



Lumen Scholar Institute Board of Directors Meeting

Date: November 20, 2025

Time: 3:00 PM

Anchor Location via Teleconference: <https://us02web.zoom.us/j/9078319259>

Meeting ID: 907 831 9259

AGENDA

CALL TO ORDER

CLOSED SESSION- closed session for the sole purpose of discussing the character, professional competence, or physical or mental health of an individual in accordance with Utah Code Ann. 52-4-2(1)(a).

CONSENT ITEMS

- September 18, 2025, Board Meeting and Closed Session Minutes
- September 30, 2025 Board Meeting and Closed Session Minutes
- November 7, 2025 Board Meeting and Closed Session Minutes

PUBLIC COMMENT (comments will be limited to three minutes)

REPORTS

- Director Report
- Finance Report

VOTING & DISCUSSION ITEMS (to be discussed and/or voted on)

- Policies:
 - Grievance Policy
 - Hotline Complaint Policy
 - Bullying & Hazing Policy
 - Paid Postpartum & Recovery Leave Policy
 - Instructional Materials Policy
 - Parent and Family Engagement Policy
- Ratify Professional Development Purchases

CALENDARING

- Next Board Meeting February 19, 2025 at 5:00PM

ADJOURN

In compliance with the Americans with Disabilities Act, persons needing accommodations for this meeting should call 801-444-9378 to make appropriate arrangements. One or more board members may participate electronically or telephonically pursuant to UCA 52-4-207.

Lumen Scholar Institute**Board of Directors Meeting****Date:** September 18, 2025**Board Members in Attendance:** Nancy Willison, Jenn Singletary, Laura Black**Others in Attendance:** Kristy Gordon, Krystal Taylor, Priscilla Stringfellow, Dawn Benke, Stephanie Hansen, Annie Astle, Ashley Baxter, Jennifer Blake**Via Teleconference****MINUTES**

CALL TO ORDER

Nancy Willison called the meeting to order at 3:07PM.

CONSENT ITEMS

- July 15, 2025 Board Meeting Minutes

Laura Black made a motion to approve the July 15, 2025 Board Meeting Minutes. Jenn Singletary seconded. Motion passed unanimously. Votes were as follows: Nancy Willison, Aye; Jenn Singletary, Aye; Laura Black, Aye.

PUBLIC COMMENT

There were no comments.

REPORTS

- Director Report

- Early Learning Plan

Kristy Gordon presented the Director Report and reported on the 24/25 and 25/26 Early Learning Plans. The plan is targeting 2nd grade math scores. Data is used to determine which goals are chosen to be goals in the Early Learning Plan. The school's enrollment is currently around 450 students. Jennifer Blake is the assessment director and presented data to the board.

- Finance Report

Dawn Benke presented the Finance Report to the board. The current financials as of August 31st were presented. At that point, the school year was 16.9% of the way through. Several items are slightly high for this time of year but that is expected. Revenues and expenses are looking very good for this time of year.

VOTING & DISCUSSION ITEMS

- Property and Liability Insurance Renewal

Dawn Benke presented the Property and Liability Insurance Renewal. There was a slight increase in the insurance premium that is primarily due to claims in the industry and inflation.

Nancy Willison made a motion to approve Property and Liability Insurance Renewal. Jenn Singletary seconded. Motion passed unanimously. Votes were as

follows: Nancy Willison, Aye; Jenn Singletary, Aye; Laura Black, Aye.

- LEA Licenses
Kristy Gordon presented the LEA Licenses. Concurrent Enrollment teachers need additional licensing to teach on the secondary level.

Nancy Willison made a motion to approve an LEA License for Jeounghoon Oh. Laura Black seconded. Motion passed unanimously. Votes were as follows: Nancy Willison, Aye; Jenn Singletary, Aye; Laura Black, Aye.

- Policies:
 - Reporting of Suspected Child Abuse and Neglect Policy
Priscilla Stringfellow presented the Reporting of Suspected Child Abuse and Neglect policy. New language needed to be added to better explain and clarify that child abuse by a staff member will be reported to the school administration as well. New training requirements are also required based on recent law.
 - Technology and Network Protection and Internet Safety Policy
Priscilla Stringfellow presented the Technology and Network Protection and Internet Safety policy. Allowable reasons to use cell phones in school were added into the policy. If there is an imminent emergency or safety threat, to respond to a schoolwide emergency or respond to a crisis line, and if it's a medical necessity.
 - Rescind Kindergarten Toilet Training Policy
Priscilla Stringfellow suggested the board rescind the Kindergarten Toilet Training Policy. Because the school is an online school, this policy is unnecessary.

Laura Black made a motion to approve the Reporting of Suspected Child Abuse and Neglect Policy, approve the Technology and Network Protection and Internet Safety Policy, and rescind the Kindergarten Toilet Training Policy. Jenn Singletary seconded. Motion passed unanimously. Votes were as follows: Nancy Willison, Aye; Jenn Singletary, Aye; Laura Black, Aye.

- New Board Member Consideration
A board meeting will be scheduled in the coming weeks for further board member consideration. This item was tabled.

CLOSED SESSION- closed session for the sole purpose of discussing the character, professional competence, or physical or mental health of an individual in accordance with Utah Code Ann. 52-4-2(1)(a).

At 4:00PM, Nancy Willison made a motion to move into closed session for the sole purpose of discussing the character, professional competence, or physical

or mental health of an individual in accordance with Utah Code Ann. 52-4-2(1)(a) via electronic meeting. Laura Black seconded. Motion passed. The votes were as follows: Nancy Willison, Aye; Laura Black, Aye; Jenn Singletary, Aye.

At 4:43PM, Nancy Willison made a motion to move out of closed session. Laura Black seconded. Motion passed. The votes were as follows: Nancy Willison, Aye; Laura Black, Aye; Jenn Singletary, Aye.

CALENDARING

The next regularly scheduled board meeting is scheduled for November 20, 2025. An additional board meeting will be set for board member consideration prior to the November meeting.

ADJOURN

At 4:59PM Nancy Willison made a motion to adjourn the meeting. Jenn Singletary seconded. Motion passed. The votes were as follows: Nancy Willison, Aye; Laura Black, Aye; Jenn Singletary, Aye.

Lumen Scholar Institute Board of Directors Closed Session Statement

Date: September 18, 2025

Location: Via Teleconference



CLOSED SESSION SWORN STATEMENT:

At a duly noticed public meeting held on the date listed above, the board of directors for Lumen Scholar Institute entered into a closed session for the sole purpose of discussing the character, professional competence, or physical or mental health of an individual in accordance with Utah Code Ann. 52-4-205(1)(a).

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

Signed on the 18th day of September 2025.

Nancy Willison
Nancy Willison (Sep 19, 2025 11:23:22 MDT)

Nancy Willison, Board President

**Lumen Scholar Institute
Board of Directors Meeting**

Date: September 30, 2025

Board Members in Attendance: Nancy Willison, Jenn Singletary, Laura Black, Stephanie Hansen, Annie Astle, Ashley Baxter

Others in Attendance: Hannah Dorius, Priscilla Stringfellow, Dawn Benke, Platte Nielson

Via Teleconference

MINUTES

CALL TO ORDER

Nancy Willison called the meeting to order at 3:04PM.

CONSENT ITEMS

- July 15, 2025 Board Meeting Minutes
This item was tabled.

CLOSED SESSION- closed session for the sole purpose of discussing the character, professional competence, or physical or mental health of an individual in accordance with Utah Code Ann. 52-4-2(1)(a).

At 3:06PM, Nancy Willison made a motion to move into closed session for the sole purpose of discussing the character, professional competence, or physical or mental health of an individual in accordance with Utah Code Ann. 52-4-2(1)(a) via electronic meeting. Laura Black seconded. Motion passed. The votes were as follows: Nancy Willison, Aye; Laura Black, Aye; Jenn Singletary, Aye.

At 3:12PM, Nancy Willison made a motion to move out of closed session. Laura Black seconded. Motion passed. The votes were as follows: Nancy Willison, Aye; Laura Black, Aye; Jenn Singletary, Aye.

VOTING & DISCUSSION ITEMS

- New Board Member Consideration
This item was discussed during the closed session.

Nancy Willison made a motion to approve Annie Astle and Ashley Baxter for a 3-year term ending June 30, 2028, and Stephanie Hansen for a 1-year term ending June 30, 2026. Laura Black seconded. Motion passed unanimously. Votes were as follows: Nancy Willison, Aye; Jenn Singletary, Aye; Laura Black, Aye.

Stephanie Hansen and Annie Astle left the meeting at 3:13PM.

- Grievance Policy
This item was tabled.

