



Lumen Scholar Institute Board of Directors Meeting

Date: September 17, 2026

Time: 3:00 PM

Anchor Location via Teleconference: <https://us02web.zoom.us/j/85350660271>

Meeting ID: 853 5066 0271

AGENDA

CALL TO ORDER

PUBLIC COMMENT (Comments will be limited to 3 minutes each)

CONSENT ITEMS

- June 18, 2026, Board Meeting Minutes

REPORTS

- Director's Report
- Finance Report
- Committee Reports

VOTING & DISCUSSION ITEMS

- One Digital Invoice
- Building Security Update Quote
- Storage Unit Rentals
- Professional Development Conferences
- Technology Purchasing Plan
- 2026-2027 LEA Specific Licenses
- Amended TSSA Framework
- Board Committee Organization
- Policies
 - Amended Banking and Financial Management Policy
 - Amended Bullying, Cyberbullying, Harassment, Hazing and Retaliation Prohibition and Prevention Policy
 - Amended Dual Enrollment and Split Enrollment Policy
 - Amended Food and Beverage Preparation and Service Policy
 - Amended Executive Limitations Policy
 - Amended Payroll Policy
 - Amended Procurement Policy
 - Amended Sex Education Instruction Policy
 - Amended Technology and Network Protection and Internet Safety Policy

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).

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.

CALENDARING

- Next Board Meeting November 19, 2026, at 3:00PM

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.

EXECUTIVE SUMMARY

DIRECTOR'S REPORT

See board documentation for most up to date report.

Action: *No action needed*

FINANCE REPORT

See board documentation for most up to date report.

Action: *No action needed*

ONE DIGITAL INVOICE

This invoice is for insurance coverage through previously named "American Insurance & Investment" now "One Digital". Approval of the invoice is being requested in the amount of **\$25,791.00**.

Action: *Board Vote*

BUILDING SECURITY UPDATE QUOTE

The quote from TCI Security is **\$25,747.90**. Administration is requesting approval of the quote in order to update the building security.

Action: *Board Vote*

STORAGE UNIT RENTALS

Due to the ongoing costs of the storage unit rentals, approval is being requested for the continued use and costs associated with renting the units.

Action: *Board Vote*

PROFESSIONAL DEVELOPMENT CONFERENCES

Jennifer Blake will present on the costs associated with the professional development conferences including travel and airfare.

Action: *Board Vote*

TECHNOLOGY PURCHASING PLAN

See board documentation for the plan. Jonathan Seal will present on the plan.

Action: *Board Vote*

2026-2027 LEA SPECIFIC LICENSES

It is being requested by administration that the board approve LEA-Specific educator Licenses for 4 individuals for the 2026-2027 School Year. The license areas, and endorsements shall be valid for three (3) academic years as indicated on the attached spreadsheet which contains the associated educator information and rationale for the request. All LEA-Specific licenses will expire on June 30th of the final academic year approved. The Lumen Board of Directors additionally acknowledges that LEA-Specific educator licenses, license areas, or endorsements may be renewed by the Utah State Board of Education (USBE). These renewals will be approved or denied on a case-by-case basis.

Action: Board Vote

AMEND TSSA FRAMEWORK

The TSSA framework is required to be updated to include a Literacy Achievement in accordance with SB 241 (2026) and State Rule R277-927. The Plan has been updated to address the school's progress toward statewide literacy proficiency goals and if the school fails to meet statewide literacy goals, the school must dedicate at least 50% of TSSA funds toward evidence-based literacy interventions and practices as described in 53G-7-921304(2)(e).

Action: Board Vote

BOARD COMMITTEE ORGANIZATION

3 committees were previously organized including the Academic Excellence Committee, the Financial Accountability Committee and the Executive Committee. The board will review the committee compositions and vote to re-establish the committees with their current board members.

Action: Board Vote

POLICIES

See board documentation for the redline versions of each of the policies listed. Please also refer to the policy summaries below:

Action: Board Vote

Amending Banking and Financial Management Policy 0900:

The changes include increasing the capitalization threshold to \$10k and adding details on debit, credit, and P-cards.

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

The USBE recently published a model Bullying Policy. Although the school's existing Bullying and Hazing Policy is already consistent with the model policy in most respects, several provisions from the model policy have been incorporated to further strengthen and clarify the school's policy. These revisions include adding definitions for “accountability practice” and “restorative justice practice,” requiring the school to leave a voicemail and send an email to a parent if the parent cannot be reached by telephone regarding an incident involving the parent’s child, clarifying that a student’s age, development, maturity, and other relevant factors will be considered when determining appropriate discipline for a policy violation, and expanding the policy’s provisions regarding annual reporting, employee training, and bullying incident reporting.

Amending Dual Enrollment and Split Enrollment Policy 0418:

Dual Enrollment and Split Enrollment has been revised to not allow to split enrollment for students in grades K-5 (as opposed to K-6) and to allow split enrollment for students in grades 6-12 (as opposed to 7-12).

Amending Food and Beverage Preparation and Service Policy 1125:

Food and Beverage Preparation and Service has been rewritten to, among other things, allow food preparation as part of lessons, instructional activities, or school programs. Other adjustments have been made with respect to food (and serving food) at school events.

Amending Executive Limitations Policy 0225:

Changes maximum single purchases commitment for CAO to \$8k and includes some other minor revisions.

Amending Payroll Policy 0920:

Changes to this policy add some rules on timing and approval for reimbursements and includes other revisions, including related to employee travel.

Amending Procurement Policy 0915:

The school’s Procurement Policy has been revised to comply with changes to R33-105, including with respect to purchases that don’t require quotes or bids, quotes or bids for purchases between \$5k and \$50k, professional services, and construction projects. A provision was also added regarding the school following

federal procurement requirements, if applicable, when using federal grant funds to procure goods and services.

Amending Sex Education Instruction Policy 0555:

HB 281 from the 2025 legislative session revised the definition of “sex education instruction.” It also modified the list of sex education related topics that are not allowed to be taught in school (e.g., adding abortion or abortive methods to the list of prohibited topics). In addition, HB 281 revised health curriculum requirements for junior high and high school students (e.g., requiring instruction in “situational awareness” and the “success sequence”). The school’s Sex Education Instruction Policy and admin procedures have been revised to comply with the updated definitions and requirements from HB 281. Other proposed revisions to the policy and procedure have also been made, including specifying that parent or staff complaints about the school’s sex education instruction materials should be addressed in accordance with the school’s applicable grievance policy. Although HB 281 was passed in 2025, the changes relative to sex education instruction go into effect beginning July 1, 2026.

Amending Technology and Network Protection and Internet Safety Policy 0235:

This policy has been revised to comply with the changes to law, including those in SB 88 from the 2026 legislative session. The changes include specifying that the policy must be reviewed and approved at least every three years, that all rules and procedures applicable to the policy must be available for review at the school, and that parents may request administration to allow their student to briefly use a privately-owned electronic device for purposes other than those required by law. The changes also include an explanation that the school’s technology protection measures include a parent-accessible monitoring system that allows parents to review the activity of their children on school-owned electronic devices.

Lumen Scholar Institute Board of Directors Meeting

Date: June 18, 2026

Anchor Location via Teleconference: <https://us02web.zoom.us/j/85350660271>

Meeting ID: 853 5066 0271

In Attendance: Nancy Willison, Ashley Baxter, Laura Black, Annie Astle, Stephanie Hansen, Jenn Singletary

Excused Board Members:

Others In Attendance: Kristy Gordon, Jennifer Blake, Jonathan Seal, Hannah Dorius, Priscilla Stringfellow, Dawn Benke

MINUTES

CALL TO ORDER

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

CONSENT ITEMS

- May 27, 2026 Board Meeting & Closed Session Minutes
The board reviews and approves the minutes from the May 27, 2026 Board Meeting and Closed Session.

Nancy Willison made a motion to approve the May 27, 2026 Board Meeting & Closed Session Minutes. Jenn Singletary seconded. Motion passed unanimously. Votes were as follows: Nancy Willison, Aye; Jenn Singletary, Aye; Laura Black, Aye; Stephanie Hansen, Aye; Annie Astle, Aye; Ashley Baxter, Aye.

PUBLIC COMMENT

- Elementary Science Curriculum – Mystery of Science
- 6th–8th Grades Into Reading Curriculum – Into Literature

The board provides the public an opportunity to comment on the proposed Elementary Science Curriculum (Mystery of Science) and the proposed 6th–8th Grade Reading Curriculum (Into Literature), as required by state law prior to board approval. There were no public comments.

TRAINING

- Open and Public Meetings Act Training

Priscilla Stringfellow presented the Open and Public Meetings Act Training. Utah Code § 52-4-104 requires all members of a public governing body to complete annual training on the Open and Public Meetings Act (OPMA). The training covers requirements for conducting public business openly and allowing public attendance at meetings where official action or deliberations occur.

REPORTS

- Director's Report
 - Title IX Report

Kristy Gordon presented the Director's Report Kristy reported on several items including enrollment trends and graduation rates. Lumen Scholar Institute achieved 100% graduation for the year. Kristy Gordon also presented the Title IX Report and the Math Competency Report. Academic excellence goals and strategic priorities were presented including strengthening leadership/organization stability, strengthening academic systems and student support, and increase student, family, and school connection.

- Finance Report
 - Fraud Risk Assessment
 - Annual Commitment to Ethical Behavior

Dawn Benke presented the Fraud Risk Assessment. This assessment is required to be conducted once per year. Lumen Scholar Institute is considered "very low risk". The board will also sign an Annual Commitment to Ethical Behavior.

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

- 2025/2026 Amended Budget

This budget amendment reflects final adjustments to the current school year's financials based on actual revenues and expenditures. Variances from the originally approved budget are primarily due to enrollment changes, program costs, staffing adjustments, and unanticipated expenses and/or savings. Board approval is requested to formally adopt the revised figures and close out the prior fiscal year.

Nancy Willison made a motion to approve the 2025/2026 Amended Budget. Laura Black seconded. Motion passed unanimously. Votes were as follows: Nancy Willison, Aye; Jenn Singletary, Aye; Laura Black, Aye; Stephanie Hansen, Aye; Annie Astle, Aye; Ashley Baxter, Aye.

- 2026/2027 Proposed Budget

The proposed 2026/2027 budget is balanced and designed to support Lumen Scholar Institute's mission while ensuring compliance with all financial policies and regulations. Board review and approval are requested to authorize implementation for the upcoming fiscal year.

Jenn Singletary made a motion to approve the 2026/2027 Proposed Budget. Laura Black seconded. Motion passed unanimously. Votes were as follows: Nancy Willison, Aye; Jenn Singletary, Aye; Laura Black, Aye; Stephanie Hansen, Aye; Annie Astle, Aye; Ashley Baxter, Aye.

- Audit Engagement Letter (Statement of Work)

Eide Bailly, a regional CPA firm, has performed the school's audit attestation services in prior years. Services include audited financial statements, agreed-

upon procedures for student enrollment, state compliance procedures, and a single audit if federal expenditures exceed \$1 million. The board approves the engagement annually; a designee will sign the engagement letters at a later date.

Laura Black made a motion to approve the Audit Engagement Letter (Statement of Work). Nancy Willison seconded. Motion passed unanimously. Votes were as follows: Nancy Willison, Aye; Jenn Singletary, Aye; Laura Black, Aye; Stephanie Hansen, Aye; Annie Astle, Aye; Ashley Baxter, Aye.

- **AW Special Education Services Contract**
Kristy Gordon presented the AW Special Education Services Contract. The board reviews and approves a Special Education Services Agreement with AW to ensure qualified personnel and resources are in place to support students with individualized education programs (IEPs) for the upcoming school year.

Nancy Willison made a motion to approve the AW Special Education Services Contract. Jenn Singletary seconded. Motion passed unanimously. Votes were as follows: Nancy Willison, Aye; Jenn Singletary, Aye; Laura Black, Aye; Stephanie Hansen, Aye; Annie Astle, Aye; Ashley Baxter, Aye.

- **2026/2027 TSSA Plan**
The Teacher and Student Success Act (TSSA) requires the board to annually review and approve the Teacher and Student Success Plan. Kristy Gordon presented the 2026-2027 plan to the board. The plan outlines how TSSA funds will be allocated to support student achievement and teacher effectiveness, with amendments made as needed to align spending with identified priorities.

Laura Black made a motion to approve the 2026/2027 TSSA Plan. Annie Astle seconded. Motion passed unanimously. Votes were as follows: Nancy Willison, Aye; Jenn Singletary, Aye; Laura Black, Aye; Stephanie Hansen, Aye; Annie Astle, Aye; Ashley Baxter, Aye.

- **Mystery of Science Curriculum**
Dr. Blake presented its proposed Elementary Science Curriculum (Mystery of Science) for board approval. Per state law, the board must approve each curriculum prior to implementation, and the school must allow public comment at no fewer than two board meetings. Prior to this board meeting, the teachers voted on this curriculum.

Nancy Willison made a motion to approve the Mystery of Science Curriculum. Stephanie Hansen seconded. Motion passed unanimously. Votes were as follows: Nancy Willison, Aye; Jenn Singletary, Aye; Laura Black, Aye; Stephanie Hansen, Aye; Annie Astle, Aye; Ashley Baxter, Aye.

- **6th–8th Grades Into Reading Curriculum – Into Literature**

The board previously approved the Into Reading curriculum for Elementary grades. Administration now requests approval to expand the use of the Into Literature curriculum to grades 6–8. This meeting constitutes the second public comment opportunity as required by state law.

