



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.

September 8, 2025

Back to Agenda

Leadership Learning Academy Board Meeting Agenda

Monday, September 8, 2025

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



Zoom Link: <https://us02web.zoom.us/j/85979787134?from=addon>

Meeting ID: 859 7978 7134

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

2025-2026 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)

REPORTS

- Administration
 - [State of the School](#) – Richard Squire
 - ✓ Review Strategic School Plan
 - ✓ Early Learning Plan Reporting
 - ★ [2024-2025 Plan Progress](#)

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.

- ★ [Present 2025-2026 Plan](#)
- ✓ [Amended Meal Charge/Alternate Meal Administrative Procedures](#)
- Board of Directors
 - Financial Review – Jimmy Sunlight/Dawn Benke
 - Update Board Bios – Terry Capener

CONSENT ITEMS

- [June 24, 2025 Electronic Board Meeting Minutes](#) (with acknowledgement)

VOTING ITEMS

- [PTIF Resolution](#) – Dawn Benke
- [Award RFP for Ogden Campus Landscaping & Snow Removal](#) – Richard Squire
- [Award RFP for IT Service Provider](#) – Richard Squire
- [LEA-Specific Educator License\(s\)](#) – Richard Squire
- Policy Amendments – Brandon Fairbanks
 - [Child Abuse & Neglect Reporting Policy & Admin Procedures](#)
 - [Electronic Devices Policy](#)
 - [Kindergarten Toilet Training Policy](#)
- [Amend SLT Council Membership & Election Procedures](#) – Richard Squire
- [Weapons on School Property Policy](#) – Richard Squire

OTHER BUSINESS ITEMS

- Calendaring Items – Terry Capener
 - Next Pre-Board Meeting – October 6th
 - Next Board Meeting – October 20th @ Lagoon (do we need to reschedule?)
 - NCSC26 New Orleans, LA June 24-26 (Wed-Fri)
 - Upcoming School Activities
 - ✓ Layton Campus
 - ★ Fall Festival (Games etc.) – September 16th @ 5:00 p.m.
 - ★ Purple Crew – September 19th @ 8:30 a.m.
 - ★ Leadership Assembly – September 25th @ 8:30 a.m.
 - ✓ Ogden Campus
 - ★ Leadership Assemblies (Each week 2 different grades will be recognized) – Fridays at 8:30 a.m.
 - ★ Fall Festival/Treat Trail – October 29th 5:00-6:30 p.m.
 - ★ Veterans Assembly – November 12th @ 9:00 a.m.
 - ★ Literature night – November 12th @ 5:00-6:30 p.m.

CLOSED SESSION to discuss an individual's character, professional competence, or physical or mental health and/or discuss deployment of security personnel, devices, or systems pursuant to Utah Code 52-4-205(1)(a)&(f) [IF NEEDED]

ADJOURN

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.

UPCOMING CALENDAR ITEMS

October

Maturation Curriculum [if changing]
Winter Bonus
Building Evaluation
SLT Committee Membership (Due Oct 20)

November

Bond Investor Call Notice

December

Audit Review
2026-2027 School Fee Schedule (1st Public Viewing)

January

Winter Retreat
2026-2027 School Fee Schedule (2nd Public Viewing)
2026-2027 School Calendar
Curriculum Purchases (2 Public Comment Periods)

March

Present 2024-2025 SLT Final Report (can be an email)
2026-2027 School LAND Trust Plan (Comm. Signature Pages)
SLT Training Assurances
Annual Open Meetings Act Training
Board Vacancies

April

Parent Handbook
EOY Bonus
Audit Engagement Letter

May

2026-2027 TSSA Plan
Capital Improvements
AW SpEd Services Agreement (*if renewed*)
Review Positive Behavior Plan [*Can email to board or approve if changes*]

June

2025-2026 Final Amended Budget
2026-2027 Annual Budget
Ratify Board Members & Terms
Ratify Board Officers
2026-2027 Sex Ed Committee Membership
Set 2026-2027 Board Meeting Schedule
Fraud Risk Assessment/Ethical Behavior
Mental Health Screening Determination [*if changed*]
Board Member Agreement
Annual PPP Training & Review
Review Board Communication Guidelines

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.

[Back to Agenda](#)



Lead Director Report

9/08/2025

Schoolwide Unity and Collaboration:

In Layton, our LIFT Crews (Leaders In Flight Teams) have started. Purple Crew for our military students has started as well. Layton worked hard with teachers and parents to make sure we had all students identified. They were able to identify an additional 20 some students to include in Purple CREW.

In Ogden, teachers called all their students' parents to invite them to back to school night. This resulted in an approximate 90% attendance rate for back-to-school night based on the enrollments we had at the time.

Enhancing Teacher and Staff Development, Celebrating Achievements, and Strengthening Retention:

Both campuses have a goal of making PLC's more effective. Each campus is in a different level of development in this process. I have purchased the book Learning By Doing, by DuFour ET AL and Solution Tree. I am using the book as a resource in both schools as I meet with admin. It is a guiding document for PLC processes as well as the why in the way things should be done and where the focus needs to be directed.

In Ogden grade level teams are working on defining their Guaranteed Viable Curriculum (GVC). Layton faculty are working on defining Essential Standards. After the GVC is defined schools will work on creating Common Formative Assessments at each grade level.

- ★ Layton Admin have registered for PLC training with Solution Tree in October.
- ★ Layton Admin have registered for Change Management training.
- ★ All Admin have registered for Collective Efficacy training in Feb.
- ★ Campus Principal's and I are participating in We Are Crew Pathway 2 training.

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.

Enrollment and Fiscal Responsibility:

I am working with Janice Weirich Owner of Frogtummy our internet provider to powerup our web page for recruitment. I want to focus on We Are Crew and what that means. We will also look at the other marketing tools they offer alongside their MyLottery tools to promote LLA.

For the Ogden campus, we are looking at purchasing a double-sided outdoor Marquee sign that can be used to promote the school to traffic that passes by. This would cost approximately \$7300 plus installation for an eight-foot wide by four-foot-tall sign. We are finding that there are many that do not know we are a school. This would help recognition and promotion by getting our scores as well as other information out to parents and passing traffic.

We will continue to use social media to promote LLA and our We Are Crew Mission.

Enrollment Report:

- ★ **LEA:** 885 students (-22 from the 907 hold harmless)
- ★ **Layton:** 521 students (+4)
- ★ **Ogden:** 364 students (-19)

Growth and Literacy Proficiency:

Percent of students at/above level in BOY Acadience Reading
LEA 56%

Percent of students at/above level in BOY Acadience Math
LEA Still Testing

Early Learning Plan:

The 2024-2025 Early Learning plan goals were:

Math

By June 2025 LLA will maintain the percentage of first grade students scoring at/above benchmark on Acadience Math MNF from BOY to EOY by engaging in positive math communities that participate in daily math talks to increase number sense.

- ★ *Layton met this goal and increased the percentage by 10 %*
- ★ *Ogden did not meet this goal*
- ★ *LLA as a whole met this goal by increasing the percentage by 6%*

Literacy

By June 2025 LLA will increase the percentage of 2nd grade students scoring at/above benchmark on Literacy composite score from BOY to EOY by 4% by focusing on essential standards in Tier

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.

1 and using current data to identify specific student needs to increase overall reading proficiency of our students.

- ★ *Layton did not meet this goal*
- ★ *Ogden did not meet this goal*
- ★ *LLA as a whole did not meet this goal*

LLA 2025-2026 Early Learning Goals:

Goal 1

LLA will increase the number of 1st grade students scoring at/above benchmark on Math composite score from BOY to EOY by 4%. This will be done by identifying and targeting specific students, based on data, and providing targeted interventions.

Goal 2

LLA will increase the number of 2nd grade students scoring at/above benchmark on Math composite score from BOY to EOY by 4%. This will be done by identifying and targeting specific students, based on data, and providing targeted interventions.

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.

**EARLY LEARNING PLAN 2024-2025****LEA Name: Leadership Learning Academy****Date of Expected Local Board Approval: June 25, 2024****Submission of Early Learning Plan:**

- Submission on or before August 1st: For ELP **approval**, submit the following to earlylearning@schools.utah.gov **by August 1st.**
 - ELP Plan as a WORD document
- Plan approval added to Local Board agenda by August 1 to have approval completed by September 1
- All Revisions submitted **no later than September 1st by 5 p.m.**

SECTION A: EARLY LITERACY

List your evidence-informed core curriculum program(s) and evidence-based intervention program(s)/strategies for grades K-3 literacy along with the year published or edition.

SB 127: Districts and charters are required to provide instructional materials that are evidence-informed for core instruction and evidence-based for intervention and supplemental instruction.

***Evidence-Informed Curriculum(s)** (defined in SB 127 as: (i) is developed using high-quality research outside of a controlled setting in the given field, and (ii) includes strategies and activities with a strong scientific basis for use)

***Evidence-based** is defined in SB 127 as: means that a strategy demonstrates a statistically significant effect, of at least a 0.40 effect size, on improving student outcomes based on: (i) strong evidence from at least one well-designed and well-implemented experimental study or (ii) moderate evidence from at least one well-designed and well-implemented quasi-experimental study.

*Resources available: [Science of Reading Evidence-Informed Core Criteria Checklist](#)
[Strong and Moderate Evidence Criteria](#)

Core program(s) with year published/edition	Intervention program(s) with year published/edition or evidence-based strategies
Amplify CKLA - 2015	95% - 2016

SECTION B: EARLY MATHEMATICS

1. What evidence-based curriculum is being used in tier 1 instruction and intervention instruction for K-3 mathematics?

Core program(s)	Intervention program(s) and/or strategies
Illustrative Mathematics - 2021	Catch and release intervention

2. Describe how the following mathematical components are incorporated in tier 1 instruction in grades K-3.

Mathematical Components	Evidence-based Strategies
Conceptual Understanding: the comprehension and connection of concepts, operations, and relations.	Implement tasks that promote reasoning and problem solving, Facilitate meaningful mathematical discourse, Comprehensive Mathematics Instruction (CMI), Number Talks
Procedural Fluency: the meaningful, flexible, accurate, and efficient use of procedures to solve problems.	Build procedural fluency from conceptual understanding, games to promote fluency, mathematical routines, Number Talks.
Strategic and Adaptive Mathematical Thinking: the ability to formulate, represent, and solve mathematical problems with the capacity to justify the logic used to arrive at the solution.	<p>Illustrative Mathematics Centers, games.</p> <p>“Centers offer students joyful, purposeful opportunities for engaging practice with important skills, fluency and math discourse. They provide teachers a forum for gathering important information about what students know and are able to do.”</p> <p>https://illustrativemathematics.blog/2022/06/13/making-im-centers-work-joyful-practice-meaningful-fluency-and-authentic-assessment/</p> <p>“The centers, which are usually activities or games, are designed in stages. The stages are often broken down by ranges of numbers that students are operating with so teachers can systematically support students with stages based on the facts they need to practice.</p>

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.

