0	475.8	
	35 to 39	161	194	218	291	258	297	363	327	317	330	152.3	157.3	182.2	197.2	254.8	221.6	252.3	309.1	281.4	253.6	260.8	
	40 to 44	79	112	121	159	131	145	187	184	226	211	83.6	90.6	125.5	132.5	169.0	132.7	139.9	172.9	163.1	196.5	181.2	
	45 to 49	45	56	64	92	88	99	97	105	102	114	64.7	59.7	73.3	81.3	111.9	103.6	113.1	107.8	113.9	105.1	116.0	
	50 to 54	20	44	48	63	46	58	58	71	74	68	33.8	25.9	57.2	63.0	83.7	61.1	77.1	76.0	90.0	85.7	77.8	
	55 to 59	<11	13	33	22	45	42	47	43	37	18	11.3*	6.9*	17.8	44.4	29.2	59.3	54.9	61.4	56.5	47.0	22.6	
	60 to 64	<11	<11	<11	14	<11	17	21	16	24	27	—	8.4*	6.4*	14*	20.9	13*	24.0	29.2	21.8	31.6	35.1	
	65+	<11	<11	<11	<11	11	<11	15	<11	<11	15	0.0	—	—	—	4.7*	7.1*	4.9*	8.8	—	4.9*	8.1	
Unknown	0	0	0	0	0	0	0	0	0	<11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
<b>Male total</b>	2484	2810	2925	3427	3525	3735	4112	3871	4214	4069	171.9	170.4	190.1	194.8	223.6	225.5	235.1	254.8	236.4	248.6	237.1		
<b>F</b> <b>e</b> <b>m</b> <b>a</b> <b>i</b> <b>e</b>	<1	<11	0	<11	0	<11	0	0	<11	0	—	—	0.0	—	0.0	—	0.0	0.0	0.0	—	0.0		
	1 to 9	<11	0	0	0	<11	0	<11	<11	<11	—	—	0.0	0.0	0.0	0.0	—	—	—	—	—		
	10 to 14	37	49	47	53	48	46	43	41	59	33	47.2	31.0	40.3	38.1	42.3	37.6	35.4	33.0	31.4	43.7	24.1	
	15 to 19	1651	1684	1815	1900	2018	2099	2051	1871	1840	1803	1630.3	1520.0	1528.4	1605.4	1643.1	1693.1	1720.0	1642.0	1478.6	1399.0	1354.0	
	20 to 24	1890	2088	2079	2246	2499	2553	2641	2603	2736	2730	1656.5	1574.4	1697.9	1692.5	1828.7	2009.2	2019.2	2048.8	1982.6	2017.2	1988.0	
	25 to 29	773	792	871	912	1053	1100	1158	1051	1148	1231	663.0	735.0	749.6	808.8	809.4	899.1	916.7	948.5	852.8	941.2	996.8	
	30 to 34	382	457	477	473	483	511	474	501	597	561	338.0	343.5	412.7	436.4	434.1	447.2	474.6	436.1	452.6	516.5	479.3	
	35 to 39	161	187	224	250	285	271	324	272	323	290	165.6	163.4	182.6	210.2	226.9	253.0	237.9	284.6	241.3	284.4	252.2	
	40 to 44	78	93	89	122	124	136	141	181	166	200	80.8	92.8	108.3	101.3	134.7	130.7	136.3	135.2	166.3	146.1	173.9	
	45 to 49	24	36	42	46	63	58	75	53	87	89	29.6	32.7	48.6	55.2	58.0	76.6	68.4	86.4	59.5	95.0	96.0	
	50 to 54	13	14	27	20	16	29	29	28	28	39	20.5	16.6	17.9	35.1	26.4	21.4	39.2	38.7	36.3	33.7	46.3	
	55 to 59	<11	<11	11	<11	14	11	17	11	19	46	8.3*	8.1*	8*	14.4*	7.7*	17.8	13.9*	21.6	14.1*	24.8	59.3	
	60 to 64	0	<11	<11	<11	<11	<11	<11	<11	<11	10	—	0.0	—	—	—	8.3*	6.8*	6.6*	7.8*	6.2*	12.3*	
	65+	0	0	<11	<11	0	<11	<11	<11	0	<11	—	0.0	0.0	—	—	0.0	—	—	—	0.0	—	
Unknown	0	0	0	0	0	0	0	0	0	<11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
<b>Female total</b>	5017	5408	5686	6033	6610	6823	6960	6620	7012	7038	362.2	348.1	370.3	383.6	399.0	429.1	435.7	437.8	410.6	426.7	423.0		
<b>T</b> <b>o</b> <b>t</b> <b>a</b> <b>i</b>	<1	<11	0	<11	<11	<11	<11	<11	0	<11	11.9*	—	0.0	—	—	—	—	—	0.0	—	—		
	1 to 9	<11	0	0	0	<11	0	<11	<11	<11	—	—	0.0	0.0	0.0	—	—	—	0.0	—	—		
	10 to 14	41	51	55	63	55	53	46	45	63	43	25.1	16.8	20.5	21.8	24.5	20.9	19.8	17.1	16.7	22.7	15.3	
	15 to 19	2013	2142	2254	2383	2553	2641	2620	2434	2390	2317	985.8	906.2	950.8	977.0	1004.8	1050.8	1062.0	1031.3	946.6	883.5	845.9	
	20 to 24	2756	3022	3058	3307	3616	3738	3917	3791	4068	3996	1181.3	1114.1	1214.3	1220.9	1313.4	1418.0	1440.4	1480.4	1404.6	1451.3	1408.0	
	25 to 29	1389	1448	1517	1673	1884	1901	2111	1926	2094	2151	576.6	649.7	671.8	691.1	726.2	782.8	769.3	840.1	756.0	832.1	844.2	
	30 to 34	698	793	834	936	929	1043	996	992	1191	1132	308.5	307.9	352.1	375.1	425.0	426.2	479.5	451.6	441.3	508.7	477.5	
	35 to 39	322	381	442	541	543	568	687	599	640	620	158.8	160.3	182.4	203.6	241.1	237.0	245.2	297.0	261.6	268.3	256.7	
	40 to 44	157	205	210	281	255	281	328	365	391	411	82.2	91.7	117.1	117.2	152.2	131.7	138.1	154.4	164.7	171.1	177.6	
	45 to 49	69	92	106	138	151	157	172	158	189	203	47.3	46.4	61.2	68.4	85.4	90.3	91.1	97.3	87.2	100.2	106.3	
	50 to 54	33	58	75	83	62	87	87	99	102	107	27.1	21.2	37.4	49.0	55.0	41.4	58.3	57.5	63.4	60.2	62.4	
	55 to 59	11	19	44	28	59	53	64	54	56	64	9.8	7.5*	12.8	29.1	18.3	38.2	34.1	41.2	35.1	36.1	40.7	
	60 to 64	<11	<11	<11	17	15	22	26	22	29	37	—	4.1*	4.7*	7.6*	12.4*	10.6	15.2	17.6	14.6	18.6	23.4	
	65+	<11	<11	<11	<11	11	<11	17	<11	<11	17	—	—	—	—	2.8*	3.3*	2.9*	4.7	1.3*	2.3*	4.3	
Unknown	0	0	0	0	0	0	0	0	0	<11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
<b>Total cases</b>	7501	8218	8611	9460	10135	10558	11072	10491	11226	11107	266.5	258.8	279.7	288.6	310.8	326.6	334.6	345.6	322.8	336.3	328.6		

Note: Cases were classified by *Morbidity and Mortality Weekly Report (MMWR)* year. Utah data for 2022 is preliminary. The 2022 population was estimated by calculating the average growth of the population over the last ten years and adding it to 2021's estimate.

Data sources: Utah Department of Health and Human Services Office of Communicable Diseases, UT-NEDSS (reportable disease surveillance system) and population data from Utah Population Committee estimates by the Kem C. Gardner Policy Institute.

\* Use caution in interpreting, the estimate has a relative standard error greater than 30% and does not meet DHHS standards for reliability. Rate estimates with relative standard errors greater than 50% have been suppressed.

**Chlamydia Cases and Rates by Local Health District, Utah, 2013-2022**

Local health district	Cases										Rates per 100,000 population									
	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Bear River	251	267	348	354	353	394	391	381	427	406	147.6	155.6	200.1	199.3	195.5	214.3	209.4	201.1	213.8	200.8
Central	91	110	91	89	106	123	135	118	146	141	119.9	144.4	118.3	113.8	133.4	152.4	164.8	142.4	181.6	173.3
Davis	891	954	891	968	1143	1145	1154	954	965	972	276.4	290.1	266.1	283.7	329.5	326.1	324.8	265.6	262.7	261.4
Salt Lake	3792	4279	4579	5107	5328	5289	5709	5454	5830	5762	351.2	392.4	415.3	455.7	468.5	460.3	492.8	467.9	491.4	479.7
San Juan	N/A	N/A	55	54	59	43	55	15	41	47	N/A	N/A	360.6	351.9	386.0	280.4	361.2	98.2	283.0	320.4
Southeastern	168	126	69	69	70	100	91	69	81	97	299.8	225.7	171.3	171.7	175.9	250.0	225.8	169.5	202.5	239.5
Southwest	380	432	410	460	556	653	701	651	672	720	179.0	199.2	185.2	201.7	235.5	267.3	277.3	249.0	247.0	261.3
Summit	74	91	89	120	118	116	132	129	111	141	192.5	232.5	224.3	295.8	285.2	277.0	313.7	303.5	257.6	323.1
Tooele	141	143	164	159	194	187	188	176	197	170	232.5	232.6	261.7	246.0	287.4	267.3	260.7	236.2	257.0	219.1
TriCounty	112	137	118	124	111	147	97	107	126	91	197.2	235.2	197.8	215.4	197.9	261.1	171.2	188.1	221.2	157.7
Utah	774	940	974	1021	1180	1270	1362	1411	1603	1587	140.3	167.5	169.9	172.7	194.2	204.2	214.3	216.7	234.0	228.8
Wasatch	38	35	29	46	42	46	57	52	51	69	143.0	125.8	99.6	151.2	131.1	138.2	166.6	147.3	141.0	188.3
Weber-Morgan	789	702	794	885	875	1043	1000	970	970	900	317.8	279.9	312.6	342.3	332.3	390.0	367.9	352.6	346.8	317.7
Unknown	0	<11	0	<11	0	<11	0	<11	<11	<11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>State total</b>	7,501	8,218	8,611	9,460	10,135	10,558	10,491	10,487	11,226	11,107	258.8	279.7	288.6	310.8	326.6	334.6	345.6	322.8	336.3	328.6

Note: Cases were classified by *Morbidity and Mortality Weekly Report (MMWR)* year. San Juan County has been an independent LHD since 2015. Prior to 2015, it was served by the Southeast Utah LHD.

Data sources: Utah Department of Health and Human Services Office of Communicable Diseases, UT-NEDSS (reportable disease surveillance system) and population data from Utah

Population Committee estimates by the Kem C. Gardner Policy Institute.

\* Use caution in interpreting, the estimate has a relative standard error greater than 30% and does not meet DHHS standards for reliability.

Note: Rate estimates with relative standard errors greater than 50% have been suppressed.