CLOSED SESSION- closed session for the sole purpose of discussing the character, professional competence, or physical or mental health of an individual in accordance with Utah Code Ann. 52-4-2(1)(a).

At 3:22PM, Nancy Willison made a motion to move into closed session for the sole purpose of discussing the character, professional competence, or physical or mental health of an individual in accordance with Utah Code Ann. 52-4-2(1)(a) via electronic meeting. Laura Black seconded. Motion passed. The votes were as follows: Nancy Willison, Aye; Laura Black, Aye; Jenn Singletary, Aye; Ashley Baxter, Aye.

At 4:29PM, Nancy Willison made a motion to move out of closed session. Laura Black seconded. Motion passed. The votes were as follows: Nancy Willison, Aye; Laura Black, Aye; Jenn Singletary, Aye; Ashley Baxter, Aye.

CALENDARING

The next regularly scheduled board meeting is scheduled for November 20, 2025.

ADJOURN

At 4:29PM Nancy Willison made a motion to adjourn the meeting. Jenn Singletary seconded. Motion passed. The votes were as follows: Nancy Willison, Aye; Laura Black, Aye; Jenn Singletary, Aye; Ashley Baxter, Aye.

**Lumen Scholar Institute
Board of Directors
Closed Session Statement**

Date: September 30, 2025 **Location:**
Via Teleconference



CLOSED SESSION SWORN STATEMENT:

At a duly noticed public meeting held on the date listed above, the board of directors for Lumen Scholar Institute entered into a closed session for the sole purpose of discussing the character, professional competence, or physical or mental health of an individual in accordance with Utah Code Ann. 52-4-205(1)(a).

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

Signed on the 30th day of September 2025.

Nancy Willison

Nancy Willison (Oct 1, 2025 11:51:47 MDT)

Nancy Willison, Board President

**Lumen Scholar Institute
Board of Directors Meeting**

Date: November 6, 2025

Board Members in Attendance: Nancy Willison, Jenn Singletary, Laura Black,
Stephanie Hansen, Annie Astle, Ashley Baxter

Others in Attendance: Hannah Dorius, Priscilla Stringfellow, Kristy Gordon

Via Teleconference

MINUTES

CALL TO ORDER

Nancy Willison called the meeting to order at 2:33PM.

VOTING & DISCUSSION ITEMS

- Board Handbook Reading & Discussion

Laura Black led a training of the board policies and procedures with the board. The Stakeholder Grievance policy was reviewed in detail as a board and any arising questions were addressed.

CLOSED SESSION- closed session for the sole purpose of discussing the character, professional competence, or physical or mental health of an individual in accordance with Utah Code Ann. 52-4-205(1)(a).

At 2:53PM, Nancy Willison made a motion to move into closed session for the sole purpose of discussing the character, professional competence, or physical or mental health of an individual in accordance with Utah Code Ann. 52-4-2(1)(a) via electronic meeting. Jenn Singletary seconded. Motion passed. The votes were as follows: Nancy Willison, Aye; Laura Black, Aye; Jenn Singletary, Aye; Annie Astle, Aye; Stephanie Hansen, Aye; Ashley Baxter, Aye.

At 3:43PM, Nancy Willison made a motion to move out of closed session. Laura Black seconded. Motion passed. The votes were as follows: Nancy Willison, Aye; Laura Black, Aye; Jenn Singletary, Aye; Annie Astle, Aye; Stephanie Hansen, Aye; Ashley Baxter, Aye.

CALENDARING

The next regularly scheduled board meeting is scheduled for November 20, 2025.

ADJOURN

At 3:44PM Laura Black made a motion to adjourn the meeting. Stephanie Hansen seconded. Motion passed. The votes were as follows: Nancy Willison, Aye; Laura Black, Aye; Jenn Singletary, Aye; Annie Astle, Aye; Stephanie Hansen, Aye; Ashley Baxter, Aye.

**Lumen Scholar Institute
Board of Directors
Closed Session Statement**

Date: November 6, 2025

Location: Via Teleconference



CLOSED SESSION SWORN STATEMENT:

At a duly noticed public meeting held on the date listed above, the board of directors for Lumen Scholar Institute entered into a closed session for the sole purpose of discussing the character, professional competence, or physical or mental health of an individual in accordance with Utah Code Ann. 52-4-205(1)(a).

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

Signed on the 6th day of November 2025.

Nancy Willison

Nancy Willison, Nov 6, 2025 15:20:49 MST

Nancy Willison, Board President

Lumen Scholar Institute

Statement of Activities

Created on November 10, 2025
For Prior Month

	Annual June 30, 2026 Budget	Year-to-Date October 31, 2025 Actual	% of Budget
Net Income			
Income			
Revenue From Local Sources	60,000	42,348	70.6 %
Revenue From State Sources	5,595,166	1,977,888	35.3 %
Revenue From Federal Sources	95,867	0	0.0 %
Total Income	5,751,033	2,020,236	35.1 %
Expenses			
Instruction/Salaries	3,474,078	748,310	21.5 %
Employee Benefits	565,670	110,488	19.5 %
Purchased Prof & Tech Serv	454,466	102,596	22.6 %
Purchased Property Services	75,547	16,751	22.2 %
Other Purchased Services	188,126	70,922	37.7 %
Supplies & Materials	614,573	140,061	22.8 %
Property	72,650	0	0.0 %
Debt Services & Miscellaneous	150,978	38,097	25.2 %
Total Expenses	5,596,088	1,227,225	21.9 %
Total Net Income	154,945	793,011	511.8 %

Lumen Scholar Institute
Statement of Financial Position
Created on November 10, 2025
For Prior Month

	Period Ending 10/31/2025 <small>Actual</small>	Period Ending 10/31/2024 <small>Actual</small>
Assets & Other Debits		
Current Assets		
Operating Cash	3,930,978	3,040,087
Accounts Receivables	1,449	9,326
Total Current Assets	<u>3,932,427</u>	<u>3,049,413</u>
Net Assets		
Fixed Assets	969,851	941,307
Depreciation	(622,793)	(439,287)
Total Net Assets	<u>347,058</u>	<u>502,020</u>
Total Assets & Other Debits	<u>4,279,485</u>	<u>3,551,433</u>
Liabilities & Fund Equity		
Current Liabilities	3,782	14,049
Long-Term Liabilities	<u>22,646</u>	<u>154,145</u>
Fund Balance	<u>3,460,045</u>	<u>2,684,284</u>
Net Income	<u>793,012</u>	<u>698,955</u>
Total Liabilities & Fund Equity	<u>4,279,485</u>	<u>3,551,433</u>

Policy 1105: Bullying, Cyber-Bullying, Hazing, Retaliation, and Abusive Conduct Prohibition and Prevention

Original Adopted Date: 03/14/2017 | Last Revised Date: | Last Reviewed Date:

Deleted: 10/24/2024

Deleted: 10/24/2024

Purpose

The purpose of this policy is to prohibit bullying, cyber-bullying, hazing, retaliation, and abusive conduct involving Lumen Scholar Institute (the "School") students and employees. The School's Board of Trustees (the "Board") has determined that a safe, civil environment in School is necessary for students to learn and achieve high academic standards and that conduct constituting bullying, cyber-bullying, hazing, retaliation, and abusive conduct disrupts both a student's ability to learn and the School's ability to educate its students in a safe environment.

Policy

Prohibited Conduct

Bullying, cyber-bullying, hazing, retaliation, and abusive conduct towards students and employees are against federal, state, and local policy and are not tolerated by the School. The School is committed to providing all students with a safe and civil environment in which all members of the School community are treated with dignity and respect. To that end, the School has in place policies, procedures, and practices that are designed to reduce and eliminate this conduct – including, but not limited to, civil rights violations – as well as processes and procedures to deal with such incidents. Bullying, cyber-bullying, hazing, retaliation, and abusive conduct towards students and/or employees by students and/or employees will not be tolerated at the School. Likewise, abusive conduct by students or parents/guardians against School employees is prohibited by the School and will not be tolerated at the School.

In order to promote a safe, civil learning environment, the School prohibits all forms of bullying of students and School employees (a) on School property, (b) during online classes or other online meetings or events at the School, (c) at School-related or sponsored events, or (d) while students or School employees are traveling to or from School property or School-related or sponsored events.

The School prohibits all forms of bullying, cyber-bullying, hazing, abusive conduct of or retaliation against students and School employees at any time and any location.

Students and School employees are prohibited from retaliating against any student, School employee or an investigator for, or witness of, an alleged incident of bullying, cyber-bullying, hazing, abusive conduct, or retaliation.

Students and School employees are prohibited from making false allegations of bullying, cyber-bullying, hazing, abusive conduct, or retaliation against a student or School employees.