Nancy Willison made a motion to approve the 6th–8th Grades Into Reading Curriculum – Into Literature. Jenn Singletary seconded. Motion passed unanimously. Votes were as follows: Nancy Willison, Aye; Jenn Singletary, Aye; Laura Black, Aye; Stephanie Hansen, Aye; Annie Astle, Aye; Ashley Baxter, Aye.

- **SHiNE Policy**
The SHiNE Policy is required to be updated or re-approved annually. The updated policy adds provisions addressing prorated salary supplement payment when a teacher’s employment ends before the supplement is paid, or when a teacher begins employment after the certified list is finalized. Additional minor revisions are recommended by accounting and legal counsel.

Nancy Willison made a motion to approve the SHiNE Policy. Laura Black seconded. Motion passed unanimously. Votes were as follows: Nancy Willison, Aye; Jenn Singletary, Aye; Laura Black, Aye; Stephanie Hansen, Aye; Annie Astle, Aye; Ashley Baxter, Aye.

- **Zoom Invoice**
This item was dismissed.
- **Award RFP for Education Service Provider**
The Evaluation Committee recommends that the board award the contract for Education Service Provider services to AW Services for a period of five years. Proposals were evaluated on cost, quality of services, responsiveness, references, and capacity to meet the school’s educational service needs.

Nancy Willison made a motion to approve the Award RFP for Education Service Provider. Stephanie Hansen seconded. Motion passed unanimously. Votes were as follows: Nancy Willison, Aye; Jenn Singletary, Aye; Laura Black, Aye; Stephanie Hansen, Aye; Annie Astle, Aye; Ashley Baxter, Aye.

- **School Vision Document**
Stephanie Hansen presented the School Vision Document for Lumen Scholar Institute. The document articulates the school’s long-term direction, core values, and educational priorities, serving as a guiding framework for administrative decisions, strategic planning, and community communication.

Stephanie Hansen made a motion to approve the School Vision Document. Ashley Baxter seconded. Motion passed unanimously. Votes were as follows: Nancy Willison, Aye; Jenn Singletary, Aye; Laura Black, Aye; Stephanie Hansen, Aye; Annie Astle, Aye; Ashley Baxter, Aye.

- Sex Education Committee

The board reviews and approves the annual membership of the Sex Education Curriculum Committee, composed of at least three parents, one health professional, one school health educator, and one administrator, with at least as many parent members as school employee members.

Laura Black made a motion to approve the Sex Education Committee. Nancy Willison seconded. Motion passed unanimously. Votes were as follows: Nancy Willison, Aye; Jenn Singletary, Aye; Laura Black, Aye; Stephanie Hansen, Aye; Annie Astle, Aye; Ashley Baxter, Aye.

- Board Member Terms and Officers

The board reviews member terms to ensure continuity, effective governance, and compliance with bylaws. As terms expire, the board may fill vacancies or reappoint members willing to continue serving, and elects officers as applicable. Nancy Willison nominated Laura Black as the Chair, Jenn Singletary as the Vice Chair, and Ashley Baxter as the Financial Coordinator.

Nancy Willison made a motion to approve the Laura Black as Board Chair, Jenn Singletary as Vice Chair, and Ashley Baxter as the Financial Coordinator. Annie Astle seconded. Motion passed unanimously. Votes were as follows: Nancy Willison, Aye; Jenn Singletary, Aye; Laura Black, Aye; Stephanie Hansen, Aye; Annie Astle, Aye; Ashley Baxter, Aye.

Nancy Willison made a motion to approve Stephanie Hansen for a 3-year term ending 06.30.2029. Annie Astle seconded. Motion passed unanimously. Votes were as follows: Nancy Willison, Aye; Jenn Singletary, Aye; Laura Black, Aye; Stephanie Hansen, Aye; Annie Astle, Aye; Ashley Baxter, Aye.

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 52-4-205(1)(a).

At 4:39PM Nancy Willison made a motion to convene in 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 52-4-2(1)(a). Laura Black seconded. Motion passed unanimously. Votes were as follows: Nancy Willison, Aye; Jenn Singletary, Aye; Laura Black, Aye; Stephanie Hansen, Aye; Annie Astle, Aye; Ashley Baxter, Aye.

At 5:09PM Nancy Willison made a motion to leave the closed session and re-enter the general meeting. Laura Black seconded. Motion passed unanimously. Votes were as follows: Nancy Willison, Aye; Jenn Singletary, Aye; Laura Black, Aye; Stephanie Hansen, Aye; Annie Astle, Aye; Ashley Baxter, Aye.

- Director Employment Agreement
This item was discussed in closed session.

Nancy Willison made a motion to approve the Director Employment Agreement. Annie Astle seconded. Motion passed unanimously. Votes were as follows: Nancy Willison, Aye; Jenn Singletary, Aye; Laura Black, Aye; Stephanie Hansen, Aye; Annie Astle, Aye; Ashley Baxter, Aye.

CALENDARING

- 2026/2027 Board Meeting Calendar
The board reviewed the 2026/2027 annual board meeting calendar.

ADJOURN

At 5:11PM Nancy Willison made a motion to adjourn the meeting. Stephanie Hansen seconded. Motion passed unanimously. Votes were as follows: Nancy Willison, Aye; Jenn Singletary, Aye; Laura Black, Aye; Stephanie Hansen, Aye; Annie Astle, Aye; Ashley Baxter, Aye.

**Lumen Scholar Institute
Board of Directors
Closed Session Statement**
Date: June 18, 2026
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 June 2026.


Laura Black (Jun 19, 2026 17:40:19 MDT)

Laura Black, Board President

Director's Report

September 2026

Board meeting	September 16, 2026
Reporting period	July 1 through September 16, 2026
Prepared by	Kristy Gordon, Director
Distributed to	Board of Trustees and all staff
Date distributed	September 16, 2026

The Board's Vision areas, as of September 16th

The Board of Trustees adopted the Lumen Vision 2026-2027, with eight areas. Each is listed with the Board's statement and what is underway in that area.

Area	Board vision statement	What is underway or completed
Students	Students excel academically as they receive quality instruction and materials, and through learning experiences that recognize their individual strengths, needs, interests, and goals.	• New reading and math programs. • SHINE Time and Tier II and III intervention in K-5. • Extension of Custom Plans for students in grades K-6 who need instruction delivered in a different way. • Fall benchmarks in progress; results in the November report.
Teachers	Teachers achieve excellence when they are provided with high-quality resources, meaningful professional learning, clear expectations, and recognition for outstanding performance.	• Every teacher received written notice of the evaluation process and the instruments on August 14th. • Evaluators trained and calibrated before any evaluation. • Yearlong professional learning cycle in K-5; biweekly teacher feedback surveys shaping it.
Curriculum	Lumen's curriculum provides a clear and effective pathway to academic excellence. It is aligned to state standards, supports high-quality instruction, and helps teachers, parents, and students work together toward meaningful academic goals.	• Into Reading (K-5), Go Math (K-6), Into Literature (6-8). • Teachers trained August 3rd to 7th. • Scope and sequence documents are being built.

		• First classroom walkthrough round September 25th; second in January.
Technology	Lumen's technology supports excellence by providing reliable, accessible, and effective tools that empower students, families, and staff to succeed. It is backed by exceptional support.	• Devices shipped to every new student; returning families picked up in August. • Teacher computers deployed. • Rostering and access issues worked through in the first weeks. • Tech support texting line implemented. • Piloting Parental Controls with new devices
Connection	Lumen builds excellence beyond the classroom through extracurricular activities and social experiences that foster meaningful connections, personal growth, and a strong sense of belonging within the school community.	• First schoolwide family event held August 28th. • Morning with the Principal, Tuck-In Tuesday, Student of the Month, and after-school programs have started.
Empowerment	We believe leadership exists at every level. By establishing clear expectations, honoring roles and responsibilities, and valuing each person's unique talents and insights, we empower individuals to take initiative, contribute meaningfully, and lead within their assigned role.	• Written role descriptions for the administrative positions, stating decision authority, effective September 15th.
Communication	We value every individual, fostering a culture of safe, open communication where ideas are considered thoughtfully, differences in perspective are welcomed and communicated clearly and professionally. We assume the best intentions in one another.	• Monthly School Report to families, staff, and the Board. • Elementary newsletters in place. • Weekly open office hours for employees to meet with administration as a team or individually.
Stability	We provide a stable environment through consistency and reliability. Change is intentional, stakeholder-informed, and aligned with our mission, vision, and strategic goals.	• Written process for significant operational change is being drafted with the administrative team. • To be adopted and communicated to staff by October 30th.

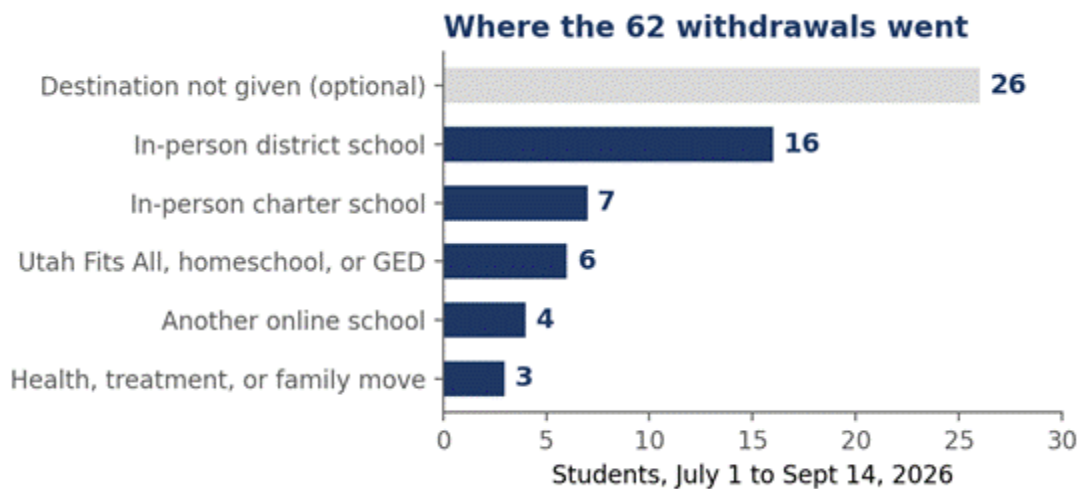
Enrollment

Submitted by Annie Johnson, School Registrar

473 Enrolled Sept 16	5 In process	152 New this year	18 Returned to Lumen	62 Withdrawn since July 1st
--------------------------------	------------------------	-----------------------------	--------------------------------	---------------------------------------

Measure	Sept 2025	Sept 2026
Total enrollment	447	473
New students	127	152
Returning after a prior withdrawal	7	18
Withdrawals, July 1st to Sept 16th	83	62

Withdrawals over the summer window fell from 83 to 62. Of the 152 new students, 18 came back after leaving in a prior year. Kindergarten and 12th grade refill every year by design (50 seniors graduated and 20 kindergartners enrolled last year; 31 seniors and 15 Kindergarten students this year), and eighth grade is the largest grade at 62.



Families are invited, but not required, to say where they are going. Sixteen went to an in-person district school, seven to an in-person charter, six to Utah Fits All, homeschool, or a GED, four to another online school, three left for health or family reasons, and 26 did not say. One theme came up more than once, the pull toward in-person school for sports and friends. This will continue to be the greatest challenge that work to overcome with enrollment.

Staffing

Measure	Sept 2025	Sept 2026
Certified teaching positions filled	43	44
Open positions	0	0
Teachers new to Lumen this year	1	9
Special education teachers retained from the prior year	7 of 7	5 of 5
Teachers given written evaluation notice by August 14th	N/A	40
Administrative role descriptions delivered	N/A	5 of 5

K-5 Principal's Report

Submitted by Dr. Jennifer Blake, Elementary Principal.

What is in place

Area	What was done	Status
Curriculum	HMH Into Reading, Go Math, and Waggle ordered, delivered, and launched. Teachers have access, Teacher's Corner resources, and follow-up coaching. Weekly classroom visits check that the curriculum is being used as designed.	In use
Pacing	Scope and sequence documents with standards and video lesson links are being built so pacing, report cards, and accreditation evidence line up.	In progress
Technology	New teacher computers deployed. Login, setup, and rostering issues with HMH, Canvas, and Acadience worked through.	Operational
New teachers	Onboarded with training, curriculum orientation, and coaching that continues past the first week.	Ongoing
Intervention (RTI)	SHINE Time runs 1:00 to 1:30 for Tier II support, with Tier III support available 1:30 to 3:30. Monday data reviews and goal setting with each grade level team. Heggerty and UFLI used when data shows a phonics or phonemic awareness need.	Rolling out

Professional learning	Yearlong plan built around 5 to Thrive (target and task alignment, student accountability, movement, proximity and pacing, data tracking), RTI and PLC training, and HMM coaching.	In progress
Teacher feedback	Biweekly surveys and a curriculum needs form. Results shape the next round of training rather than waiting for year end.	Active
Student culture	Online classroom expectations taught directly: learning stations, hand signals, and following cues. Student of the Month, online assemblies, and reading challenges.	Active
Families	Regular newsletters, Morning with the Principal, Tuck-In Tuesday, and grade band family events.	Active

Elementary priority this fall: make the systems dependable. Curriculum, intervention, and professional learning are in place. The next phase is consistency and evidence.

Custom Plans

A Custom Plan is a written plan, agreed with the parent, for a student who needs a different mix of live class, guided work, small-group, or one-on-one time than the standard schedule provides. This is the charter's Personalized Assessed Learning Map under a plainer name: the charter builds Lumen's model on a written agreement with each student and parent who chooses among the school's instructional modes. Not every student needs one. A plan is written when a teacher or parent raises the need. It is reviewed with the family each term, and it is separate from intervention: a plan is about how a student receives instruction, not remediation. A plan complements an IEP or 504 rather than replacing it.