	<p>Centers are meant for extra practice in school or outside of school and are designed to build fluency (or any skill that develops over time) across a year.</p> <p>Centers:</p> <ul style="list-style-type: none"> • are aligned to grade levels and units. • consist of states with the same general structure • can be repeated with different results each time • primarily focus on the major work of grade" <p>https://illustrativemathematics.org/im-k-5-math-fluency/</p>
<p>Productive Disposition: the attitude of a student who sees mathematics as useful and worthwhile while exercising a steady effort to learn mathematics.</p>	<p>Growth mindset, math community (through IM), math talks.</p>

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.

SECTION C: LOCAL GOALS

Goals must be measurable, address current performance gaps in student math and/or literacy data, and include specific strategies for improving outcomes.

Videos to support goal writing: [Analyzing Data and Identifying Areas of Need](#) and [Writing Goals](#)

Goal Sentence Frame:

By **[date]**, **[who is responsible]** will **[what will change and by how much--measurable]** by **[how--which evidence-based strategy(ies) will be used]** to **[why—for what purpose]**.

1. Early Mathematics Goal (*required*)

By **June 2025**, **LLA** will maintain the percentage of first grade students scoring at/above benchmark on Acadience Math MNF from BOY to EOY by engaging in positive math communities that participate in daily math talks to increase number sense.

2. Early Literacy or Mathematics Goal (*required*)

X Literacy Goal

By **June 2025**, **LLA** will increase the percentage of 2nd grade students scoring at/above benchmark on literacy composite score from BOY-EOY by 4% by focusing on essential standards in Tier 1 and using current data to identify specific student needs to increase overall reading proficiency of our students.

General Assurances: Check the boxes below.

☒ The LEA assures that it is in compliance with State Code [53E-4-307.5](#), [53G-7-218](#), [53E-3-521](#) and Utah Board Rule [R277-406](#) applicable to this program.

☒ The LEA has adopted high quality instructional materials and intervention programs aligned with the effective research regarding the science of reading and the LEA's reading strategies meet the criteria in Section [53G-11-303](#).

☒ The Early Learning Plan submitted will be reviewed and approved by your local board in an open, public meeting.

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

By submitting this form, I certify the information I provided on and in connection to this application is true, accurate and complete. I also understand that any false statements on this application I file with the Utah State Board of Education may be grounds for corrective action.

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.

Response Summary:

Thank you for submitting an Early Learning Plan for your Local Education Agency (LEA).

This plan provides the Utah State Board of Education (USBE) with information regarding your LEA's early literacy and early mathematics curriculum, established goals, and the implementation of the four components of mathematics instruction as required by Utah State Code 53G-7-218, 53E-3-521, and Board Rule R277-406.

We appreciate your collaborative efforts between LEA literacy and mathematics leaders in the development of this plan.

Q2. LEA Name

Leadership Learning Academy

Q3. LEA Literacy Leader First and Last Name(s)

Melissa Macchia

Q4. LEA Literacy Leader Email Address(es)

mmacchia@llacharter.org

Q5. LEA Mathematics Leader First and Last Name(s)

Kimberlee McClellan

Q6. LEA Mathematics Leader Email Address(es)

kmcclellan@llacharter.org

Q7. Please list your LEA Superintendency/Leadership that should be included in goal outcome communications.

Please include their first and last name(s), title(s), and email address(es).

Richard Squire, Director, rsquire@llacharter.org

Q9. Select your evidence-informed core curriculum program(s) for grades K-3 literacy along with the year published or edition.

***Evidence-Informed Curriculum(s) (defined in SB 127 as: (i) is developed using high-quality research outside of a controlled setting in the given field, and (ii) includes strategies and activities with a strong scientific basis for use)**

[SB 127 \(2022\) Early Literacy Outcomes Improvement](#)

More than one box may be selected.

- CKLA (Amplify Core Knowledge Language Arts) 2nd Ed.
- Heggerty Phonemic Awareness 2022
- UFLI Foundations

Q10. Select your evidence-based intervention program(s)/strategies for grades K-3 literacy along with the year published or edition.

****Evidence-based is defined in SB 127 as: means that a strategy demonstrates a statistically significant effect, of at least a 0.40 effect size, on improving student outcomes based on: (i) strong evidence from at least one well-designed and well-implemented experimental study or (ii) moderate evidence from at least one well-designed and well-implemented quasi-experimental study.***

[SB 127 \(2022\) Early Literacy Outcome Improvement](#)

For example: 95% Phonics Lesson Library 1st Edition, Read 180 Reading 2022, etc.

***Software programs are not considered eligible intervention curriculum for tier 2 and tier 3 instruction.**

You are able to select more than one.

- 95% Group Phonics Lesson Library 1st Ed.
- 95% Group Phonological Awareness 1st Ed.

Q11. List the evidence-informed core curriculum being used in tier 1 K-3 mathematics instruction.

For example: Eureka Math Squared, iReady Classroom Mathematics 2024, etc.
Illustrative Mathematics 2021

Q12. List the evidence-informed intervention programs/strategies used for grades K-3 mathematics interventions.

For example: Building Fact Fluency Kits, Kickstart Number Sense for Targeted Math Interventions, Bridges Interventions, etc.

***Software programs are not considered eligible intervention curriculum for tier 2 and tier 3 instruction.**
Catch and Release interventions, Math fluency games

Describe how the following mathematical components are incorporated in tier 1 instruction in grades K-3.

Support Document: [Components of Early Mathematics Resources](#)

Q32. Conceptual Understanding: the comprehension and connection of concepts, operations, and relations.

For example: Incorporate evidence based strategies like implementing mathematical tasks that promote reasoning and problem solving, facilitating meaningful mathematical discourse, engaging students in number talks

Implement tasks that promote reasoning and problem solving, Facilitate meaningful mathematical discourse,
Comprehensive Mathematics Instruction (CMI),
Number Talks

Q33.

Procedural Fluency: the meaningful, flexible, accurate, and efficient use of procedures to solve problems.

For example: Implement fluency building components of evidence-based mathematics curricular programs (e.g. Building Fact Fluency Kits), Implement evidence-based fluency strategies that promote meaningful, flexible, accurate, and efficient procedures. (e.g. build procedural fluency from conceptual understanding, games that promote fluency, number talks)

The use of regular timed testing will NOT be approved as research shows it is ineffective and damaging.

Build procedural fluency from conceptual understanding, games to promote fluency, mathematical routines, Number Talks.

Q34. Strategic and Adaptive Mathematics Thinking: the ability to formulate, represent, and solve mathematical problems with the capacity to justify the logic used to arrive at the solution.

For example: Implement evidence-based strategies including engaging students in the Standards for Mathematical Practice in the Utah Core Mathematics Standards, engaging in rigorous mathematical tasks.

Illustrative Mathematics Centers, games.

“Centers offer students joyful, purposeful opportunities for engaging practice with important skills, fluency and math discourse. They provide teachers a forum for gathering important information about what students know and are able to do.”

<https://illustrativemathematics.blog/2022/06/13/making-im-centers-work-joyful-practice-meaningful-fluency-and-authentic-assessment/>

“The centers, which are usually activities or games, are designed in stages. The stages are often broken down by ranges of numbers that students are operating with so teachers can systematically support students with stages based on the facts they need to practice.

Centers are meant for extra practice in school or outside of school and are designed to build fluency (or any skill that develops over time) across a year.

Centers:

- are aligned to grade levels and units.
- consist of states with the same general structure
- can be repeated with different results each time
- primarily focus on the major work of grade”

<https://illustrativemathematics.org/im-k-5-math-fluency/>

Q35. Productive Disposition: the attitude of a student who sees mathematics as useful and worthwhile while exercising a steady effort to learn mathematics.

For example: Implement evidence-based strategies including goal setting, supporting positive mathematical experiences, promoting positive mathematical mindsets.

Growth mindset, math community (through IM), math talks.

Q8. The state growth goal requires 60% of first through third grade students to make typical, above typical, or well above typical growth from beginning of year to the end of the year as measured by Pathways of Progress on the Acadience Math assessment.

Per [53G-7-218](#) and [R277-406](#), an LEA that fails to meet the State Growth Goal in Math MUST participate in the USBE Math System of Support.

- We understand the expectation for meeting the State Growth Goal for math and agree to participate in the USBE Math System of Support if our LEA fails to meet the goal as outlined above.

Your LEA is responsible for creating two goals that are specific to your LEA, measurable, address current performance gaps in students' mathematics proficiency based on data, and include specific strategies for improving outcomes. (53G-7-218)

Please answer the questions below to generate your goal.

Q14. Goal 1:

What is your LEAs last day of school?

5/22/2026

Q16. What grade level will this goal focus on?

- First Grade

Q19. What Acadience Math measure will your goal focus on? (e.g. composite, NNF, computation)

Composite

Q21. What is the target increase in the percentage of students scoring at or above benchmark from the beginning of the school year to the end of the school year?

- 4%-6%

Q22. How will you achieve this goal? What evidence-based strategies will you implement?

Identifying and targeting specific students, based on data, and providing targeted interventions.

Your LEA is responsible for creating two goals that are specific to your LEA, measurable, address current performance gaps in students' mathematics proficiency based on data, and include specific strategies for improving outcomes. (53G-7-218)

Please answer the questions below to generate your goal.

Q2. Goal 2:

What is your LEAs last day of school?

5/22/2026

Q3. What grade level will this goal focus on?

- Second Grade

Q4. What Acadience Math measure will your goal focus on? (e.g. composite, NNF, computation)

Composite

Q5. What is the target increase in the percentage of students scoring at or above benchmark from the beginning of the school year to the end of the school year?

- 4%-6%

Q6. How will you achieve this goal? What evidence-based strategies will you implement?

Identifying and targeting specific students, based on data, and providing targeted interventions.