Students and School employees are prohibited from sharing a recording of an act of bullying, cyber-bullying, hazing, abusive conduct, and retaliation in order to impact or encourage future incidents.

Students and School employees are prohibited from creating or distributing sexually explicit or nonconsensual intimate images.

In addition, School employees, coaches, sponsors and volunteers shall not permit, condone or tolerate any form of hazing, bullying, cyber-bullying, or abusive conduct and shall not plan, direct, encourage, assist, engage or participate in any activity that involves hazing, bullying, cyber-bullying, or abusive conduct.

Any bullying, cyber-bullying, hazing, abusive conduct, or retaliation that is found to be targeted at a federally protected class is further prohibited under federal anti-discrimination laws and is subject to OCR compliance regulations.

Definitions

Abusive Conduct – For purposes of this policy, “abusive conduct” means verbal, nonverbal, or physical conduct of a parent or guardian or student directed toward a School employee that, based on its severity, nature, and frequency of occurrence, a reasonable person would determine is intended to cause intimidation, humiliation, or unwarranted distress. A single act does not constitute abusive conduct.

Action Plan – For purposes of this policy, “action plan” means a process to address an incident of bullying, cyber-bullying, hazing, or retaliation.

Bullying – For purposes of this policy, “bullying” means student bullying and staff bullying.

Civil Rights Violations – For purposes of this policy, “civil rights violations” means violations as outlined in the following federal laws:

(1) Title VI of the Civil Rights Act of 1964 (prohibits discrimination on the basis of race, color, or national origin);

(2) Title IX of the Education Amendments of 1972 (prohibits discrimination on the basis of sex);

(3) Section 504 of the Rehabilitation Act of 1973 (prohibits discrimination on the basis of disability);
or

(4) Title II of the Americans with Disabilities Act (prohibits discrimination on the basis of disability).

Cyber-bullying – For purposes of this policy, “cyber-bullying” means using the Internet, a cell phone, or another device to send or post text, video, or an image with the intent or knowledge, or with reckless disregard, that the text, video, or image will hurt, embarrass, or threaten an individual, regardless of whether the individual directed, consented to, or acquiesced in the conduct, or voluntarily accessed the electronic communication.

Federally protected class – For purposes of this policy, “federally protected class” means any group

Deleted: as described in Utah Code § 53G-9-605.5

Deleted: a School employee or student intentionally committing a written, verbal, or physical act against a School employee or student that a reasonable person under the circumstances should know or reasonably foresee will have the effect of:

(1) causing physical or emotional harm to the School employee or student;

(2) causing damage to the School employee’s or student’s property;

(3) placing the School employee or student in reasonable fear of:

(a) harm to the School employee’s or student’s physical or emotional well-being; or

(b) damage to the School employee’s or student’s property;

(4) creating a hostile, threatening, humiliating, or abusive educational environment due to:

(a) the pervasiveness, persistence, or severity of the actions; or

(b) a power differential between the bully and the target; or

(5) substantially interfering with a student having a safe school environment that is necessary to facilitate educational performance, opportunities, or benefits.

This conduct constitutes bullying, regardless of whether the person against whom the conduct is committed directed, consented to, or acquiesced in, the conduct. In addition, bullying is commonly understood as aggressive behavior that is intended to cause distress and harm; exists in a relationship in which there is an imbalance of power and strength; and is repeated over time.

Bullying may also include relational aggression or indirect, covert, or social aggression, including rumor spreading, intimidation, enlisting a friend to assault a child, and social isolation

Deleted: bullying, cyber-bullying, harassment, abusive conduct, or hazing that is targeted at a federally protected class.

Deleted: protected from discrimination under federal law, such as:

(1) Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, or national origin.

(2) Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex.

(3) Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990, which prohibit discrimination on the basis of disability.

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Hazing – For purposes of this policy, “hazing” means a School employee or student intentionally, knowingly, or recklessly committing an act or causing another individual to commit an act toward a School employee or student that:

- (1) (a) endangers the mental or physical health or safety of a School employee or student;
(b) involves any brutality of a physical nature, including whipping, beating, branding, calisthenics, bruising, electric shocking, placing of a harmful substance on the body, or exposure to the elements;
(c) involves consumption of any food, alcoholic product, drug, or other substance or other physical activity that endangers the mental or physical health and safety of a School employee or student; or
(d) involves any activity that would subject a School employee or student to extreme mental stress, such as sleep deprivation, extended isolation from social contact, or conduct that subjects a School employee or student to extreme embarrassment, shame, or humiliation;
and
- (2) (a)(i) is committed for the purpose of initiation into, admission into, affiliation with, holding office in, or as a condition for membership in a School or School sponsored team, organization, program, club, or event; or
(ii) is directed toward a School employee or student whom the individual who commits the act knows, at the time the act is committed, is a member of, or candidate for membership in, a School or School sponsored team, organization, program, club, or event in which the individual who commits the act also participates.
- (3) The conduct described above constitutes hazing, regardless of whether the School employee or student against whom the conduct is committed directed, consented to, or acquiesced in, the conduct.

Incident – For purposes of this policy, “incident” means a verified incident of bullying, cyber-bullying, hazing, abusive conduct, or retaliation that is prohibited in Utah Code § 53G-9-601 *et seq.*

Retaliate or Retaliation – For purposes of this policy, “retaliate or retaliation” means an act or communication intended:

- (1) as retribution against a person for reporting bullying or hazing; or
- (2) to improperly influence the investigation of, or the response to, a report of bullying or hazing.

School Employee – For purposes of this policy, “School employee” means an individual working in the individual’s official capacity as:

- (1) a School teacher;
- (2) a School staff member;
- (3) a School administrator; or
- (4) an individual:
 - (a) who is employed, directly or indirectly, by the School; and
 - (b) who works on the School’s campus(es).

Staff Bullying – For purposes of this policy, “staff bullying” means a School employee, with the intent to cause harm, repeatedly committing a written, verbal, or physical act against a student or another School employee, or engaging in a single egregious act toward another employee involving an imbalance of power, that:

- (1) creates an environment that a reasonable person would find hostile, threatening, or humiliating; and
- (2) substantially interferes with a student’s or employee’s educational or professional performance, opportunities, or benefits.

Student Bullying – For purposes of this policy, “student bullying” means one or more students, with the intent to cause harm, repeatedly committing a written, verbal, or physical act against another student, or engaging in a single egregious act toward another student involving an imbalance of power, that:

- (1) creates an environment that a reasonable person would find hostile; and
- (2) interferes with a student’s educational performance, opportunities, or benefits.

“Student bullying” and “staff bullying” do not mean instances of:

- (1) ordinary teasing, horseplay, argument, or peer conflict;
- (2) reasonable correction of behavior by a School employee; or
- (3) reasonable coaching strategies and techniques by a School employee who is a coach.

Verification – For purposes of this policy, “verification” means that an alleged incident has been found to be substantiated through a formal investigation process done by the School as outlined in this policy.

Volunteer – For purposes of this policy, “volunteer” means a non-employee with significant, unsupervised access to students in connection with a School assignment.

Reporting Prohibited Conduct

Students who have been subjected to or witnessed bullying, cyber-bullying, hazing, or retaliation, and students who have witnessed abusive conduct, must promptly report such prohibited conduct to any School personnel orally or in writing. School personnel who receive reports of such prohibited conduct must report them to the Chief Administrative Officer.

School employees who have been subjected to or witnessed hazing, bullying, cyber-bullying, abusive conduct, or retaliation must report such prohibited conduct to the School’s Chief Administrative Officer orally or in writing.

Each report of prohibited conduct shall include:

- (1) the name of complaining party;
- (2) the name of person subjected to the prohibited conduct (if different than complaining party);
- (3) the name of perpetrator (if known);

(4) the date and location of the prohibited conduct; and

(5) a statement describing the prohibited conduct, including names of witnesses (if known).

In connection with a report of prohibited conduct, students and School employees may request that their identity be kept anonymous, and reasonable steps shall be taken by the Chief Administrative Officer and others involved in the reporting and investigation to maintain the anonymity of such individuals, if possible. School employees must take strong responsive action to prevent retaliation, including assisting students who are subjected to prohibited conduct and his or her parents or guardians in reporting subsequent problems and new instances of prohibited conduct.

The Chief Administrative Officer or his/her designee shall promptly make a reasonably thorough investigation of all complaints of prohibited conduct, including, to the extent possible, anonymous reports, and shall, in accordance with the Consequences of Prohibited Behavior section below, administer appropriate discipline to all individuals who violate this policy. Formal disciplinary action is prohibited based solely on an anonymous report.