Custom Plans	Sept 16, 2026
Students with a Custom Plan, K-6	10
Students with a Custom Plan, 7-12	Data not finalized yet

6-12 Principal's Report

Submitted by Jonathan Seal, Secondary Principal.

Area	What was done	Status
Curriculum	Into Literature and Go Math implementation; training the week of August 3rd	In use
Intervention	Tier II and III structure for secondary; math focus in grades 6 and 9, reading intervention started with screeners and student identification. Intervention teachers receiving ongoing training.	Rolling out - started with focus on Reading
Student culture	Flexible schedule launched with a great student and family reception. Technology has been reported to be a great addition this year. Ongoing measures to identify students in need and additional reports to facilitate parent involvement.	Active
Counseling and CCR	9th Grade CCR's begin next week, with other grades to follow. This is the normal time frame for them to start.	Rolling out

School Improvement Goals, 2026-2027

The TSSA Plan carries the reading and math targets (60 percent of grades 1-3 showing reading progress, 60 percent of grades 6 and 9 showing math progress). The School Improvement Plan adds one goal in the place that leaves open. It is tied to a Cognia standard and reported here and at the quarterly reviews with the Academic Excellence Committee.

Goal	Measure	Target
Act on the Cognia review	Within 60 days of receiving the Cognia report, the administration analyzes every finding and improvement priority and writes a response plan with owners and dates. Some actions will be short, and some will run for more than one year. Progress is reported to the Board as it occurs.	Response plan completion is determined by the date the report is received. Every Cognia improvement priority has an action underway by the spring quarterly review.

Report on Previously Approved Purchases

The Board approved three groups of purchases in the spring. Here is a brief report on each item.

Curriculum

Go Math was approved on May 19th. All eight programs were purchased in July: Panorama Education, HMH Into Reading, Go Math, Heggerty, UFLI Foundations, Read 180, Mystery Science, and Into Literature. Elementary training ran August 6th and 7th, and secondary training the week of August 3rd

One issue worth noting. HMH denied credit approval twice, first for a three-year subscription and then for a one-year version, and the order was paid by school purchasing card at the end of July to keep it moving. The math manipulatives were declined a third time on HMH's side, and HMH could not guarantee delivery in time for the start of school, so they were sourced through Amazon at Dr. Blake's request. This was a vendor problem, not a process problem.

Technology devices

All devices were received in July. New students were shipped a device directly, and returning families used the pick-up and drop-off location communicated in early August. Teacher computers were deployed before the first instructional day. The target was 100 percent of students and teachers equipped by August 21st.

Students still without a device as of September 16th: 0, minus any new students in process.

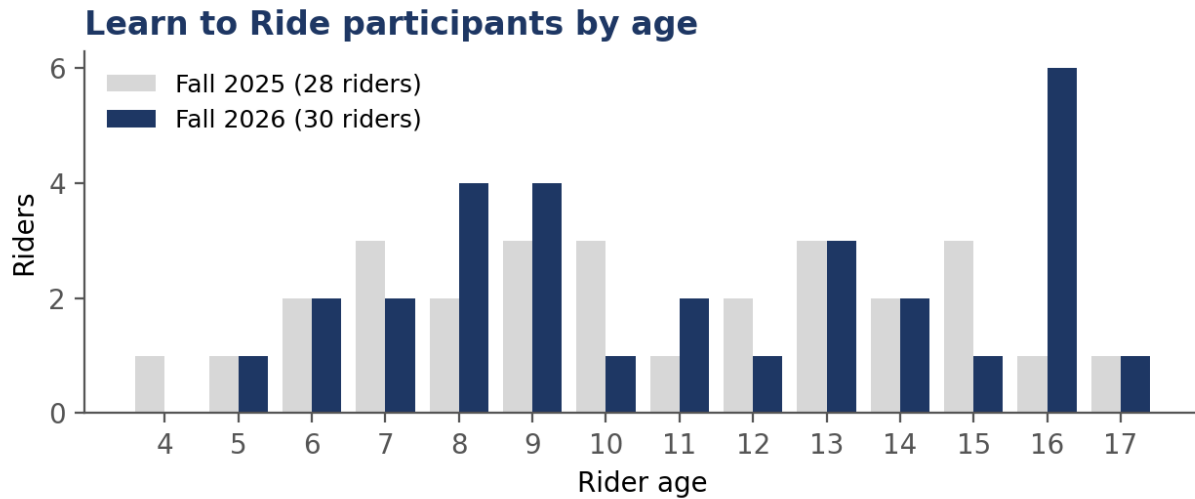
Learn to Ride (formerly motocross)

The motocross program that the Board approved in the spring is running this fall as Learn to Ride, part of the school's after-school program. Riders train together at one facility on one day each week, and the program takes students with skills from beginner to advanced. Students are meeting at the Jordan River OHV Park for eight sessions this fall.

Thirty students are enrolled, with new requests coming in. A cap for the program does exist, because each student who joins needs the correct bike, and bikes have to be available for students to move up to as their skills develop.

The funds approved for this program are still well under the approved threshold. Expansion and a spring after-school session will need to be evaluated later by the Board.

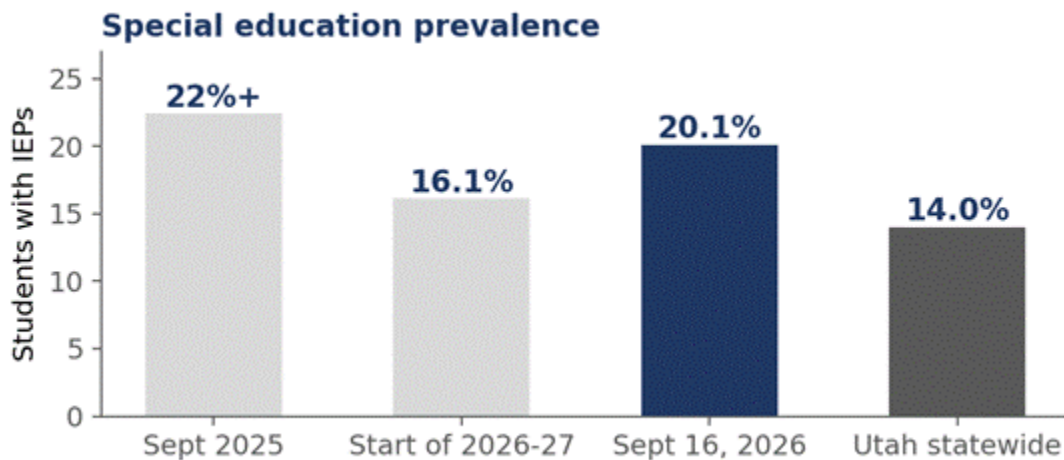
Twenty new students enrolled at Lumen because of the program, according to data collected by the school's registrar. **This equates to approximately \$97,000 in new revenue from the weighted pupil unit.** Some students joined the school because of the motocross advertising campaign and the associated academics. They are using our Custom Plan program, but don't participate in the Learn to Ride. These are athletes who need the flexibility to travel and compete during the school year.



Special Education – Mandy Kartchner, SPED Director

Submitted by Mandy Kartchner, Special Education Director.

95 Students with IEPs	20.1% Of enrollment	19 New this year	5 of 5 Teachers retained	0 Complaints or findings
---------------------------------	-------------------------------	----------------------------	------------------------------------	------------------------------------



Special education prevalence is 20.1 percent, 95 students with IEPs out of 473. That is up from about 16 percent at the start of the year, after 19 students with IEPs enrolled during the enrollment window, and down from last year, when more than 100 students had IEPs out of 447, above 22 percent. The Utah statewide rate is about 14 percent. Caseloads are manageable across five teachers and two related service providers.

Every special education teacher from last spring returned, so there is no turnover and no onboarding to report. Compliance is clean: no state complaints, no due process matters, no corrective action items. Last year the department was rebuilt around an RTI model so that referrals follow documented general education intervention, and that process is now running in classrooms.

Two Reviews This Fall

State Charter School Board five-year review, September 30th

The State Charter School Board is our authorizer, and state law requires it to review every charter it authorizes once every five years. SCSB staff write the review from data they already hold, then visit the school for a working session with school leaders and the Board President.

Section	What SCSB looks at
SWOT analysis	SCSB staff write their own list of the school's strengths, weaknesses, opportunities, and threats, plus items they want to discuss with us. This page is the one the SCSB board reads first.
School summary	What the charter agreement says about location, grades, mission, and education model, checked against what the school does now. Anything outdated or no longer in practice is flagged as a reason to update the agreement.
Enrollment	Ten years of enrollment against the maximum the charter authorizes, grade distribution, and demographics compared to the SCSB portfolio average (about 15% students with disabilities across the portfolio; we are at 20%). Two metrics with thresholds: mid-year transfer rate must stay under 15%, and year-to-year retention should be above 80%.
Academic performance	Three years of USBE accountability data for K-8 and for 9-12: achievement and growth in English, math, and science, growth of the lowest 25%, English learner progress, early literacy (third graders on grade level and making progress), and for high school ACT, graduation rate, and readiness coursework. Then a comparison to 20 similar schools chosen by USBE, showing how many of the 20 we outperformed in proficiency and in growth.
Financial performance	Five fiscal years against SCSB targets: positive cash flow and net position, current ratio above 1, debt service coverage above 1.1, debt to assets below 1, facility cost under 24% of spending, positive margin, at least 30 days of cash on hand, and no material audit findings. Plus spending by category compared to the Utah K-12 average, from the State Auditor.

Governance	The Board's performance, judged two ways: by the school's results, and by whether the Board follows its own bylaws and Utah requirements. Includes a review of the charter agreement itself and any open items under the Charter School Accountability Framework (complaints, compliance monitoring, notices of concern, warnings). Teacher retention over five years is included here.
-------------------	---

Cognia accreditation review, week of October 26th

This is the larger of the two by a wide margin. Cognia's Engagement Review team spends the week on site and online, rating the school against the Cognia Performance Standards, and the rating follows the school for five years. The preparation is not a matter of organizing what exists. It is a body of work with its own deadlines, most of which fall in the next five weeks.

What has to be done	What it involves
Executive summary	A written narrative of the school's context, mission, improvement work, and results, in Cognia's format, uploaded before the visit.
Evidence for every standard	Cognia's standards sit in four domains, a culture of learning, leadership for learning, engagement of learning, and growth in learning. Each standard needs documents uploaded to the Cognia platform showing it is met: policies, plans, data, minutes, PD records, PLC records, RTI process documents, curriculum maps, communication samples. Elementary and secondary both.
Diagnostic self-assessment	The school rates itself on each standard before the team does, with evidence cited, and completes the diagnostics Cognia requires. Cognia offers an orientation and training session for the school team before the review.
Stakeholder surveys	Cognia's educator, student, and family surveys must be administered and closed before the visit, with response rates high enough to count. The team quotes them in the report and compares them against what it sees in classrooms and hears in interviews. Families and students have to be recruited to take them.
Data analyses	Cognia requires written analyses of selected data sources before the review, scored against its rubric: what the assessment data, survey results, and observation data show, and how the school has responded. This is separate from the self-assessment.
Classroom observations	The team observes live online classes using Cognia's Effective Learning Environments Observation Tool (eleot). Teachers need to know when, and what the observers look for.
Interview schedule	The team interviews the Board, administration, teachers, students, families, and support staff, in separate sessions. Every session has to be scheduled, and every participant briefed.

Board interview prep	Trustees will be asked how the Board sets direction, monitors the school, and evaluates the Director. The Lumen Vision, the Board's meeting record, and this report are the answers, and trustees should be ready to speak to them.
Site visit logistics	Week-long schedule, technology for virtual sessions, a room for the team, and a point person for the week.

Dates

Date	What
September 18th	Beginning-of-year benchmarks complete: reading grades 1-3, math grades 6 and 9.
September 25th	First curriculum walkthrough round complete, elementary and secondary.
September 30th	State Charter School Board five-year review.
October 1st	October 1st enrollment count.
October 2nd	Monthly School Report to families. Draft change process reviewed with the administrative team.
Week of October 26th	Cognia accreditation review.
October 30th	Change process adopted and communicated to staff. Acadience fall results and parent notifications sent.
December 1st	Every issued device accounted for in the device record.
TBA	First quarterly review with the Academic Excellence Committee.

Statement of Activities

Compares budget to actual activity as of the last closed month.

- **Overall Activity:** As of August 31, we are **16.7% of the way through the school year**. Revenue is at **16.8%**, while expenses are at **18.4%** of what was budgeted.
- **Local Revenue – 49.3%:** This is primarily due to **conservative budgeting of interest income**. Interest revenue is currently coming in higher than anticipated.
- **Federal Revenue – 0%:** Federal revenue will remain at 0% until applications are released, completed, and approved. Federal programs also operate on a **reimbursement basis**, meaning expenses are generally incurred first and reimbursement is received later. As a result, federal revenue is typically reflected more heavily toward the end of the school year.
- **Salaries and Benefits – 7%:** Salaries and benefits are currently at 7% of the annual budget because this reflects only **one paycheck for most employees**. Most employee agreements begin in mid-August, so salary and benefit expenses will increase as the school year progresses and true up at the end of the year.
- **Purchased Property Services – 92%:** Purchased property services are currently at 92% of the annual budget. Within this category, **repairs and maintenance, rental vehicles, and other property services** are at or near their annual budget amounts. This is primarily due to **building renovations completed over the summer**.
- **Property – 215%:** Property is currently at 215% of the annual budget. This category includes items that **exceed the organization's capitalization threshold and have a useful life of more than one year**, as well as groups of items purchased together that meet the capitalization requirements. In this case, the variance is primarily related to the **previously approved computer purchases**. These items were originally budgeted in supplies; however, because they meet the requirements to be capitalized, the expense is recorded in the **Property** category instead. This creates a higher percentage in Property without representing an unexpected expenditure.