Gonorrhea cases and rates by age group and sex, Utah, 2013-2022

Sex	Age group (years)	Cases										Rates per 100,000 population									
		2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
M a l e	<1	0	0	0	0	0	0	0	0	0	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	1 to 9	0	0	0	0	0	0	0	0	<11	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	10 to 14	<11	0	<11	<11	0	0	0	0	0	<11	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	15 to 19	38	62	66	90	120	131	124	148	150	113	33.5	53.9	56.1	74.4	97.0	103.4	96.0	113.3	107.9	80.3
	20 to 24	131	229	228	286	357	462	388	410	411	447	104.6	181.9	178.6	221.8	273.3	347.2	285.9	295.8	284.1	305.2
	25 to 29	133	200	266	311	390	423	456	428	529	486	122.5	182.0	237.9	264.2	315.6	332.8	352.9	325.4	407.9	370.1
	30 to 34	100	150	163	257	272	343	333	335	444	371	86.6	131.0	144.2	231.0	247.4	312.3	297.6	293.6	374.6	309.1
	35 to 39	60	97	122	170	219	232	224	238	287	254	58.6	91.1	110.3	148.9	188.1	197.1	190.7	204.8	229.6	200.7
	40 to 44	41	49	70	111	105	139	137	153	205	144	47.0	54.9	76.7	118.0	106.3	134.1	126.6	135.6	178.3	123.7
	45 to 49	29	40	45	80	95	83	77	84	141	73	38.4	52.4	57.2	97.3	111.9	94.8	85.6	91.1	145.3	74.3
	50 to 54	33	28	51	38	53	68	59	58	109	59	42.8	36.4	67.0	50.5	70.5	90.4	77.3	73.5	126.3	67.5
55 to 59	<11	13	35	25	35	46	35	40	66	44	12.4*	17.8	47.0	33.2	46.1	60.2	45.7	52.5	83.8	55.2	
60 to 64	<11	<11	<11	11	18	17	23	26	36	27	0.0	11.3*	6.2*	16.4*	26.0	32.0	24.0	35.5	47.4	35.1	
65+	0	0	<11	<11	<11	12	13	<11	13	12	0.0	0.0	3.5*	0.0	4.5*	7.4	7.6	5.0*	7.1	6.5	
Unknown	0	0	0	0	0	0	<11	0	0	<11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
<b>Male total</b>	578	875	1,056	1,384	1,671	1,956	1,870	1,929	2,392	2,032	39.7	59.2	70.3	90.3	106.9	123.1	115.8	117.8	141.1	118.4	
F e m a l e	<1	0	<11	0	0	0	0	0	0	<11	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
	1 to 9	0	0	0	0	0	<11	0	0	<11	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	3.1*	
	10 to 14	<11	<11	<11	<11	<11	11	<11	<11	<11	<11	0.0	4.1*	4.9*	4.0*	7.0*	8.5*	3.1*	3.8*	0.0	
	15 to 19	50	89	72	125	156	188	149	205	200	177	46.0	80.8	63.7	107.5	130.9	154.1	119.3	162.0	152.1	132.9
	20 to 24	115	165	143	177	210	226	291	350	345	320	94.2	134.2	116.4	144.1	168.8	178.7	225.7	266.6	254.4	233.0
	25 to 29	82	119	108	160	191	198	209	236	227	188	78.0	112.6	100.3	142.0	163.1	165.0	171.2	191.5	186.1	152.2
	30 to 34	57	102	81	130	129	121	159	146	179	140	51.3	92.1	74.1	119.3	119.4	112.4	146.3	131.9	154.9	119.6
	35 to 39	35	52	55	60	85	103	87	102	122	104	35.5	50.8	51.6	54.4	75.5	90.4	76.4	90.5	107.4	90.4
	40 to 44	12	18	20	34	37	52	43	73	72	59	14.3	21.0	22.8	37.5	39.0	52.1	41.2	67.1	63.4	51.3
	45 to 49	<11	<11	13	16	27	20	38	42	29	32	5.4*	12.2*	17.1	20.2	32.8	23.6	43.8	47.2	31.7	34.5
	50 to 54	11	<11	<11	<11	16	<11	21	21	29	14	14.0*	5.1*	6.5*	9.3*	21.4	13.5*	28.0	27.2	34.9	16.6
55 to 59	<11	<11	<11	<11	<11	<11	<11	<11	<11	<11	0.0	0.0	0.0	0.0	7.6*	7.6*	6.3*	11.6*	11.8*	5.2*	
60 to 64	<11	0	0	<11	<11	<11	<11	<11	<11	<11	0.0	0.0	0.0	0.0	5.5*	0.0	0.0	0.0	7.5*	4.9*	
65+	0	0	0	0	0	0	<11	0	<11	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
Unknown	0	0	0	0	0	0	0	0	0	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
<b>Female total</b>	373	565	504	716	870	939	1,008	1,191	1,234	1,050	25.9	38.7	34.0	47.4	56.5	60.0	63.4	73.9	74.5	63.1	
T o t a l	<1	0	<11	0	0	0	0	0	0	<11	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
	1 to 9	0	0	0	0	0	<11	0	0	<11	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.5*	
	10 to 14	<11	<11	<11	<11	<11	11	<11	<11	<11	<11	0.0	2.0*	2.8*	3.1*	3.4*	4.1*	1.5*	1.9*	1.4*	
	15 to 19	88	151	138	215	276	319	273	353	350	290	39.6	67.0	59.8	90.7	113.6	128.3	107.5	137.3	129.4	105.9
	20 to 24	246	394	371	463	567	688	679	760	756	767	99.4	158.3	148.1	183.9	222.3	265.1	256.6	281.6	269.7	270.3
	25 to 29	215	319	374	471	581	621	665	664	756	674	100.6	148.0	170.4	204.5	241.4	251.3	264.6	260.6	300.4	264.5
	30 to 34	157	252	244	387	401	464	492	481	623	511	69.3	111.9	109.7	175.7	184.0	213.3	223.1	214.0	266.1	215.6
	35 to 39	95	149	177	230	304	335	311	340	409	358	47.3	71.3	81.5	102.5	132.7	144.6	134.5	148.5	171.4	148.2
	40 to 44	53	67	90	145	142	191	180	226	277	203	31.0	38.3	50.2	78.5	73.4	93.9	84.7	102.0	121.2	87.7
	45 to 49	33	49	58	96	122	103	115	126	170	105	22.2	32.6	37.5	59.4	73.0	59.8	65.0	69.5	90.1	55.0
	50 to 54	44	32	56	45	69	78	80	79	138	73	28.3	20.7	36.6	29.8	46.0	52.3	52.9	50.6	81.4	42.5
55 to 59	12	14	36	26	41	52	40	49	75	48	8.2	9.4	23.8	17.0	26.5	33.5	25.7	31.8	48.3	30.5	
60 to 64	<11	<11	<11	12	22	19	24	28	42	31	4.1*	5.5*	3.0*	8.8	15.6	13.1	16.3	18.6	26.9	19.6	
65+	0	0	<11	<11	<11	12	14	<11	15	12	0.0	0.0	1.6*	0.0	2.1*	3.4	3.8	2.4*	3.9	3.1	
Unknown	0	0	0	0	0	0	<11	0	0	<11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
<b>Total cases</b>	951	1,440	1,560	2,100	2,541	2,895	2,878	3,120	3,616	3,082	32.8	49.0	52.3	69.0	81.9	91.8	89.8	96.0	108.3	91.2	

Note: Cases were classified by *Morbidity and Mortality Weekly Report (MMWR)* year. Utah data for 2022 is preliminary. The 2022 population was estimated by calculating the average growth of the population over the last ten years and adding it to 2021's estimate.

Data sources: Utah Department of Health and Human Services Office of Communicable Diseases, UT-NEDSS (reportable disease surveillance system) and population data from Utah Population Committee estimates by the Kem C. Gardner Policy Institute.

\* Use caution in interpreting, the estimate has a relative standard error greater than 30% and does not meet DHHS standards for reliability.

Note: Rate estimates with relative standard errors greater than 50% have been suppressed.

**Gonorrhea Cases and Rates by Local Health District, Utah, 2013-2022**

Local health district	Cases										Rates per 100,000 population										
	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Bear River	<11	35	17	27	49	53	39	57	62	70	4.8*	4.1*	20.4	9.8	15.2	27.1	28.8	20.9	30.1	31.0	34.6
Central	<11	<11	<11	<11	<11	24	11	13	28	22	—	—	9.2*	10.4*	12.8*	11.3*	29.7	13.4*	15.7	34.8	27.0
Davis	64	105	93	138	184	217	228	244	254	236	13.0	19.9	31.9	27.8	40.4	53.0	61.8	64.2	67.9	316.0	63.4
Salt Lake	685	1001	1048	1436	1653	1909	1894	1990	2346	1999	32.0	63.4	91.8	95.0	128.1	145.3	166.2	163.5	170.7	197.7	166.4
San Juan	0	0	<11	<11	<11	<11	16	<11	13	9	N/A	N/A	N/A	—	39.1*	32.7*	45.6*	105.1	32.7*	89.7	61.3*
Southeastern	<11	<11	<11	<11	19	21	15	12	15	10	8.8*	8.9*	12.5*	14.9*	14.9*	47.8	52.5	37.2	29.5	37.4	24.7*
Southwest	16	23	55	56	88	65	84	94	152	104	6.7	7.5	10.6	24.8	24.6	37.3	26.6	33.2	36.0	55.9	37.7
Summit	<11	<11	<11	11	<11	22	24	25	22	22	—	13*	23*	25.2*	27.1	16.9	52.5	57.0	58.8	51.1	50.4
Tooele	<11	22	28	29	42	26	47	53	76	51	—	11.5*	35.8	44.7	44.9	62.2	37.2	65.2	71.1	99.2	65.7
TriCounty	<11	<11	12	<11	14	28	25	20	23	18	—	10.6*	12*	20.1	10.4*	25.0	49.7	44.1	35.2	40.4	31.2
Utah	67	97	129	159	201	229	244	328	349	325	3.1	12.1	17.3	22.5	26.9	33.1	36.8	38.4	50.4	50.9	46.8
Wasatch	<11	<11	<11	<11	<11	<11	<11	17	19	14	0.0	—	—	—	29.6*	25*	—	20.5*	48.2	52.5	38.2
Weber-Morgan	85	124	147	206	262	290	243	260	268	201	17.9	—	—	—	79.7	99.5	108.4	89.4	94.5	95.8	70.9
Unknown	0	<11	0	<11	0	0	<11	<11	0	<11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>State total</b>	951	1,440	1,560	2,100	2,541	2,895	2,878	3,120	3,627	3,084	16.9	32.8	49.0	52.3	69.0	81.9	91.8	89.8	96.0	108.7	91.2

Note: Cases were classified by *Morbidity and Mortality Weekly Report (MMWR)* year. 2022 US Data not available. Utah data for 2022 is preliminary. The 2022 population was estimated by calculating the average growth of the population over the last ten years and adding it to 2021's estimate.

Sources: Utah Cases - Department of Health and Human Services, Office of Communicable Diseases, UT-NEDSS (reportable disease surveillance system); Population Estimates - National Center for Health Statistics (NCHS) through a collaborative agreement with the U.S. Bureau of the Census.

\* Use caution in interpreting, the estimate has a relative standard error greater than 30% and does not meet DHHS standards for reliability.

Note: Rate estimates with relative standard errors greater than 50% have been suppressed.

Syphilis (all stages) cases and rates by age group and sex, Utah, 2013-2022

Sex (years)	Cases										Rates per 100,000 population										
	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	
M a l e	<1	<11	0	0	0	<11	<11	<11	0	0	-	0.0	0.0	0.0	0.0	-	-	-	0.0	0.0	
	1 to 9	0	0	0	0	0	0	0	0	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
	10 to 14	0	0	0	0	0	0	0	0	<11	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	-	
	15 to 19	<11	<11	<11	<11	<11	13	<11	<11	<11	17	-	-	5.1*	6.6*	6.5*	10.3	6.2*	6.9*	7.2*	12.1
	20 to 24	23	17	18	32	42	46	41	38	59	62	18.4	13.5	14.1	24.8	32.2	34.6	30.2	27.4	40.8	42.3
	25 to 29	26	26	33	40	50	78	75	65	73	96	23.9	23.7	29.5	34.0	40.5	61.4	58.1	49.4	56.3	73.1
	30 to 34	17	25	22	27	42	63	58	49	88	92	14.7	21.8	19.5	24.3	38.2	57.4	51.8	42.9	74.2	76.7
	35 to 39	31	15	20	38	36	53	67	35	59	80	30.3	14.1	18.1	33.3	30.9	45.0	57.0	30.1	47.2	63.2
	40 to 44	23	<11	19	22	17	38	33	31	41	67	26.4	10.1*	20.8	23.4	17.2	36.7	30.5	27.5	35.7	57.5
	45 to 49	17	<11	<11	14	24	25	25	24	33	40	22.5	13.1*	8.9*	17.0	28.3	28.6	27.8	26.0	34.0	40.7
	50 to 54	15	14	18	22	19	26	24	17	26	35	19.4	18.2	23.6	29.2	25.3	34.6	31.4	21.5	30.1	40.0
	55 to 59	<11	<11	11	12	19	13	20	<11	23	27	11.1*	10.9*	14.8*	15.9	25.0	17.0	26.1	7.9*	29.2	33.9
	60 to 64	<11	<11	<11	<11	<11	<11	<11	<11	13	22	8.4*	-	-	9*	-	9.9*	13.9*	13.7*	17.1	28.6
	65+	<11	<11	<11	<11	<11	<11	11	11	11	13	-	3.7*	3.5*	7.4*	6.4*	5.5*	6.5*	6.2*	6*	7.0
Unknown	<11	0	0	0	0	0	0	0	0	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
<b>Male total</b>	173	134	161	232	269	372	374	296	436	552	11.8	9.1	10.7	15.1	17.2	23.4	23.2	18.1	25.7	32.2	
F e m a l e	<1	<11	0	0	0	0	<11	0	0	0	-	0.0	0.0	0.0	0.0	0.0	-	0.0	0.0	0.0	
	1 to 9	0	0	0	0	0	0	0	0	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
	10 to 14	0	0	0	0	0	0	0	0	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
	15 to 19	<11	<11	<11	<11	<11	<11	<11	<11	<11	<11	-	-	-	-	-	-	-	4*	4.6*	-
	20 to 24	<11	<11	<11	<11	<11	<11	16	<11	15	14	-	-	7.3*	4.9*	4*	7.1*	12.4*	7.6*	11.1	10.2
	25 to 29	<11	<11	<11	<11	<11	<11	<11	16	16	28	-	4.7*	-	4.4*	-	5.8*	7.4*	13.0	13.1	22.7
	30 to 34	0	<11	<11	<11	<11	11	<11	<11	14	16	0.0	-	-	-	5.6*	10.2*	6.4*	5.4*	12.1	13.7
	35 to 39	<11	<11	<11	<11	<11	<11	<11	<11	15	14	5.1*	-	-	4.5*	6.2*	-	-	-	13.2	12.2
	40 to 44	0	<11	<11	0	0	<11	<11	<11	<11	13	0.0	-	-	0.0	0.0	-	4.8*	-	7*	11.3
	45 to 49	<11	<11	<11	<11	<11	<11	<11	<11	<11	<11	-	-	-	-	-	-	-	5.6*	-	7.5*
	50 to 54	<11	<11	<11	<11	<11	<11	<11	0	<11	<11	-	-	-	-	-	-	-	0.0	-	-
	55 to 59	0	<11	0	<11	<11	<11	<11	<11	<11	<11	0.0	-	0.0	-	-	-	-	-	-	-
	60 to 64	0	0	<11	0	<11	0	<11	0	<11	<11	0.0	0.0	-	0.0	-	0.0	0.0	-	-	-
	65+	<11	<11	<11	<11	<11	<11	<11	<11	11	<11	-	3.8*	-	-	2.8*	-	-	2.5*	5.4*	2.9*
Unknown	0	0	0	0	0	0	0	0	0	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
<b>Female total</b>	19	25	31	28	32	50	54	59	93	109	1.3	1.7	2.1	1.9	2.1	3.2	3.4	3.7	5.7	6.6	
T o t a l	<1	<11	0	0	0	<11	<11	<11	0	0	9.7*	0.0	0.0	0.0	0.0	-	-	-	0.0	0.0	
	1 to 9	0	0	0	0	0	0	0	0	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
	10 to 14	0	0	0	0	0	0	0	0	<11	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	-	
	15 to 19	<11	<11	<11	<11	<11	16	12	14	16	19	2.3*	-	3.5*	4.2*	4.1*	6.4	4.7	5.4	5.9	6.9
	20 to 24	24	20	27	38	47	55	57	48	74	76	9.7	8.0	10.8	15.1	18.4	21.2	21.5	17.8	26.4	26.8
	25 to 29	27	31	37	45	53	85	84	81	89	124	12.6	14.4	16.9	19.5	22.0	34.4	33.4	31.8	35.4	48.7
	30 to 34	17	26	25	29	48	74	65	55	102	108	7.5	11.5	11.2	13.2	22.0	34.0	29.5	24.5	43.6	45.6
	35 to 39	36	17	22	43	43	57	69	38	74	94	17.9	8.1	10.1	19.2	18.8	24.6	29.8	16.6	31.0	38.9
	40 to 44	23	<11	20	22	17	42	38	34	49	80	13.4	5.7*	11.2	11.9	8.8	20.6	17.9	15.3	21.4	34.6
	45 to 49	20	13	<11	15	25	26	28	29	36	47	13.4	8.6	5.2*	9.3	15.0	15.1	15.8	16.0	19.1	24.6
	50 to 54	16	15	22	24	20	30	26	17	28	38	10.3	9.7	14.4	15.9	13.3	20.1	17.2	10.9	16.5	22.1
	55 to 59	<11	<11	11	15	20	16	22	<11	25	30	5.5*	6.7*	7.3*	9.8	12.9	10.3	14.2	5.8*	16.1	19.1
	60 to 64	<11	<11	<11	<11	<11	<11	<11	13	14	25	4.1*	3.2*	-	4.4*	-	4.8*	6.8*	8.7	9.0	15.8
	65+	<11	11	<11	13	15	13	13	16	22	19	1.8*	3.7*	2.9*	4.1	4.5	3.7	3.6	4.2	5.7	4.8
Unknown	<11	0	0	0	0	0	0	0	0	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
<b>Total cases</b>	192	159	192	260	301	422	428	355	529	661	6.6	5.4	6.4	8.5	9.7	13.4	13.4	10.9	15.8	19.6	