The School may report to OCR all incidents of bullying, hazing, cyber-bullying, abusive conduct, or retaliation that he/she reasonably determines may be violations of a student's or employee's civil rights.

It is the School's policy, in compliance with state and federal law, that students have a limited expectation of privacy on the School's computer equipment and network system, and routine monitoring or maintenance may lead to discovery that a user has violated School policy or law. Also, individual targeted searches will be conducted if there is reasonable suspicion that a user has violated policy or law. Personal electronic devices of any student suspected of violation of this policy will be confiscated for investigation and may be turned over to law enforcement.

Investigation of Alleged Incidents

The School will investigate all allegations of bullying, cyber-bullying, hazing, retaliation, and abusive conduct in accordance with this policy and applicable law. The Chief Administrative Officer or his/her designee will investigate such allegations, and the School shall ensure that the investigator is provided adequate training to conduct such an investigation. The Chief Administrative Officer or his/her designee will be the point person with training and expertise to assist, direct, and supervise training of other employees in the responsibilities set forth in this paragraph.

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The School will investigate these alleged incidents by interviewing:

(1) the individual who was allegedly targeted;

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(2) the individual who is alleged to have engaged in the prohibited conduct;

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(3) the parents or guardians of the students who were allegedly targeted, and the individual who is alleged to have engaged in prohibited conduct;

Deleted: subjected to the alleged incident

(4) any witnesses;

(5) School staff familiar with the student who was allegedly targeted;

Deleted: subjected to the alleged incident

- (6) School staff familiar with the individual who is alleged to have engaged in prohibited conduct; or
- (7) Other individuals who may provide additional information.

The individual who investigates an alleged incident will inform an individual being interviewed that (1) to the extent allowed by law, the individual is required to keep all details of the interview confidential; and (2) further reports of bullying will become part of the review. However, the confidentiality requirement described in this paragraph does not apply to conversations with law enforcement, requests for information pursuant to a warrant or subpoena, a state or federal reporting requirement, or other reporting required by R277-613.

In conducting this investigation, the School may (1) review disciplinary reports of involved students; and (2) review physical evidence, including video or audio, notes, email, text messages, social media, or graffiti.

The School will report alleged incidents of bullying, cyber-bullying, hazing, retaliation, and abusive conduct to law enforcement when the Chief Administrative Officer reasonably determines that the alleged incident may have violated criminal law.

The School shall follow up with the parents or guardians of all parties to:

- (1) inform parents or guardians when an investigation is concluded;
- (2) inform parents or guardians what safety measures will be in place for their child, as determined by the investigation;
- (3) provide additional information about the investigation or the resolution consistent with the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g (“FERPA”); and
- (4) inform parents or guardians of the School’s Stakeholder Grievance Policy if the parents or guardians disagree with the resolution of the investigation.

If the investigation results in a verification of an incident of bullying, cyber-bullying, hazing, retaliation, or abusive conduct, the School shall create and implement an action plan for each such incident in accordance with Utah Code § 53G-9-605.5 and R277-613.

In addition, following verification of an incident of bullying, cyber-bullying, hazing, retaliation, or abusive conduct, the Chief Administrative Officer may, if he/she determines it is appropriate:

- (1) use accountability practices in accordance with policies established by the School;
- (2) provide supportive services designed to preserve the student’s access to educational opportunities and a sense of safety.

Deleted: take positive restorative justice practice action

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Deleted: (3) -develop a communication process.

However, a student to whom an incident of bullying, cyber-bullying, hazing, retaliation, or abusive conduct is directed is not required to participate in a restorative justice practice with an individual who is alleged to have engaged in prohibited conduct. If the School would like any student to participate in a

restorative justice practice, the School will notify the student's parent or guardian of the restorative justice practice and obtain consent from the student's parent or guardian before including the student in the process.

Parental Notification

The Chief Administrative Officer or his/her designee will timely notify a student's parent or guardian if:

- (1) the student threatens suicide; or
- (2) the student is involved in an incident (including if the student is subjected to the incident or is the person who caused the incident) and of the action plan to address the incident.

The Chief Administrative Officer or his/her designee will attempt to contact the parent or guardian by telephone to provide this notification and to discuss the matter. If the parent or guardian is not available by telephone, the Chief Administrative Officer or his/her designee will provide the parent or guardian the required notification by email.

The Chief Administrative Officer or his/her designee will produce and maintain a record that:

- (1) verifies that the School notified each parent or guardian as required above. If an in-person meeting takes place, the Chief Administrative Officer or his/her designee may ask the parent or guardian to sign the record acknowledging that the notification was provided. If a telephone conversation takes place, the Chief Administrative Officer or his/her designee may document on the record such details as the date and time of the telephone call, who was spoken to, and brief notes regarding the notification that was provided and the content of the conversation. If an email is sent, the Chief Administrative Officer or his/her designee will retain a copy of the email; and
- (2) tracks implementation of the action plan addressing the incident, if applicable.

The School will retain the record for at least as long as the student is enrolled at the School and will provide or expunge the record in accordance with Utah Code § 53G-9-604. The School will maintain the confidentiality of the record in accordance with the state and federal student data privacy laws referenced in Utah Code § 53G-9-604.

In addition to notifying the parent or guardian as set forth above, the Chief Administrative Officer or his/her designee will provide the parent or guardian with the following:

- (1) suicide prevention materials and information as recommended by the Utah State Board of Education in accordance with Utah Code § 53G-9-604(2)(b);
- (2) information on ways to limit a student's access to fatal means, including firearms or medication; and
- (3) information and resources on the healthy use of social media and online practices as provided in R277-613.

Action Plan to Address Incidents

Following verification of an incident of bullying, cyber-bullying, hazing, retaliation, or abusive conduct, the School shall develop and implement an action plan. The action plan shall include:

- (1) with respect to the targeted student and in direct coordination with the student's parent or guardian:
 - (a) a tailored response to the incident that addresses the student's needs;
 - (b) a mechanism to consider consequences or accommodations the student may need regarding decreased exposure or interactions with the student who caused the incident;
 - (c) notification of the consequences and plan to address the behavior of the student who caused the incident, to the extent allowed by FERPA;
 - (d) support measures designed to preserve the student's access to educational services and opportunities; and
 - (e) to the extent available, access to other resources the parent requests for the student; and
- (2) with respect to the student who caused the incident and in direct coordination with the student's parent or guardian:
 - (a) a range of tailored and appropriate consequences, making reasonable effort to preserve the student's access to educational services and activities;
 - (b) a process to determine and provide any needed resources related to the underlying cause of the incident;
 - (c) supportive measures designed to preserve the student's access to educational services and opportunities while protecting the safety and well-being of other students; and
 - (d) a process to remove the student from School in an emergency situation, including a description of what constitutes an emergency.

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The School may not include in an action plan a requirement that the student to whom the incident was directed change the student's:

- (1) educational schedule or placement; or
- (2) participation in a School sponsored sport, club, or activity.

The School shall try to involve the parent or guardian of a student who was involved in an incident of bullying, cyber-bullying, hazing, retaliation, or abusive conduct in the development and implementation of an action plan. However, if, after the School attempts to involve a parent or guardian in the development and implementation of an action plan, the parent or guardian chooses to not participate in the process, the School may develop and implement an action plan without the parent or guardian's involvement.

The School shall communicate with the parent or guardian of each student involved in an incident of bullying, cyber-bullying, hazing, retaliation, or abusive conduct about the implementation of the action plan. Specifically, the School shall provide regular updates on the implementation of the action plan to each such parent or guardian. The updates shall include:

- (1) the outcome of the School's investigation (if not already provided at the conclusion of the investigation);
- (2) a discussion of safety considerations for the student who is the subject of the incident; and
- (3) an explanation of the School's process for addressing the incident.

The Chief Administrative Officer or his/her designee shall oversee the implementation of the action plan, monitor the implementation of the communication plan/requirements within the action plan, and assist the School with case-specific needs when the School is addressing an incident of bullying, cyber-bullying, hazing, retaliation, or abusive conduct.

Consequences of Prohibited Behavior

If, after an investigation, a student is found to be in violation of this policy by participating in or encouraging conduct prohibited by this policy, the student shall be disciplined by appropriate measures up to, and including, suspension and expulsion, pursuant to Utah Code § 53G-8-205 and School policy, removal from participation in School activities, and/or discipline in accordance with regulations of the U.S. Department of Education Office for Civil Rights (OCR).

If, after an investigation, a School employee is found to be in violation of this policy, the employee shall be disciplined by appropriate measures, which may include termination, reassignment or other appropriate action.

School officials have the authority to discipline students for off-campus or online speech that causes or threatens a substantial disruption to School operations, including violent altercations or a significant interference with a student's educational performance and involvement in School activities.