Statement of Financial Position

Compares balances from the current year to the prior year.

Comparison: August 31, 2026 vs. August 31, 2025

- **Cash:** Cash is down approximately **\$126K** compared to this time last year. This decrease is expected and is primarily related to some of the **larger purchases made since last year**.
- **Fixed Assets:** Fixed assets have increased due to the addition of an **ice machine and several dirt bikes** that met the capitalization threshold and were recorded as fixed assets last year.
- **Current Liabilities:** Current liabilities have increased. This category includes **outstanding credit card charges**, so the increase essentially reflects that there are more outstanding charges at this point in the year compared to last year.

- **Long-Term Liabilities:** Long-term liabilities have increased due to the **new lease** that was signed. The full lease liability is initially recorded as a long-term liability and will decrease as the lease payments are made over time.

Lumen Scholar Institute

Statement of Activities

Created on September 11, 2026
For Prior Month

	Annual June 30, 2027 Budget	Year-to-Date August 31, 2026 Actual	% of Budget
Net Income			
Income			
Revenue From Local Sources	60,000	29,597	49.3 %
Revenue From State Sources	5,830,767	1,068,415	18.3 %
Revenue From Federal Sources	145,029	0	0.0 %
Revenue from Other Sources	508,545	0	0.0 %
Total Income	6,544,341	1,098,012	16.8 %
Expenses			
Instruction/Salaries	3,568,702	266,992	7.5 %
Employee Benefits	547,852	38,305	7.0 %
Purchased Prof & Tech Serv	605,513	49,559	8.2 %
Purchased Property Services	63,317	58,251	92.0 %
Other Purchased Services	202,652	13,875	6.8 %
Supplies & Materials	1,084,851	87,463	8.1 %
Property	307,650	660,542	214.7 %
Debt Services & Miscellaneous	163,804	26,046	15.9 %
Total Expenses	6,544,341	1,201,033	18.4 %
Total Net Income	0	(103,021)	(206,041,540.0) %

Lumen Scholar Institute
Statement of Financial Position
Created on September 11, 2026
For Prior Month

	Period Ending 08/31/2026 <u>Actual</u>	Period Ending 08/31/2025 <u>Actual</u>
Assets & Other Debits		
Current Assets		
Operating Cash	3,716,018	3,839,406
Accounts Receivables	11,465	41
Total Current Assets	<u>3,727,483</u>	<u>3,839,447</u>
Net Assets		
Fixed Assets	1,194,909	969,851
Depreciation	(366,225)	(622,794)
Total Net Assets	<u>828,684</u>	<u>347,057</u>
Total Assets & Other Debits	<u>4,556,167</u>	<u>4,186,504</u>
Liabilities & Fund Equity		
Current Liabilities	118,585	22,424
Long-Term Liabilities	591,378	22,645
Fund Balance	3,949,225	3,460,046
Net Income	(103,021)	681,389
Total Liabilities & Fund Equity	<u>4,556,167</u>	<u>4,186,504</u>



448 S 400 E
Salt Lake City, UT 84111-3303
Phone: (801) 364-3434

Invoice # 50600	Page 1 of 1
Account Number	Date
LUMESCHO01	8/25/2026
Balance Due On	
9/15/2026	
Amount Paid	Amount Due
	\$25,791.00

Lumen Scholar Institute
1353 W 760 N
Orem, UT 84057

Commercial Package	PPE: Wright Specialty Insurance Agency LLC	Policy #: 7NA6CP0001614	Effective 8/17/2026 to 8/17/2027
--------------------	---	-------------------------	----------------------------------

Item #	Trans Eff Date	Due Date	Trans	Description	Amount
1012805	8/17/2026	9/15/2026	RENL	Renewal Commercial Package Effective 8/17/2026	\$15,739.00
1012806	8/17/2026	9/15/2026	RENL	Renewal Commercial Auto Effective 8/17/2026	\$6,984.00
1012808	8/17/2026	9/15/2026	RENL	Renewal Excess Liability Effective 8/17/2026	\$3,068.00

Total Invoice Balance: \$25,791.00

If paying by ACH through your bank, please note Account or Invoice Number in bank payment details.

PLEASE REMIT PAYMENT BY THE DUE DATE INCLUDING YOUR INVOICE AND ACCOUNT NUMBER WITH ALL PAYMENT OPTIONS

Please make checks payable to Digital Insurance and mail to:
P.O. Box 737718
Dallas, TX 75373-7718

You can also pay via ACH or credit card at:

<https://onedigital.appliedpay.com>

ESTIMATE

TCI Security and Monitoring, LLC
PO Box 1473
Orem, UT 84059

Julie@tcisecurity.com
+1 (855) 733-3595
www.tcisecurity.com



Bill to

Lumen Scholar
1353 West 760 North
Orem 84057

Estimate details

Estimate no.: 1060
Estimate date: 07/06/2026

#	Date	Product or service	Description	Qty	Rate	Amount
1.		Alarm Installation	Upgrade 25 cameras to 22 turret indoor/outdoor cameras, 3 PTZ cameras, add 2-3 csvr's with increased TB storage for onsite storage. Wiring is already pulled.	1	\$0.00	\$0.00
2.		Alarm Parts	22 turret cameras--ADC-VC838PF pro-series, 4MP, PoE, varifocal, audio optional.	22	\$549.00	\$12,078.00
3.		Alarm Parts	3 UNV-IPC94144SRX25F40C Dual Lens PTZ (Wide view lens, follower lens on the same unit)	3	\$1,841.00	\$5,523.00
4.		Alarm Parts	Wall mounts for PTZ Cameras	3	\$198.90	\$596.70
5.		Alarm Parts	ADCSVR2000923TB-CSVR 16 channel, 3TB Standard	2	\$1,849.20	\$3,698.40
6.		Alarm Parts	Seagate Skyhawk 14TB Harddrive installed into each CSVR (1in each--for a total of 34TB of storage) (3TB standard on eachCSVR plus 14 added x 2=34TB)	2	\$1,175.90	\$2,351.80
7.		Service Call	Labor-2 people to swap 25 cameras, set up CSVR's with provided 48 port switch, enroll cameras and set view-estimated 10 hours x 2)	20	\$75.00	\$1,500.00

Total

\$25,747.90

Ways to pay



Accepted date

Accepted by

ESTIMATE

TCI Security and Monitoring, LLC
PO Box 1473
Orem, UT 84059

Julie@tcisecurity.com
+1 (855) 733-3595
www.tcisecurity.com



Bill to

Lumen Scholar
1353 West 760 North
Orem 84057

Estimate details

Estimate no.: 1061
Estimate date: 07/06/2026

#	Date	Product or service	Description	Qty	Rate	Amount
1.		Alarm Installation	Upgrade Access Control: Add 2 exterior doors with crash bars, 1 interior door for SPED, 1 interior double door into warehouse. Add 2 doorbell cameras to exterior doors, add REX to double interior warehouse doors, add request to exit button to SPED Door, add 5 Alarm.com readers for mobile credentials. Wire will need to be pulled to each door. Add 2 4 door Alarm Control Panels for future expansion of access control	1	\$0.00	\$0.00
2.		Alarm Parts	Alarm.com 4 door control panels, 1 installed in each AV Closet ADC-ACX11004PSE	2	\$1,870.00	\$3,740.00
3.		Alarm Parts	HES Electric Strike -crash bar doors-2 exterior doors ASSA-9600630 12/24VDC	2	\$762.00	\$1,524.00
4.		Alarm Parts	Double door Mag locks--interior Warehouse door SECO-E941DA600Q	1	\$549.00	\$549.00
5.		Alarm Parts	ACOM-ADCACET10 Mullion Form-Factor Reader-Door Reader	6	\$449.00	\$2,694.00
6.		Alarm Parts	Illuminated Green Push to Exit button-inside sped door	1	\$95.00	\$95.00
7.		Alarm Parts	REX Motion-inside Warehouse Door	1	\$248.61	\$248.61
8.						

	Service Call	Wire pulled from AV Closet to Exterior doors-est 4 hours	4	\$75.00	\$300.00
9.	Service Call	Wire pulled from AV closet to 2 interior doors-est 4 hours	4	\$75.00	\$300.00
10.	Service Call	Installation Door strike, reader, Double Mag locks, Rex motion, Access Control Panel Inside Warehouse Door, Enrolled and Programmed Estimated 6 hours	6	\$75.00	\$450.00
11.	Service Call	Installation Door Strike , reader, Req to Exit button, enrolled to access control panel, programmed estimated 4 hours	4	\$75.00	\$300.00
12.	Service Call	Installation 2 door strikes, 2 readers, 2 ADC VDB770 doorbells, install ADC access control panel, enrolled, programmed Estimated 8 hours	8	\$75.00	\$600.00
13.	Alarm Parts	VDB-755 PoE Doorbell cameras -- exterior doors- front door installed 7/28/26	3	\$495.00	\$1,485.00
14.	Service Call	Installation 2 door strikes, 2 readers, ADC Control panel enrolled-2 interior server rooms-1 on the east side, 1 on the west side estimate 6 hours	6	\$75.00	\$450.00
15.	Alarm Parts	3 interior door strikes for server rooms	3	\$759.00	\$2,277.00
16.	Alarm monitoring Alarm.com	12 months Alarm.com monitoring, storage, 6 door controls plus3 VDB 775, 24 cameras with 3 SVR's	12	\$198.00	\$2,376.00
17.	Alarm Parts	monitored temp gauges in freezers/refrigerators	2	\$295.00	\$590.00
18.	Alarm Parts	Gun safe, fingerprint lock, with communication to security system	1	\$610.00	\$610.00
19.	Alarm Parts	4 Power G motion detectors-to set GEO fence inside of the building	4	\$369.00	\$1,476.00
20.	Alarm Parts	1000 ft CAT 5 Wire	1	\$495.00	\$495.00

Ways to pay







Total

\$20,559.61

Deposit due

\$12,335.77

Accepted date

Accepted by

LUMEN SCHOLAR INSTITUTE

Proposal: Storage Units

For Board approval · September 2026

Requested action	Approve the school's monthly storage unit leases as listed below, for the 2026-2027 fiscal year.
Prepared by	Kristy Gordon, Director
Date	9/16/2026

What the school stores, and where

An online school still owns things. Learn to Ride has motorcycles and gear. For Musical Theater, there are sets, costumes, and props between productions. Student activities have event supplies that don't fit in the building. And the school has the general inventory a school accumulates.

Location	Unit and use	Monthly	Annual
Eagle Mountain	Two 30-foot pull-through units for Learn to Ride bikes and equipment, plus one small unit for riding gear	\$860	\$10,320
Alpine Storage	Musical theater sets, costumes, and props	\$315	\$3,780
Alpine Storage	Student activities and event supplies	\$305	\$3,660
Alpine Storage	General school storage (2 units)	\$487	\$5,844
Total to approve		\$1,967	\$23,604

ELEMENTARY PROFESSIONAL LEARNING PROPOSAL

GYTO Fest 2027 | Dallas, Texas

Board Meeting | September 17, 2026

STRONG TIER I INSTRUCTION • TEACHER CAPACITY • SHARED PRACTICE • STUDENT GROWTH

Prepared by Dr. Jennifer Blake, Elementary Principal

Executive Summary

A targeted investment in the instructional work already underway

Our Elementary team has spent the opening of the 2026–2027 school year building a more coherent instructional system. We have adopted new curriculum, strengthened RTI and PLC structures, established SHINE Time, increased coaching and professional learning, and begun schoolwide implementation of Get Your Teach On's Five to Thrive framework. The next step is to deepen that work by giving a representative team of teachers and leaders the opportunity to see high-quality Tier I instruction modeled live, study practical strategies with expert practitioners, and return prepared to support implementation across our elementary program.

This proposal requests approval to send 14 teachers, including elementary general education, special education, and Flex, 1 support staff member, and 4 administrative staff members to GYTO Fest 2027 in Grapevine, Texas, June 27–30, 2027.

Why this matters now

- Our teachers are already learning and implementing Five to Thrive practices: Target and Task Alignment, Student Accountability, Motion and Movement, Proximity and Pacing, and Data Tracking and Progress Monitoring.
- Our RTI work depends on strong Tier I instruction. Intervention is most effective when core instruction is clear, rigorous, engaging, responsive, and consistently monitored.
- Our new HMH curriculum gives teachers strong instructional materials. Professional learning helps teachers use those materials with effective pedagogy rather than treating curriculum adoption as the end of the improvement process.
- Our PLC work is moving teachers toward common learning targets, checks for understanding, student evidence, intervention, and extension. GYTO provides concrete classroom strategies that can strengthen those conversations.
- Sending a team, rather than isolated individuals, creates shared language and internal capacity. Teachers return with colleagues who saw the same models and can help sustain implementation.

Professional Learning as an Improvement Strategy

Training is most valuable when it changes daily practice

Professional development is one of the primary ways a school builds instructional capacity. New curriculum, assessment systems, intervention programs, and schoolwide expectations do not become effective simply because they have been purchased or announced. Teachers need opportunities to learn, observe, practice, receive feedback, collaborate, and revisit the work over time.

That is why our elementary professional learning plan has been structured as a yearlong cycle rather than a series of disconnected training days. We are using ongoing professional learning, PLCs, coaching, intervention meetings, classroom observations, teacher feedback, and student data to move from training to implementation.