Q31. The LEA assures that it is in compliance with State Code [53E-4-307.5](#), [53G-7-218](#), [53E-3-521](#) and Utah Board Rule [R277-406](#) applicable to this program.

- Agree

Q32. The LEA has adopted high quality literacy instructional materials and intervention programs aligned with the effective research regarding the science of reading and the LEA's reading strategies meet the criteria in Section [53G-11-303](#).

- Agree

Q33. Our LEA assures that we will complete and submit the Goal Attainment Survey by July 15, 2026.

- Agree

Q39. Our LEA assures that we will present the outcomes of our Early Learning Plan and attainment of our goals to our school board in an open and public meeting as required in [R277-406](#).

- Agree

Embedded Data:

N/A

[Back to Agenda](#)

Updated Meal Charge Administrative Procedures Summary

HB 100 from the 2025 legislative session requires schools that participate in the National School Lunch Program to provide free lunch to students who qualify for reduced-price meals. Under this new law, the USBE will, subject to legislative appropriations, reimburse schools for each free lunch served to reduced-priced students. The reimbursements will be in a dollar amount equal to the difference between the federal reimbursement rates for a lunch and a reduced-price lunch, as determined annually by the USDA. The school's meal charge policy/procedure has been amended to reflect this new law.



Meal Charge Administrative Procedures

I. Purpose

Leadership Learning Academy (“the School”) participates in the National School Breakfast Program (“NSBP”) and National School Lunch Program (“NSLP”). The School provides meals to its students pursuant to these programs and offers free or reduced-price meals to eligible students. Participating students who are not eligible for free or reduced-price meals may receive meals at the School at the normal paid rate.

These procedures address how the School will handle situations where students eligible to receive reduced price or paid rate meals at school do not have money in their account or in hand to pay for the cost of a meal at the time of meal service. These procedures also address, among other things, where families can find assistance with applying for free or reduced-price school meals, alternate meals, notification and collection of unpaid meal charges, and how the School will communicate these procedures to families and School personnel.

II. Information about Free or Reduced-Price Meals

- A. Prior to or at the beginning of each school year, the School will provide to the parent or guardian of each student:
 - (i) Information about school meals, including prices for the meals and acceptable methods of paying for the meals;
 - (ii) Information about the NSBP and NSLP, including how students qualify for free or reduced priced meals under the programs; and
 - (iii) An application for free or reduced priced meals under the NSBP and NSLP.
- B. The School will provide the information and application as follows:
 - (i) Hard copies will be distributed via the mail, at back to school night, in student registration materials, and/or electronically (i.e. distributed via email, via emailing a link to the information and applications online, etc.). Applications will also available on the School’s website and student information system. Hard copies of applications will also available in the School’s front office.
 - (ii) The School will not provide the information and application at the end of the school year for the next school year, but will provide the information and application on or after July 1 of each year.

- C. Completed applications should be returned to the School as soon as possible, but completed applications will be accepted by the School throughout the year. Parents or guardians should contact the School's front office at 801-593-9552 (Layton Campus) and 801-784-5170 (Ogden Campus) for questions about or assistance with applying for free or reduced priced school meals.

III. Students Unable to Pay for Meals

- A. Students who are unable to pay for a meal at the time of meal service, either because they don't have sufficient money in their meal account or on their person, will be allowed to charge the meal to their meal account. However, the School expects and relies upon parents to keep their student's meal account balances current so its food service program can remain financially viable.
- B. Students allowed to charge a meal to their meal account under the terms described above will receive a regular reimbursable meal as opposed to an alternate meal.
- C. This Section does not apply to students who have qualified for free meals under the NSBP and NSLP, as such students are not required to pay for reimbursable meals at the School.
- D. This Section also does not apply to the lunches of students who have qualified for reduced price meals under the NSLP. Per Utah Code § 53F-2-423, students who have qualified for reduced price meals under the NSLP are not required to pay for reimbursable lunches at the School.

IV. Alternate Meals

- A. The School currently does not provide alternate meals.

V. Notifications Regarding Balances; Collection Efforts

- A. The School will notify parents or guardians of low meal account balances on a monthly basis by email, mail, and/or telephone.
- B. The School will notify parents or guardians of negative meal account balances. When a student's meal account has a negative balance, the School will notify the student's parent or guardian of the negative account balance by email, mail, and/or telephone and request payment on the account be made as soon as possible.
- C. When a student's meal account reaches a negative balance and the parent has not responded to notifications described above or made efforts to make the account current, the School will may turn the account over to collections.

- D. The School may contact parents or guardians of students with delinquent meal accounts to inquire if the household might be eligible for free or reduced-price meal benefits under NSBP and NSLP.
- E. The School's front office staff or food service personnel are generally responsible for managing meal account balances and balance notifications and can be reached at 801-593-9552 (Layton Campus) and 801-784-5170 (Ogden Campus) for questions or concerns related to such matters.
- F. The School's front office staff or food service personnel are generally responsible for managing the School's collection efforts and can be reached at 801-593-9552 (Layton Campus) and 801-784-5170 (Ogden Campus) for questions or concerns related to such matters.
- G. The School will maintain documentation of the balance notifications and collection efforts described above, as this may be requested as part of federal or state audits.

VI. Communication of Procedures

- A. Prior to or at the beginning of each school year, and upon a student transferring to the School during the school year, the School will provide to the parent or guardian of each student a written copy of these procedures through the registration process. Hard copies will also be provided at back to school night and will be available in the front office.
- B. In order to ensure that these procedures are applied consistently and correctly, the School will also annually provide a copy of these procedures to all School personnel who are responsible for or involved in:
 - (i) Collecting payment for meals at the time of meal service;
 - (ii) Notifying parents or guardians of low or negative meal account balances;
 - (iii) Collection efforts for delinquent meal accounts;
 - (iv) Distributing these procedures and the information described in Section II; and
 - (v) Enforcing any aspect of these procedures.
- C. The School will post these procedures on its website and may also choose to provide additional copies to parents or guardians of students whose meal accounts reach a negative balance.
- D. The School will maintain documentation of the communication methods described above, as this may be requested as part of federal or state audits.
- E. Students, parents, and the School community were involved in developing these communication procedures.

VII. Review of Procedures

- A. The School will review these procedures annually and revise them as it deems necessary.

[Back to Agenda](#)

Leadership Learning Academy Electronic Board Meeting Minutes Tuesday, June 24, 2025



Zoom Link: <https://us02web.zoom.us/j/86564651546?from=addon>

Meeting ID: 865 6465 1546

Mobile: (669) 900-9128

In Attendance: Terry Capener, David Gray, Jimmy Sunlight, Chuma Uzoh,

Excused: Deb Hansen,

Others in Attendance: Richard Squire, Dawn Kawaguchi, Sarah Houmand, Brandon Fairbanks, Dawn Benke (5:40 p.m.),

MISSION: The mission of **Leadership Learning Academy** is to provide a unique, innovative teaching model to help students achieve a high degree of academic success while developing problem solving skills, independent learners, and future leaders in all our students.

VISION: **Leadership Learning Academy** uses an innovative and unique model to challenge our students to be confident and independent learners. Our students will learn to inspire others, achieve high academic success, and become personally accountable for themselves and their education; thus helping to lead our future.

Minutes

2024-2025 Strategic School Plan

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

5:35 PM – INTRODUCTORY ITEMS

- Welcome & Roll Call – Terry Capener

CONSENT ITEMS

- June 9, 2025 Board Meeting Minutes – There was no further discussion. **Chuma Uzoh made a motion to approve the June 9, 2025 board meeting minutes. Jimmy Sunlight seconded the motion. The votes were as follows:**

Terry Capener – Aye

Chuma Uzoh – Aye

Jimmy Sunlight – Aye

David Gray – Aye

Motion passed unanimously.

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.

- Ratify Richard Squire as the Lead Director and his full time employee agreement effective July 1, 2025 with an hourly agreement starting June 13, 2025 through June 30, 2025 as discussed in a closed session – There was no further discussion. **Jimmy Sunlight made a motion to ratify Richard Squire as the Lead Director and his full-time employee agreement effective July 1, 2025 with an hourly agreement starting June 13, 2025 through June 30, 2025 as discussed in a closed session. David Gray seconded the motion. The votes were as follows:**

Terry Capener – Aye

Chuma Uzoh – Aye

Jimmy Sunlight – Aye

David Gray – Aye

Motion passed unanimously.

VOTING ITEMS

- 2024-2025 Final Amended Budget – Jimmy gave a summary of the final amended budget for the 2024-2025 school year, which complies with state law and reflects actual revenue and expenses to date, plus projections for the remainder of the year. Dawn Benke went through the difference from the original approved budget from last June which under other revenue in the blue. She explained the budget adjustments, including a \$4.8 million loan for an addition and increased debt service costs. **David Gray made a motion to approve the final amended budget for the 2024-2025 school year. Chuma Uzoh seconded the motion. The votes were as follows:**

Terry Capener – Aye

Chuma Uzoh – Aye

Jimmy Sunlight – Aye

David Gray – Aye

Motion passed unanimously.

- 2025-2026 School Budget – Dawn Benke reviewed the proposed 2025-2026 school budget which is based on 907 students and includes reduced revenue from the previous year's loan. **Chuma Uzoh made a motion to approve the Proposed Annual Operating Budget for the 2025-2026 School Year. Jimmy Sunlight seconded the motion. The votes were as follows:**

Terry Capener – Aye

Chuma Uzoh – Aye

Jimmy Sunlight – Aye

David Gray – Aye

Motion passed unanimously.

BUSINESS ITEMS

- Calendar Items – Terry Capener
- Dawn K reminded the board that AW and UAPCS combined social is on Monday night from 6-8 at Splitsville in Disney Springs. She added that the Orlando World Marriott hotel has a free shuttle to Disney Springs that you can reserve for those who are staying there. You can reserve up to five people so we should be able to get everyone there.

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

- Next Pre-Board Meeting on August 26th @ 5:30 PM
 - Next Board Meeting on September 8th @ 5:30 PM @ AW
- Chuma brought up some information regarding the PTIF funding and proposed financial strategies from Brad, which he agreed to follow up on in the next meeting.

5:50 PM – Jimmy sunlight made a motion to ADJOURN. David Gray seconded the motion.
The votes were as follows:

Terry Capener – Aye

Chuma Uzoh – Aye

Jimmy Sunlight – Aye

David Gray – Aye

Motion passed unanimously.

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.