Grievance Process for School Employees

As explained above, a School employee who has experienced abusive conduct must report the abusive conduct to the School Chief Administrative Officer orally or in writing. If the School employee is not satisfied with the Chief Administrative Officer or designee's investigation of the abusive conduct and/or the resulting disciplinary action (or recommended disciplinary action) against the perpetrator, the School employee may address/raise the issue in accordance with the School's Stakeholder Grievance Policy.

Grievance Process for Parents and Guardians

A parent or guardian of a student who caused an incident of bullying, cyber-bullying, hazing, retaliation, or abusive conduct may appeal one or more of the consequences included in an action plan in accordance with the School's Stakeholder Grievance Policy.

Additional Provisions

The Chief Administrative Officer will ensure compliance with OCR regulations when civil rights violations are reported, as follows:

- (1) Once the School knows or reasonably should know of possible student-on-student bullying, cyber-bullying, or hazing, the School must take immediate and appropriate action to investigate.
- (2) If it is determined that the bullying, cyber-bullying, or hazing of a student did occur as a result of the student's membership in a protected class, the School shall take prompt and effective steps reasonably calculated to:
 - (a) end the bullying, cyber-bullying, or hazing;
 - (b) eliminate any hostile environment; and

(c) prevent its recurrence.

(3) These duties are the School's responsibilities even if the misconduct is also covered by a separate anti-bullying policy and regardless of whether the student makes a complaint, asks the School to take action, or identifies the bullying, cyber-bullying, or hazing as a form of discrimination.

The Chief Administrative Officer will take reasonable steps to ensure that any person subjected to prohibited conduct will be protected from further hazing, bullying, cyber-bullying, abusive conduct, and retaliation and that any student or School employee who reports such prohibited conduct will be protected from retaliation.

If the Chief Administrative Officer believes that any person who was subjected to or who caused conduct prohibited by this policy would benefit from counseling, the Chief Administrative Officer may refer such individuals for counseling.

If the Chief Administrative Officer believes that it would be in the best interests of the individuals involved, the Chief Administrative Officer may involve the parents or guardians of a student who was subjected to or a student who caused hazing, bullying, cyber-bullying, or retaliation in the process of responding to and resolving conduct prohibited by this policy.

Incidents of bullying, cyber-bullying, hazing, and retaliation will be reported in the School's student information system as required.

Student Assessment

The Chief Administrative Officer or his/her designee will assess the prevalence of bullying, cyber-bullying, hazing, and retaliation in the School, specifically locations where students are unsafe and additional adult supervision may be required.

Training

The Chief Administrative Officer will ensure that School students, employees, coaches, and volunteers receive training on bullying, cyber-bullying, hazing, retaliation, and abusive conduct from individuals qualified to provide such training. The training shall meet the standards established by the Utah State Board of Education's rules and include information on:

- (1) bullying, cyber-bullying, hazing, retaliation, and abusive conduct;
- (2) discrimination under the following federal laws:
 - (a) Title VI of the Civil Rights Act of 1964;
 - (b) Title IX of the Education Amendments of 1972;
 - (c) Section 504 of the Rehabilitation Act of 1973; and
 - (d) Title II of the Americans with Disabilities Act of 1990;
- (3) how bullying, cyber-bullying, hazing, retaliation, and abusive conduct are different from discrimination and may occur separately from each other or in combination;
- (4) how bullying, cyber-bullying, hazing, retaliation, and abusive conduct are prohibited based upon race, color, national origin, sex, disability, or religion;

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(5) the right of free speech and how it differs for students, employees, and parents or guardians; and

(6) safe digital citizenship.

The training will also complement the suicide prevention program required for students under R277-620 and the suicide prevention training required for licensed educators consistent with Section 53G-9-704(1), and also include information on when issues relating to R277-613 may lead to student or employee discipline.

The training shall be offered to:

- (1) new school employees, coaches, and volunteers within the first year of employment or service;
- (2) all School employees, coaches, and volunteers at least once every three years after the initial training; and
- (3) all students (regardless of whether they are involved in athletics or extracurricular activities or clubs) at a frequency determined by the Chief Administrative Officer.

In addition to the training requirements described above, any student, employee, or volunteer coach participating in a School sponsored athletic program, both curricular and extracurricular, or extracurricular club or activity, shall, prior to participating in the athletic program or activity, participate in bullying, cyber-bullying, hazing, retaliation, and abusive conduct prevention training. This training shall be offered to new participants on an annual basis and to all participants at least once every three years. The School will inform student athletes and extracurricular club members of prohibited activities under R277-613 and potential consequences for violation of the law and the rule.

The School will maintain training participant lists or signatures and provide them to the Utah State Board of Education upon request.

Liaison to Utah State Board of Education

The Chief Administrative Officer or his/her designee shall act as the School's liaison to the Utah State Board of Education regarding bullying, cyber-bullying, hazing, abusive conduct, and retaliation.

Distribution of Policy and Signed Acknowledgement

The School will inform students, parents or guardians, School employees, and volunteers that hazing, bullying, cyber-bullying, abusive conduct, and retaliation are prohibited by distributing a copy of this policy to such individuals annually. A copy of this policy will also be posted on the School's website and included in any student conduct or employee handbooks issued by the School.

On an annual basis, School employees, students who are at least eight years old, and parents or guardians of students shall sign a statement indicating that they have received this policy.

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Hotline Complaint Policy

Original Adopted Date:

Purpose

The purpose of this policy is to outline, in accordance with Utah Administrative Code R277-123-7, how Lumen Scholar Institute (the "School") responds to and resolves Utah State Board of Education ("USB") public education hotline complaints received as referrals from the USB Internal Audit Department.

Policy

After the School receives a hotline complaint, if contact information for the complainant is available, designated School personnel will contact the complainant promptly and document (a) the School personnel that contacted the complainant; (b) the type of contact made (phone, email, etc.); (c) the date of the contact; and (d) the resolution of the concern or action steps to be taken.

The School will make at least two good faith attempts to contact a complainant when contact information is available.

The School will investigate, respond to, and attempt to resolve hotline complaints in accordance with the requirements set forth in R277-123-7 and School policy. If the School determines that a hotline complaint should have been addressed by way of the School's applicable grievance policy, the School may inform the USB Internal Audit Department. To the extent allowed by R277-123 and applicable law, complainants should not use the hotline to bypass the School's grievance policies.

Policy 0510: Instructional Material

Original Adopted Date: 04/11/2017 | Last Revised Date: 08/15/2024 | Last Reviewed Date: 08/15/2024

Purpose

The purpose of this policy is to ensure students are presented instructional material which is consistent with the mission, vision, and values of the school. The purpose is also to ensure that such instructional material is selected, approved, and purchased in accordance with school policy and law. An additional purpose of this policy and accompanying regulation is to set forth the school’s process for reviewing challenges to instructional material.

Definitions

- 1. "Instructional material" is the resources used by educators to deliver curriculum or support student learning. This material may be commercially available or school-created and include such material as textbooks, reading materials, videos, digital materials, websites, online applications, and live presentations. "Instructional material" does not include learning material used in a concurrent enrollment, advanced placement, or international baccalaureate program or class, or another class with required instructional material that is not subject to selection by the school.
- 2. "Sensitive material" means an instructional material that constitutes objective sensitive material or subjective sensitive material. "Sensitive material" does not include the instructional material outlined in Utah Code § 53G-10-103(1)(h)(ii).
- 3. "Objective sensitive material" means an instructional material that constitutes pornographic or indecent material, as that term is defined in Utah Code § 76-5c-208, under the non-discretionary standards described in Utah Code § 76-5c-207(1)(a)(i), or (ii), or (iii).
- 4. "Subjective sensitive material" means an instructional material that constitutes pornographic or indecent material, as that term is defined in Utah Code § 76-5c-208, under the following factor-balancing standards:
 - a. material that is harmful to minors under Utah Code § 76-5c-101;
 - b. material that is pornographic under Utah Code § 76-5c-101; or
 - c. material that includes certain fondling or other erotic touching under Utah Code § 76-5c-207(1)(a)(i)(C)-(D).
- 5. "School community parent" means a parent who has a student currently attending the school, or will have a student enrolled in the school within one year, where the challenged instructional material is being reviewed in accordance with this policy and Utah Code § 53G-10-103(4).
- 6. "School setting" means the school's classrooms, library, and property. "School setting" also includes school-sponsored or required activities, including assemblies, guest lectures, live presentations, or other events.
- 7. "Stakeholder" for purposes of this policy means:
 - a. an employee of the school;
 - b. a student who is enrolled in the school;
 - c. a parent of a child who is enrolled in the school; or
 - d. a member of the School's Board of Trustees.