Note: Cases were classified by Morbidity and Mortality Weekly Report (MMWR) year. Utah data for 2022 is preliminary. The 2022 population was estimated by calculating the average growth of the population over the last ten years and adding it to 2021's estimate.

Data sources: Utah Department of Health and Human Services Office of Communicable Diseases, UT-NEDSS (reportable disease surveillance system) and population data from Utah Population Committee estimates by the Kem C. Gardner Policy Institute.

\* Use caution in interpreting, the estimate has a relative standard error greater than 30% and does not meet DHHS standards for reliability.

Note: Rate estimates with relative standard errors greater than 50% have been suppressed.

**Syphilis (all stages) Cases and Rates by Local Health District, Utah, 2013-2022**

Local health district	Cases										Rates per 100,000 population									
	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Bear River	<11	<11	<11	<11	<11	<11	<11	<11	13	17	—	—	3.4*	3.4*	—	3.3*	—	3.7*	6.5	8.4
Central	<11	0	0	0	<11	<11	<11	<11	<11	<11	—	0.0	0.0	0.0	—	5*	—	—	7.5*	—
Davis	20	15	16	18	23	37	40	25	39	48	6.2	4.6	4.8	5.3	6.6	10.5	11.3	7.0	10.6	12.9
Salt Lake	139	110	129	188	204	270	271	212	304	441	12.9	10.1	11.7	16.8	17.9	23.5	23.4	18.2	25.6	36.7
San Juan	<11	0	<11	<11	<11	<11	<11	<11	<11	<11	—	0.0	—	—	—	—	—	32.7*	55.2*	27.3*
Southeastern	0	<11	<11	<11	1	0	<11	<11	<11	<11	0.0	—	—	—	—	0.0	12.4*	—	—	19.8*
Southwest	<11	<11	<11	11	19	21	15	16	27	27	2.4*	—	3.6*	4.8*	8.0	8.6	5.9	6.1	9.9	9.8
Summit	<11	<11	<11	<11	<11	<11	<11	<11	<11	<11	—	—	—	—	—	—	18.7*	—	16.2*	13.8*
Tooele	<11	<11	<11	<11	<11	<11	<11	<11	<11	<11	—	—	—	—	7.4*	—	—	8.1*	9.1*	9*
TriCounty	<11	0	0	0	<11	<11	<11	<11	<11	<11	—	0.0	0.0	0.0	—	—	—	—	—	—
Utah	<11	16	15	20	22	38	48	39	71	68	0.9*	2.9	2.6	3.4	3.6	6.1	7.6	6.0	10.4	9.8
Wasatch	0	<11	<11	0	<11	<11	0	0	0	<11	0.0	—	—	0.0	—	—	0.0	0.0	0.0	—
Weber-Morgan	<11	<11	<11	<11	20	37	27	32	47	38	—	4.4*	2.8*	3.9*	7.6	13.8	9.9	11.6	16.8	13.4
Unknown	<11	<11	<11	0	0	0	0	<11	0	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>State total</b>	187	161	193	260	302	422	425	354	535	674	6.5	5.5	6.5	8.5	9.7	13.4	13.3	10.9	16.0	19.9

Note: Cases were classified by *Morbidity and Mortality Weekly Report (MMWR)* year. San Juan County has been an independent LHD since 2015. Prior to 2015, it was served by the Southeast Utah LHD. Utah data for 2022 is preliminary. The 2022 population was estimated by calculating the average growth of the population over the last ten years and adding it to 2021's estimate.

Data sources: Utah Department of Health and Human Services Office of Communicable Diseases, UT-NEDSS (reportable disease surveillance system) and population data from Utah Population

\* Use caution in interpreting, the estimate has a relative standard error greater than 30% and does not meet DHHS standards for reliability.

Note: Rate estimates with relative standard errors greater than 50% have been suppressed.

## Behavior Data – Layton

Sex	Grade	Incident	Action	# of Days
M	5	2024-358 Disrespecting Faculty	Out of School Suspension	1
M	5	2024-304 Bodily Fluids	Out of School Suspension	1
M	5	2024-350 Inappropriate Language	Out of School Suspension	3
M	6	2024-293 Disrespecting Student	Out of School Suspension	1
M	6	2024-389 Fighting with Student	Out of School Suspension	2
M	6	2024-329 Disrespecting Student	Out of School Suspension	1
M	6	2024-144 Disrespecting Student	Out of School Suspension	1
M	6	2024-167 Vandalism	Out of School Suspension	3
M	6	2024-266 Disrespecting Adult	Out of School Suspension	1
M	0	2024-91 Disruptive Behavior	Out of School Suspension	1
M	0	2024-123 Disruptive Behavior	Out of School Suspension	3
M	0	2024-384 Fighting with Student	Out of School Suspension	1
M	5	2024-124 Theft	Out of School Suspension	1
M	3	2024-411 Fighting with Student	Out of School Suspension	1
M	6	2024-291 Threatening Bodily Harm	Out of School Suspension	1
F	2	2024-362 Disruptive Behavior	Out of School Suspension	1
M	5	2024-346 Weapon Possession	Out of School Suspension	2
M	6	2024-224 Threat/Intimidation	Out of School Suspension	4
F	5	2024-328 Bullying	Out of School Suspension	3
M	5	2024-129 Weapon Possession	Out of School Suspension	3
M	2	2024-387 Disruptive Behavior	Out of School Suspension	2
M	2	2024-392 Fighting with Student	Out of School Suspension	0

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## Behavior Data – Ogden

Sex	Grade	Incident	Action	# of Days
F	4	2024-231 Disrespecting Student	Out of School Suspension	1
M	6	2024-69 Fighting with Student	Out of School Suspension	1
M	0	2024-210 Threat/Intimidation	Out of School Suspension	2
M	0	2024-219 Truancy	Out of School Suspension	2
M	0	2024-233 Disruptive Behavior	Out of School Suspension	1
M	0	2024-391 Truancy	Out of School Suspension	1
F	6	2024-326 Disruptive Behavior	Out of School Suspension	1
M	4	2024-337 Disruptive Behavior	Out of School Suspension	1
M	4	2024-148 Bullying on basis of race, color, national origin	Out of School Suspension	2
M	1	2024-14 Fighting with Student	Out of School Suspension	1
M	0	2024-154 Disruptive Behavior	Out of School Suspension	1
F	6	2024-397 Fighting with Student	Out of School Suspension	1
M	6	2024-261 Bullying	Out of School Suspension	2
M	6	2024-262 Computer Misuse	Out of School Suspension	7
M	0	2024-97 Fighting with Student	Out of School Suspension	3
M	0	2024-102 Disrespecting Faculty	Out of School Suspension	1
M	0	2024-420 Fighting with Student	Out of School Suspension	2
M	0	2024-220 Truancy	Out of School Suspension	2
M	0	2024-235 Fighting with Faculty	Out of School Suspension	2
M	0	2024-377 Threatening Bodily Harm	Out of School Suspension	2
M	3	2024-12 Disruptive Behavior	Out of School Suspension	2
M	3	2024-70 Disrespecting Faculty	Out of School Suspension	1
F	0	2024-112 Truancy	Out of School Suspension	1
F	0	2024-247 Fighting with Student	Out of School Suspension	2
F	0	2024-265 Disrespecting Student	Out of School Suspension	2
F	0	2024-277 Fighting with Student	Out of School Suspension	3

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M	4	2024-226 Bullying on basis of race, color, national origin	Out of School Suspension	4
M	0	2024-81 Disruptive Behavior	Out of School Suspension	1
M	0	2024-104 Fighting with Student	Out of School Suspension	3
M	0	2024-105 Fighting with Student	Out of School Suspension	3
M	0	2024-115 Truancy	Out of School Suspension	1
M	0	2024-221 Truancy	Out of School Suspension	1
M	0	2024-322 Disrespecting Faculty	Out of School Suspension	1
M	0	2024-333 Fighting with Student	Out of School Suspension	1
M	0	2024-354 Fighting with Faculty	Out of School Suspension	1
M	0	2024-367 Fighting with Student	Out of School Suspension	3
M	0	2024-394 Truancy	Out of School Suspension	1
M	1	2024-16 Disruptive Behavior	Out of School Suspension	1
M	1	2024-17 Disrespecting Faculty	Out of School Suspension	1
M	1	2024-54 Fighting with Student	Out of School Suspension	2
M	1	2024-118 Disrespecting Faculty	Out of School Suspension	1
M	1	2024-163 Threatening Bodily Harm	Out of School Suspension	3
M	1	2024-195 Fighting with Adult	Out of School Suspension	2
M	1	2024-246 Threat/Intimidation	Out of School Suspension	4
M	1	2024-267 Threat/Intimidation	Out of School Suspension	1
F	0	2024-254 Fighting with Faculty	Out of School Suspension	1
F	0	2024-166 Disrespecting Faculty	Out of School Suspension	4
M	5	2024-84 Fighting with Student	Out of School Suspension	1
M	5	2024-257 Fighting with Student	Out of School Suspension	2
F	4	2024-404 Disruptive Behavior	Out of School Suspension	1
F	6	2024-152 Drug Paraphernalia	Out of School Suspension	2
M	1	2024-147 Threat/Intimidation	Out of School Suspension	1
M	1	2024-145 Fighting with Adult	Out of School Suspension	1
M	2	2024-103 Truancy	Out of School Suspension	1
F	1	2024-28 Disruptive Behavior	Out of School Suspension	1

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<b>F</b>	1	2024-258	Fighting with Student	Out of School Suspension	2
<b>F</b>	1	2024-111	Fighting with Student	Out of School Suspension	2
<b>F</b>	6	2024-152	Drug Paraphernalia	Out of School Suspension	1
<b>M</b>	5	2024-249	Fighting with Student	Out of School Suspension	2
<b>M</b>	5	2024-427	Disrespecting Student	Out of School Suspension	2
<b>M</b>	5	2024-438	Fighting with Student	Out of School Suspension	2
<b>M</b>	0	2024-101	Disrespecting Student	Out of School Suspension	2
<b>M</b>	0	2024-114	Truancy	Out of School Suspension	1
<b>M</b>	0	2024-120	Disruptive Behavior	Out of School Suspension	3
<b>M</b>	0	2024-219	Truancy	Out of School Suspension	2
<b>M</b>	0	2024-422	Disruptive Behavior	Out of School Suspension	1
<b>M</b>	0	2024-233	Disruptive Behavior	Out of School Suspension	1
<b>M</b>	0	2024-339	Disrespecting Faculty	Out of School Suspension	2
<b>M</b>	0	2024-355	Vandalism	Out of School Suspension	1
<b>M</b>	0	2024-371	Threatening Bodily Harm	Out of School Suspension	2
<b>M</b>	0	2024-402	Fighting with Faculty	Out of School Suspension	2
<b>F</b>	6	2024-152	Drug Paraphernalia	Out of School Suspension	1
<b>M</b>	0	2024-15	Fighting with Faculty	Out of School Suspension	1
<b>M</b>	0	2024-200	Threat/Intimidation	Out of School Suspension	1
<b>M</b>	1	2024-13	Fighting with Student	Out of School Suspension	1
<b>M</b>	1	2024-342	Disruptive Behavior	Out of School Suspension	2
<b>M</b>	1	2024-372	Threatening Bodily Harm	Out of School Suspension	1
<b>M</b>	1	2024-393	Vandalism	Out of School Suspension	2
<b>M</b>	1	2024-401	Disrespecting Faculty	Out of School Suspension	1
<b>M</b>	1	2024-406	Disruptive Behavior	Out of School Suspension	1
<b>M</b>	1	2024-412	Disruptive Behavior	Out of School Suspension	1
<b>M</b>	1	2024-418	Disruptive Behavior	Out of School Suspension	1
<b>M</b>	1	2024-429	Threatening Bodily Harm	Out of School Suspension	1
<b>F</b>	0	2024-343	Disruptive Behavior	Out of School Suspension	1
<b>M</b>	6	2024-165	Disrespecting Faculty	Out of School Suspension	4