LLA Board of Directors' Meeting Monday, September 8, 2025

Action Item: *PTIF Board Resolution*

Issue:

The Utah Office of the State Treasurer has a PTIF account management system that streamlines administration of the School's PTIF account. The online system requires approval of a board resolution authorizing at least two individuals to serve as administrators of the school's PTIF accounts.

Background:

The Utah Public Treasurers' Investment Fund (PTIF) is available to state and government entities as a short-term cash investment vehicle. Because the PTIF invests only in securities authorized by the Utah Money Management Act and provides a high degree of liquidity, the School utilizes the PTIF to safely invest its surplus funds.

The online system allows the Board's designee to authorize individuals to make changes to its PTIF account, such as: add/delete users, open/close accounts, add/delete/change bank accounts tied to PTIF accounts, and complete various forms associated with these changes.

In an effort to segregate duties, Academica recommends authorizing the Board Financial Coordinator, the School Lead Director and AW's Controller (Cathie Hurst) to serve as PTIF account administrators. Because Cathie will not be an authorized "user" that access and/or transact with PTIF accounts, this will provide an extra level of separation.

As positions change and/or people move on, the PTIF Resolution must be re-approved naming the authorized personnel.

Recommendation:

It is recommended that the board approve the PTIF Resolution.

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.



Office of the
State Treasurer

Public Entity Resolution

1. Certification of Authorized Individuals

I, _____(Name) hereby certify that the following are authorized: to add or delete users to access and/or transact with PTIF accounts; to add, delete, or make changes to bank accounts tied to PTIF accounts; to open or close PTIF accounts; and to execute any necessary forms in connection with such changes on behalf of _____(Name of Legal Entity). Please list at least two individuals.

Name	Title	Email	Signature(s)
_____	_____	_____	_____
_____	_____	_____	_____

The authority of the named individuals to act on behalf of _____(Name of Legal Entity) shall remain in full force and effect until written revocation from _____(Name of Legal Entity) is delivered to the Office of the State Treasurer.

2. Signature of Authorization

I, the undersigned, _____(Title) of the above named entity, do hereby certify that the forgoing is a true copy of a resolution adopted by the governing body for banking and investments of said entity on the _____day of _____, 20____, at which a quorum was present and voted; that said resolution is now in full force and effect; and that the signatures as shown above are genuine.

Signature	Date	Printed Name	Title
_____	_____	_____	_____

STATE OF UTAH)
) §
COUNTY OF _____)

Subscribed and sworn to me on this _____ day of _____, 20____, by _____(Name), as _____(Title) of _____(Name of Entity), proved to me on the basis of satisfactory evidence to be the person(s) who appeared before me.

(seal)

Signature_____

LLA Board of Director's Meeting Monday, September 8, 2025

Action Item: *Award of RFP for Landscaping and Snow Removal Services (Ogden Campus)*

Issue:

The school issued an RFP for a landscaping and snow removal services provider for the Ogden Campus. The Board needs to select the winning proposal and award the contract.

Background:

The school's administration was interested in looking into options for landscaping and snow removal services providers for the Ogden campus. The school therefore issued an RFP, as required by the Procurement Code and the school's Procurement Policy.

The school received two proposals, one from Groundsman and one from Extreme Green. The evaluation committee evaluated each proposal, determined that the Groundsman proposal was in the school's best interest, and prepared a justification statement to that effect.

Recommendation:

It is recommended that the board select Groundsman as the school's landscaping and snow removal services provider for the Ogden campus and authorize the Lead Director to negotiate and execute an agreement with Groundsman for these services.

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.

**Leadership Learning Academy
Evaluation Committee Statement
RFP for Landscaping and Snow Removal Services**

Background

Leadership Learning Academy issued an RFP for Landscaping and Snow Removal Services on August 8, 2025. The School posted the RFP on its website and sent the RFP to multiple vendors. The deadline to submit a proposal in response to the RFP was August 21, 2025. Two companies submitted proposals to the School – Groundsman and Extreme Green.

Evaluation and Scoring of Proposals

The Evaluation Committee for this RFP was Richard Squire, Kirk Blake, and Gabe Clark. They reviewed and scored all proposals on September 4, 2025.

There were three categories under which each proposal was evaluated and scored: Offeror's Experience and Qualifications (40 points possible); Past Performance for the School and/or References (20 points possible); and Cost (40 points possible).

The Evaluation Committee awarded Groundsman's proposal the highest overall score, 91.8/100 and Extreme Green's proposal scored 90/100.

Based on the Evaluation Committee's review of the proposals, Groundsman (a) is highly qualified and has extensive experience in providing these services; and (b) can provide such services at a competitive cost.

Award Recommendation

The Evaluation Committee believes that Groundsman's proposal provides the best value to the School in connection with these services. The Evaluation Committee therefore recommends to the School's Board of Directors that it award the School's landscaping and snow removal contract to Groundsman, with the contract having a term of up to five years, and authorize the director to negotiate and execute an agreement.

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.



2025 Property Maintenance Proposal

“YOUR COMPLETE PROPERTY MAINTENANCE SPECIALIST”

Client:	Ogden LLA	Contact:	Kirk Blake
Address:	1111 2 nd St. Ogden UT, 84404	Contact Number:	801-444-9878
Billing Address:		Email	Kirk@academicawest.com
Agreement Period	1 Year Agreement	3 Year Agreement	5 Year Agreement
Weekly Lawn Maintenance-mowing, trimming, edging, blowing & trash patrol	\$310 per week	\$300 per week	\$290 per week
Commercial turf fertilizer program (4-6 total applications) 1 pre-emergent/fertilizer, 4 fertilizer w/herbicide, & insecticide w/revive app	\$650 per application (Estimated 103,700 sq ft)	\$640 per application	\$630 per application
Irrigation System Start up	\$280.00	\$270.00	\$260.00
Irrigation Repairs & adjustments	\$85 per man / hr + parts	\$85 per man / hr + parts	\$85 per man / hr + parts
Irrigation Winterization/Blow out	\$355.00	\$345.00	\$325.00
Spring/Fall cleanup & haul off debris	\$75 per man/hr	\$75 per man/hr	\$75 per man/hr
Aeration	\$470.00	\$460.00	\$450.00
Shrub/Tree pruning/cut back fence lines	\$65 per man/hr	\$65 per man/hr	\$65 per man/hr
Snow Removal of Parking Lot per push (High priority, zero tolerance program)	\$300 per push Before school and afternoon pickup	\$290 per push	\$280 per push
Parking Lot Salt application	\$300 per app	\$270 per	\$370
Snow Removal on all sidewalks & track	\$225 per clearing	\$215 per clearing	\$205 per clearing
Ice Melt application to sidewalks per bag	\$30 per bag	\$30 per bag	\$30 per bag
Playground Mulch Delivered & Installed	\$90 per yard	\$90 per yard	\$90 per yard
Herbicide & Pre-emergent Application in Parking Lot/Sidewalks/Fencelines & below west wall, & east hillside	\$355 per application (3 apps recommended)	\$345 per application	\$335 per application

I Acknowledge the prices for the referenced property and agree to the terms and specifications. This contract may become void, by either party, with a written notice 30 days prior to termination for any legitimate reasoning. Upon termination of contract, balance for all completed services will be due. In the case of early termination of multi-year contract, client will be responsible to pay the 1 year pricing for all services rendered up to the cancellation date. An itemized monthly statement will be mailed by the end of that month for all services that are due.

Owner/Property Manager X_____ Date _____

Owner/Account Manager X_____ Date _____

LLA Board of Director's Meeting Monday, September 8, 2025

Action Item: *Award of IT Services RFP*

Issue:

The school issued an RFP for an IT services provider. The Board needs to select the winning proposal and award the contract.

Background:

The school's contract with its current IT services provider (Eminent Technical Solutions, LLC ("ETS")) has expired. The school therefore issued an RFP, as required by the Procurement Code and the school's Procurement Policy, in order to secure a new provider. The RFP covers both services as well as equipment purchased from the provider.

ETS submitted the only proposal that the school received. The evaluation committee evaluated ETS's proposal, determined that it was in the school's best interest to select ETS as the school's IT services provider, and prepared a justification statement to that effect.

Recommendation:

It is recommended that the board select ETS as the school's IT services provider and authorize the Lead Director to negotiate and execute an IT services agreement with ETS.

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.

**Leadership Learning Academy
Evaluation Committee Statement
RFP for IT Services Provider**

Background

Leadership Learning Academy (the “school”) issued an RFP for an IT Services Provider on August 5, 2025. The school posted the RFP on its website from August 5, 2025 to August 28, 2025. The deadline to submit a proposal in response to the RFP was August 28, 2025, at 3:00 pm. One company submitted a proposal to the school. Eminent Technical Solutions, LLC (“ETS”) was the only offeror.

Evaluation and Scoring of Proposal

The Evaluation Committee on this RFP was Richard Squire, Brandi Carter, and Gabe Clark. They reviewed and scored the proposals on August 28, 2025. Together they determined that ETS’s proposal met the minimum requirements of the RFP, that its pricing and terms were reasonable, and that it would be in the best interest of the school to award the contract to ETS.

Based on the Committee’s review of the proposal, ETS (a) has the requisite experience and qualifications to provide quality IT services; (b) has successfully done this type of work for the school and for other charter schools in Utah in the past. The Committee awarded ETS 70 out of 70 possible points for non-cost criteria and 30 out of 30 points for cost criteria, for a total of 100 out of 100 points.

Award Recommendation

The Evaluation Committee recommends to the school’s Board of Directors that it award the contract for IT Services to ETS for a period of five years.

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.