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Policy

1. Introduction:
 - a. Significant emphasis should be placed on the use of the school's charter and the state standards when developing, reviewing, and selecting educational materials to be used for instruction of students in grades K-12. The school should also prioritize protecting students from the harmful effects of illicit pornography over other considerations in evaluating instructional material.
2. Utah law:
 - a. The school should comply with the requirements of Utah law and Utah State Board of Education ("USB E") rule regarding the selection, approval, purchase, and review of instructional material, including but not limited to Utah Administrative Code R277-468 and R277-469, Utah Code § 53G-10-103 and, when applicable, Utah Code § 53G-5-404.
3. Selection and Approval of Instructional Material by the Administration:
 - a. The Board of Trustees delegates to the school's administration the authority and responsibility to select and approve instructional material for the school, except under circumstances where the Board is specifically required by law or a different school policy to approve instructional material. The administration should select and approve instructional material that is consistent with the criteria set forth in this policy.
4. Selection and Approval of Instructional Material by the Board of Trustees:
 - a. If the Board is required by law or school policy to approve instructional material for use in classes, the Board should do the following (in order) prior to approving the instructional material:
 - i. post the recommended instructional material online to allow for public review or, for copyrighted material, make the instructional material available at the school's office for public review; and
 - ii. hold at least two Board meetings where the recommended instructional material is on the agenda and allow an opportunity at those Board meetings for school educators and parents of students enrolled in the school to express views and opinions on the recommended instructional material.
 - b. The Board may approve the recommended instructional material in an open and regular Board meeting after the requirements above have been satisfied. The vote to approve the recommended instructional material may occur at the second of the two Board meetings described in subsection (ii) above.
 - c. In accordance with Utah Code § 53G-5-404(14), the requirements in this section apply only if the Board is approving instructional material. The requirements do not apply if the Board is not approving instructional material and instead only the administration is selecting and approving instructional material (which Utah Code § 53G-5-404(13) refers to as "learning material"). In addition, the requirements in this section do not apply to educators' selection of supplemental materials or resources.
 - d. Any instructional material approved by the Board should meet the criteria set forth in this policy.
5. Procedures:
 - a. Procedures should be developed by the administration for the school to use as a guiding document to lead the planning of instructional material development, selection, and review for all of the school's K-12 instruction. Procedures should provide a common language and structure in an effort to increase consistency within and among programs, and across grade-levels and subject areas and include a process for determining curriculum development and selection priorities and distinguishing between immediate, short-term and long-term next steps.

- b. Teachers and school community parents should be given the opportunity to participate on instructional material committees as appointed by administration or the Board. These committees will be responsible for input on the selection and development of instructional material, the analysis of data generated from student participation on assessment tests, and the improvement of instruction across grade-levels.
6. Criteria for Instructional Material:
- a. Utah Core Standards should be used as a baseline for establishing educational standards and instructional material for each grade-level at the school. The administration is encouraged to build upon the state standards to reflect the mission, vision, and values of the school.
 - b. Instructional material should be consistent with the principles of individual freedom as defined in Utah Code § 53G-10-206.
 - c. Instructional material should not constitute sensitive material as defined in Utah Code § 53G-10-103.
 - d. Instructional material should not be prohibited discriminatory practice as described in Utah Code § 53B-1-118.
7. Use of Technology and Digital Resources:
- a. Being a distance education school, emphasis should be placed on developing and refining instructional material for online learning. Care should be given by administration and staff to review, evaluate, and approve all online resources to be used within a course.
8. Instructional Material and Courses:
- a. Instructional material and courses should be engaging and inspiring for students, contributing to student comprehension and grade progression in a single subject. Instruction and assessment should meet recognized professional standards. Academic support and assignment flexibility for various learning styles and student interest should be a high priority in addressing the needs of individual students.
9. Material Use Based on Data:
- a. Instructional material should be reviewed by administration on an ongoing basis, using data to ensure best practices and effective instruction are occurring.
10. Delivery of Instruction:
- a. School community parents at the school play a vital role assisting the school in the education of its students, making strong communication and collaboration important between the teachers and the designated parent or guardian in each student's home.
11. Purchase of Instructional Material:
- a. The school should follow the Purchasing Levels section of its General Financial Policy (Policy 0910) in connection with the purchase of any instructional material, regardless of whether the instructional material is selected and approved by the administration or by the Board. The school should identify all costs associated with instructional material prior to purchasing the instructional material, including any implementation and professional development costs.
12. Educator Selection of Additional Supplemental Materials or Resources:
- a. Despite the foregoing, educators at the school may select and use supplemental materials or resources in their classes to augment instructional material already selected and approved by the administration or the Board so long as each of the following are satisfied:
 - i. the educator has reviewed the supplemental materials or resources in their entirety prior to using them in class;

- ii. the supplemental materials or resources meet the criteria set forth in this policy;
and
- iii. the supplemental materials or resources have not previously been prohibited by the administration or the Board.

13. Contract Requirements:

- a. If the school contracts with a third party to provide online or digital materials, the school should include in the contract a requirement that the provider give notice to the school any time that the provider makes a material change to the content of the online or digital materials, excluding regular informational updates on current events. The school should also comply with applicable requirements in R277-469 related to School contracts with publishers for instructional materials.

14. Sensitive Material Review Administrative Regulation:

- a. Sensitive materials are prohibited in the school setting. In accordance with Utah law, USBE rule, and the school's administrative regulations, stakeholders may initiate a sensitive material review by the school if they feel an instructional material used by the school constitutes sensitive material.
- b. The school's administration should establish an administrative regulation that sets forth how stakeholders may initiate a sensitive material review by the school and the review process the school will follow. The administrative regulation should comply with applicable Utah law and USBE rule.

Paid Parental and Postpartum Recovery Leave

In accordance with Utah Code § 53G-11-209, the School offers qualified employees paid parental and postpartum recovery leave to enable employees to care for and bond with their new child and to recover from childbirth. This policy is effective July 1, 2025.

Definitions

For purposes of this policy:

“Parental leave” means leave hours the School provides to a parental leave eligible employee.

“Parental leave eligible employee” means a School employee who receives regular paid personal time off (PTO) benefits from the School and is:

- (a) a birth parent as defined in Utah Code § 78B-6-103;
- (b) legally adopting a minor child, unless the individual is the spouse of the pre-existing parent;
- (c) the intended parent of a child born under a validated gestational agreement in accordance with Title 81, Chapter 5, Part 8, Gestational Agreement;
- (d) appointed the legal guardian of a minor child or incapacitated adult; or
- (e) a foster parent of a minor child.

“Postpartum recovery leave” means leave hours the School provides to a postpartum recovery leave eligible employee to recover from childbirth that occurs at 20 weeks or greater gestation.

“Postpartum recovery leave eligible employee” means an employee:

- (a) who receives regular paid personal time off (PTO) benefits from the School; and
- (b) who gives birth to a child.

“Qualified employee” means:

- (a) a parental leave eligible employee; or
- (b) a postpartum recovery leave eligible employee.

“Retaliatory action” means to do any of the following regarding an employee:

- (a) dismiss the employee;
- (b) reduce the employee’s compensation;
- (c) fail to increase the employee’s compensation by an amount to which the employee is otherwise entitled to or was promised;
- (d) fail to promote the employee if the employee would have otherwise been promoted; or
- (e) threaten to take an action described immediately above.

Paid Parental Leave

The School allows a parental leave eligible employee to use up to three calendar weeks of paid parental leave for:

- (a) the birth of the parental leave eligible employee’s child;
- (b) the adoption of a child;
- (c) the appointment of legal guardianship of a child or incapacitated adult; or

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(d) the placement of a foster child in the parental leave eligible employee's care.

Parental leave as described above:

- (a) may not be used before the day on which:
 - (1) the parental leave eligible employee's child is born;
 - (2) the parental leave eligible employee adopts a child;
 - (3) the parental leave eligible employee is appointed legal guardian of a child or incapacitated adult; or
 - (4) a foster child is placed in the parental leave eligible employee's care;
- (b) may not be used more than six months after the date described immediately above;
- (c) shall be used in a single continuous period, unless:
 - (1) by mutual written agreement between the School and the parental leave eligible employee; or
 - (2) a health care provider certifies that intermittent leave is medically necessary due to a serious health condition of the child;
- (d) runs concurrently with FMLA leave, if applicable to the parental leave eligible employee; and
- (e) runs consecutively to postpartum recovery leave, if applicable to the parental leave eligible employee.

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A parental leave eligible employee's paid parental leave does not increase if the parental leave eligible employee:

- (a) has more than one child born from the same pregnancy;
- (b) adopts more than one child;
- (c) has more than one foster child placed in the parental leave eligible employee's care; or
- (d) is appointed legal guardian of more than one child or incapacitated adult.