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<b>M</b>	2	2024-414 <b>Computer Misuse</b>	Out of School Suspension	1
<b>M</b>	6	2024-69 Fighting with Student	Out of School Suspension	1
<b>F</b>	3	2024-390 Uncontrolled Substance Use	Out of School Suspension	2
<b>M</b>	6	2024-388 Drug Paraphernalia	Out of School Suspension	5
<b>M</b>	0	2024-248 Disruptive Behavior	Out of School Suspension	1
<b>M</b>	2	2024-142 Fighting with Student	Out of School Suspension	2
<b>M</b>	0	2024-423 Truancy	Out of School Suspension	1
<b>M</b>	0	2024-93 Truancy	Out of School Suspension	1
<b>F</b>	4	2024-223 Threat/Intimidation	Out of School Suspension	2
<b>F</b>	4	2024-231 Disrespecting Student	Out of School Suspension	1
<b>M</b>	5	2024-122 Disruptive Behavior	Out of School Suspension	1
<b>M</b>	5	2024-134 Disruptive Behavior	Out of School Suspension	1
<b>M</b>	5	2024-140 Disruptive Behavior	Out of School Suspension	1
<b>M</b>	5	2024-168 Disrespecting Faculty	Out of School Suspension	2
<b>M</b>	5	2024-193 Disruptive Behavior	Out of School Suspension	6
<b>M</b>	6	2024-164 Sexual Assault	Out of School Suspension	7
<b>M</b>	6	2024-207 Sexual Harassment	Out of School Suspension	4
<b>M</b>	2	2024-137 Disrespecting Faculty	Out of School Suspension	2
<b>F</b>	5	2024-431 Fighting with Student	Out of School Suspension	1
<b>F</b>	6	2024-397 Fighting with Student	Out of School Suspension	1
<b>M</b>	2	2024-108 Disrespecting Faculty	Out of School Suspension	3
<b>M</b>	2	2024-110 Disruptive Behavior	Out of School Suspension	3
<b>M</b>	2	2024-321 Disruptive Behavior	Out of School Suspension	1
<b>M</b>	6	2024-352 Fighting with Student	Out of School Suspension	1
<b>M</b>	4	2024-148 Bullying on basis of race, color, national origin	Out of School Suspension	2

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## **Leadership Learning Academy Arrest Reporting Policy**



### **POLICY**

The Board of Directors of the School recognizes the importance of receiving information regarding arrests of employees that are not licensed by the Utah State Office of Education in order to assist the School in adequately safeguarding the safety of students.

The Lead Director of the School will therefore establish administrative procedures that comply with the requirements of Utah Administrative Code R277-516-4.

The Board acknowledges the requirement that Board Members report arrests and convictions as set forth in R277-516-5.C.

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## **Arrest Reporting Administrative Procedures**

These procedures are established in order to comply with the Arrest Reporting Policy adopted by the School's Board of Directors.

### **Required Reports**

(a) Non-USOE-licensed employees of the School, (b) volunteers, (c) Board Members, and (d) any School employees who drive a motor vehicle as part of their employment responsibilities must report to the Lead Director information regarding the following matters:

- Convictions, including pleas in abeyance and diversion agreements;
- Any matters involving arrests for alleged sex offenses;
- Any matters involving arrests for alleged drug-related offenses;
- Any matters involving arrests for alleged alcohol-related offenses; and
- Any matters involving arrests for alleged offenses against the person under Title 76, Chapter 5 (i.e., assault, battery, etc.)

### **Timeline for Reports**

Current employees of the School must provide the required reports to the Lead Director and Campus Principal within seven (7) days of receiving notification of this policy from the Lead Director and Campus Principal. Thereafter, employees of the School must submit required reports to the Lead Director and Campus Principal within seven (7) days of the event necessitating the report. New employees of the School must report this information prior to commencing work for the School.

### **Procedure for Review of Reports**

The Lead Director and Campus Principal will review and investigate all reports received pursuant to the policy and determine whether any employment action is necessary to protect the safety of students.

The Lead Director and Campus Principal will maintain the confidentiality of the information submitted and only share such information with individuals who have a legitimate need to know. Information regarding the reports, the results of any investigation, the Principal's determination and any action taken will be maintained in a separate, confidential employment file. These records

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will only be kept as long as the Lead Director determines it is necessary to protect the safety of students.

### **Required Action**

Any individual who reports a matter involving alleged sex offenses or other alleged offenses which may endanger students shall be immediately suspended from all student supervision responsibilities during the period of investigation.

Any individual who reports a matter involving alcohol or drugs shall be immediately suspended from transporting students, operating motor vehicles on school business, or operating or maintaining school vehicles during the period of investigation.

### **Training**

The Lead Director will ensure that individuals subject to this policy receive appropriate training regarding their arrest reporting obligations.

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1. We will **govern**, not manage. We will set the direction and goals for the school and evaluate the progress towards these goals, but we will not micromanage the day-to-day administration of the school.

***Self-Reflective Evaluation***

- How is our relationship with the Lead Director?
  - Does he/she have a clear understanding of our expectations and long-range goals?
  - What could we do better?
2. We will speak with “**one voice**”. We will recognize that our authority is only valid as a group and not as individuals. We will not use our position on the Board to promote our own personal agendas.

***Self-Reflective Evaluation***

- Do we use our position on the Board for our own personal gain or for a personal issue?
  - Are we unified, once a decision has been made, even if we disagree?
  - Do we keep all information confidential, specifically anything discussed in a closed meeting?
  - What could we do better?
3. We will make the model a key element for our school.

***Self-Reflective Evaluation***

- How are we supporting the model as outlined in our charter?
  - What could we do better?
4. We will make decisions that will keep LLA financially stable.

***Self-Reflective Evaluation***

- How are we doing financially?
  - How well are we managing the budget?
  - What could we do better?
5. We will review our charter before making any dramatic changes to school policy.

***Self-Reflective Evaluation***

- How well are we following our charter?
- What could we do better?

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## Leadership Learning Academy Board Member Agreement



### **Board Responsibilities and Expectations:**

1. Believe in and be an active advocate and ambassador for the values, mission, and vision of Leadership Learning Academy (LLA).
2. Work with fellow board members to fulfill the obligations of board membership.
3. Behave in ways that clearly contribute to the effective operations of the Board of Directors including:
  - Focus on the good of the organization and group, not on a personal agenda.
  - Support board decisions once they are adopted.
  - Participate in an honest appraisal of one's own performance and that of the board.
  - Be self-aware of your role.
  - Govern and not manage.
  - Confidentiality of sensitive issues that require closed meetings is required.
  - Respect and listen to ideas being presented by other board members
4. Regularly attend board and committee meetings with a 90% attendance. Prepare for these meetings by reviewing materials and bringing the materials to meetings. If unable to attend, notify the board or committee chair. All board members are encouraged to attend the yearly board retreat.
5. Be prepared to contribute approximately 6-9 hours per month toward board service which may include:
  - Attending a monthly board meeting (2 hours)
  - Participating on a board committee (2 hours)
  - Reading materials in preparation for meetings (1 hour)
  - Attending events at the school, assisting with fundraising and other ambassador tasks as needed (1-2 hours)
6. Serve as a committee or task force chair or member.
7. Inform the Board of Directors of any potential conflicts of interest, whether real or perceived, and abide by the decision of the board related to the situation.
8. Board member must review the orientation materials.

*By signing this agreement, I affirm that I will strive to fulfill the Board responsibilities and expectations as stated above and will voluntarily resign my position if unable to fulfill these expectations.*

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LLA Board Member Signature

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Date

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## **Board Guidelines on Communication, Meeting Conduct, Agenda Setting and Addressing Feedback**

### **Communication**

- Communication Between Board Members (*within legal parameters*)
  - Board members should copy the entire board on all e-mail correspondence between board members except where there is an existing committee on board issues.
- Communication Between Board Members and the Principal (*within legal parameters*)
  - Board members should copy the entire board on all e-mail correspondence between a board member and the Principal on school issues.
  - In all communication between a board member and the Principal, board members should remember that the board's authority resides in the board collectively and that individual board members have no authority individually to instruct the Principal.
    - ✓ Individual board members should therefore refrain from giving individual instructions to the Principal.
  - In order to maintain clear lines of authority, when a board member is discussing an issue with the Principal that is not specifically related to the board's governance responsibilities, the board member should clarify to the Principal the role in which the individual is speaking with the Principal, whether it is as a parent, volunteer, or otherwise.
    - ✓ If it is unclear what role in which a board member is speaking with the Principal, the Principal may ask for clarification.

### **Board Meeting Conduct**

- To maintain order in board meetings and ensure that meetings stay to a reasonable length, board members should not request feedback from parents during meetings. Board members may instead let parents know that they would be happy to discuss the issue after the meeting or at another time.
- If board members determine that the board's consideration of a board issue would benefit from parent feedback, they should decide on a procedure for obtaining such feedback outside the board meeting and reporting that information to the board.

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## Agenda Setting

- If a board member or the Principal wants an item placed on the agenda, they should inform the AW board liaison and/or board president via e-mail of the proposed agenda item and provide a brief explanation of why the item should be considered by the board at that meeting.
- The board president has the final decision whether to include items on the agenda and will notify the entire board and the AW board liaison of the items to be placed on the agenda.
  - The decision of whether to include an item on the agenda—whether for discussion or decision purposes—should be made in light of the board’s responsibility for governance matters.
  - Reports regarding non-governance matters at board meetings should be kept to a minimum.

## Addressing Feedback

- General Feedback
  - Board members who receive feedback about non-governance issues should inform the entire board about that feedback and should also let the individual giving the feedback know that the proper approach is for the individual to address the issue with the Principal.
  - Board members may wish to inform the Principal about such issues so that he/she is aware and may let the individual know that they have informed the Principal but board members should then leave the matter in the Principal’s hands.
- Feedback, Concerns and Grievances about Specific Individuals
  - If the feedback pertains to a school employee, including the Principal, the Principal should be informed.
  - Board members should be aware of the school’s grievance policies and should advise individuals to follow the applicable grievance policy (parent or staff) if they have a concern about a specific individual.
  - If an individual presents the board with a concern about a specific individual pursuant to a grievance policy, the board should require documentation that the individual has complied with the grievance policy by addressing the matter with the specific individual and the Principal before considering the concern.
  - The individual board member’s standard reply when addressing feedback should be: *“Although I understand your concern, as an individual Board member I do not have the authority to get involved. Our Board's policy is that all complaints will be addressed to the Principal before the Board considers any other action. And, if that's the case, you must bring the matter to the whole Board.”*

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## Leadership Learning Academy Ethics Policy



Leadership Learning Academy (the “School”) adopts this policy to ensure that individuals associated with the School, including Board Members and employees, conduct themselves consistent with high standards of ethics and with applicable law.

Any allegation of a violation of this policy should be reported to the School’s Board of Directors in accordance with the School’s Staff Grievance Policy or Parent Grievance Policy, as applicable. The Board will ensure that all allegations of ethics violations are promptly investigated and that appropriate action is taken based on the results of the investigation.

No Board Member or School employee may violate Utah Code 76-8-105, which precludes the solicitation or receipt of a bribe.

No Board Member or School employee may violate the Utah Public Officers’ and Employees’ Ethics Act (Utah Code 67-16-1, et seq.), which, among other requirements, precludes Board Members and School employees from:

- (a) accepting employment or engaging in any business or professional activity that he/she might reasonably expect would require or induce him/her to improperly disclose controlled information that he/she has gained by reason of his/her official position;
- (b) disclosing or improperly using controlled, private, or protected information acquired by reason of his/her official position or in the course of official duties in order to further substantially his/her personal economic interest or to secure special privileges or exemptions for himself/herself or others;
- (c) using or attempting to use his/her official position to:
  - (i) further substantially his/her personal economic interest; or
  - (ii) secure special privileges or exemptions for himself/herself or others;
- (d) accepting other employment that he/she might expect would impair his/her independence of judgment in the performance of his/her public duties;
- (e) accepting other employment that he/she might expect would interfere with the ethical performance of his/her public duties; or
- (f) except as otherwise allowed in the law, knowingly receiving, accepting, taking, seeking, or soliciting, directly or indirectly for himself/herself or another a gift of substantial value or a substantial economic benefit tantamount to a gift:

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- (i) that would tend improperly to influence a reasonable person in the person's position to depart from the faithful and impartial discharge of the person's public duties;
- (ii) that he/she knows or that a reasonable person in that position should know under the circumstances is primarily for the purpose of rewarding him/her for official action taken; or
- (iii) if he/she recently has been, is now, or in the near future may be involved in any governmental action directly affecting the donor or lender, unless a disclosure of the gift, compensation, or loan and other relevant information has been made in the manner provided in Utah Code 67-16-6.

Licensed educators of the School must comply with Utah Educator Standards contained at R277-515-3 pertaining to the ethical conduct required of all licensed educators in the state of Utah.

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## Leadership Learning Academy Ethics Policy



Leadership Learning Academy (the “School”) adopts this policy to ensure that individuals associated with the School, including Board Members and employees, conduct themselves consistent with high standards of ethics and with applicable law.

Any allegation of a violation of this policy should be reported to the School’s Board of Directors in accordance with the School’s Staff Grievance Policy or Parent Grievance Policy, as applicable. The Board will ensure that all allegations of ethics violations are promptly investigated and that appropriate action is taken based on the results of the investigation.

No Board Member or School employee may violate Utah Code 76-8-105, which precludes the solicitation or receipt of a bribe.