EXHIBIT B - ESTIMATE OF RECURING COSTS

IT Managed Services										
Hourly Rate		YEAR 1: Nov 2025 - Oct 2026			YEAR 2: Nov 2026 - Oct 2027			YEAR 3: Apr Nov - Oct 2028		
Hourly Rate - Support Calls & Work Orders 8:30AM - 5:30PM		\$125			\$130			\$135		
Hourly Rate - *After Hours 5:31PM - 8:29AM		\$188			\$195			\$203		
Services and Products		Monthly	Quarterly	Annual Total	Monthly	Quarterly	Annual Total	Monthly	Quarterly	Annual Total
Maintenance and Support of the Core Network Ogden (see Exhibit A)		\$1,910		\$22,920	\$2,025		\$24,295	\$2,146		\$25,753
Maintenance and Support of the Core Network Layton (see Exhibit A)		\$1,910		\$22,920	\$2,025		\$24,295	\$2,146		
ETS Off-site Backup Annual Subscription (\$175/TB/QTR)		Per Use			Per Use			Per Use		
ETS Cloud-Hosted Unifi Controller (2 locations, 57 devices)		\$81		\$971	\$81		\$971	\$81		\$971
Annual RMM Software**		\$35		\$420	\$35		\$420	\$35		\$420
Sophos Protection**		Per Use			Per Use			Per Use		
Firewall Licensing		Per Quote			Per Quote			Per Quote		
ANNUAL SSL Encryption Renewal with Management (Includes up to 5 licenses)		\$50		\$600	\$50		\$600	\$50		\$600
Aspire Mailer Service		\$20		\$240	\$20		\$240	\$20		\$240
Inventory Tracking & Supply Ordering System Management and Support - Product Management - Managed Hosting - Product Monitoring - Backup Services - Monthly Block of 2 Hours of Support/Development		\$159		\$1,908	\$159		\$1,908	\$159		\$1,908
Office 365 Licensing**		Per Use			Per Use			Per Use		
IT Managed Services - Total		\$4,165	\$0	\$49,979	\$4,395	\$0	\$52,729	\$4,637	\$0	\$30,863
Phone/Internet Services										
Hourly Rate		YEAR 1: Nov 2025 - Oct 2026			YEAR 2: Nov 2026 - Oct 2027			YEAR 3: Apr Nov - Oct 2028		
Hourly Rate - Support Calls & Work Orders 8:30AM - 5:30PM		\$125			\$130			\$135		
Hourly Rate - *After Hours 5:31PM - 8:29AM		\$188			\$195			\$203		
Services and Products		Monthly	Quarterly	Annual Total	Monthly	Quarterly	Annual Total	Monthly	Quarterly	Annual Total
Phone System - Unlimited Maintenance and Support (Per Use - Does not include state taxes and fees) (Qty. 5) Analog Line (Qty. 6) DID Number (Qty. 8) SIP Session (Qty. 78) User/Device Server Access		\$1,177		\$14,118	\$1,177		\$14,118	\$1,177		\$14,118
IT Managed Services - Total		\$1,177	\$0	\$14,118	\$1,177	\$0	\$14,118	\$1,177	\$0	\$14,118
Low-Voltage Services										
Hourly Rate		YEAR 1: Nov 2025 - Oct 2026			YEAR 2: Nov 2026 - Oct 2027			YEAR 3: Apr Nov - Oct 2028		
Hourly Rate - Support Calls & Work Orders 8:30AM - 5:30PM		\$125			\$125			\$135		
Hourly Rate - *After Hours 5:31PM - 8:29AM		\$188			\$188			\$203		
Services and Products		Monthly	Quarterly	Annual Total	Monthly	Quarterly	Annual Total	Monthly	Quarterly	Annual Total
Door Access Control ()										
Camera Maintenance ()										
IT Managed Services - Total		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Combined Total		\$5,341	\$0	\$64,097	\$5,571	\$0	\$66,848	\$5,814	\$0	\$44,981
Contract Notes										
<p>TERM. Billable term agreement will commence on 11/01/2025 (Effective Date).</p> <p>ETS BRANCHES (IT Managed Services, Phone/Internet Services, Low-Voltage Services). The initial term of this Agreement shall be for a period of three (3) years from the Effective Date. The Agreement may be renewed for up to two (2) additional one (1) year terms at Client's option.</p> <p>NOTES. Projects will be quoted outside of monthly support and labor will be billed at the referenced hourly rate.</p> <p>*After Hours Billing is rarely used but in the scenario in which the client requests work be performed after hours and such work cannot be accommodated inside the client/ETS stated hours of operations, such work will be billed as referenced above.</p> <p>**Software Licensing and Phone Tax & Usage are based on license count or per usage and may increase or decrease each month.</p> <p>When outside of an active service term agreement period, ETS, at any time, may increase client billing rate(s) to standard billing rate(s). Following completion of initial term, client may renew agreement at new contracted rate in addendum(s).</p>										

Leadership Learning Academy

Signature
Title
Print Name
Date

Eminent Technical Solutions

Signature
Title
Print Name
Date

LLA Board of Directors' Meeting Monday, September 8, 2025

Action Item: *LEA-Specific Educator License(s)*

Issue:

The School's administration is requesting the following be a candidate for an LEA-specific license:

- Jade Evans – Elementary License
- Kodi Goddard – Elementary License
- Crystal Fairbanks – Elementary License
- Kassidy Hill – Elementary License

Background:

Under the School's LEA-Specific Educator License Policy, the School's administration proposes to the Board of Directors individuals the administration feels are good candidates for an LEA-specific educator license. An LEA-specific educator license is a temporary license that teachers may teach under while they are in the process of completing the requirements for an associate or professional license. An LEA-specific educator license can be valid for one, two, or three years.

The School's administration has followed the processes and considered the criteria outlined in the Policy with respect to proposing the candidate named above to the Board candidates, including vetting and interviewing the candidate. The School's administration has also provided the Board with an explanation and rationale for requesting an LEA-specific educator license for the candidate. The administration's explanation and rationale for requesting an LEA-specific educator license for the candidate includes: the individual has been trained in LLA's teaching model, has experience in classrooms, and will continue to receive training and mentoring while enrolling in a program to receive their professional and/or associate license.

The Board believes that it is appropriate under the policy to approve the administration's request for an LEA-specific educator license for the candidate named above.

Recommendation:

It is recommended that the Board approve the request for LEA-specific educator licenses for Jade Evans, Kodi Goddard, Crystal Fairbanks, and Kassidy Hill each for an elementary license all for a period of three years.

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

SY25-26 LEA-S(pecific) Requests			Effective 8/2021, the following are NOT allowed for LEA-S: Audiologist, Deaf Education, Preschool Special Ed., School Psychologist, School Social Worker, Special Ed (K-12), Speech Language Pathologist, Speech Language Therapist											
LEA (District or Charter) Name	Date LEA's Board Met	CACTUS ID	Last Name	First Name	Is this a RENEWAL Request from SY24-25? (Y/N)	License Area 1	Rational/Motions	Is Educator's Assignment in CACTUS? (Y/N)	Has LEA Specific tab in CACTUS been completed? (Y/N)	Does Educator Have a current BACKGROUND check? (Y/N)	Does Educator Have a current ETHICS check? (Y/N)	Pedagogical Modules Completed and certificate received? (Y/N)	LEA Application Received? (Y/N)	PE ONLY: CPR Cert #
<i>Granite SD</i>	<i>1/5/21</i>	<i>999999</i>	<i>Example</i>	<i>Educator</i>	<i>N</i>	<i>Secondary</i>	<i>Educator is enrolling in EPP Fall 2021</i>	Y	Y	Y	Y	Y	Y	
Leadership Learning Academy Layton	9/8/25	820441	Evans	Jade	N	Elementary	Been accepted into the APPEL Program and will work on completing requirements to become qualified.	Y	PW Will Enter	Y	Y			N/A
Leadership Learning Academy Layton	9/8/25	821264	Goddard	Kodi	N	Elementary	Been accepted into the APPEL Program and will work on completing requirements to become qualified.	Y	PW Will Enter	Y	Y			N/A
Leadership Learning Academy Ogden	9/8/25	807846	Fairbanks	Crystal	N	Elementary		Y	PW Will Enter	Y	Y			N/A
Leadership Learning Academy Ogden	9/8/25	819523	Hill	Kassidy	N	Elementary		Y	PW Will Enter	Y	Y			N/A

[Back to Agenda](#)

LLA Board of Directors' Meeting Monday, September 8, 2025

Action Item: *Amending Child Abuse and Neglect Reporting Policy*

Issue:

Amending the School's Child Abuse and Neglect Reporting Policy.

Background:

Proposed revisions to the school's Child Abuse and Neglect Reporting Policy have been made to bring the policy into better compliance with Utah law and USBE rule. New language has been added and existing language amended to better explain the circumstances under which school employees must report suspected abuse or neglect to the authorities. Language has also been added to clarify that when there is reasonable cause to believe a student has been abused by a school employee or volunteer, such abuse should not only be reported to the authorities but also to the school's administration, who then must report the suspected abuse to the Utah State Board of Education. Updated language has also been added to the school's Child Abuse and Neglect Reporting Procedures, including language with respect to new training requirements in this area required by HB 40 from the 2025 legislative session (this bill added school personnel training requirements with respect to sexual extortion).

Recommendation:

It is recommended that the Board approve the Amended Child Abuse and Neglect Reporting Policy.

Leadership Learning Academy Child Abuse & Neglect Reporting Policy



POLICY PURPOSE

Leadership Learning Academy (the "School") takes seriously the legal responsibility of its personnel to protect the physical and psychological well-being of its students. We believe that the School's personnel have an important role to play in the elimination of child abuse because they are in a unique position to observe children over extended periods of time on a daily basis.

POLICY

School personnel shall report suspected child abuse and neglect in accordance with Utah Code § 80-2-602, § 53E-6-701, and Utah Administrative Code Rule R277-401. The law provides serious penalties for failure to fulfill one's duty to report.

~~Utah law requires that w~~Whenever any person, including any sSchool employee, contracted or temporary employee, or volunteer ~~who~~ has reason to believe that a child is, or has been, the ~~subjected of to incest, molestation, sexual exploitation, sexual abuse, physical abuse,~~ or neglect, or observes a child being subjected to conditions or circumstances which would reasonably result in ~~sexual abuse, physical abuse,~~ or neglect, he/she shall immediately ~~notify report the suspected abuse or neglect to~~ the nearest peace officer, law enforcement agency, or the Division of Child and Family Services. ~~The law provides serious penalties for failure to fulfill one's duty to report.~~

In addition, whenever any School employee, contracted or temporary employee, or volunteer has reasonable cause to believe that a student may have been physically or sexually abused by a School employee or volunteer, he/she shall immediately report that belief and all other relevant information to the Lead Director. The Lead Director, after having received such a report or otherwise having his/her own reasonable cause to believe that a student may have been physically or sexually abused by a School employee or volunteer, shall immediately report that information to the Utah State Board of Education.

All reports made regarding child abuse or neglect shall be documented in writing.

The Lead Director shall establish administrative procedures that ~~will~~ comply with the provisions of Utah Code ~~Ann. §~~ § 53E-6-701; ~~§ 62A-4a-402~~ § 80-2-602, et seq., and Utah Administrative Code Rules R277-401 and will help the School's personnel to understand and fulfill their legal responsibilities concerning child abuse.