A parental leave eligible employee may not use more than three calendar weeks of paid parental leave within a single 12-month period, regardless of whether during that 12-month period the parental leave eligible employee:

- (a) becomes the parent of more than one child;
- (b) adopts more than one child;
- (c) has more than one foster child placed in the parental leave eligible employee's care; or
- (d) is appointed legal guardian of more than one child or incapacitated adult.

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Paid Postpartum Recovery Leave

The School allows a postpartum recovery leave eligible employee to use up to three calendar weeks of paid postpartum recovery leave for recovery from childbirth that occurs at 20 weeks or greater gestation.

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Postpartum recovery leave as described above:

- (a) shall be used starting on the day on which the postpartum recovery leave eligible employee gives birth, unless a health care provider certifies that an earlier start date is medically necessary;
- (b) shall be used in a single continuous period, unless otherwise authorized in writing by the Chief Administrative Officer;

- (c) runs concurrently with FMLA leave, if applicable to the postpartum recovery leave eligible employee; and
- (d) runs consecutively to parental leave.

A postpartum recovery leave eligible employee's paid postpartum recovery leave does not increase if the postpartum recovery leave eligible employee has more than one child born from the same pregnancy.

Leave Period

The maximum amount of paid postpartum recovery leave available to qualified employees under this policy is three calendar weeks.

The maximum amount of paid parental leave available to qualified employees under this policy is three calendar weeks.

Any non-contracted workdays (such as holidays, days during summer break, etc.) that occur during a qualified employee's paid parental leave or paid postpartum recovery leave count toward the applicable three-calendar week leave period.

Notice of Plan to Take Leave

Qualified employees shall give their Director or the Chief Administrative Officer notice at least 30 days before the day on which the qualified employee plans to:

- (a) begin using parental leave or postpartum recovery leave; and
- (b) stop using postpartum recovery leave.

If circumstances beyond the qualified employee's control prevent the qualified employee from giving notice as described above, the qualified employee shall give the School each notice described above as soon as reasonably practicable.

All such notices shall be reviewed by the employee's Director and Chief Administrative Officer. If the employee providing notice does not meet the definition of a qualified employee under this policy (and is therefore not entitled to paid parental or postpartum recovery leave), the Director or Chief Administrative Officer shall inform the employee. Employees may be required to provide documentation supporting the need for parental or postpartum recovery leave.

Other Leave

Except with respect to FMLA leave, the School may not charge parental leave or postpartum recovery leave against a qualified employee's regular paid personal time off (PTO) or any other leave a qualified employee is entitled to under the School's leave policies.

Employee Benefits During Leave

During the time a qualified employee uses parental leave or postpartum recovery leave, the qualified employee shall continue to receive all employment related benefits and payments at the same level that the qualified employee received immediately before beginning the parental leave

or postpartum recovery leave, provided that the qualified employee pays any required employee contributions.

Employee Position after Leave

Following the expiration of a qualified employee's parental leave or postpartum recovery leave, the School shall ensure that the qualified employee may return to:

- (a) the position that the qualified employee held before using parental leave or postpartum recovery leave; or
- (b) a position within the School that is equivalent in seniority, status, benefits, and pay to the position that the qualified employee held before using parental leave or postpartum recovery leave.

Despite the foregoing, if during the time a qualified employee uses parental leave or postpartum recovery leave the School experiences a reduction in force and, as part of the reduction in force, the qualified employee's employment would have been terminated had the qualified employee not been using the parental leave or postpartum recovery leave, the School may terminate the qualified employee's employment in accordance with any applicable process or procedure as if the qualified employee were not using the parental leave or postpartum recovery leave. In addition, upon termination of a qualified employee's employment (for any reason), the employee is not entitled to be paid for any unused parental leave or postpartum recovery leave.

Retaliatory Action

The School may not interfere with or otherwise restrain a qualified employee from using parental leave or postpartum recovery leave in accordance with this policy. In addition, the School may not take retaliatory action against a qualified employee for using parental leave or postpartum recovery leave in accordance with Utah Code § 53G-11-209.

Part-Time Qualified Employees

In the event a qualified employee of the School is also a part-time employee, the employee shall be allowed to use the amount of parental leave or postpartum recovery leave available to the qualified employee under this policy on a pro rata basis.

Parent and Family Engagement Policy

Original Adopted Date:

Purpose

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

Policy

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

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

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

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

Required Policy Components

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

- Joint Development of Policies, Plans, Compact, and Programs. The School will take the following actions to involve parents and family members in an organized, ongoing, and timely manner in the planning, review, and improvement of Title I policies, plans, compact, and programs:
 - Distribute a copy of this policy and the school-parent compact to parents and family members at the beginning of each school year through appropriate channels, such as through registration. The policy and school-parent compact will also be posted on the School's website.
 - Notify parents and family members of an annual meeting where parents and family members will be informed about the School's participation in and the requirements of Title I programs.
 - Hold other parent and family meetings at flexible times during the school year to provide parents and family members with ongoing information, training, and materials to help them work with their children in areas such as literacy, numeracy, and technology.
 - Hold parent-teacher conferences at least annually, where student achievement, behavior, and/or the school-parent compact will be reviewed and discussed.
 - The School and state websites will provide parents with information related to expected student proficiency levels.
 - The School website will provide parents with a description and explanation of the School's curriculum, mission, calendar information, policies, and opportunities for school and parent interaction.
 - Conduct an annual review and evaluation of this policy, the school-parent compact, and targeted assistance or schoolwide program plan. As part of the annual review and evaluation, the School will consider, and implement if appropriate, any suggestions or feedback provided by parents and family members on how the School can improve this policy and the associated compact and plan. Suggestions or feedback may be provided to the School in the form of results from the School's needs assessment and evaluation given to parents, comments made by parents and family members in meetings at the School and during parent-teacher conferences, or through other means. The annual review and evaluation of this policy will also include identifying such things as barriers to parent engagement (especially engagement of parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background); needs of parents and family members to enable them to assist with the learning of their children; and strategies to support successful school and family interactions.
- Communications. The School will take the following actions to provide parents and family members timely information about the Title I programs in which the School participates:
 - Distribute a copy of the updated version of this policy and the school-parent compact to parents and family members at the beginning of each school year through appropriate channels, such as through registration.

- Provide information related to the Title I programs, meetings, and other activities to the parents of participating children in an understandable and uniform format and, to the extent practicable, in a language that the parents can understand.
- School-Parent Compact. The School's school-parent compact outlines how parents, the entire School staff, and students will share the responsibility for improved student academic achievement and the means by which the School and parents will build and develop a partnership to help children achieve the state's high standards. The School will review the school-parent compact with parents of participating children by doing the following:
 - Distributing a copy of the updated version of the school-parent compact to parents and family members at the beginning of each school year through appropriate channels, such through registration.
 - Obtaining all parties' signatures (electronic or written) on each school-parent compact on an annual basis.
 - Encouraging parents to review the school-parent compact with their children on a regular basis.
 - Considering, and implementing, if appropriate, any suggestions or feedback provided by parents and family members on how the School can improve its school-parent compact.
- Reservation of Funds. The School currently does not receive Title I allocations of \$500,000 or more. In the event the School's Title I allocations reach or exceed \$500,000 in the future, the School will follow the requirements in Section 1116(a)(3) of the ESSA.
- Coordination of Services. The School will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
- Building Capacity of Parents. The School will build parents' capacity for strong parent and family engagement to ensure effective involvement of parents and to support a partnership among the School and the community to improve student academic achievement through the following:
 - Providing opportunities for discussion with parents about the School's curriculum, forms of academic assessment used to measure student progress, and achievement levels of the challenging state academic standards.
 - Engaging parents with materials and training to help parents to work with their child to improve their child's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parent and family engagement.
 - Giving parents information at parent-teacher conferences about their student's state core testing and other appropriate curriculum-based assessments.
 - Providing progress reports to parents to communicate their student's academic performance throughout the school year.
 - Facilitating communication between parents and School personnel through the School's LAND Trust Committee.
 - Scheduling School meetings, as well as parent-teacher conferences, in a way that will maximize parent and family member involvement and participation.