No Board Member or School employee may violate the Utah Public Officers’ and Employees’ Ethics Act (Utah Code 67-16-1, et seq.), which, among other requirements, precludes Board Members and School employees from:

- (g) accepting employment or engaging in any business or professional activity that he/she might reasonably expect would require or induce him/her to improperly disclose controlled information that he/she has gained by reason of his/her official position;
- (h) disclosing or improperly using controlled, private, or protected information acquired by reason of his/her official position or in the course of official duties in order to further substantially his/her personal economic interest or to secure special privileges or exemptions for himself/herself or others;
- (i) using or attempting to use his/her official position to:
  - (iii) further substantially his/her personal economic interest; or
  - (iv) secure special privileges or exemptions for himself/herself or others;
- (j) accepting other employment that he/she might expect would impair his/her independence of judgment in the performance of his/her public duties;
- (k) accepting other employment that he/she might expect would interfere with the ethical performance of his/her public duties; or
- (l) except as otherwise allowed in the law, knowingly receiving, accepting, taking, seeking, or soliciting, directly or indirectly for himself/herself or another a gift of substantial value or a substantial economic benefit tantamount to a gift:

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- (iv) that would tend improperly to influence a reasonable person in the person's position to depart from the faithful and impartial discharge of the person's public duties;
- (v) that he/she knows or that a reasonable person in that position should know under the circumstances is primarily for the purpose of rewarding him/her for official action taken; or
- (vi) if he/she recently has been, is now, or in the near future may be involved in any governmental action directly affecting the donor or lender, unless a disclosure of the gift, compensation, or loan and other relevant information has been made in the manner provided in Utah Code 67-16-6.

Licensed educators of the School must comply with Utah Educator Standards contained at R277-515-3 pertaining to the ethical conduct required of all licensed educators in the state of Utah.

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## Board Member Annual Commitment to Ethical Behavior

I understand that as a board member of **Leadership Learning Academy**, I should always engage in ethical behavior. I have read the school's Ethics Policy and am committed to abiding by the policy, conducting myself consistent with high standards of ethics, and complying with applicable law.

Signature \_\_\_\_\_  
**Terry Capener** \_\_\_\_\_ Date \_\_\_\_\_

Signature \_\_\_\_\_  
**Chuma Uzoh** \_\_\_\_\_ Date \_\_\_\_\_

Signature \_\_\_\_\_  
**Jimmy Sunlight** \_\_\_\_\_ Date \_\_\_\_\_

Signature \_\_\_\_\_  
**David Gray** \_\_\_\_\_ Date \_\_\_\_\_

Signature \_\_\_\_\_  
**Deb Hansen** \_\_\_\_\_ Date \_\_\_\_\_

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OFFICE OF THE  
STATE AUDITOR

# Questionnaire

Revised December 2020

## Fraud Risk Assessment

### INSTRUCTIONS:

- Reference the *Fraud Risk Assessment Implementation Guide* to determine which of the following recommended measures have been implemented.
- Indicate successful implementation by marking “Yes” on each of the questions in the table. Partial points may not be earned on any individual question.
- Total the points of the questions marked “Yes” and enter the total on the “Total Points Earned” line.
- Based on the points earned, circle/highlight the risk level on the “Risk Level” line.
- Enter on the lines indicated the entity name, fiscal year for which the Fraud Risk Assessment was completed, and date the Fraud Risk Assessment was completed.
- Print CAO and CFO names on the lines indicated, then have the CAO and CFO provide required signatures on the lines indicated.

# Fraud Risk Assessment

Continued

\*Total Points Earned: 375 /395 \*Risk Level: Very Low Low Moderate High Very High  
> 355 316-355 276-315 200-275 < 200

	Yes	Pts
1. Does the entity have adequate basic separation of duties or mitigating controls as outlined in the attached Basic Separation of Duties Questionnaire?	200	200
2. Does the entity have governing body adopted written policies in the following areas:		
a. Conflict of interest?	5	5
b. Procurement?	5	5
c. Ethical behavior?	5	5
d. Reporting fraud and abuse?	5	5
e. Travel?	5	5
f. Credit/Purchasing cards (where applicable)?	5	5
g. Personal use of entity assets?	5	5
h. IT and computer security?	5	5
i. Cash receipting and deposits?	5	5
3. Does the entity have a licensed or certified (CPA, CGFM, CMA, CIA, CFE, CGAP, CPFO) expert as part of its management team?	20	20
a. Do any members of the management team have at least a bachelor's degree in accounting?	10	10
4. Are employees and elected officials required to annually commit in writing to abide by a statement of ethical behavior?	20	20
5. Have all governing body members completed entity specific (District Board Member Training for local/special service districts & interlocal entities, Introductory Training for Municipal Officials for cities & towns, etc.) online training ( <a href="http://training.auditor.utah.gov">training.auditor.utah.gov</a> ) within four years of term appointment/election date?	20	20
6. Regardless of license or formal education, does at least one member of the management team receive at least 40 hours of formal training related to accounting, budgeting, or other financial areas each year?	20	20
7. Does the entity have or promote a fraud hotline?	20	20
8. Does the entity have a formal internal audit function?	--	20
9. Does the entity have a formal audit committee?	20	20

\*Entity Name: Leadership Learning Academy

\*Completed for Fiscal Year Ending: FY24 \*Completion Date: 6/10/2024

\*CAO Name: Jared Buckley \*CFO Name: Jimmy Sunlight

\*CAO Signature: \_\_\_\_\_ \*CFO Signature: \_\_\_\_\_

\*Required

# Basic Separation of Duties

See the following page for instructions and definitions.

	Yes	No	MC*	N/A
1. Does the entity have a board chair, clerk, and treasurer who are three separate people?	X			
2. Are all the people who are able to receive cash or check payments different from all of the people who are able to make general ledger entries?	X			
3. Are all the people who are able to collect cash or check payments different from all the people who are able to adjust customer accounts? If no customer accounts, check "N/A".				X
4. Are all the people who have access to blank checks different from those who are authorized signers?		X	X	
5. Does someone other than the clerk and treasurer reconcile all bank accounts OR are original bank statements reviewed by a person other than the clerk to detect unauthorized disbursements?	X			
6. Does someone other than the clerk review periodic reports of all general ledger accounts to identify unauthorized payments recorded in those accounts?	X			
7. Are original credit/purchase card statements received directly from the card company by someone other than the card holder? If no credit/purchase cards, check "N/A".	X			
8. Does someone other than the credit/purchase card holder ensure that all card purchases are supported with receipts or other supporting documentation? If no credit/purchase cards, check "N/A".	X			
9. Does someone who is not a subordinate of the credit/purchase card holder review all card purchases for appropriateness (including the chief administrative officer and board members if they have a card)? If no credit/purchase cards, check "N/A".	X			
10. Does the person who authorizes payment for goods or services, who is not the clerk, verify the receipt of goods or services?	X			
11. Does someone authorize payroll payments who is separate from the person who prepares payroll payments? If no W-2 employees, check "N/A".	X			
12. Does someone review all payroll payments who is separate from the person who prepares payroll payments? If no W-2 employees, check "N/A".	X			

\* MC = Mitigating Control

# Basic Separation of Duties

Continued

**Instructions:** Answer questions 1-12 on the Basic Separation of Duties Questionnaire using the definitions provided below.

☺ If all of the questions were answered “Yes” or “No” with mitigating controls (“MC”) in place, or “N/A,” the entity has achieved adequate basic separation of duties. Question 1 of the Fraud Risk Assessment Questionnaire will be answered “Yes.” 200 points will be awarded for question 1 of the Fraud Risk Assessment Questionnaire.

☹ If any of the questions were answered “No,” and mitigating controls are not in place, the entity has not achieved adequate basic separation of duties. Question 1 of the Fraud Risk Assessment Questionnaire will remain blank. 0 points will be awarded for question 1 of the Fraud Risk Assessment Questionnaire.

## Definitions:

**Board Chair** is the elected or appointed chairperson of an entity’s governing body, e.g. Mayor, Commissioner, Councilmember or Trustee. The official title will vary depending on the entity type and form of government.

**Clerk** is the bookkeeper for the entity, e.g. Controller, Accountant, Auditor or Finance Director. Though the title for this position may vary, they validate payment requests, ensure compliance with policy and budgetary restrictions, prepare checks, and record all financial transactions.

**Chief Administrative Officer (CAO)** is the person who directs the day-to-day operations of the entity. The CAO of most cities and towns is the mayor, except where the city has a city manager. The CAO of most local and special districts is the board chair, except where the district has an appointed director. In school districts, the CAO is the superintendent. In counties, the CAO is the commission or council chair, except where there is an elected or appointed manager or executive.

**General Ledger** is a general term for accounting books. A general ledger contains all financial transactions of an organization and may include sub-ledgers that are more detailed. A general ledger may be electronic or paper based. Financial records such as invoices, purchase orders, or depreciation schedules are not part of the general ledger, but rather support the transaction in the general ledger.

**Mitigating Controls** are systems or procedures that effectively mitigate a risk in lieu of separation of duties.

**Original Bank Statement** means a document that has been received directly from the bank. Direct receipt of the document could mean having the statement 1) mailed to an address or PO Box separate from the entity’s place of business, 2) remain in an unopened envelope at the entity offices, or 3) electronically downloaded from the bank website by the intended recipient. The key risk is that a treasurer or clerk who is intending to conceal an unauthorized transaction may be able to physically or electronically alter the statement before the independent reviewer sees it.

**Treasurer** is the custodian of all cash accounts and is responsible for overseeing the receipt of all payments made to the entity. A treasurer is always an authorized signer of all entity checks and is responsible for ensuring cash balances are adequate to cover all payments issued by the entity.

## LLA Board of Director's Meeting Monday, June 10, 2024

### **Action Item:** *2023-2024 Final Amended Budget*

#### **Issue:**

---

A final amended 2023-2024 operating budget is needed to comply with state law prohibiting actual expenditures exceeding budgeting expenditures.

#### **Background:**

---

The current operating budget is the original budget that was prepared and adopted in June 2023 board meeting. Since that time, additional funding has become available, and associated board approved expenses, necessitating a final amended budget to comply with state law. The proposed final amended budget for Leadership Learning Academy is reflective of actual revenue and expenses to date plus projections for the remainder of the school year.

#### **Recommendation:**

---

It is recommended the Board approve the final amended budget for the 2023-2024 school year.

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## LLA Board of Director's Meeting Monday, June 10, 2024

### **Action Item:** *Proposed 2024-2025 Annual School Budget*

#### **Issue:**

---

An annual operating budget is needed to guide the school's financial course for the upcoming school year.

#### **Background:**

---

Each year in June, USBE (Utah State Board of Education) requires charter school boards to approve an annual budget for the following school year. The operating budget reflects an increase to the WPU (weighted pupil unit) as well as Local Replacement. It also excludes programs that are ending in FY24 such as ESSER, the Safety Grant, etc. The budget is based on 870 students, which allows for 10% attrition from the current enrollment. We are projecting a surplus of \$126,486. This budget meets all metrics required by USBE and Bond Holders.

#### **Recommendation:**

---

It is recommended the Board approve the Proposed Annual Operating Budget for the 2024-2025 School Year.

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# Leadership Learning Academy

Budgets for Approval 6/10/2024

	Year Ending 6/30/2023	Year Ending 6/30/2024	Year To Date 4/30/2024	Year Ending 6/30/2024	Year Ending 6/30/2025
	2023 Actuals	2024 Approved	Actuals	2024 Revised	2025 Preliminary
Net Income					
Income					
Revenue From Local Sources	334,804	248,475	290,978	345,379	300,000
Revenue From State Sources	8,385,559	8,804,617	7,842,270	10,598,927	9,833,656
Revenue From Federal Sources	1,367,353	1,161,367	309,052	1,204,249	618,328
Budget From Surplus	0	0	0	<b>707,584</b>	0
Total Income	10,087,716	10,214,459	8,442,300	12,856,139	10,751,984
Expenses					
Instruction/Salaries	4,647,619	5,004,259	3,763,880	5,154,450	5,645,043
Employee Benefits	1,435,586	1,511,870	1,091,055	1,475,071	1,344,855
Purchased Prof & Tech Serv	812,736	798,000	784,090	934,400	870,500
Purchased Property Services	451,347	500,500	288,002	396,714	379,561
Other Purchased Services	149,503	192,800	107,499	139,621	174,000
Supplies & Materials	891,262	916,100	835,334	1,105,051	1,069,595
Property	31,663	31,075	1,159,320	1,279,320	50,000
Debt Services & Miscellaneous	1,090,716	1,085,644	409,922	<b>1,818,138</b>	1,091,944
Total Expenses	9,510,432	10,040,248	8,439,102	12,302,765	10,625,498
Total Net Income	577,284	174,211	3,198	553,374	126,486

**LLA Board of Director's Meeting  
Wednesday, June 10, 2024**

**Consent Item: *Insurance Renewal***

**Issue**

---

The school is required by law to have adequate insurance coverage.

**Background**

---

The school has carried general liability, property & casualty, directors & officers, educators legal liability, hired and non-owned auto, crime, and umbrella coverage through Hanover Insurance Group for several years. Hanover has offered a renewal quote for these coverages in the amount of \$38,693. The school's insurance broker, Jeff Hirst with American Insurance and Investment provided the renewal quote outlining the school's coverages and renewal premiums that is contained in the board meeting materials.

**Recommendation**

---

It is recommended that the Board approve the renewal of the school's insurance policies with Hanover.