Chuma Uzoh—LLA Board President

Date



Child Abuse & Neglect Reporting Administrative Procedures

These procedures are established pursuant to the Child Abuse and Neglect Reporting Policy adopted by the Board of Directors.

1. If a School employee or volunteer *has reason to believe* that a child is, or may have ~~has been, the~~ subjected ~~to incest, molestation, sexual exploitation, sexual abuse, physical of~~ abuse, or neglect, or observes a child being subjected to conditions or circumstances which would reasonably result in such, the ~~employee-person~~ shall immediately make an oral report to the nearest peace officer, law enforcement agency or Division of Child and Family Service ("DCFS"). The ~~employee-person~~ shall also make a report to the Campus Principal, but the requirement to notify the Campus Principal does not satisfy the ~~employee-person's~~ personal duty to report to law enforcement or DCFS.
 - a. The oral report to law enforcement or DCFS may be made with the Campus Principal present, but must be made by the person making the report.
 - b. The reporting ~~employee-person~~ must record the name of the individual and the agency contacted to make the required report.
 - c. The reporting ~~employee-person~~ must complete and provide ~~a copy of~~ the Child Abuse and Neglect Reporting Form to the Campus Principal within twenty-four (24) hours. The Campus Principal will keep the form in a separate file, and it shall not be placed in the student's permanent file. The form should also be sent to the agency to which the oral report was given.
 - d. The ~~Campus Principal-School~~ will preserve the anonymity of the person making the report and any others involved in any investigation.
2. To determine whether or not there is *reason to believe* that abuse or neglect has occurred, school employees may (but are not required to) gather information only to the extent necessary to determine whether a reportable circumstance exists.
 - a. Investigations by staff prior to submitting a report shall not go beyond what is minimally necessary to support a reasonable belief that a reportable problem exists.
 - b. It is not the responsibility of the Campus Principal or any other school employees to prove who the abuser is or that the child has been abused or neglected, or to determine whether the child is in need of protection.

- c. School employees shall not contact the parents, relatives, friends, neighbors, etc. for the purpose of determining the cause of the injury and/or apparent neglect.
 - d. School employees shall not conduct interviews with the child or contact the suspected abuser.
 - e. Notes of voluntary or spontaneous statements by the child shall be given to the investigational agency.
3. Investigations of reports of abuse for children seventeen (17) years of age and younger are the responsibility of DCFS.
- a. School employees shall not contact the child's parents, relatives, friends, neighbors, etc. for the purpose of determining the cause of the injury and/or apparent neglect.
 - b. School personnel shall cooperate with DCFS and share all information with the ~~division~~ DCFS that is relevant to ~~the division's~~ DCFS's investigation of an allegation of abuse or neglect. Additionally, School employees shall cooperate with DCFS and law enforcement employees authorized to investigate reports of alleged child abuse and neglect, including:
 - i. allowing appropriate access to students;
 - ii. allowing authorized agency employees to interview children consistent with DCFS and local law enforcement protocols;
 - iii. making no contact with the parents or legal guardians of children being questioned by DCFS or law enforcement authorities; and
 - iv. maintaining appropriate confidentiality.
 - c. If school officials are contacted by parents about child abuse reports, school personnel shall not confirm or deny that a contact or investigation is taking place. A school employee should refer the caller to law enforcement or DCFS.
4. If the suspected perpetrator of child abuse or neglect is a School employee or volunteer, that report shall be made immediately to the Lead Director. ~~†~~The Lead Director shall then immediately report the allegation to the Utah State Board of Education. Steps shall be taken to ~~assure~~ ensure that further abuse or neglect is prevented by the suspected perpetrator.
5. Persons making reports or participating in good faith in an investigation of alleged child abuse or neglect are immune from any civil or criminal liability that otherwise might arise from those actions, as provided by law.
6. The Lead Director shall annually (a) provide each School employee with the ~~written~~ School's Child Abuse and Neglect Reporting Policy and Procedures, including a copy of the Child Abuse and Neglect Reporting Form and (b) notify each School employee of the mandatory reporting requirements of this Policy and Procedure and Utah Code ~~Sections~~ § 53E-6-701 and § 62A-4a-40380-2-602.

7. The School, under the direction of the Campus Principals will provide School personnel once every ~~other~~ three years with training and instruction on child sexual abuse and human trafficking prevention and awareness, including (a) responding to a disclosure of child sexual abuse in a supportive, appropriate; manner; (b) identifying children who are victims or may be at risk of becoming victims of human trafficking or commercial sexual exploitation; ~~and~~ (c) the mandatory reporting requirements of this Policy, Utah Code § 53E-6-701 and ~~§62A-4a-403~~ 80-2-602; and (d) appropriate responses to incidents of sexual extortion, including connecting victims with support services. Newly hired staff will be provided with the same training and the written policy at the beginning of their employment.
8. The School, under the direction of the Campus Principals, will provide the parents or guardians of elementary school students with training and instruction once every ~~other~~ three years on child sexual abuse and human trafficking prevention and awareness, including (a) recognizing warning signs of a child who is being sexually abused or who is a victim or may be at risk of becoming a victim of human trafficking or commercial sexual exploitation; ~~and~~ (b) effective, age-appropriate methods for discussing the topic of child sexual ~~exploitation~~ abuse with a child; and (c) resources available for victims of sexual extortion.
9. The training and distribution of materials will be documented.
10. Educational neglect means that, after receiving a notice of compulsory education violation under Utah Code Section 53G-6-202, the parent or guardian fails to make a good faith effort to ensure that the child receives an appropriate education.
 - a. When School personnel have reason to believe that a child may be subject to educational neglect, school personnel shall submit the report described in Utah Code Subsection 53G-6-202(8) to DCFS.
 - b. When School personnel have a reason to believe that a child is subject to both educational neglect and another form of neglect or abuse, School personnel may not wait to report the other form of neglect or abuse pending preparation of a report regarding educational neglect.

LLA Board of Directors' Meeting Monday, September 8, 2025

Action Item: *Amending Electronic Devices Policy*

Issue:

Amending the Electronic Devices Policy.

Background:

SB 178 from the 2025 legislative session prohibits students from using cellphones, smart watches, or emerging technologies at school during classroom hours unless:

- It is to respond to an imminent health or safety threat, to respond to a school-wide emergency, to use the SafeUT Crisis Line, for a student's IEP or Section 504 accommodation Plan, or to address a medical necessity; or
- The school establishes a policy that allows the students to use cellphones, smart watches, or emerging technologies during classroom hours.

The Electronic Devices Policy has been revised to address the exceptions noted above. The revisions call out each exception. They also explain how students are supposed to store their personal devices and the allowable settings for their personal devices during the school day. Other revisions have been made to the policy bring it into better compliance with applicable law, rule, and other LLA policies.

Recommendation:

It is recommended that the Board approve the amended Electronic Devices Policy.

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.

Leadership Learning Academy Electronic Devices Policy



PURPOSE

Leadership Learning Academy (the “School”) recognizes that electronic devices are widely used and are important tools in today’s society. The purpose of this policy is to ensure that the use of electronic devices does not interfere with the learning, safety, and security of the student body.

POLICY

Definitions

“**Electronic device**” means a device that is used for audio, video, or text communication or any other type of computer or computer-like instrument including but not limited to: a cellphone or smart phone, a smart or electronic watch, a tablet, or a virtual reality device.

“**Instructional time**” means the hours during the school day designated by the School for class instruction.

“**Privately-owned electronic device**” means an electronic device that is not owned or issued by the School to a student or employee, including any emerging technology (which includes any device that has or will be able to act in place of or as an extension of an individual’s cellphone).

“**School day**” means the hours that make up the school day according to the School’s schedule.

“**School-owned electronic device**” means an electronic device that is owned, provided, issued, or lent by the School to a student or employee.

“**School-sponsored activities**” means field trips, curricular and extracurricular activities, and extended ~~s~~School-sponsored trips or activities, including ~~s~~School-provided transportation to and from such activities.

Use of Electronic Devices

Electronic devices may be possessed and used during the school day and during ~~s~~School-sponsored activities as follows:

- Electronic toys are not allowed in the School.
- Electronic devices may not be used to bully, threaten, humiliate, embarrass, harass, or intimidate other students, teachers, volunteers, School guests, or School employees. Please also refer to the School’s Bullying and Hazing Policy.
- Electronic devices may not be used in ways that violate local, state, or federal laws.

- Electronic devices may not be used in a manner that disrupts School operations or School-sponsored activities.
- Electronic devices may not be used to access obscene, pornographic, or other inappropriate material at School or School-sponsored activities.
- Students may have privately-owned electronic devices at School during the school day. However, during the school day privately-owned electronic devices must remain out of sight in a bag or backpack and be turned off or set to a mode where notifications can't be received during the school day, unless an exception provided herein applies.
- Students may not use or respond to privately-owned electronic devices during ~~instructional time or during other times designated by teachers or the Lead Director or Campus Principal~~ the school day, unless an exception provided herein applies.
- Electronic devices must be either turned off or held in a secure place by the teacher, as determined by the individual teacher, during all class quizzes, tests and standardized assessments.

Exceptions

The Lead Director or Campus Principal may give permission for a student to possess ~~and use an~~ privately-owned electronic device during the school day and during School-sponsored activities for good cause, ~~including medical reasons~~, if the device does not distract from the instructional or educational process and is not otherwise used inappropriately.

Parents may request that the Lead Director or Campus Principal allow a student to possess ~~and use an~~ privately-owned electronic device on active mode at all times during the school day and during School-sponsored activities, with the exception of during tests and standardized assessments, for good cause, including medical needs or unusual family situations. Students may use a privately-owned electronic device to address a medical necessity.

A student may possess ~~and use an~~ privately-owned electronic device on active mode at all times during the regular school day and during School-sponsored activities, including during assessments, based on a written ~~§~~ Section 504 plan, an IEP, or legitimate circumstances determined by the Lead Director or Campus Principal.

Privately-owned ~~E~~electronic devices may be possessed and used in the event of an emergency during the limited period of the emergency in order to protect the safety of a student or ~~s~~ School employee, visitor or volunteer. This includes using a privately-owned electronic device to respond to an imminent threat to health or safety of an individual or to respond to a School-wide emergency.