What effective professional learning should do

- Improve the quality and consistency of Tier I instruction.
- Give teachers practical strategies they can use with students immediately.
- Create common instructional language across grade levels and programs.
- Connect curriculum, assessment, PLC work, RTI, intervention, and enrichment.
- Build teacher confidence without lowering expectations for implementation.
- Give leaders clearer models for observation, feedback, coaching, and follow-up.
- Produce evidence that can be reviewed through student data, walkthroughs, PLC records, teacher reflections, and implementation artifacts.

CONTINUOUS IMPROVEMENT CYCLE Professional Learning → Classroom Implementation → PLC Collaboration → Student Evidence → Coaching and Reflection → Adjusted Practice

This approach also supports our Cognia continuous improvement work. Professional learning is stronger accreditation evidence when the school can show not only that training occurred, but also how the training connects to school priorities, how implementation is monitored, and how student and teacher evidence is used to determine next steps.

We are already using the work

Five to Thrive is already part of our 2026–2027 elementary professional learning plan. Teachers are not being introduced to a completely new initiative at the conference. They will deepen practices already being taught, discussed, observed, and connected to our elementary expectations.

- Target and Task Alignment: connecting grade-level standards, learning targets, daily tasks, scope and sequence work, and common assessments.
- Student Accountability: increasing active participation, using clear response expectations, hand signals, learning stations, and routines that require students to engage rather than passively attend.

- Motion and Movement: using purposeful movement and response strategies to maintain attention and increase participation in an online environment.
- Proximity and Pacing: strengthening lesson flow, transitions, teacher presence, redirection, and pacing so instructional minutes are protected.
- Data Tracking and Progress Monitoring: using checks for understanding, Acadience, curriculum evidence, IXL, PLC data, and intervention progress monitoring to decide what students need next.

Why Get Your Teach On

A direct connection to Lumen's Tier I priorities

GYTO Fest 2027 is a four-day K–8 professional learning conference scheduled for June 27–30, 2027. The conference advertises 24 professional development hours, research-backed and evidence-based workshops, position-specific learning, live model lessons, and leadership sessions.

The live model lessons are particularly relevant to our work. Teachers can watch full lessons with students and see pacing, feedback, movement, engagement, accountability, and checks for understanding working together. That moves professional learning from a list of strategies to a visible model of what strong Tier I instruction can look and sound like.

Research alignment

GYTO identifies foundational research from Hattie, Marzano, Fuchs and Fuchs, Sousa, Wong and Wong, and other instructional researchers within its professional learning framework. Its stated areas of alignment include planning and preparation, learning environment, best instructional practices, data and progress monitoring, student engagement and accountability, and teacher effectiveness.

Why a team approach is stronger

- Grade-level teachers can bring strategies directly into core instruction.
- Special education staff can help ensure instructional strategies are accessible and connected to required student supports.
- Flex staff can adapt engagement and accountability strategies for students whose learning needs require additional flexibility.
- Administrators can attend the leadership track and return with a common framework for coaching and implementation.
- The group can divide sessions strategically, collect resources, compare learning, and build a schoolwide implementation plan rather than having every participant attend the same sessions.

Professional Development Investment

Cost per participant

If the full conservative single-room scenario were used, the preliminary ceiling would be approximately \$33,838, or about \$1,880 per participant. Administration would seek to keep actual costs below that ceiling through early airfare purchase, conference hotel rates, voluntary room sharing, economical group transportation, and capped meal reimbursement.

Preliminary Budget

Expense	Planning Basis	Estimate
14 teacher registrations	14 × \$599	\$8,386
2 paid administrator registrations	2 × \$599	\$1,198
2 administrator registrations	Free with qualifying teacher registrations	\$0
Conference lunch package	18 × \$78	\$1,404
Travel/Reimbursement, SLC to Dallas	18 × \$350 planning allowance	\$6,300
Hotel, single-room	18 × \$200 × 4 nights (may be 3 nights depending on flight times)	\$14,400
Hotel, single-room	18 × 245 × 4 nights (may be 3 nights depending on flight times)	\$17,640
Incidentals		2882
Dinner reimbursement	18 × \$25 × 3 dinners	\$1,350
Ground transportation	Group planning estimate	\$800
Conservative single-room planning		\$33,838
Conservative Single- room on-sight		\$40,000

Budget notes: The \$350 airfare figure is a planning allowance for lower-range economy travel from Salt Lake City to the Dallas area and should not be treated as a guaranteed fare. The official GYTO discounted hotel block has not yet been published. Final purchases would follow Lumen travel and purchasing procedures and would be brought in below the approved ceiling whenever practical.

Return on Investment and Accountability

The conference should produce schoolwide capacity

Before the conference

- Identify priority sessions by role and grade band so the team covers Tier I instruction, engagement, classroom management, data, intervention connections, special education, Flex, and leadership.
- Establish a simple evidence collection template for key learning, resources, strategies, and recommended next steps.
- Review Lumen's Five to Thrive implementation evidence so participants attend with specific instructional questions.

During the conference

- Divide sessions strategically rather than duplicating all learning.
- Collect practical strategies that can be used within HMH, Canvas, Zoom, PLCs, SHINE Time, and online instruction.
- Meet briefly as a Lumen team to identify patterns, questions, and strategies with the strongest fit for our students.

After the conference

- Build selected strategies into the 2027–2028 elementary professional learning calendar.
- Use teacher participants as implementation leads and peer resources during PLCs and professional learning.
- Connect administrator learning to walkthroughs, feedback, and coaching.
- Monitor implementation through classroom evidence, PLC documentation, teacher reflection, and student data.
- Share a brief implementation update with the Board during the 2027–2028 school year.

MEASURES OF IMPACT Teacher practice: clearer targets, stronger accountability, improved pacing, purposeful engagement, and more consistent checks for understanding. Collaborative practice: stronger PLC discussion and shared instructional language. Student evidence: growth on Acadience and curriculum assessments, mastery of essential standards, intervention progress, attendance and engagement indicators, and classroom work.

Proposed Participants

14 teachers representing elementary general education, special education, and Flex, plus four administrative staff members. GYTO's current registration policy provides one complimentary leader registration for every five paid teacher registrations. With 14 paid teacher registrations, Lumen would qualify for two complimentary administrator registrations.

Requested Board Action

Approve Lumen Scholar Institute Elementary to send up to 14 teachers and four administrative staff members to GYTO Fest 2027 in Grapevine, Texas, June 27–30, 2027, with a preliminary expenditure ceiling not to exceed \$33,838 and with administration directed to reduce actual costs through available complimentary registrations, airfare, conference or comparable hotel rates, economical ground transportation, and capped meal reimbursement.

RECOMMENDATION FOR IMPLEMENTATION If approved, secure registrations early (blocks of rooms are already booked out), monitor airfare, wait for the conference hotel block before finalizing lodging, and return to the Board or Director if projected costs materially exceed the approved planning assumptions.

Planning note: Airfare, lodging, meals, and ground transportation are estimates for board planning. Final rates will depend on booking date, conference hotel availability, airline schedules, rooming arrangements, and Lumen travel procedures.

LUMEN COMMITMENT: The goal is not simply to attend professional development. The goal is to strengthen daily instruction, build teacher and leader capacity, and translate professional learning into measurable growth for our students.

Computer Fleet: 25% Reserve Scenario

Board Update — September 16, 2026

ORDERED

507

iMacs + MacBook Neos

RECOMMENDED

645

Includes 25% growth & replacement reserve

ADDITIONAL NEEDED

138

To reach recommended totals

Device	Current Users	+ Testing & 25% Reserve	Recommended	Ordered	Gap
iMac (K-5 students + faculty)	190	+49	239	195	-44
MacBook Neo (grades 6-12)	324	+82	406	312	-94
MacBook Pro (staff / specialized use)	—	—	—	6	—

Computer Fleet: 33% Reserve Scenario

Board Update — September 16, 2026 · Alternate to the 25% reserve

ORDERED

507

iMacs + MacBook Neos

RECOMMENDED

686

Includes 33% growth & replacement reserve

ADDITIONAL NEEDED

179

To reach recommended totals

Device	Current Users	+ Testing & 33% Reserve	Recommended	Ordered	Gap
iMac (K-5 students + faculty)	190	+64	254	195	-59
MacBook Neo (grades 6-12)	324	+108	432	312	-120
MacBook Pro (staff / specialized use)	—	—	—	6	—

Projected Cost of Additional Devices

iMac: \$2,449 + \$185 AppleCare (4-yr) = \$2,634/unit · MacBook Neo: \$599 + \$175 AppleCare (4-yr) = \$774/unit

COST — 25% RESERVE

\$188,652

138 additional devices

COST — 33% RESERVE

\$248,286

179 additional devices

DIFFERENCE

\$59,634

Cost of the extra 8-point reserve

Device	Unit Cost*	Qty (25%)	Cost (25%)	Qty (33%)	Cost (33%)
iMac	\$2,634	44	\$115,896	59	\$155,406
MacBook Neo	\$774	94	\$72,756	120	\$92,880
Total	—	138	\$188,652	179	\$248,286

**Unit cost = device price + 4-year AppleCare, per Apple Education Price Quote #2214879901 (dated September 16, 2026; valid through October 16, 2026). Figures reflect only the additional devices needed beyond what has already been ordered (195 iMacs, 312 MacBook Neos); MacBook Pro is excluded, as no population-based need was provided. Prices not adjusted for tax or shipping.*



September 17, 2026

Dear Superintendent,

The Lumen Scholar Institute School Board approved LEA-Specific educator license(s) to **four** (4) individuals in a public meeting held on **September 17, 2026**. The license areas, and endorsements shall be valid for three (3) academic years as indicated on the attached spreadsheet which contains the associated educator information and rationale for the request. All LEA-Specific licenses will expire on June 30th of the final academic year approved.

Lumen Scholar Institute Board of Directors' following assurances:

- The LEA has adopted a policy, in accordance with [R277-301-7](#), to prepare and support educators with an LEA-Specific license. This policy is posted online at [Lumen LEA-Specific Educator License Policy](#).
- The educator has completed a criminal background check in accordance with Rule R277-214 and continued monitoring in accordance with Subsection 53G-11-403(1).
- The LEA will provide requisite training (educator ethics, classroom management/instruction, special education law/instruction, & Utah Effective Teaching Standards) within the 1st year of employment.
- The educators will complete the USBE Ethics Review within one (1) calendar year prior to being issued the license.
- The LEA will post all educator data, including assignments, in CACTUS no later than sixty (60) days following the date of the public governing board meeting approving the license area(s) and/or endorsement(s).
- Each LEA school employing an individual with an LEA-Specific license will prominently post the following on the school's website:
 - Disclosure that the school employs individuals holding an LEA-Specific educator license, license areas, and/or endorsements.
 - An explanation of the types of educator licenses issued by USBE (Professional, Associate, LEA-Specific): "The following **designations or levels** apply to educator licenses, license areas (i.e.- elementary, secondary, special education), and content endorsements (i.e.- mathematics, music, Spanish, social studies):
 - **Professional:** The educator has completed an educator preparation program that includes content and pedagogical knowledge. This program may have been completed at a university or in an alternate pathway that was supported by school districts/charters and the Utah State Board of Education.



- **Associate:** The educator is currently completing an educator preparation program but has not yet completed all requirements for a Professional Educator License, license area, or endorsement. The educator is enrolled in a university-based or Local Education Agency (LEA)-based program. When the educator completes the program, they will have a professional level.
- **LEA-Specific:** The educator has not completed an educator preparation and is not currently enrolled in one.”
 - Percentage (based on FTE) of types of licenses, license areas, and endorsements held by educators employed in the school.
 - A link to the [Utah Educator Look-up Tool](#).

The **Lumen Scholar Institute School Board of Directors** additionally acknowledges that LEA-Specific educator licenses, license areas, or endorsements may be renewed by the Utah State Board of Education (USBE). These renewals will be approved or denied on a case-by-case basis.

Sincerely,

Laura Black
LEA Governing Body Chairperson



Teacher and Student Success Framework (TSSA)

Pursuant to UCA 53G-7-1304 Lumen Scholar Institute's Board of Trustees adopts the following framework to provide guidelines and processes for the development of a Teacher and Student Success Plan ("Plan"). The school's Administration will develop a Plan in accordance with this framework and submit the Plan to the Board for approval. The Plan will be developed by integrating school-specific goals and criteria for improving the school's performance within the state's accountability system.

The goal of the school's Plan shall be to improve school performance and student academic achievement. The Plan may contain any of the following strategies:

1. school personnel stipends for taking on additional responsibility outside of a typical work assignment;
2. professional learning;
3. additional school employees, including counselors, social workers, mental health workers, tutors, media specialists, information/ instructional technology specialists, or other specialists;
4. technology;
5. before- or after-school programs;
6. summer school programs;
7. community support programs or partnerships;
8. class size reduction strategies;
9. augmentation of existing programs; or
10. any other strategy reasonably designed to improve school performance or student academic achievement.

Funding received pursuant to the school Plan may not be used:

1. to supplant funding for existing education programs;
2. for administrative costs;
3. for capital expenditures.

Literacy Achievement Requirement

1. The Plan shall address the school's progress toward statewide literacy proficiency goals in accordance with SB 241 (2026) and State Rule R277-927.
2. If the school fails to meet statewide literacy goals, the school must dedicate at least 50% of TSSA funds toward evidence based literacy interventions and practices as described in 53G-7-921304(2)(e).

Amending Banking and Financial Management Policy 0900:

The changes include increasing the capitalization threshold to \$10k and adding details on debit, credit, and P-cards.