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**Leadership Learning Academy**  
Insurance Coverage Comparison



	State Risk Projection	HANOVER	HANOVER	HANOVER	NOTES:
Coverage Year	2024	2022	2023	2024	
<b>LIABILITY COVERAGES</b>					
Coverage Territory	Utah	USA, T&P, Canada	USA, T&P, Canada	USA, T&P, Canada	
General Liability	Included	Yes, separate limit	Yes, separate limit	Yes, separate limit	
Occurrence	779,000	1,000,000	1,000,000	1,000,000	
Aggregate	3,138,300	3,000,000	3,000,000	3,000,000	
Property Damage	307,700	1,000,000	1,000,000	1,000,000	
Malpractice Included	Yes	Yes	Yes	Yes	
Employee Benefits Liability		Available	Available	Available	
Cyber Liability		50,000	50,000	50,000	\$106, 5K Ded
Student Count	834	860	865	898	
Employee Count		139	149	153	
Student + Employee Ratable Factor		2,719	2,744	2,847	
Misconduct and Molestation Liability	Not excluded	Yes, separate limit	Yes, separate limit	Yes, separate limit	
Each Occurrence	Uncertain	1,000,000	1,000,000	1,000,000	
Aggregate	Uncertain	3,000,000	3,000,000	3,000,000	
Innocent Party Defense	No	300,000	300,000	300,000	
Automobile Liability	Included	Included with GL	Included with GL	Included with GL	
Hired & Non-Owned Liability	Limited	1,000,000	1,000,000	1,000,000	
School Educator's Legal Liability	Included	Yes, separate limit	Yes, separate limit	Yes, separate limit	
Each Claim	779,000	1,000,000	1,000,000	1,000,000	
Aggregate	3,138,300	3,000,000	3,000,000	3,000,000	
Defense Outside Limits	Uncertain	Yes, unlimited	Yes, unlimited	Yes, unlimited	
Directors & Officers as Insureds	Yes	Yes	Yes	Yes	
Deductible	1,000	10,000 Loss & Expenses	10,000 Loss & Expenses	10,000 Loss & Expenses	
Non-Monetary Relief Defense (Injunction)	No	300,000	300,000	300,000	\$0 Ded
Retroactive Date		6/12/13	6/12/13	6/12/13	
Director's & Officer's Policy	Limited coverage	Yes, specifically included in ELL	Yes, specifically included in ELL	Yes, specifically included in ELL	
Each Claim Limit	Uncertain	1,000,000	1,000,000	1,000,000	
Defense Outside Limits	Uncertain	Yes, unlimited	Yes, unlimited	Yes, unlimited	
Deductible	Uncertain	10,000 Loss & Expenses	10,000 Loss & Expenses	10,000 Loss & Expenses	
Supervision or management E&O	Uncertain	Implied (part of duties)	Implied (part of duties)	Implied (part of duties)	
Employment Practices Liability	Not excluded	Yes, separate limits within ELL	Yes, separate limits within ELL	Yes, separate limits within ELL	
Each Claim and Aggregate	No	1,000,000	1,000,000	1,000,000	
Defense Outside Limits	No	Yes, unlimited	Yes, unlimited	Yes, unlimited	
Wage and Hour Defense	No	100,000	100,000	100,000	\$0 Ded
Deductible	n/a	10,000 Loss & Expenses	10,000 Loss & Expenses	10,000 Loss & Expenses	
Umbrella's Liability Limit	No	1,000,000	1,000,000	1,000,000	
Underlying coverages	n/a	GL, AL, ELL, EBL, SAM, D&O, EPL	GL, AL, ELL, EBL, SAM, D&O, EPL	GL, AL, ELL, EBL, SAM, D&O, EPL	
<b>PROPERTY COVERAGES</b>					
Building Coverage Layton	10,600,000	7,917,310	10,000,000	10,600,000	
Building Coverage Ogden	11,130,000	9,561,344	10,500,000	11,130,000	
Computer Equipment	Included	Included	Included	Included	
Business Personal Property Layton	442,993	417,918	442,993	442,993	
Business Personal Property Ogden	393,703	371,418	393,703	393,703	
Ordinance and Law	Included partially	500,000	500,000	500,000	
Data Breach Coverage	No	50,000	50,000	50,000	
Equipment Breakdown	No	Included	Included	Included	
Employee Theft	Shared	100,000	100,000	100,000	
Computer and Funds Transfer	Shared	100,000	100,000	100,000	
Covers Outdoor School Equipment	Limited	Yes	Yes	Yes	
Extra Expense	ALS with stipulations	300,000	300,000	300,000	
Deductible	1,000	1,000	1,000	1,000	
Earthquake		Available	Available	Available	
	Included as pro-rate share with pool				
<b>PREMIUM</b>					
	2024	2022	2023	2024	
Liability Premium	\$ 14,448.82	\$ 16,853.00	\$ 18,302.00	\$ 20,151.00	
Property Premium	\$ 21,764.03	\$ 10,731.00	\$ 13,810.00	\$ 15,791.00	
<b>SUBTOTAL</b>	<b>\$ 36,212.85</b>	<b>\$ 27,584.00</b>	<b>\$ 32,112.00</b>	<b>\$ 35,942.00</b>	
D&O, Employment Practices (Est. Prem.)	n/a	Included	Included	Included	
Umbrella Premium	n/a	\$ 2,130.00	\$ 2,496.00	\$ 2,697.00	
Earthquake Premium	-	-	-	-	
<b>GRAND TOTAL</b>	<b>\$ 36,212.85</b>	<b>\$ 29,714.00</b>	<b>\$ 34,608.00</b>	<b>\$ 38,639.00</b>	
<b>OTHER:</b>					
Travelers Crime (Treasurer Coverage)		345,000	345,000	345,000	

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## LLA Board of Director's Meeting Monday, June 10, 2024

### **Action Item:** *Re-Approve Parent & Family Engagement Policy*

#### **Issue:**

---

Leadership Learning Academy needs to re-approve its Parent & Family Engagement Policy.

#### **Background:**

---

The School must annually review and evaluate this policy, the school-parent compact, and the targeted assistance or schoolwide program plan to determine their effectiveness in improving the academic quality of the School and academic achievement of its students.

The School must jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy that contains information required by Section 1116 of the Every Student Succeeds Act (the "ESSA"). The School must update this policy periodically to meet the changing needs of parents and the School, distribute it to the parents and family members of participating children, and make this policy available to the local community. The Board is required to review and re-approve this policy periodically. *It has been recommended by Academica West that the Board review and re-approve this policy every 2-years.*

#### **Recommendation:**

---

It is recommended that the Board re-approve the Parent & Family Engagement Policy.

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## Leadership Learning Academy Parent & Family Engagement Policy



### PURPOSE

In support of strengthening student academic achievement, Leadership Learning Academy (the “School”) receives Title I, Part A funds and must jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy that contains information required by Section 1116 of the Every Student Succeeds Act (the “ESSA”). This policy establishes the School’s expectations and objectives for meaningful parent and family involvement, describes how the School will implement a number of specific parent and family engagement activities, and is incorporated into the School’s plan submitted to the state pursuant to Section 1112 of the ESSA. The purpose of an effective parent and family engagement policy is to improve all students’ academic achievement.

### POLICY

The School agrees to implement the following requirements as outlined by Section 1116 of the ESSA:

- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of this policy and the joint development of the targeted assistance or schoolwide program plan.
- Update this policy periodically to meet the changing needs of parents and the School, distribute it to the parents and family members of participating children, and make this policy available to the local community.
- Provide full opportunities, to the extent practicable, for the participation of parents and family members with limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children, including providing information and school reports required under Section 1111 of the ESSA in an understandable and uniform format and, to the extent practicable, in a language parents understand.
- If the targeted assistance or schoolwide program plan under Section 1114(b) of ESSA is not satisfactory to the parents of participating children, submit any parent comments with such plan when the School submits the plan to the state.
- Be governed by the following statutory definition of parent and family engagement and will carry out programs, activities, and procedures in accordance with this definition:

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*Parent and family engagement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:*

- ✓ *That parents play an integral role in assisting their child's learning;*
- ✓ *That parents are encouraged to be actively involved in their child's education at school;*
- ✓ *That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees (if any) to assist in the education of their child; and*
- ✓ *The carrying out of other activities, such as those described in Section 1116 of the ESSA.*

### Required Policy Components

Below is a description of how the School will implement or accomplish each of the following components required by Section 1116 of the ESSA:

- Joint Development of Policies, Plans, Compact, and Programs. The School will take the following actions to involve parents and family members in an organized, ongoing, and timely manner in the planning, review, and improvement of Title I policies, plans, compact, and programs:
  - ✓ Distribute a copy of this policy and the school-parent compact to parents and family members at the beginning of each school year through appropriate channels, such as the registration packet. The policy and school-parent compact will also be posted on the School's website.
  - ✓ Notify parents and family members of an annual meeting where parents and family members will be informed about the School's participation in and the requirements of Title I programs.
  - ✓ Hold other parent and family meetings during the school year to provide parents and family members with ongoing information, training, and materials to help them work with their children in the areas such as literacy, numeracy, and technology.
  - ✓ Hold parent-teacher conferences at least annually, where student achievement, behavior, and/or the school-parent compact will be reviewed and discussed.
  - ✓ The School and state websites will provide parents with information related to expected student proficiency levels.
  - ✓ The School website will provide parents with a description and explanation of the School's curriculum, mission, calendar information, policies, and opportunities for school and parent interaction.
  - ✓ Conduct an annual review and evaluation of this policy, the school-parent compact, and targeted assistance or schoolwide program plan. As part of the annual review and evaluation, the School will consider, and implement if appropriate, any suggestions or feedback provided by parents and family members on how the School can improve this policy and the associated compact and plan. Suggestions or feedback may be provided to the School in the form of results from the School's needs assessment and evaluation given to parents,

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comments made by parents and family members in meetings at the School and during parent-teacher conferences, or through other means.

- Communications. The School will take the following actions to provide parents and family members timely information about the Title I programs in which the School participates:
  - ✓ Distribute a copy of the updated version of this policy and the school-parent compact to parents and family members at the beginning of each school year through appropriate channels, such as the registration packet.
  - ✓ Provide information related to the Title I programs, meetings, and other activities to the parents of participating children in an understandable and uniform format and, to the extent practicable, in a language that the parents can understand.
  
- School-Parent Compact. The School's school-parent compact outlines how parents, the entire School staff, and students will share the responsibility for improved student academic achievement and the means by which the School and parents will build and develop a partnership to help children achieve the state's high standards. The School will review the school-parent compact with parents of participating children by doing the following:
  - ✓ Distributing a copy of the updated version of the school-parent compact to parents and family members at the beginning of each school year through appropriate channels, such as the registration packet.
  - ✓ Obtaining all parties' signatures (electronic or written) on each school-parent compact on an annual basis.
  - ✓ Encouraging parents to review the school-parent compact with their children on a regular basis.
  - ✓ Considering, and implementing, if appropriate, any suggestions or feedback provided by parents and family members on how the School can improve its school-parent compact.
  
- Reservation of Funds. The School currently does not receive Title I allocations of \$500,000 or more. In the event the School's Title I allocations reach or exceed \$500,000 in the future, the School will follow the requirements in Section 1116(a)(3) of the ESSA.
  
- Coordination of Services. The School will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
  
- Building Capacity of Parents. The School will build the parents' capacity for strong parent and family engagement to ensure effective involvement of parents and to support a partnership among the School and the community to improve student academic achievement through the following:

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- ✓ Providing opportunities for discussion with parents about the School's curriculum, forms of academic assessment used to measure student progress, and achievement levels of the challenging state academic standards.
  - ✓ Engaging parents with materials and training to help parents to work with their child to improve their child's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parent and family engagement.
  - ✓ Giving parents information at parent-teacher conferences about their student's state core testing and other appropriate curriculum based assessments.
  - ✓ Providing progress reports to parents to communicate their student's academic performance throughout the school year.
  - ✓ Facilitating communication between parents and School personnel through the School's LAND Trust Committee.
  - ✓ Scheduling School meetings, as well as parent-teacher conferences, in a way that will maximize parent and family member involvement and participation.
  - ✓ Gathering, on an annual basis, input from parents through a variety of methods. For example, parent surveys, needs assessments, conversation, parent-teacher conferences, and School activities.
  - ✓ Providing assistance to parents, as appropriate, in understanding topics such as the following:
    - ★ The challenging state's academic standards;
    - ★ The state and local academic assessments, including alternate assessments;
    - ★ The requirements of Title I, Part A;
    - ★ How to monitor their child's progress; and
    - ★ How to work with educators to improve the achievement of their child.
- Building Capacity of School Staff. The School will, with the assistance of parents, provide training to educate teachers, specialized instructional support personnel, principals/directors and other School leaders, and other staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; how to implement and coordinate parent programs; and how to build ties between parents and the School. The School may accomplish this training through in-person trainings and/or through the utilization of online print and video resources. The School may also provide other reasonable support for parent and family engagement activities under Section 1116 as parents may reasonably request.

### Parents and Family Members of Children Learning English

Any time this policy references "parents," "family," or "family members," it includes parents and family members of students who are English language learners, regardless of the prevalence of children English language learners in the geographic area in which the School is located.

The School may seek assistance from community organizations to assist the School in communicating with parents and family members of students who are English language learners.

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If the School provides such assistance, it will try to determine the method of communication preferred by the parents and family members of students who are English language learners.

### **Review**

The School will annually review and evaluate this policy, the school-parent compact, and the targeted assistance or schoolwide program plan to determine their effectiveness in improving the academic quality of the School and academic achievement of its students. Results of the annual review and evaluation will be used to design strategies for more effective parent and family engagement.

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## LLA Board of Director's Meeting Monday, June 10, 2024

### **Action Item:** *2024-2025 Sex Ed Instruction Committee Membership*

#### **Issue:**

---

According to the current Sex Education Instruction administrative procedures, the School's Board of Directors will review and approve the membership of the committee on or before August 1 each year.

#### **Background:**

---

According to the administrative procedures, the Lead Director will establish a curriculum materials review committee composed of parents, school employees, and others selected by the Lead Director. If possible, the committee will also include health professionals and school health educators. The committee will have at least as many parents as school employees.

The sex education instruction committee for the 2024-2025 school year will consist of the following positions:

- Lead Director
- (2) Campus Principals
- School Nurse
- (4) Parents/Guardians

#### **Recommendation:**

---

It is recommended that the board approve the 2024-2025 Sex Ed Instruction Committee as follows: the Lead Director, two campus Principals, School Nurse, four parents/guardians.

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## LLA Board of Director's Meeting Monday, June 10, 2024

### **Action Item:** *Appoint Charter School Board Building Official*

#### **Issue:**

---

The school is required to have a Charter School Board Building Official (CSBBO) in accordance with State board of Education Rule 277-471-3 (a)(2).