Students may also use a privately-owned electronic device during the school day and during School-sponsored activities to use the SafeUT Crisis Line.

Parents may make other individualized requests for exceptions to this policy to the Lead Director or Campus Principal.

Consequences for Violation

A student will receive one warning prior to discipline for violating this policy unless the violation involves cheating or constitutes a violation of the School's Student Conduct and Discipline Policy or Bullying and Hazing Policy or at the discretion of the Lead Director. On the second violation of this policy, if the violation involves a privately-owned electronic device, the privately-owned electronic device will be confiscated, labeled, and held in a secure location. The Lead Director, Campus Principal, teachers, and other designated individuals may confiscate electronic devices according to this policy.

Despite the foregoing, a student's privately-owned electronic device may be confiscated after an initial or other violation of these procedures if the violation is deemed serious by the Lead Director, Campus Principal, teacher, or another individual designated by the Lead Director or Campus Principal. Serious violations include but are not limited to a student using a privately-owned electronic device to:

- Threaten, harass, bully, or intimidate another person;
- Access pornography or obscene material;
- Engage in academic dishonesty;
- Participate in criminal behavior; or
- Repeatedly or egregiously disrupt classroom or other School instruction.

An individual other than a student that finds or confiscates ~~a~~ privately-owned electronic device may search the device for the purpose of determining the device's owner. Students may not search privately-owned electronic devices that do not belong to them ~~in order to determine the device's owner~~. Privately-owned ~~E~~electronic devices that are used inappropriately may be subject to search by the ~~s~~School personnel only if there is a reasonable suspicion that the device contains obscene or pornographic material or has been used to cheat or to threaten, embarrass, harass, or intimidate other students, teachers, volunteers, School guests, or School employees. School-owned electronic devices may be searched at any time by School personnel, with or without cause.

The School is not responsible for loss, damage or theft of any privately-owned electronic devices.

The School will make reasonable efforts to notify parents/guardians ~~that~~if the School has confiscated a student's privately-owned electronic device ~~in its possession~~. Parents/guardians who show identification may retrieve confiscated electronic devices during school hours or by appointment.

The School will retain un-retrieved privately-owned electronic devices until the end of the school year, at which time all personal data will be cleared from the devices before their disposal.

The Lead Director or Campus Principal may, subject to applicable law, impose other additional disciplinary consequences for a student's violation of this policy as they determine is reasonable under the circumstances, including the nature of the violation and other disciplinary actions in which the student has been involved. Such disciplinary actions may include:

- Loss of the privilege to possess or use electronic devices

- Disciplinary letter to the student's parent/guardian that is placed in the student's file
- In-school suspension
- Suspension
- Expulsion
- Loss of the privilege of participating in ~~s~~School-sponsored activities or of receiving honor recognition

The School may contact law enforcement if School employees believe that a student has used an electronic device in connection with a violation of criminal law, and criminal penalties may arise from inappropriate use of electronic devices.

Notice of the Policy

The School will make ~~the Electronic Resources Policy and these procedures~~this policy accessible on the School's website, including in the same location as the School's Data Governance Plan required in R277-487.

Complaints about this or its enforcement, or complaints about observed behavior regarding the policy, should be addressed in accordance with the School's grievance policies.

Creative and Innovative Uses for Electronic Devices

Teachers and other School employees are encouraged to use electronic devices creatively in order to effectively communicate with students and parents/guardians and to enhance instruction. Creative uses might include notifying absent students of assignments, communicating with parents when students excel or if they are behind or absent, notifying students and parents of news articles or events that would enhance the learning experience, providing feedback to students on tests and assignments, parents notifying the School when students are absent or tardy.

Other Provisions

Picture taking or sound or video recording by students is prohibited in school unless authorized by a teacher or the administration. Picture taking or sound or video recording by students is prohibited in private areas of the School such as locker rooms, counseling sessions, washrooms, and dressing areas. Violations of this may subject students to discipline, and any suspected illegal activity may be reported to law enforcement.

Students bring privately-owned electronic devices on ~~s~~School property at their own risk. The School is not responsible for lost, stolen or damaged privately-owned electronic devices.

Students are responsible for their privately-owned electronic devices and may be jointly subject to discipline if their device is misused by another.

Parents, guests and visitors to the School may use privately-owned electronic devices at School and at School-sponsored activities only in accordance with rules established by the Lead Director.

Such individuals who use the School's electronic resources may not use such resources, including the School's equipment, services, or connectivity, whether on or off School property, to access inappropriate material or information.

Training

The School will provide, within the first 45 days of each school year, a ~~s~~School-wide or in-classroom training to employees and students that covers:

- The contents of this policy and other Board policies and administrative procedures addressing the appropriate use of electronic devices and the School's electronic resources;
- The importance of digital citizenship;
- The School's conduct and discipline related consequences as related to a violation of these rules;
- The School's general conduct and discipline policies;
- The benefits of connecting to the Internet and utilizing the School's Internet filters while on School property; and
- Any specific rules governing the permissible and restricted uses of privately-owned electronic devices while in a classroom.

Each educator who allows the use of a privately-owned electronic device in the classroom must clearly communicate to parents and students the conditions under which the use of such a device is allowed.

The School will provide an annual notice to all parents of the location of information for in-home network filtering options (<https://consumerprotection.utah.gov/edu/filtering.html>) as provided for in Utah Code ~~§ 76-10-1231~~§ 76-5c-402.

The Board will review and approve this policy regularly.

LLA Board of Directors' Meeting Monday, September 8, 2025

Action Item: *Amending Kindergarten Toilet Training Policy*

Issue:

Amending the Kindergarten Toilet Training Policy.

Background:

HB 76 from the 2025 legislative session amended the toilet training requirement to apply to all students before enrolling in public school, not just kindergarten students. HB 76 also amended the exemption to this requirement, specifying that there should be an exemption from the requirement for a student who is not able to be toilet trained before enrolling “because of a condition that is subject to federal child find requirements or described in an IEP or Section 504 accommodation plan” (previously the law did not refer to child find requirements).

The Kindergarten Toilet Training Policy has been renamed the “Toilet Training Policy” and has been revised to apply to all students before they enroll. The revisions also contemplate the administration establishing administrative procedures to address steps the school must take in the event a student is not toilet trained. Such steps are no longer required to be in a policy.

Recommendation:

It is recommended that the Board approve the Amended Kindergarten Toilet Training Policy including updating the policy name to “Toilet Training Policy”.

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.

Leadership Learning Academy Kindergarten Toilet Training Policy



PURPOSE

The purpose of this policy is to establish the toilet training requirements for ~~kindergarten~~ students at Leadership Learning Academy (the "School").

DEFINITIONS

"Toilet trained" means that a student can:

- (a) communicate the need to use the bathroom to an adult;
- (b) sit down on a toilet;
- (c) use the toilet without assistance;
- (d) undress and dress as necessary; and
- (e) tend to personal hygienic needs after toileting.

If an accident occurs, a "toilet trained" child can independently tend to hygienic needs and change clothes.

A student is not "toilet trained" if the student does not meet the criteria above or has accidents with sufficient frequency to impact the educational experience of the student or the student's peers, as determined by ~~an LEA~~ the School.

POLICY

General Rule

As required by Utah Code § 53G-7-203 and R277-631, the School shall not enroll a student ~~in kindergarten~~ unless the student is toilet trained.

Exceptions

~~, with the following exception: t~~ The School may enroll a student who is not able to be toilet trained ~~if the student's developmental delay is a result of a condition addressed by~~ because of a suspected disability that:

- (a) is subject to federal child find requirements; or
- ~~(a)~~ (b) is described in an IEP or Section 504 plan.

Assurance

The School shall, as part of its ~~kindergarten~~ enrollment process, require the parent of an incoming ~~kindergarten~~ student to complete an assurance as to whether the student is toilet trained.

Administrative Procedures

The Lead Director shall establish administrative procedures regarding steps that School shall take in the event a student is not toilet trained.

Enrolled Kindergarten Students Who Lack Toilet Training

~~In the event a kindergarten student is enrolled in the School and lacks toilet training, the School shall:~~

- ~~(a) consider whether the student's delay in toileting capability may be a sign of a disability that could impact the student's education, including initial evaluation consistent with the School's child find obligations, if appropriate; and~~
- ~~(b) refer the student and the student's parents to a School social worker or School counselor, if any, and to the Campus Principal or Lead Director to:
 - ~~(i) provide additional family supports and resources; and~~
 - ~~(ii) create an individualized plan to address the student's needs.~~~~

Individualized Plan for Kindergarten Students Who Lack Toilet Training

~~The individualized plan referenced above may, as appropriate and at the Campus Principal's or Lead Director's discretion, require an enrolled kindergarten student to either attend less than the student's regular school day or not attend any of the school day until the student is toilet trained.~~

~~If the student is permitted to continue attending school as part of the student's individualized plan, the School may allow the student's parent or the parent's adult designee to toilet train the student during the school day. If the student is not permitted to continue attending school as part of the student's individualized plan, the School shall coordinate with the student's parents to reintegrate the student back into school, as appropriate, once the student has become toilet trained. Prior to reintegrating a student back into school under such circumstances, the School may require the student's parent to complete another assurance that the student is toilet trained.~~

~~If a parent of an enrolled kindergarten student who is not toilet trained is unwilling or unable to make or complete an individualized plan within a reasonable amount of time, or if an enrolled student who does not have an IEP or Section 504 plan addressing their developmental delay condition is otherwise unable to become toilet trained within a reasonable amount of time, the School may unenroll the student from the School.~~

LLA Board of Directors' Meeting Monday, September 8, 2025

Action Item: *Amending SLT Council Membership & Election Procedures*

Issue:

Amending the School LAND Trust Council Membership and Election Procedures.

Background:

The Utah State Board of Education (USBE) recently updated its model Charter Trust Land Council Election Procedures and is recommending that Charter School Boards adopt them to ensure compliance. While the model procedures allow for some flexibility, the administration has collaboratively reviewed the options and developed a recommendation tailored to accommodate specific needs and operational context of the LEA.

Recommendation:

It is recommended that the Board approve the Amended School LAND Trust Council Membership & Election Procedures.

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.



Charter School LAND Trust Council Membership & Election Procedures

Leadership Learning Academy (the “School”) has established a Charter LAND Trust Council (the “LAND Council”) to prepare a plan for the use of School LAND Trust Program money in accordance with state law and administrative rule.