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

The USBE recently published a model Bullying Policy. Although the school's existing Bullying and Hazing Policy is already consistent with the model policy in most respects, several provisions from the model policy have been incorporated to further strengthen and clarify the school's policy. These revisions include adding definitions for “accountability practice” and “restorative justice practice,” requiring the school to leave a voicemail and send an email to a parent if the parent cannot be reached by telephone regarding an incident involving the parent’s child, clarifying that a student’s age, development, maturity, and other relevant factors will be considered when determining appropriate discipline for a policy violation, and expanding the policy’s provisions regarding annual reporting, employee training, and bullying incident reporting.

Amending Dual Enrollment and Split Enrollment Policy 0418:

Dual Enrollment and Split Enrollment has been revised to not allow to split enrollment for students in grades K-5 (as opposed to K-6) and to allow split enrollment for students in grades 6-12 (as opposed to 7-12).

Amending Food and Beverage Preparation and Service Policy 1125:

Food and Beverage Preparation and Service has been rewritten to, among other things, allow food preparation as part of lessons, instructional activities, or school programs. Other adjustments have been made with respect to food (and serving food) at school events.

Amending Executive Limitations Policy 0225:

Changes maximum single purchases commitment for CAO to \$8k and includes some other minor revisions.

Amending Payroll Policy 0920:

Amending Procurement Policy 0915:

The school's Procurement Policy has been revised to comply with changes to R33-105, including with respect to purchases that don't require quotes or bids, quotes or bids for purchases between \$5k and \$50k, professional services, and construction projects. A provision was also added regarding the school following federal procurement requirements, if applicable, when using federal grant funds to procure goods and services.

Amending Sex Education Instruction Policy 0555:

HB 281 from the 2025 legislative session revised the definition of "sex education instruction." It also modified the list of sex education related topics that are not allowed to be taught in school (e.g., adding abortion or abortive methods to the list of prohibited topics). In addition, HB 281 revised health curriculum requirements for junior high and high school students (e.g., requiring instruction in "situational awareness" and the "success sequence"). The school's Sex Education Instruction Policy and admin procedures have been revised to comply with the updated definitions and requirements from HB 281. Other proposed revisions to the policy and procedure have also been made, including specifying that parent or staff complaints about the school's sex education instruction materials should be addressed in accordance with the school's applicable grievance policy. Although HB 281 was passed in 2025, the changes relative to sex education instruction go into effect beginning July 1, 2026.

Amending Technology and Network Protection and Internet Safety Policy 0235:

This policy has been revised to comply with the changes to law, including those in SB 88 from the 2026 legislative session. The changes include specifying that the policy must be reviewed and approved at least every three years, that all rules and procedures applicable to the policy must be available for review at the school, and that parents may request administration to allow their student to briefly use a privately-owned electronic device for purposes other than those required by law. The changes also include an explanation that the school's technology protection measures include a parent-accessible monitoring system that allows parents to review the activity of their children on school-owned electronic devices.

Policy 0900: Banking and Financial Management

Original Adopted Date: 05/10/2016 | Last Revised Date: 1/19/2023 | Last Reviewed Date: 1/19/2023

Policy

1. General:
 - a. Accounting policies and financial reporting adopted by Lumen Scholar Institute (school) should be consistent with a special purpose governmental entity that engages in business-type activities. The Board of Trustees (Board) has oversight of the management of the school inclusive of establishing the governance structure and the financial management policies as set forth in the school's charter.
2. Budgeting:
 - a. The school's Chief Administrative Officer is appointed as the school's budget officer. Before June 1 of each year, the budget officer shall, with the help of the business office, prepare a tentative budget for the next fiscal year, with supporting documentation, to be submitted to the Board. The tentative budget and supporting documents shall include the following items:
 - i. The revenues and expenditures of the preceding fiscal year;
 - ii. The estimated revenues and expenditures of the current fiscal year;
 - iii. A detailed estimate of the essential expenditures for all purposes for the next succeeding fiscal year; and
 - iv. The estimated financial condition of the school at the close of the current fiscal year.
 - b. The tentative budget for the next fiscal year shall be filed with the school's Chief Administrative Officer for public inspection at least 15 days before the date of the tentative budget's proposed adoption by the Board.
 - c. Before June 30 of each year, the Board will review and adopt the budget for the next fiscal year in an open and public meeting (any final amended budget for the current fiscal year must also be adopted by June 30). By the sooner of July 15 or 30 days of adopting the budget, the Board will file a copy of the adopted budget with the state auditor and the Utah State Board of Education.
 - d. The business office staff or budget officer shall provide each Board member with a report, on a monthly basis, that includes the following information:
 - i. The amounts of all budget appropriations;
 - ii. The disbursements from the appropriations as of the date of the report; and
 - iii. The percentage of the disbursements relative to the approved budget as of the date of the report.
 - e. The school's fiscal year (budget year) is July 1 through June 30. Budgets are reviewed and amended as necessary throughout the fiscal year. The appropriate accounting period is used for all adjusting entries and accruals.
 - i. School administration shall follow all budgets approved by the Board.
3. Bank Accounts:

- a. The Board may authorize bank accounts for general or specific purposes. School assets shall be kept at any bank or financial institution that is approved by the State Money Management Council as defined in Utah's State Money Management Act. All bank accounts shall be reconciled as often as statements are available, typically monthly.
- 4. Investments:
 - a. The school shall follow state law and rule as outlined by statute (including the State Money Management Act), administrative rules, and the rules of the State Money Management Council in investing school cash assets.
- 5. Petty Cash:
 - a. A petty cash fund may be established by the school for incidental, non-recurring cash advances, local expense reimbursement, and small-dollar vendor purchases, provided proper documentation is furnished with each request. A petty cash fund shall maintain a balance of approximately \$250 and in no event shall the fund exceed \$500. No individual payment from a petty cash fund shall be greater than \$100. Petty cash funds are recorded on the balance sheet as a cash account. The petty cash account is balanced periodically by the business office.
- 6. Cash Handling and Cash Receipts:
 - a. Wherever possible, duties such as collecting funds, maintaining documentation, preparing deposits, and reconciling records should be segregated among different individuals. When segregation of duties is not possible due to the small size and limited staffing of the school, compensating controls such as management supervision and review of cash receipting records by independent parties should be implemented. School staff shall follow established procedures (internal controls) for the handling of cash receipts as outlined in the cash handling and receipt procedures set forth in the school's General Financial-Cash Management administrative regulation. The school will comply with all applicable state and federal laws.
 - b. All funds shall be kept in a central, secure location until they are deposited in a school-approved fiduciary institution. Funds should be deposited daily or at least once every three banking days after receipt, in compliance with Utah Code § 51-4-2(2)(a). Unauthorized school employees should never hold funds in any unapproved location for any reason. Periodic and unscheduled audits or reviews should be performed for all cash activity. All payments of school fees, if any, shall correspond with the approved fee schedule, as required by Utah Administrative Code Rule R277-407.
- 7. Vending Machines:
 - a. Vending machines are to be administered by the Chief Administrative Officer with the assistance of the business office and other school administrators. Two persons shall be present when removing cash from vending machines and delivering it to the school office for recording using the cash handling and receipts procedures. Accurate inventories of goods stocked and sold from vending machines are to be kept. Vending machine stock shall be stored adequately to minimize shrinkage and the program should be reviewed at least annually.
- 8. Financial Statement Reporting:

- a. The business office is required to maintain supporting records in sufficient detail to prepare the school's financial statements, including:
 - i. Monthly:
 - 1. Internally generated Income Statement, including budget vs. actual comparison and adequate notes and explanations;
 - 2. Balance Sheet;
 - 3. Cash Flow Statement; and
 - 4. Transaction Register.
 - ii. Annually:
 - 1. Financial statements for audit, with supporting statements as needed; and
 - 2. Annual budget.
 - b. The school will provide financial reporting in a manner consistent with the basis of accounting as required by generally accepted accounting principles (GAAP), as applicable to the school.
 - c. The school will ensure that audits of the school's financial reporting, compliance, and performance are done in accordance with generally accepted auditing standards (GAAS) and generally accepted government auditing standards (GAGAS).
 - d. The school follows the governmental accounting standards board (GASB) as its basis of accounting.
 - e. The school will provide data and information consistent with budgeting, accounting (including the uniform chart of accounts for LEAs), and auditing standards for Utah LEAs provided online annually by the Utah State Superintendent of Public Education.
9. Capitalization of Property:
- a. All tangible personal property, land, capital improvements or buildings with a useful life of more than three years and a unit acquisition cost that exceeds the ~~\$10,000~~ depreciation threshold established by the Board are recorded and capitalized on the property schedule. The asset capitalized cost includes actual tax, shipping/handling, and other expenses incurred to bring the asset ready for its intended use. Additionally, these policies apply to capital assets:
 - i. All capitalized assets will be depreciated using the straight-line method of depreciation in accordance with such asset's useful life and the applicable governmental and financial accounting standards;
 - ii. The depreciation expense will be recorded in the statement of revenues, expenses, and changes in net assets;
 - iii. The school maintains records of all government-furnished property and equipment, with an identification and segregation of property and equipment acquired through government contracts;
 - iv. Upon receipt, all property that qualifies as necessary to include on the property schedule, or has reasonable possibility of theft, or is required by law, must be properly labeled with asset ID tags;
 - v. Assets purchased or received that cost less than the depreciation threshold will be expensed in the period purchased;

Deleted: 5,000

- vi. No item on the property schedule shall be removed from the premises without prior approval from the Board. Procedures for asset disposal must comply with state or federal law or regulation where appropriate. All Assets shall be disposed consistent with applicable regulations of any restricted funds with which they were purchased, according to state or US Department of Education General Administrative Regulations;
- vii. Gains and losses from the sale or other disposition of property are recorded as revenue in the year in which they occur, and are reflected as such on applicable financial statements; and
- viii. A physical inventory of property included on the school's property schedule is performed on an annual or every two-year basis and is reconciled to the property schedule and general ledger of the school.

10. Liabilities:

- a. Encumbrances, debt or other obligations are recognized and measured in conformity with GAAP in both the modified and full accrual bases of accounting, as applicable. Liabilities also include certain other deferred amounts that are not obligated but are recognized and measured in conformity with GAAP. The Board and administration, in consultation with accounting firms, will determine liabilities as needed for financial statements.

11. Accounts Payable:

- a. Only valid accounts payable transactions based on documented vendor invoices, receiving reports, or other approved documentation are recorded as accounts payable. Vendors and suppliers are paid as their payment terms require, taking advantage of any discounts offered. If cash flow problems exist, payments are made on a greatest dependency/greatest need basis, considering critical disbursements, including payroll and tax obligations, etc.

12. Use Of School Credit and Debit Cards:

- a. The Chief Administrative Officer shall be issued a school debit card and a school credit card or purchasing card (P-card). At the Chief Administrative Officer's discretion and upon approval of the school's bank or financial institution, other school employees may also be issued a school credit card or P-card. Before using a card, a cardholder shall receive appropriate training regarding the policies and procedures governing its use.
- b. The credit card or P-card issued to the Chief Administrative Officer shall have a per-transaction limit of \$8,000 and a monthly limit of \$40,000. Each credit card or P-card issued to other school employees shall be assigned one of the following spending-limit tiers at the Chief Administrative Officer's discretion:
 - i. Tier 1: \$3,000 per-transaction limit; \$8,000 monthly limit;
 - ii. Tier 2. \$1,000 per-transaction limit; \$5,000 monthly limit; or
 - iii. Tier 3. \$500 per-transaction limit; \$1,000 monthly limit.
- c. In the event a purchase needs to be made that exceeds a per-transaction or monthly limit set forth above, the limit may be temporarily increased with the approval of the Board Chair or Board Treasurer in order for the employee to make the purchase and then decreased back to the normal limit as soon as practicable.

Deleted: Debit cards are only authorized with Board approval. School credit cards and purchase cards shall only be issued with the formal approval of the Board and with proper justification. The cost/benefit to the school should be fully reviewed to ensure that no other method is appropriate.

d. ~~Each card that is issued shall~~ be assigned to a specific school employee and ~~shall~~ be used ~~solely~~ for school-related expenditures. ~~School credit cards or P-cards shall not be used for cash advances or ATM transactions for any reason. School cards shall not be used for the purchase of alcohol.~~

e. ~~School cards are intended primarily for purchases that cannot otherwise be paid for by check using standard payment methods, including purchases from vendors that do not accept checks, purchases made during travel, online purchases, and emergency purchases.~~

f. ~~Each cardholder is solely responsible for all purchases on their school card and for ensuring that their card or card number is not used by unauthorized personnel. As such, a cardholder shall not share their card number with anyone who has not been authorized to access it. In addition, a school card shall not be stored in an online account that anyone other than the cardholder or other authorized school personnel has access to.~~

g. ~~All purchases with a school card shall be authorized in accordance with the school's purchasing policies and must comply with all applicable procurement requirements. Documentation of purchase approvals shall be retained.~~

h. ~~Each cardholder is responsible for receiving, printing, and retaining all point-of-sale receipts related to purchases made with their school card. Cardholders shall label all receipts with a description of what it is for to ensure proper coding. All point-of-sale receipts must be submitted to the appropriate supervisors and business office staff within one week of the closing date of the applicable account statement.~~

i. ~~All charges must be supported by point-of-sale receipts and travel reports, if applicable, to be eligible for payment by the school. Monthly credit card or P-card statements are reconciled by cardholders to point-of-sale receipts and travel reports. They are reviewed and approved monthly by appropriate supervisors in consultation with business office staff.~~

j. ~~Violation of policies and procedures regarding use of school cards, including not retaining documentation of purchases or making personal purchases, may result in card cancellation, disciplinary action, or criminal prosecution. If the school disputes a purchase made with a school card, the school may dispute the charge and may hold the cardholder responsible for the charge.~~

k. ~~Upon the termination of a cardholder's employment with the school for any reason, their school card must be cancelled immediately and returned to the Chief Administrative Officer or the Board, as applicable.~~

l. ~~If a school card is lost or stolen, the cardholder shall immediately contact the Chief Administrative Officer and the Chief Administrative Officer shall promptly notify the bank or financial institution to have the card cancelled.~~

13. Accrued Liabilities:

a. Salaries, wages earned, and payroll taxes, together with professional fees, rent, and insurance costs incurred, but unpaid, are reflected as a liability when entitlement to payment occurs. The portion of any teacher, or other employee, whose salaries are paid

Deleted: If

Deleted: credit

Deleted: s

Deleted: are

Deleted: , they

Deleted: should

Deleted: s

Deleted: should

Deleted: only

Deleted: transaction-level invoices (

Deleted:)

Deleted: or

over a period different than during which work was performed, are accrued at the end of the fiscal year for which services were rendered.