#### **Background:**

---

The CSBBO has direct operational responsibility for construction, renovation and inspection of the school and is responsible for sending in required construction reports to the State Office. OneWest Construction will assist the CSBBO with these reports. Deb Hansen is currently the school's designated CSBBO. Because we will be starting a construction project, reports and paperwork are required to be signed in a moment's notice. It makes sense to have the Jared as the Director of the School be this person since he is at both campuses on a regular basis and would be observing any given project closely.

We are recommending approving the position of the Lead Director as the Charter School Board Building Official so that if any changes occur, we will not have to bring this back to the Board.

#### **Recommendation:**

---

It is recommended that the Board appoint the Lead Director as the Charter School Board Building Official.

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## Charter School Board Building Official Contact Information

In accordance with State Board of Education Rule 277-471-3(A)(2),

*"Charter school boards shall be accountable to the State Charter School Board and the Board to ensure that all charter school permanent or temporary construction, renovation, and inspection is conducted in accordance with the Code. Each local charter school board shall appoint a local charter school board building officer who has direct operational responsibility for construction, renovation, and inspection of the charter school. The local Charter School Board Building Officer (CSBBO) shall report regularly to the local charter school board.*

*(a) The local charter school board shall provide the name of this officer in writing to the Superintendent.*

*(b) The local charter school board shall promptly notify the Superintendent in writing of any changes of this individual.*

*The CSBBO shall be hired by the charter school, and cannot be an employee of the contractor, developer, architect, engineer, etc. The CSBBO can only be a charter school board member if:*

*"A local school board member may not have a direct or indirect financial interest in the construction project contract." (Utah Code 53A-20-101-9)*

Please fill out this form and send it to Jenefer Youngfield, School Construction Specialist, with the Utah State Office of Education (USOE). It can be scanned and emailed to [jenefer.youngfield@schools.utah.gov](mailto:jenefer.youngfield@schools.utah.gov), faxed to her at 801-538-7729, or sent by US Mail to: Utah State Office of Education, Attention: Jenefer Youngfield, 250 East 500 South, P.O. Box 144200, Salt Lake City, UT 84114-4200

Charter School Name: Leadership Learning Academy

Charter School Board Building Officer's Contact Information:

Name: Jared Buckley

Address: 100 W 2675 N  
Layton, UT 84041

Phone: (801) 593-9552

Cell Phone: (801) 425-6731

Fax: (801) 784-5174

Email: jbuckley@llacharter.org

By submitting this form, I agree to notify USOE annually as requested and in the event that any information provided for the Charter School Board Building Officer above changes.

I certify that the Charter School Board Building Officer does not have a direct or indirect financial interest in this or any other public construction project contract.

Charter School Board Chair's approval:

Date: 6-10-24

\_\_\_\_\_  
Signature

Terry Capener  
Printed Name

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In compliance with the Americans with Disabilities Act, persons needing accommodations for this meeting should call (801) 444-9378 to make appropriate arrangements.

## LLA Board of Director's Meeting Monday, June 10, 2024

### **Action Item:** *Ratify Board Members and their Terms*

#### **Issue:**

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The Board must ratify all members and their terms annually.

#### **Background:**

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Each year at the Annual Board Meeting, the board must ratify all members and their terms. This year, Chuma Uzoh is up for a new 4-year term to expire in June 2028. The board must approve his new term. Below are the board members and their terms.

- Chuma Uzoh – \*NEW\* 4-year term to expire June 2028
- Deb Hansen – June 2027
- Terry Capener – June 2026
- David Gray – June 2025
- Jimmy Sunlight – June 2025

#### **Recommendation:**

---

It is recommended that the Board approve Chuma Uzoh for a new 4-year term to expire June 2027 and ratify Deb Hansen with a term to expire June 2027, Terry Capener with a term to expire June 2026, David Gray with a term to expire June 2025, and Jimmy Sunlight with a term to expire June 2025.

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# Leadership Learning Academy Board Meeting Minutes Monday, May 13, 2024



**Location:** Academica West, 290 N. Flint Street, Kaysville, UT 84037

**In Attendance:** Terry Capener, Deb Hansen, Jimmy Sunlight, David Gray, Chuma Uzoh (via Zoom; 4:51 p.m.),

**Others in Attendance:** Brandon Fairbanks, Jared Buckley, Nicole Jones, Janey Stoddard, Dawn Kawaguchi, Dawn Benke (via Zoom), Brad Taylor,

**MISSION:** Our mission is to provide an educational experience that empowers individuals to become leaders who embody integrity, respect, and resilience and value community. Through our Flight Crews, we foster personal growth, challenge individuals to positively impact the world, and cultivate lifelong learning.

**VISION:** At Leadership Learning Academy, we embrace The Flyer Creed, creating a thriving school community where everyone learns, grows, and serves with compassion and unity.

## Minutes

### 2023-2024 Strategic School Plan

Schoolwide Unity & Collaboration “We Are CREW!”

Teacher & Staff Development

Fiscal Responsibility

Continue Growth & Maintain Literacy Proficiency

### **4:44 PM – CALL TO ORDER**

- Welcome by Terry Capener
- Board Mission – David Gray
- School Mission – Jimmy Sunlight
- School Vision – Deb Hansen

**There was no PUBLIC COMMENT.**

### **REPORTS**

#### ➤ **Board of Directors**

- Review Financials – Jimmy Sunlight reviewed the financials as of April 30, 2024. Our revenue from local sources is up mostly due to the increasing interest rate for our PTIF account and new sweep account. He reminded the board that the revenue from federal sources lags due to having to spend the money first before you can draw down the funds. Jimmy also reviewed the expenses and noted the variances.

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Operating cash is slightly lower than last year at this time because of the safety upgrades that were purchase and still need to be reimbursed. Total investment has earned \$103k in the last 12 months. Other credits is showing \$317,415 for 2024 which is the cell tower rental that is required to keep on the balance sheet. There was some mishap with the financials in the board packet but Dawn K has sent out the correct financials to the board. Brad Taylor gave a brief update on the bonding.

- Review Board Calendar – Terry Capener asked if anyone had any question or changes on the board calendar. There were none.

## CONSENT ITEMS

- April 23, 2024 Electronic Board Meeting Minutes – There was no further discussion. **Deb Hansen made a motion to approve the consent items. Jimmy Sunlight seconded the motion. The votes were as follows:**

**Terry Capener – Aye  
Chuma Uzoh – Aye  
Jimmy Sunlight – Aye  
Deb Hansen – Aye  
David Gray – Aye**

**Motion passed unanimously.**

## VOTING ITEMS

- Audit Engagement Letter – Jimmy Sunlight asked Dawn B to discuss this item. This is the agreement between the School and auditors (Eide Bailly) if you choose to do that this year. Terry asked if there were any issues to engage with Eide Bailly. There were none. **Jimmy Sunlight made a motion to approve the engagement of services provided by Eide Bailly for the year ending June 30, 2024 and allow the Board President to sign on behalf of the school. David Gray seconded the motion. The votes were as follows:**

**Terry Capener – Aye  
Chuma Uzoh – Aye  
Jimmy Sunlight – Aye  
Deb Hansen – Aye  
David Gray – Aye**

**Motion passed unanimously.**

- 2024-2025 Teacher Student Success Act Plans – Jared Buckley reviewed the TSSA goals for both campuses. He also reviewed the budget where we will spend 75% of the funds for salaries for teaching assistants for interventions and 25% of the funds will be used for salaries and benefits. We have been doing this since 2019. **David Gray made a motion to approve the 2024-2025 Teacher Student Success Act Plans for both the Layton and Ogden campuses. Chuma Uzoh seconded the motion. The votes were as follows:**

**Terry Capener – Aye  
Chuma Uzoh – Aye  
Jimmy Sunlight – Aye  
Deb Hansen – Aye  
David Gray – Aye**

NOTE: Times on this agenda are estimated as a courtesy only. Actual times may vary.

**Motion passed unanimously.**

- AW SpEd Services Agreement – Jared Buckley stated that this has been a heaven sent. Sarah has been working closely with Jamie. She is awesome. She acts as the Special Education Director and performs all the duties that the director performs. Jared added that in this current year we are paying per hour and for next year it is a flat \$45k. **Chuma Uzoh made a motion to approve the Academica West Special Education Services Agreement and allow the Board President to sign on behalf of the school. Deb Hansen seconded the motion. The votes were as follows:**

**Terry Capener – Aye**  
**Chuma Uzoh – Aye**  
**Jimmy Sunlight – Aye**  
**Deb Hansen – Aye**  
**David Gray – Aye**

**Motion passed unanimously.**

- Math Curriculum Purchase – Jared Buckley stated we use this math program (K-12 Illustrative Mathematics) at both campuses. These costs are for the consumable. This curriculum supports the model that we are teaching for math. **Deb Hansen made a motion to approve the K-12 Illustrative Mathematics Curriculum purchase not to exceed \$40,000. Jimmy Sunlight seconded the motion. The votes were as follows:**

**Terry Capener – Aye**  
**Chuma Uzoh – Aye**  
**Jimmy Sunlight – Aye**  
**Deb Hansen – Aye**  
**David Gray – Aye**

**Motion passed unanimously.**

- Furniture Purchase – Jared Buckley detailed that this furniture is for the new additional classrooms that we are planning. Because a couple of other AW schools are purchasing furniture, we were able to get in on their shipment to save shipping costs. The company will store it in their warehouse – at no additional cost and then set up and deliver once our building is ready. We will pay half down and then pay the balance after delivery and set up. There was discussion on if there will be warranty and possible delivery and assembly costs. **Jimmy Sunlight made a motion to approve the OP Furniture Design Group purchase not to exceed \$44,000. David Gray seconded the motion. The votes were as follows:**

**Terry Capener – Aye**  
**Chuma Uzoh – Aye**  
**Jimmy Sunlight – Aye**  
**Deb Hansen – Aye**  
**David Gray – Aye**

**Motion passed unanimously.**

- Property & Liability Insurance Renewal – Brandon Fairbanks stated that we are still waiting for bids, so he has asked that this be tabled until next meeting.

## **STRATEGIC BOARD TRAINING**

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➤ *Celebrations & Challenges* – Jared Buckley presented the progress of the strategic plan, highlighting the approval of a new program and the ongoing efforts to retain and attract 'rock star' teachers. He also discussed the success of a recent community event, the creation of a showcase area, and the need for additional funding to support school expansion. Jared further addressed the challenges of managing student enrollment, particularly in August, and the need for better understanding of the demographics of new enrollees. He outlined the plans for the next school year, including departmental improvements and strategies to attract new students. The conversation ended with Jared stressing the importance of monitoring enrollment patterns, completing fraud risk assessments, and encouraging team members to complete their applications. Jared highlighted the successful implementation of crew programs, the positive impact of the 6th grade program, and the ongoing support for teachers and staff. He referred to the collaborative effort to analyze school finances, increase teacher salaries, and enhance the literacy program, expressing his admiration for a person's leadership and highlighting the success of their efforts. Jared discussed the current of plans and highlighted the challenges of teacher retention and student achievement. He proposed a five-year plan to gradually increase teacher salaries and emphasized the importance of retaining experienced teachers. Jared also shared that the school's student achievement was above the state average, with growth rates in the 60s and 70s. He praised the literacy team for their innovative ideas and hard work.

- **Present Recommend Board Priorities**

- ★ To achieve schoolwide unity and collaboration by implementing the CREW program in all classrooms and developing schoolwide crews that foster relationships, communication, and teamwork among students, staff, and families.
- ★ Enhancing Teacher and Staff Development,
- ★ Fiscal Responsibility
- ★ To continue growth and maintain literacy proficiency.

➤ *Team Building* – Brandon Fairbanks led a team building experience during the break on LLA's school and board history.

**5:48 PM – David Gray a motion to take a BREAK. Chuma Uzoh seconded the motion. The votes were as follows:**

**Terry Capener – Aye**  
**Chuma Uzoh – Aye**  
**Jimmy Sunlight – Aye**  
**Deb Hansen – Aye**  
**David Gray – Aye**

**Motion passed unanimously.**

*Jared Buckley was excused at 5:48 p.m. Brandon Fairbanks and Brad Taylor were excused at 6:30 p.m.*

**6:35 PM – David Gray made a motion to take a RECONVENE. Chuma Uzoh seconded the motion. The votes were as follows:**

**Terry Capener – Aye**

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**Chuma Uzoh – Aye**  
**Jimmy Sunlight – Aye**  
**Deb Hansen – Aye**  
**David Gray – Aye**

**Motion passed unanimously.**

*Terry expressed enthusiasm about the team building event organized by Brandon, which involved a competition between the "board" and the "educators".*

## **OTHER BUSINESS ITEMS**

➤ Calendaring Items – Terry Capener

- Next Pre-Board Meeting – May 28<sup>th</sup>
- Next Board Meeting – June 10<sup>th</sup>
  - ✓ Reminder: Fraud Risk Training – send certificate to Dawn K
- Electronic Board Meeting – June 25<sup>th</sup> [if needed]
- NCSC24 Boston, MA – June 30 – July 3
  - ✓ Ballgame – Sunday, June 30<sup>th</sup> @ 1:35 p.m.
  - ✓ AW Dinner – Sunday, June 30<sup>th</sup> TBD (with NDPA)
  - ✓ AW Evening Social – Monday, July 1<sup>st</sup> @ SPIN Boston 6-9

**6:39 PM – Chuma Uzoh made a motion to enter a CLOSED SESSION to discuss an individual’s character, professional competence, or physical or mental health pursuant to Utah Code 52-4-205(1)(a) at Academica West. Deb Hansen seconded the motion. The roll call votes were as follows:**

**Terry Capener – Aye**  
**Chuma Uzoh – Aye**  
**Jimmy Sunlight – Aye**  
**Deb Hansen – Aye**  
**David Gray – Aye**

**Motion passed unanimously.**

**7:13 PM – Deb Hansen made a motion to exit the CLOSED SESSION and ADJOURN. Jimmy Sunlight seconded the motion. The roll call votes were as follows:**

**Terry Capener – Aye**  
**Chuma Uzoh – Aye**  
**Jimmy Sunlight – Aye**  
**Deb Hansen – Aye**  
**David Gray – Aye**

**Motion passed unanimously.**

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**Leadership Learning Academy  
Board of Directors  
Closed Session Statement  
Monday, May 13, 2024**

**Location:** Academica West, 290 N. Flint Street, Kaysville, UT 84037



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**CLOSED SESSION SWORN STATEMENT:**

*At a duly noticed public meeting held on the date listed above, the board of directors for LEADERSHIP LEARNING ACADEMY entered into a closed session for the sole purpose of discussing the character, professional competence, or physical or mental health of an individual in accordance with Utah Code Ann. 52-4-2(1)(a).*

I declare under criminal penalty under the law of Utah that the foregoing is true and correct.