1. **LAND Council Size & Composition.** The LAND Council shall consist of ~~no fewer than~~ Seven (7) members, five (5) members from the community and ~~no more than thirteen~~ (13) two (2) members from the School, including the Campus Principal as an ex-officio member. All members including the Campus Principal shall be voting members. The LAND Council shall determine the size of its membership by a majority vote. The number of LAND Council members who are parents or grandparents of students enrolled at the School *shall* exceed all other members combined by at least two. Parents or grandparents must have a student actively enrolled at the School to be eligible to run or serve on the council.
 - a. If the School’s governing board meets the size and composition requirements above, the governing board will serve as the LAND Council.
 - ~~2.b. Election Procedures.~~ If the School’s governing board does not serve as the LAND Council, membership shall consist of the ~~required number of parents or grandparents of students, the School’s director, and may also include other School employees.~~ number of parents/grandparents and School members as specified above.
 - ~~a. The School will notify parents/guardians about the LAND Council and provide information on becoming a member of the School’s LAND Council.~~
 - ~~b. If the number of interested individuals exceeds the number of open positions, an election will take place. Families will be notified of the election process at least ten (10) days before voting commences, and each family will be given the opportunity to vote. Voting will be anonymous. The School’s director will oversee the elections.~~
 - ~~c. If the number of interested individuals is less than or equal to the number of open positions, an election is not required.~~
 - ~~d. Terms shall be for a period of one (1) year, and members are eligible for re-election.~~

2. Election Procedures for Parents/Grandparents. On or before *August 29th* each year, the School's Director will notify parents/guardians about Council membership opportunities and the necessary steps to become a member. Notification will be posted via email communication as well as on the school website.

a. If the number of interested individuals exceeds the number of open positions, an election will take place. If an election is required, the school will notify families of the election process at least ten (10) days before voting commences.

i. Only parents of students currently attending the school are eligible to vote.

ii. Each parent will be given one (1) vote regardless of the number of family members that attend the school.

iii. Voting by secret ballot will be done electronically through Google Forms and instructions for voting (including when voting opens/closes, submission information as well as the candidate list will be included in the election notice described in paragraph 2(a) above.

iv. Absentee voting is not allowed.

v. If two or more candidates receive the same number of votes, the person who informed the Campus Principal of their desire to serve first, based on date and time of email to the Campus Principal, will be given the place on the council. Notice of desire stated in paragraph 2(a) above.

vi. The Campus Principal will oversee the election to ensure compliance with these election procedures.

b. If the number of interested individuals is less than or equal to the number of open positions, an election is not required. Appointments by the Campus Principal will be made to fill any open seats.

3. Parent/Grandparent Terms. Terms shall be for a period of one 2-year, and members are eligible for re-election. See paragraph one (1) for eligibility to serve.

a. Three (3) council members will be elected in odd number years

b. Two (2) council members will have be elected in even number years

4. Procedures for Staff Members. Staff members will be appointed to the council by the Campus Principal.

a. If staff members are also parents, they shall serve as parents unless the staff member is a teacher. If the staff member is a teacher, they my only serve as a school employee.

5. **Staff and Other Members Terms.** Terms shall be for a period of one 1 year, and members are eligible for re-appointment.
6. **Officers.** Once established, the Council members shall elect from its membership a parent or grandparent of a student enrolled at the school to serve as Chair. The School Director/Campus Principal may not hold an officer position.
7. **Filling Vacancies.** If a Council member resigns a replacement will be appointed by the Campus Principal using the elections list if an election was held. If no election was held then the Campus Principal will appoint a willing parent/grandparent to finish the incomplete term.
8. **Quorum.** A quorum consists of a majority of the current members of the Council.
9. **Meetings.** The Chair shall schedule, provide notice, and convene the meetings of the Council consistent with the School Community Council Open and Public Meeting Act, 53G-7-1203.
10. **Council Responsibilities.** In accordance with state board rule regarding charter Trust Land Council expenditures and funding limits, a Council shall:
 - a. Prepare a plan for the use of School LAND Trust Program money.
 - b. Work with students, families, and educators and hold at least an annual discussion with charter school administrators to develop and incorporate safety principles at the school level.
 - c. Provide input to the Campus Principal on a Positive Behaviors Plan.

LLA Board of Directors' Meeting Monday, September 8, 2025

Action Item: *Weapons on School Property Policy*

Issue:

Adopting a policy that addresses the rules regarding weapons on School property.

Background:

Utah law prohibits the bringing of weapons onto school property except in very limited circumstances. The proposed Weapons on School Property Policy follows Utah law and outlines those limited circumstances, including, for example, if the person has under a valid concealed weapons permit, is exempt from weapons laws (e.g., the person is a police officer), is an armed security guard, or the person has received approval from the School's Lead Director to bring the weapon onto campus. This policy also explains how the concealed weapons permit exception applies and the strict laws and rules a concealed weapons permit holder must follow while on School property. The policy further explains how the law applies to designated School guardians and the School's Safety and Security Director. And finally, the policy provides that students are prohibited at all times from possessing or using weapons on School property or in conjunction with a School activity.

Recommendation:

It is recommended that the Board approve the Weapons on School Property Policy.

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.

Leadership Learning Academy Weapons on School Property Policy



PURPOSE

The purpose of this policy is to address the possession of dangerous weapons and firearms on Leadership Learning Academy's (the "School") property by any individual, including but not limited to employees, students, parents/guardians, volunteers, and visitors.

DEFINITIONS

"Dangerous weapon" means (a) a firearm; or (b) an object that in the manner of its use or intended use is capable of causing death or serious bodily injury. Utah Code § 76-11-101(3).

"Firearm" means a pistol, revolver, shotgun, short barreled shotgun, rifle or short barreled rifle, or a device that could be used as a dangerous weapon from which a projectile is expelled by an explosive action. Utah Code § 76-11-101(4).

"Short barreled shotgun" or "short barreled rifle" means a shotgun having a barrel or barrels of fewer than 18 inches in length, or in the case of a rifle, having a barrel or barrels of fewer than 16 inches in length, or a dangerous weapon made from a rifle or shotgun by alteration, modification, or otherwise, if the weapon as modified has an overall length of fewer than 26 inches. Utah Code § 76-11-101(7), (8).

"On or about school Premises" means, in part, a public or private elementary or secondary school; or on the grounds of any of those schools. Utah Code § 76-11-205(1).

"Concealed firearm" means a firearm that is (a) covered, hidden, or secreted in a manner that the public would not be aware of its presence; and (b) readily accessible for immediate use. It does not include a firearm that is unloaded and securely encased. Utah Code § 53-5a-101.5(4).

"School Property," for the purpose of this policy, means all property, including buildings, portable buildings, parking lots, fields, parks and other land or structures leased or owned by Leadership Learning Academy.

POLICY

Dangerous Weapons on School Property

Pursuant to Utah Code § 76-11-205(2), a person may not carry "a dangerous weapon on or about school premises" unless an exception in the law applies. Accordingly, a person may not possess or use a dangerous weapon, firearm, short barreled shotgun, or short barreled rifle on School Property or in conjunction with any school activity unless specifically authorized by law. School

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.

employees who violate this policy will be subject to disciplinary action, which may include termination.

Utah law provides that a qualified person may receive “a concealed carry permit allowing the carrying of a concealed firearm for lawful self-defense.” Utah Code § 53-5a-303(1). Therefore, a holder of a valid concealed carry permit or temporary concealed carry permit that is 21 years old or older is authorized to carry a concealed firearm on School property. Utah Code § 76-11-205(4)(b), (c).

In addition, in accordance with Utah Code § 76-11-205(4) and Utah Code § 53-5a-108, a person without a concealed carry permit may possess a dangerous weapon on School Property if:

- (a) the possession is approved by the School’s Lead Director; or
- (b) the item is present or to be used in connection with a lawful, approved activity and is in the possession or under the control of the person responsible for the item’s possession or use; or
- (c) the possession is (i) at the person’s place of residence or on the person’s property or (ii) in any vehicle lawfully under the person’s control, other than a vehicle owned by the School or used by the School to transport students;
- (d) the person is an armed security guard; or
- (e) the person is exempt from certain weapon laws (e.g., the person is a U.S. Marshal, a peace officer, a qualified law enforcement official, etc.).

In accordance with the School’s Student Conduct and Discipline Policy and state law, students are prohibited at all times from possession or use of a weapon in or on School Property or in conjunction with any School activity.

Concealed Carry Permit Exceptions and Clarification

As mentioned above, Utah law allows any holder of a valid concealed carry permit to carry a concealed firearm on School Property. Because a concealed firearm must be readily accessible for immediate use, any person who carries a concealed firearm on School Property must keep it on their person at all times and it must be fully concealed. School employees are prohibited from keeping a concealed firearm in or on any property, fixture, or furniture owned by the School. This includes but is not limited to desks, closets, cabinets, or any other property owned by and located on School Property. If a person carries a concealed firearm in any personal container, bag, briefcase, purse, backpack, etc., that item must be on the person at all times while on School Property. However, notwithstanding the foregoing, the following employees may store and/or carry a firearm on School property, or take other actions, in accordance with the laws referenced below:

- (a) the designated School guardian (Utah Code § 53-22-105);
- (b) a teacher of the School who is participating in the Educator-Protector Program (Utah Code § 53-22-107); or
- (c) the designated School Safety and Security Director (Utah Code § 53G-8-701.8).

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.

School employees who obtain a concealed carry permit do so at their own volition. Any employee's decision to carry or use a dangerous weapon will be the sole responsibility of that person as an individual, and no such action, including any lawful action, is taken as an employee by or on behalf of the School or is otherwise authorized or sanctioned by the School, except for lawful action taken by:

- (a) the designated School guardian in accordance with the School guardian program in Utah Code § 53-22-105; and
- (b) the designated School Safety and Security Director in accordance with Utah Code § 53G-8-701.8.

Employees who have concealed carry permits are obligated to have knowledge of and adhere to state and local weapons laws.

Per Utah Code § 53-5a-310(1)(e)(ii), the School may not compel or attempt to compel an individual who has been issued a concealed carry permit to divulge whether the individual (a) has been issued a concealed carry permit or (b) is carrying a concealed firearm.

Similarly, a School employee shall not, and any other person while on School Property shall not, divulge to other School employees, parents/guardians, or students whether he/she (a) has been issued a concealed carry permit or (b) is carrying a concealed firearm unless he/she has first obtained approval from the School's Lead Director to divulge such information.

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.