14. Debt:

- a. Short-term debt consists of financing expected to be paid within one year of the date of the annual audited financial statements. Long-term debt consists of financing that is not expected to be repaid within one year. All short-term and long-term debt must be approved by the Board in accordance with school policy. Loan agreements approved by the Board shall be in writing and specify all applicable terms, including the purpose of the loan, the interest rate, and the repayment schedule. School administration may not enter into loan agreements without Board approval.

15. Net Assets:

- a. Net assets are recorded in accordance with GASB. Net assets include the following:
 - i. Unrestricted;
 - ii. Restricted; and
 - iii. Investment in Capital Assets, net of related debt.

16. Consistency in Cost Accounting:

- a. Practices used by the school in estimating costs in grant/contract proposals are consistent with its accounting practices used in accumulating and reporting costs. Accounting practices used by the school in accumulating and reporting actual costs are consistent with its practices used in estimating costs in its grant and contract proposals.

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

Original Adopted Date: 03/14/2017 | **Last Revised Date:** 11.20.2025

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. [This restriction does not prevent a student or employee from sharing such a recording with a teacher or](#)

[administrator as part of reporting the incident or in response to a request from a teacher or administrator for the recording.](#)

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.

[*Accountability Practice* – For purposes of this policy, “accountability practice” means any evidence-based practice that increases academic outcomes, decreases behavior that disrupts the learning environment, and holds students accountable for their actions by requiring them to take responsibility to repair harm and provide restitution when appropriate.](#)

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

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) (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.*

Restorative Justice Practice – For purposes of this policy, “restorative justice practice” means a discipline practice that brings together students, school personnel, families, and community members to resolve conflicts, address disruptive behaviors, promote positive relationships, and healing.

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, are strongly encouraged to 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.

Deleted: must

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.

The School will investigate these alleged incidents by interviewing:

- (1) the individual who was allegedly targeted;
- (2) the individual who is alleged to have engaged in the prohibited conduct;
- (3) the parents or guardians of the students who were allegedly targeted and the individual who is alleged to have engaged in prohibited conduct;
- (4) any witnesses;
- (5) School staff familiar with the student who was allegedly targeted;
- (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 shall keep a written record of the date and time individuals were interviewed; which individuals were interviewed (unless the individual requests to remain anonymous); and disciplinary reports and physical evidence reviewed as part of the investigation.

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.

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.

If the Chief Administrative Officer or his/her designee believe that a situation exists which presents a serious threat to the well-being of a student, the Chief Administrative Officer or his/her designee shall notify the student's parent or guardian without delay, before the end of the school day.

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 leave a voicemail and then also 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.

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.

Communication Plan

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). In determining the appropriate disciplinary or other responsive action for such a student, the School shall consider all relevant circumstances, including the involved students' respective ages and development and maturity levels, the nature and impact of the prohibited conduct, the surrounding circumstances, any prior incidents or patterns of behavior, the relationship between the parties involved, and the extent to which the prohibited conduct disrupted or interfered with the orderly operation of the School. Discipline may only be imposed on a student after appropriate due process has been provided.

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;
- (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.

Annual Reporting

In accordance with Utah Code 53G-9-606 and R277-613, the School shall annually report the following information to the Utah State Board of Education on or before June 30:

- (1) a copy of this policy;
- (2) the School's implementation of the signed statement requirement described in Utah Code § 53G-9-605;
- (3) verification of the School's training of its employees relating to bullying, cyber-bullying, hazing, retaliation, and abusive conduct described in Utah Code § 53G-9-607;
- (4) incidents of student bullying, cyber-bullying, hazing, and retaliation; and
- (5) the number and type of incidents described in subsection (4) immediately above that include a student who was alleged bullied, cyber-bullied, hazed, or retaliated against based on the

student's actual or perceived characteristics, including disability, race, national origin, religion, sex, gender identity, or sexual orientation, including the federal reporting requirements for civil rights violations.

Policy 0418: Dual Enrollment and Split Enrollment

Original Adopted Date: 07/15/2015 | Last Revised Date: 11/21/2024 | Last Reviewed Date: 11/21/2024

Purpose

The purpose of this policy is to articulate the position of Lumen Scholar Institute (the “School”) on the dual enrollment and split enrollment of students in the School.

Definitions

“Dual enrollment” or “dually enroll(ed)” refers to when a student enrolls simultaneously in the School and in a private school or home school.

“Split enrollment” or “split enroll(ed)” refers to when a student enrolls simultaneously in the School and in another public school.

Policy

Dual Enrollment

The School allows students in grades 7-8 to dually enroll in the School. This policy is consistent with Utah Administrative Code Rule R277-438, which gives charter schools discretion as to whether or not to allow dual enrollment in their schools.

Split Enrollment

The School does not allow students in grades K-5 to split enroll in the School.

Deleted: 6

The School allows students in grades 6-12 to split enroll in the School under the conditions set forth herein if there is, in the School’s discretion, a reasonable educational basis for the split enrollment.

Deleted: 7

The School allows part-time split enrollment and majority-time split enrollment.

Majority-Time Split Enrollment. Students of the School may only enroll in a total of six courses during the school year. To qualify for majority-time split enrollment at the School, a student must (1) enroll in a minimum of four courses at the School and (2) enroll in a maximum of two courses at another public school. Therefore, no student will be allowed to participate in majority-time split enrollment at the School unless they plan to enroll in at least four courses at the School, enroll in up to only two courses at another public school, and their request for majority split enrollment is approved by the School. In addition, majority-time split enrollment in the School will only be allowed if the School is the student’s primary LEA, meaning the LEA which reports the student to be in regular membership and, if applicable, special education membership (sometimes referred to as the student’s “school of record”).

Part-Time Split Enrollment. To qualify for part-time split enrollment at the School, a student must (1) enroll in a maximum of two courses at the School and (2) enroll in a minimum of four courses at another public school. Therefore, no student will be allowed to participate in part-time split enrollment at the School unless they plan to enroll in no more than two courses at the School, enroll in at least four

Deleted: 8

courses at another public school, and their request for part-time split enrollment is approved by the School. In addition, part-time split enrollment in the School will only be allowed if another public school is the student's primary LEA, meaning the LEA which reports the student to be in regular membership and, if applicable, special education membership (sometimes referred to as the student's "school of record").

Conflict with Student Schedule. No student will be allowed to split enroll in the School if any course, program, or activity to be taken by the student at another public school would conflict with the student's schedule at the School.

On Track to Graduate. Students who are not on track to graduate will not be allowed to split enroll in the School

Requests for Dual Enrollment or Split Enrollment

In order for a request for dual enrollment or split enrollment to be considered by the School, the request must be submitted to the School counselor using the approved forms provided by the School before any appropriate deadline set by the School. The Chief Administrative Officer will approve or deny requests for dual enrollment or split enrollment and, notwithstanding anything to the contrary in this policy, has full discretion in making such decisions.

Students who are dually enrolled or split enrolled in the School will take at the School the state standardized tests and other assessments for the subjects for which they receive instruction at the School.

Extracurricular and Co-Curricular Activities

The Chief Administrative Officer may establish administrative regulations regarding the eligibility or ineligibility of the School's dually enrolled or split enrolled students to participate in the School's extracurricular and co-curricular activities. The administrative regulations must be consistent with this policy and applicable law and rule, including Utah Code § 53G-6-701 *et seq.* and Administrative Code Rules R277-438 and R277-494.

Policy 0225: EXECUTIVE LIMITATIONS

Original Adopted Date: 07/14/2025 | Last Revised Date: 05/11/2018

Purpose

The purpose of this policy is to establish the boundaries within which the Chief Administrative Officer of Lumen Scholar Institute must operate in managing the school. These limitations are intended to promote lawful, ethical, prudent, and effective operations consistent with the school's charter, applicable policies, and the board's priorities.

Policy

The Chief Administrative Officer shall not cause or allow any organizational practice, activity, decision, or circumstance that is either unlawful, imprudent, in violation of commonly accepted business, professional and educational ethics and practices, or not in accordance with the charter of Lumen Scholar Institute.

Deleted: Director

1. Treatment of Students: With respect to interactions with students or those applying to be students, the Chief Administrative Officer shall not cause or allow conditions, procedures, or decisions that are unsafe, untimely, undignified, or unnecessarily intrusive.

Deleted: Director

- a. The Chief Administrative Officer shall not:

Deleted: Director

- i. Elicit information for which there is no clear necessity.
- ii. Use methods of collecting, reviewing, transmitting, or storing student or employee information that fail to protect against improper access to the material and are not in compliance with State record keeping archiving policies.
- iii. Fail to operate facilities with appropriate accessibility and privacy including but not limited to:
 1. Not enforcing building access procedures;
 2. Not ensuring building access is compliant with the Americans with Disabilities Act (ADA);
 3. Not keeping all exterior doors locked; or
 4. Not establishing emergency lock-down and evacuation procedures.
- iv. Fail to establish with students a clear understanding of school expectations, including but not limited to:
 1. Dress Code Standards.
 2. Academic Standards. and
 3. Behavioral Standards.

Deleted: client

Deleted: ; and

Deleted: ,

Deleted: ,

- v. Fail to inform students of this policy or to provide a way to be heard for persons who believe they have not been accorded a reasonable interpretation of their rights under this policy.

2. Treatment of Parents: With respect to interactions with students or those applying to be students, the Chief Administrative Officer shall not cause or allow conditions, procedures, or decisions that are unsafe, untimely, undignified, or unnecessarily intrusive.

Deleted: Director

- a. The Chief Administrative Officer shall not:

Deleted: Director

- i. Elicit information for which there is no clear necessity.
- ii. Divulge information or opinion for which there is no clear necessity, including:

1. Information or opinions about a student(s) to persons other than the student's parents.; and
2. Causing or allowing staff members to disclose information or opinion about a student to persons other than the student's parents.
- iii. Fail to establish with parents a clear understanding of Lumen expectations, including:
 1. Dress code procedures;
 2. Safe drop off and pick up procedures;
 3. Computing Device Policy; and
 4. Return and Report requirements.
- iv. Fail to inform parents of these policies or to provide a way to be heard for persons who believe they have not been accorded a reasonable interpretation of their rights under this policy.
3. Hiring of Staff: With respect to the hiring of staff, the Chief Administrative Officer may not cause or allow conditions that are unfair, non-compliant with the law or Lumen Scholar Institute charter, or not in the best interest of the students.
 - a. The Chief Administrative Officer shall not:
 - i. Discriminate on the basis of race, color, sex, pregnancy, childbirth or pregnancy related conditions, age, religion, national origin, disability, sexual orientation, or gender identity;
 - ii. Make hiring or employment decisions that create a conflict of interest or violate any school policy or section of the charter; or
 - iii. Fail to develop and follow hiring practices and procedures that ensure transparency, legal compliance, and reasonable practices; and
 - iv. Fail to document the reasons for hiring decisions and compliance with policy and administrative practice.
4. Treatment of Staff: With respect to the treatment of paid and volunteer staff, the Chief Administrative Officer may not cause or allow conditions that are unfair, undignified, disorganized, or unclear.
 - a. The Chief Administrative Officer shall not:
 - i. Operate without written personnel rules that (a) clarify rules for staff, (b) provide for effective handling of grievances, and (c) protect against wrongful conditions such as nepotism and grossly preferential treatment for personal reasons;
 - ii. Retaliate against any staff member for non-disruptive expression of dissent;
 - iii. Fail to acquaint staff with the Chief Administrative Officer's interpretation of their protections under this policy;
 - iv. Fail to acquaint and provide staff with copies of the Lumen charter and any other documentation relevant to their employment;
 - v. Fail to provide staff with performance assessments and improvement suggestions; and
 - vi. Allow staff to be unprepared to deal with emergency situations.
5. Financial Planning/Budgeting: The Chief Administrative Officer shall not cause or allow financial planning and budgeting for any fiscal year or the remaining part of any fiscal year to deviate materially from the board's approved priorities, risk financial jeopardy, or fail to be derived from any multiyear budget plan.
 - a. There will be no financial plans that:
 - i. Are not approved by the board in a public board meeting;

Deleted: ,

Deleted: ,

Deleted: ,

Deleted: Director

Deleted: Director

Deleted: .