Signed on the 13<sup>th</sup> day of MAY, 2024.

A handwritten signature in black ink, appearing to read "Terry Capener", is written over a horizontal line.

**Terry Capener**  
Board Chair

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## Lead Director Report

06/10/24

### **School wide unity and collaboration by implementing the CREW program:**

I am establishing a School Community Council at each campus. This council will help with all the required committee decisions such as Title I plans, School Land Trust plans, and other decisions. I will have the first meeting in August of 2024. My purpose for creating this is that the School Community Council is to foster a collaborative environment where parents, teachers, administrators, and students work together to support and enhance the educational experience at our school. The objectives of the council include promoting leadership, integrity, respect, and resilience in our students; encouraging community involvement; ensuring a positive and inclusive school climate; and supporting initiatives that align with our mission, vision, and the Flyers Creed.

Layton – 20 parents, 7 staff, admin  
Ogden – 7 parents, 4 staff, admin

### **Teacher and Staff Development:**

We are working on next years PD plan.

### **Fiscal Responsibility:**

Current Lottery  
Layton – (A) 516 (P) 68  
Ogden – (A) 396 (P) 11

### **Continue Growth & Maintain Literacy Proficiency:**

I want to start focusing on both math and literacy for this goal. We are working on a plan to increase this for next year. We are working on our ELP.

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## Board of Directors 2023-2024 Calendar

July 2023	August 2023	September 2023
<ul style="list-style-type: none"> <li>• Update Lead Director Evaluation to reflect current goals [<i>Dawn</i>]</li> <li>• Submit New Budget (Plus any additional budget amendments)</li> </ul>	<ul style="list-style-type: none"> <li>• Early Learning Plan</li> <li>• 6<sup>th</sup> Grade Trip Approval</li> <li>• PTIF Balance Report</li> <li>• Restricted Funding Report</li> <li>• 2<sup>nd</sup> Quarterly Report Due Aug 15* (Financial Statement &amp; Enrollment)</li> </ul>	<ul style="list-style-type: none"> <li>• Create Teacher Survey on Admin</li> </ul>
October 2023	November 2023	December 2023
<ul style="list-style-type: none"> <li>• Winter Bonus Discussion</li> <li>• Returning Bonuses for Ogden Campus</li> <li>• Building Evaluation [<i>Kirk</i>]</li> <li>• Send out Teacher Survey</li> <li>• Prior Years Financial &amp; Student Membership Audits</li> </ul>	<ul style="list-style-type: none"> <li>• Holiday Social</li> <li>• Annual PTIF Recommendations</li> <li>• Start 2024-2025 School Fee Schedule Development</li> <li>• Mid-Year Evaluation Prep</li> <li>• Report on Teacher Survey</li> <li>• Prep for Investor Call</li> <li>• 3<sup>rd</sup> Quarterly Report Due Nov 15* (Financial Statement &amp; Enrollment)</li> </ul>	<ul style="list-style-type: none"> <li>• 1<sup>st</sup> PUBLIC VIEWING: 2024-2025 School Fee Schedule</li> <li>• Audit Review [<i>Eide Bailly</i>]</li> <li>• Winter Retreat Planning</li> <li>• Start 2024-2025 School Calendar Development</li> <li>• Mid-Year Lead Director Evaluation</li> <li>• Annual Investor Call</li> </ul>
January 2024	February 2024	March 2024
<ul style="list-style-type: none"> <li>• 2024-2025 School Calendar</li> <li>• 2024-2025 School Fee Schedule</li> <li>• Re-Approve Fee Waiver Policy</li> <li>• 2<sup>nd</sup> PUBLIC VIEWING: 2024-2025 School Fee Schedule</li> <li>• REMINDER: Fraud Risk Online Training [<i>Dawn</i>]</li> </ul>	<ul style="list-style-type: none"> <li>• Policy Review</li> <li>• PTIF Balance Report</li> <li>• Restricted Funding Report</li> <li>• Start Curriculum Public Viewing</li> <li>• SLT Training Assurance</li> <li>• Annual Open &amp; Public Meetings Act Training</li> <li>• 4<sup>th</sup> Quarterly Report Due Feb 15* (Financial Statement &amp; Enrollment)</li> </ul>	<ul style="list-style-type: none"> <li>• School LAND Trust Plan</li> <li>• Discuss Board Vacancies – if any</li> <li>• Start 2024-2025 School Year Budget Development</li> <li>• Facility/Maintenance Decisions</li> <li>• Review Landscaping and Snow Removal Service Agreement (Every 5-years)</li> <li>• Review Janitorial Service Agreement (Every 5-years)</li> </ul>
April 2024	May 2024	June 2024
<ul style="list-style-type: none"> <li>• 2024-2025 Parent Handbook (if major changes)</li> <li>• Retreat Planning</li> <li>• Start Gathering Director Evaluation Data</li> <li>• AW Evaluation</li> <li>• Create Parent Survey</li> </ul>	<ul style="list-style-type: none"> <li>• RETREAT [<i>Strategic Planning</i>]</li> <li>• Annual Celebration Banquet</li> <li>• Audit Engagement Letter</li> <li>• TSSA Plan</li> <li>• Property &amp; Liability Insurance Renewal</li> <li>• Strategic School Planning</li> <li>• Review D&amp;O and Building Insurance Policy</li> <li>• Board Self Evaluation</li> <li>• Director EOY Bonuses Discussion</li> <li>• Start on the Director Salary &amp; Benefits Discussion</li> <li>• Lead Director Evaluation</li> <li>• Send out Parent Survey</li> <li>• 1<sup>st</sup> Quarterly Report Due May 15* (Financial Statement &amp; Enrollment)</li> </ul>	<ul style="list-style-type: none"> <li>• 2024-2025 Annual Budget</li> <li>• 2023-2024 Final Amended Budget</li> <li>• 2024-2025 Sex Ed Committee Membership</li> <li>• Ratify Board Terms &amp; Officers</li> <li>• Mental Health Screening Determination</li> <li>• Set 2024-2025 Meeting Schedule</li> <li>• Assessment Data Review</li> <li>• Annual Policies Review</li> <li>• Review Board Communication Guidelines</li> <li>• Sign Board Member Agreement</li> <li>• Exit Survey Results</li> <li>• Report on Parent Survey</li> </ul>

Color Key						
Socials	Action Items	Discussion Items	Trainings	Evaluations	Surveys	Bond Covenants <i>*Signature Required</i>

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**LEADERSHIP  
LEARNING**  
ACADEMY

**Board of Directors  
2024-2025 Calendar**

July 2024	August 2024	September 2024
<ul style="list-style-type: none"> <li>Update Lead Director Evaluation to reflect current goals [Dawn]</li> <li>Submit New Budget (Plus any additional budget amendments)</li> </ul>	<ul style="list-style-type: none"> <li>Early Learning Plan</li> <li>6<sup>th</sup> Grade Trip Approval</li> <li>Maturation Materials/Presenter</li> <li>PTIF Balance Report</li> <li>Restricted Funding Report</li> <li>2<sup>nd</sup> Quarterly Report Due Aug 15* (Financial Statement &amp; Enrollment)</li> </ul>	<ul style="list-style-type: none"> <li>Create Teacher Survey on Admin</li> </ul>
October 2024	November 2024	December 2024
<ul style="list-style-type: none"> <li>Winter Bonus Discussion</li> <li>Returning Bonuses for Ogden Campus</li> <li>Building Evaluation [Kirk]</li> <li>Send out Teacher Survey</li> <li>Prior Years Financial &amp; Student Membership Audits</li> </ul>	<ul style="list-style-type: none"> <li>Holiday Social</li> <li>Annual PTIF Recommendations</li> <li>Start 2025-2026 School Fee Schedule Development</li> <li>Mid-Year Evaluation Prep</li> <li>Report on Teacher Survey</li> <li>Prep for Investor Call / NOTICE</li> <li>3<sup>rd</sup> Quarterly Report Due Nov 15* (Financial Statement &amp; Enrollment)</li> </ul>	<ul style="list-style-type: none"> <li>1<sup>st</sup> PUBLIC VIEWING: 2025-2026 School Fee Schedule</li> <li>Audit Review [Eide Bailly]</li> <li>Winter Retreat Planning</li> <li>Start 2025-2026 School Calendar Development</li> <li>Mid-Year Lead Director Evaluation</li> <li>Annual Investor Call</li> </ul>
January 2025	February 2025	March 2025
<ul style="list-style-type: none"> <li>2025-2026 School Calendar</li> <li>2025-2026 School Fee Schedule</li> <li>Re-Approve Fee Waiver Policy</li> <li>2<sup>nd</sup> PUBLIC VIEWING: 2025-2026 School Fee Schedule</li> <li>REMINDER: Fraud Risk Online Training [Dawn]</li> </ul>	<ul style="list-style-type: none"> <li>Policy Review</li> <li>PTIF Balance Report</li> <li>Restricted Funding Report</li> <li>Start Curriculum Public Viewing</li> <li>SLT Training Assurance</li> <li>Annual Open &amp; Public Meetings Act Training</li> <li>4<sup>th</sup> Quarterly Report Due Feb 15* (Financial Statement &amp; Enrollment)</li> </ul>	<ul style="list-style-type: none"> <li>School LAND Trust Plan</li> <li>Discuss Board Vacancies – if any</li> <li>Start 2025-2026 School Year Budget Development</li> <li>Facility/Maintenance Decisions</li> <li>Review Landscaping and Snow Removal Service Agreement (Every 5-years)</li> <li>Review Janitorial Service Agreement (Every 5-years)</li> </ul>
April 2025	May 2025	June 2025
<ul style="list-style-type: none"> <li>2025-2026 Parent Handbook (if major changes)</li> <li>Retreat Planning</li> <li>Start Gathering Director Evaluation Data</li> <li>Review D&amp;O and Building Insurance Policy</li> <li>AW Evaluation</li> <li>Create Parent Survey</li> </ul>	<ul style="list-style-type: none"> <li>RETREAT [Strategic Planning]</li> <li>Annual Celebration Banquet</li> <li>Audit Engagement Letter</li> <li>TSSA Plan</li> <li>Property &amp; Liability Insurance Renewal</li> <li>Strategic School Planning</li> <li>Board Self Evaluation</li> <li>Director EOY Bonuses Discussion</li> <li>Start on the Director Salary &amp; Benefits Discussion</li> <li>Lead Director Evaluation</li> <li>Send out Parent Survey</li> <li>1<sup>st</sup> Quarterly Report Due May 15* (Financial Statement &amp; Enrollment)</li> </ul>	<ul style="list-style-type: none"> <li>2025-2026 Annual Budget</li> <li>2024-2025 Final Amended Budget</li> <li>2025-2026 Sex Ed Committee Membership</li> <li>Ratify Board Terms &amp; Officers</li> <li>Mental Health Screening Determination</li> <li>Set 2025-2026 Meeting Schedule</li> <li>Assessment Data Review</li> <li>Annual Policies Review</li> <li>Review Board Communication Guidelines</li> <li>Sign Board Member Agreement</li> <li>Exit Survey Results</li> <li>Report on Parent Survey</li> </ul>

Color Key						
Socials	Action Items	Discussion Items	Trainings	Evaluations	Surveys	Bond Covenants *Signature Required

NOTE: Times on this agenda are estimated as a courtesy only. Actual times may vary.

In compliance with the Americans with Disabilities Act, persons needing accommodations for this meeting should call (801) 444-9378 to make appropriate arrangements.

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# LEADERSHIP LEARNING ACADEMY

## Board of Directors

**\*PROPOSED\***

### 2024-2025 Board Meeting Dates

Board Meeting Date	PreBoard	Time
<b>August 19, 2024</b> <i>@ Academica West</i>	Aug 5 <sup>th</sup> @ 5:30 p.m.	5:30 pm
<b>October 21, 2024</b> <i>@ Lagoon</i>	Oct 7 <sup>th</sup> @ 5:30 p.m.	5:30 pm
<b>November 4, 2024</b> <i>No Board Meeting – Holiday Social</i>	N/A	6:00 pm
<b>December 9, 2024</b> <i>@ Ogden Campus</i>	Nov 18 <sup>th</sup> @ 5:30 p.m.	5:30 pm
<b>January 13, 2025</b> <i>Winter Retreat @ AW</i>	Jan 6 <sup>th</sup> @ 5:30 p.m.	5:30 pm
<b>March 24, 2025</b> <i>@ Layton Campus</i>	Mar 10 <sup>th</sup> @ 5:30 p.m.	5:30 pm
<b>May 12, 2025</b> <i>Retreat @ AW – Review Strategic School Plan</i>	April 28 <sup>th</sup> @ 5:30 p.m.	4:00 pm
<b>June 9, 2025</b> <i>Annual Board Meeting @ AW</i>	Tues, May 27 <sup>th</sup> @ 5:30 p.m.	5:30 pm
<b>June 23, 2025</b> <i>Electronic Board Meeting [IF NEEDED]</i>	N/A	5:30 pm

\*\*All PreBoard Meetings will be held at Academica West

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