- Gathering, on an annual basis, input from parents through a variety of methods. For example, parent surveys, needs assessments, conversation, parent-teacher conferences, and School activities.
- Providing assistance to parents, as appropriate, in understanding topics such as the following:
 - The challenging state’s academic standards;
 - The state and local academic assessments, including alternate assessments;
 - The requirements of Title I, Part A;
 - How to monitor their child’s progress; and
 - How to work with educators to improve the achievement of their child.
- Building Capacity of School Staff. The School will, with the assistance of parents, provide training to educate teachers, specialized instructional support personnel, principals/directors and other School leaders, and other staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; how to implement and coordinate parent programs; and how to build ties between parents and the School. The School may accomplish this training through in-person trainings and/or through the utilization of online print and video resources. The School may also provide other reasonable support for parent and family engagement activities under Section 1116 as parents may reasonably request.

Parents and Family Members of Children Learning English

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

The School may seek assistance from community organizations to assist the School in communicating with parents and family members of students who are English language learners. If the School provides such assistance, it will try to determine the method of communication preferred by the parents and family members of students who are English language learners.

Review

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

Policy 0210: Stakeholder Grievance

Original Adopted Date: 08/11/2015 | Last Revised Date: 11/20/2025 | Last Reviewed Date: 11/20/2025

Purpose

The purpose of this policy is to explain to stakeholders (e.g., parents, students, and employees) of Lumen Scholar Institute (the "School") how they may pursue the resolution of grievances involving the School.

Definitions

- "Grievance" means a written submission from any stakeholder of the School alleging that there has been a violation of any School policy, reasonable and accepted practices, or state or federal rule or law, and specifically identifies the policy, practice, rule or statute violated.
- "Grievant" means any individual stakeholder or group of individual stakeholders aggrieved by a decision or condition falling under School policy, reasonable and accepted practices, or state or federal rule or law.
- "Organizational Structure" means the School's framework for addressing all grievances, which varies depending on the area of alleged violation. Below is the framework used for grievance procedures in this policy:

Instruction	Special Education	Other Operations
Assigned Teacher	Special Education Teacher	Directly Involved Party
<u>Principal</u> or <u>Equivalent</u>	Special Education Director	<u>Principal</u> or Equivalent
<u>Chief Administrative Officer</u>	<u>Chief Administrative Officer</u>	<u>Chief Administrative Officer</u>
Board of Trustees	Board of Trustees	Board of Trustees

Policy

Grievances Against Staff Other Than the Chief Administrative Officer

- Step I: Any individual desiring to file a grievance is first required to try to resolve the problem through a discussion with the person or persons suspected of a violation, beginning at the lowest level of organizational structure:
 - Students and parents should discuss course concerns first with the assigned teacher;

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- b. Employees, as well as students and parents with concerns that are not about courses, should discuss concerns first with directly involved parties; and
- c. When individuals hear grievances or receive formal grievances, they should make sure that Grievants or potential Grievants have first attempted in good faith to resolve problems with persons directly involved as set forth above.

2. Step II: In the event that the informal discussion with the directly involved parties does not resolve the issue, the Grievant shall file a formal written Stakeholder Grievance Form with the Principal or Equivalent, or the Special Education Director (as applicable)*. Stakeholder Grievance Forms are available on the School's website:

- a. The grievance must be filed within twenty (20) working days of the date the Grievant knew, or should have known, of the circumstances that precipitated the grievance;
- b. The responsible individual shall respond in writing within five (5) working days following receipt of the grievance; and
- c. The Grievant shall have fifteen (15) working days to initiate Step III if the Grievant feels that the response (or decision) from the next responsible individual is not acceptable.

* If the grievance is against a Principal or equivalent or against the Special Education Director, the Grievant must complete Step I and, if Step I does not resolve the issue, complete Step II by filing a formal written Stakeholder Grievance Form with the Principal or equivalent or against the Special Education Director, as applicable.

3. Step III: If the response (or decision) at Step II does not resolve the problem, the Grievant shall forward the grievance to the Chief Administrative Officer to initiate Step III:

- a. The Chief Administrative Officer shall investigate the grievance with the parties concerned in the grievance within ten (10) working days of it having been filed in Step III. The Chief Administrative Officer may choose to convene a committee of two or three additional administrators or members of the staff or faculty as part of the investigation of a grievance and in order to recommend a decision on the issue of grievance;
- b. Within five (5) working days of concluding the investigation, the Chief Administrative Officer shall render a decision and issue a written report to the Grievant setting forth his/her findings and recommendations for the resolution of the grievance;
- c. The grievance shall be considered resolved if the Grievant accepts the recommendations of the Chief Administrative Officer; and
- d. If no written report has been issued by the Chief Administrative Officer within the time limits set forth in Step III above, or if the Grievant rejects the recommendations of the Chief Administrative Officer, the Grievant shall have the right to appeal to the Board of Trustees (the "Board") for review of the grievance in accordance with Step IV below.

4. Step IV: A Grievant may appeal to the Board if the Grievant rejects the recommendations for resolution to their grievance in Step III above, as follows:

- a. A written request for Board's review of the grievance must be submitted to the Board President within ten (10) working days of the date of the Chief Administrative Officer's report or the expiration of the time limits set forth in Step III;
- b. The Board shall review the grievance and the Chief Administrative Officer's report;

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- c. The Board may choose to convene a committee of two or three Board members (fewer than a quorum) as part of the investigation of a grievance and in order to recommend a decision on the issue of the grievance;
- d. The Board may affirm the Chief Administrative Officer's recommendations, amend the recommendations, or affirm the recommendations in part and amend in part;
- e. The Board's final written decision shall be issued by the Board President or another Board member designated by the Board President within twenty-one (21) working days of receipt of the Grievant's written appeal; and
- f. If no final written decision has been issued within the time limit set forth in Step IV above, or if the Grievant rejects the final decision of the Board, the Grievant shall be free to pursue such litigation or remedy as the law may provide.

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Grievances Against the Chief Administrative Officer

5. Step I: If a grievance is with the Chief Administrative Officer, the Grievant shall first discuss his/her concerns with the Chief Administrative Officer in good faith to try to resolve the grievance.

6. Step II: In the event the informal discussion with the Chief Administrative Officer does not resolve the issue, the Grievant shall file a formal written Stakeholder Grievance Form with the Chief Administrative Officer. Stakeholder Grievance Forms are available on the School's website:

- a. The grievance must be filed within twenty (20) working days of the date the Grievant knew, or should have known, of the circumstances that precipitated the grievance;
- b. The Chief Administrative Officer shall respond in writing within five (5) working days following receipt of the grievance; and
- c. The Grievant shall have fifteen (15) working days to initiate Step III below if the Grievant feels that the response (or decision) from the Chief Administrative Officer is not acceptable.

7. Step III: A Grievant may appeal to the Board if the Grievant rejects the recommendations for resolution to their grievance in Step II above, as follows:

- a. A written request for the Board's review of the grievance must be submitted to the Board President within ten (10) working days of the date of the Chief Administrative Officer's response;
- b. The Board shall review the grievance and the Chief Administrative Officer's response;
- c. The Board shall investigate the grievance with the parties concerned in the grievance filed in Step II. The Board may choose to convene a committee of two or three Board members (fewer than a quorum) as part of the investigation of a grievance and in order to recommend a decision on the issue of the grievance;
- d. The Board's final written decision shall be issued by the Board President or another Board member designated by the Board President within twenty-one (21) working days of receipt of the Grievant's written appeal; and
- e. If no final written decision has been issued within the time limit set forth in Step III above, or if the Grievant rejects the final decision of the Board, the Grievant shall be free to pursue such litigation or other remedy as the law may provide.

8. Miscellaneous Provisions:

- a. The Grievant is informed that the time limits set forth in this policy may be modified or extended if mutually agreed to by the Grievant and the School employee directly involved, or their designated representatives, and the School administration or Board, as applicable. If either party wishes to change the timeline set forth in this policy, the party shall request the modification(s) from the other party and both parties are required to discuss the requested modification(s). The Chief Administrative Officer may issue a letter of understanding to the parties outlining any modified timeline.
- b. No person shall suffer recrimination or discrimination because of participation in the grievance procedures outlined in this policy.
- c. Confidentiality shall be maintained at all times by all parties.
- d. The Grievant is entitled to have a representative of his/her choice assist the Grievant in the steps set forth in this policy.
- e. The School will maintain records of all grievances. The records will be kept in a separate and confidential file. Information and conversations regarding grievances will be classified as private to the extent allowed by law.
- f. Gossip among School employees will not be tolerated. When employees have concerns, they shall follow the procedures in this policy to resolve such concerns. Gossip undermines the efforts of all employees to operate a successful school and may be grounds for disciplinary action, up to and including termination of employment.
- g. The School shall include written instructions on the next steps and the timelines set forth in the policy in correspondence to the Grievant. The next steps shall include instructions for the Grievant to respond back to the School whether the resolutions provided in the applicable steps are acceptable. If the Grievant reaches the Board level, the decision is final and no response from the Grievant is necessary.

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