Deleted: Principal/Director

Deleted: Director

Deleted: Director

Deleted: Director

- ii. Risk incurring those situations or conditions described as unacceptable in the board policy Financial Condition and Activities;
 - iii. Omit credible projection of revenues and expenses, separation of capital and operational items, cash flow, and disclosures of planning assumptions;
 - iv. Provide less for board prerogatives during the year than is set forth in the Cost of Governance policy; and
 - v. Provide less for instructional operations during the year than is adequate to meet stated Outcomes or to fulfill School's charter.
6. Financial Condition and Activities: With respect to the actual, ongoing financial conditions and activities, the Chief Administrative Officer shall not cause or allow the development of financial jeopardy or material deviation of actual expenditures from board priorities established in Outcomes policies.
- a. The Chief Administrative Officer shall not:
- i. Expend more funds than have been received in the fiscal year to date unless the board's debt guidelines is met;
 - ii. Incur debt in an amount greater than can be repaid by certain and otherwise unencumbered revenues within sixty days;
 - iii. Use any long-term reserves;
 - iv. Conduct interfund shifting in amounts greater than can be restored to a condition of discrete fund balances by certain and otherwise unencumbered revenues within thirty days without prior board approval;
 - v. Conduct budget cuts or alterations without prior board approval;
 - vi. Fail to settle payroll and debts in a timely manner;
 - vii. Allow tax payments or other government-ordered payments or filings to be overdue or inaccurately filed;
 - viii. Make a single purchase or commitment of greater than \$8,000.00, consistent with Lumen's General Financial Policy. Splitting orders to avoid this limit is not acceptable;
 - ix. Acquire, encumber, or dispose of real estate; and
 - x. Fail to aggressively pursue receivables after a reasonable grace period.
7. Emergency Chief Administrative Officer Succession: To protect the board from sudden loss of Chief Administrative Officer services, the Chief Administrative Officer shall not permit there to be fewer than two other individuals sufficiently familiar with board and Chief Administrative Officer issues and processes to enable either to take over with reasonable proficiency as an interim successor.
8. Asset Protection: The Chief Administrative Officer shall not cause or allow school assets to be unprotected, inadequately maintained, or unnecessarily risked.
- a. The Chief Administrative Officer shall not:
- i. Fail to insure adequately against theft and casualty and against liability losses to board members, staff, and the organizations itself;
 - ii. Allow unbonded personnel access to material amounts of funds;
 - iii. Subject facilities and equipment to improper wear and tear or insufficient maintenance;
 - iv. Fail to ensure that the facility is clean and presentable to investors, regulators, or the general public;
 - v. Unnecessarily expose the organization, its board, or its staff to claims of liability;
 - vi. Make any purchase in violation of Lumen policy or applicable procurement laws or rules;

Deleted: Director

Deleted: Director

Deleted: 10

Deleted: Principal/Director

Deleted: Director

Deleted: Director

Deleted: Director

Deleted: Director

Deleted: Director

Deleted: (a) wherein normally prudent protection has not been given against conflict of interest; (b) of more than \$10,000.00 without having obtained comparative prices and quality; (c) of more than \$10,000.00 without a stringent method of assuring the balance of long-term quality and cost. Orders shall not be split to avoid these criteria

- vii. Fail to protect intellectual property, information, and files from loss or significant damage;
 - viii. Receive, process, or disburse funds under controls insufficient to meet the board-appointed auditor's standards;
 - ix. Compromise the independence of the board's audit or other external monitoring or advice, such as by engaging parties already chosen by the board as consultants or advisers;
 - x. Invest or hold operating capital in insecure instruments, including uninsured checking accounts and bonds of less than AA rating at any time, or in non-interest-bearing accounts except when necessary to facilitate ease in operational transactions;
 - xi. Endanger the organization's public image, its credibility, or its ability to accomplish outcomes; and
 - xii. Change the organization's name or substantially alter its identity in the community.
9. Compensation and Benefits: With respect to employment, compensation, and benefits to employees, consultants, contract workers, and volunteers, the Chief Administrative Officer shall not cause or allow jeopardy to financial integrity or to public image.
- a. The Chief Administrative Officer shall not:
- i. Change the Chief Administrative Officer's own compensation and benefits, except as benefits are consistent with a package for all other employees;
 - ii. Promise or imply permanent or guaranteed employment;
 - iii. Establish current compensation and benefits that deviate materially from the geographic or professional market for the skills employed;
 - iv. Create obligations over a longer term than revenues can be safely projected or that are not appropriately subject to losses in revenue; and
 - v. Establish or change benefits so as to cause unpredictable or inequitable situations, including those that:
 - 1. Incur unfounded liabilities;
 - 2. Provide less than some basic level of benefits to all full-time employees, though differential benefits to encourage longevity are not prohibited;
 - 3. Allow any employee to lose benefits already accrued from any previous plan; and
 - 4. Treat the Chief Administrative Officer differently from other key employees.
10. Communication and Support to the Board: The Chief Administrative Officer shall not cause or allow the board to be uninformed or unsupported in its work.
- a. The Chief Administrative Officer shall not:
- i. Neglect to submit monitoring data required by the board in Board-Management Delegation policy Monitoring Chief Administrative Officer Performance in a timely, accurate, and understandable fashion, directly addressing provisions of board policies being monitored, and including Chief Administrative Officer interpretations consistent with Board-Management Delegation policy Delegation to the Chief Administrative Officer, as well as relevant data;
 - ii. Allow the board to be unaware of any actual or anticipated noncompliance with any outcomes or Executive Limitations policy of the board regardless of the board's monitoring schedule;

Deleted: Director

Deleted: Director

Deleted: Director

Deleted: ,

Deleted: in no event longer than one year and in all events...

Deleted: Director

Deleted: Director

Deleted: Director

Deleted: Director

Deleted: Director

Deleted: Director

- iii. Allow the board to be without decision information required periodically by the board or let the board be unaware of relevant to outcomes;
 - iv. Let the board be unaware of any significant incidental information it requires including anticipated media coverage, threatened or pending lawsuits, and material internal and external changes;
 - v. Allow the board to be unaware that, in the Chief Administrative Officer's opinion, the board is not in compliance with its own policies on Governance Process and Board-Management Delegation, particularly in the case of board behavior that is detrimental to the work relationship between the board and the Chief Administrative Officer;
 - vi. Present information in unnecessarily complex or lengthy form or in a form that fails to differentiate among information of three types: monitoring, decision preparation, and other;
 - vii. Allow the board to be without a workable mechanism for official board, officer, or committee communications;
 - viii. Deal with the board in a way that favors or privileges certain board members over the others, except when (a) fulfilling individual requests for information or (b) responding to officers or committees duly charged by the board; and
 - ix. Fail to submit to the board a consent agenda containing items delegated to the Chief Administrative Officer required by law, regulation, or contract to be board-approved, along with applicable monitoring information.
11. Outcomes Focus of Grants or Contracts: The Chief Administrative Officer may not enter into any grant or contract arrangements that fail to emphasize primarily the production of outcomes and, secondarily, the avoidance of unacceptable means.
- a. The Chief Administrative Officer shall not:
 - i. Fail to prohibit particular methods and activities to preclude grant funds from being used in imprudent, unlawful, or unethical ways;
 - ii. Fail to assess and consider an applicant's capability to produce appropriately targeted, efficient results; and
 - iii. Fund specific methods except when doing so for research purposes, when the result to be achieved is knowledge about differential effectiveness of various methods.

Deleted: Director

Deleted: Director

Deleted: Director

Deleted: Director

Deleted: Director

Policy 1125: FOOD AND BEVERAGE PREPARATION AND SERVICE

Original Adopted Date: 08/10/2018

Purpose

The purpose of this policy is to establish acceptable guidelines for providing food and beverages for any activity which is sponsored and/or paid for by Lumen Scholar Institute (the "School"). This policy is based on recommendations made by the School's legal counsel and current state laws.

Policy

1. Commercially Prepared Food. Except as provided in this policy, food and beverages served or sold at or by the School to students, staff, parents, or guests must be commercially prepared and packaged. The School may contract with properly licensed food vendors and caterers.
2. Classroom and Instructional Activities. Food may be prepared by employees or students as part of a classroom lesson, instructional activity, or approved School program (including cooking, science, and family and consumer science instruction), provided that:
 - a. the food is consumed only by the students and staff participating in the activity;
 - b. ingredients are purchased from a commercial source; and
 - c. the supervising employee holds a current food handler permit when the activity involves meat, fish, poultry, eggs, dairy, or other time and temperature controlled foods.Food prepared in an instructional activity may not be served or sold to the general public, other classes, or guests without prior approval from the Chief Administrative Officer.
3. School Events. With prior approval from the Chief Administrative Officer, employees or volunteers holding a current food handler permit may heat, grill, or assemble commercially prepared, fully cooked, prepackaged food items (such as hotdogs) for School-sponsored events and activities. The Chief Administrative Officer shall determine whether a temporary event permit or other approval from the local health department is required and shall obtain it before the event.
4. Non-Hazardous Treats. Employees may prepare and serve items that do not require time or temperature control for safety (such as slushies, popcorn, and similar treats) for classroom parties and School activities using ingredients purchased from a commercial source. Homemade food brought from outside the School may not be served to students.
5. Service of Food and Beverages. The School shall use safe food handling practices when serving food or beverages. Staff or volunteers who serve unpackaged food at School-sponsored events must hold a current food handler permit. A permit is not required to distribute sealed, commercially packaged items.
6. Food Allergies. The School shall not advertise, imply, or label that any food or beverage served to students, staff, parents, or guests is allergen free.

Deleted: s

Deleted: Preparation of Food & Beverages: All food and beverages served or sold at or by the school to students, staff, parents, or guests of the School must be commercially prepared and packaged. No food preparation may be done by school employees or volunteers. The School may contract with properly licensed food vendors;

Deleted:

Deleted: Service of Food & Beverages: The School shall use safe food handling practices when serving food or beverages. Only staff or volunteers who have a current food handlers permit are allowed to serve food or beverages for school sponsored events, activities, parties, etc.;

Deleted: Food Allergies: The School shall not advertise, imply, or label that any food or beverage being served to students, staff, parents, or guests of the School is allergen free; and

Deleted: The Director is responsible for enforcing this policy.

Formatted: Left, Indent: Left: 0.25", No bullets or numbering

Formatted: Left, Indent: Left: 0.25", No bullets or numbering

Formatted: Left, Indent: Left: 0.25", No bullets or numbering

7. **Compliance.** All food preparation and service shall comply with applicable provisions in Utah Code § 26B-7-401 *et seq.*, Utah Administrative Rules R392-100 and R392-200, and local health department regulations.
8. **Enforcement.** The Chief Administrative Officer is responsible for enforcing this policy and may approve exceptions consistent with state law and local health department requirements.

Policy 0920: PAYROLL

Original Adopted Date: 08/11/2015

Purpose

The purpose of this policy is to establish requirements and internal controls for Lumen Scholar Institute governing payroll, employee benefits, employee business travel, and reimbursement of employee expenses. These requirements are intended to ensure that payments are properly authorized, accurately calculated, adequately documented, and made in compliance with applicable law and school policy.

Policy

1. Payroll Related Expenditures:

- a. The Board, with authority delegated to the Chief Administrative Officer, shall ensure that payroll-related expenditures are earned, accurate, and approved (authorized) before payment is made. Additionally, the following applies to payroll-related expenditures:
 - i. Employees are paid on a 12-month schedule, as wages are earned, and in accordance with pay periods and pay dates as authorized by the Board;
 - ii. The school shall communicate pay rate information clearly and effectively to individual employees whenever a pay change occurs;
 - iii. Pay advances are not authorized. All payments to employees are to be made only after wages are earned;
 - iv. Employee's time is properly approved when submitted by an employee to a supervisor, authorized for payment, and reported to the business office for processing;
 - v. All employee payroll amounts are calculated based upon approved rates included in the individual's personnel file. Any changes to pay rates or benefits must be properly authorized in writing by appropriate individuals or the Board where applicable;
 - vi. Employees whose compensation is paid in any portion from one or more restricted sources of revenue shall document their time and effort on a Personnel Activity Report consistent with 2 C.F.R. § 200.430 and applicable state law and rule;
 - vii. The school Chief Administrative Officer or immediate supervisor (Supervisor) will accurately record and track all employees accrued paid time off (PTO) and paid leave;
 - viii. The Supervisor shall consider available PTO balance(s) and the needs of the school prior to approving PTO;
 - ix. The business office will add or deduct PTO for all employees as authorized by policy or the Supervisor when processing each payroll and will provide balance information to the Supervisor periodically;
 - x. Overtime wages, while not formally against policy, are not authorized under normal circumstances and are only to be used in rare instances of emergency;
 - xi. Pay rates or employee benefit package changes may not be authorized exclusively by persons for whom the pay rate or benefits will affect;

Deleted: Director

Deleted: A

Deleted: Director

Deleted: . PTO includes a variety of paid time off, including but not limited to Sick, Personal, Vacation time, etc....

- xii. All payroll taxes and benefits are properly calculated, and any deposits made in a timely manner. All payroll tax reports are prepared in a timely manner and reviewed for accuracy prior to filing;
- xiii. Employees paid with restricted program funds are required to complete required documentation, with a supervisor's certification according to the administrative rules of applicable programs.
- xiv. Subject to the applicable documentation requirements above, the compensation of an employee in a position or assignment typically paid with federal or state grant funds may continue to be paid with the same federal or state grant funds during a period the employee is unable to work because the school is closed or under dismissal during unexpected or extraordinary circumstances; and
- xv. Notwithstanding the above, the employee may not be paid with federal grant funds for work on any modified assignment that is not otherwise allocable to the grant fund.

Deleted: and

Deleted: in items d and f

2. Employee Retirement Program:

- a. The school shall participate in a retirement program as determined by the Board of Trustees and administered by the Trustee and the business office.

3. Employee Travel:

Deleted: within the State

- a. All business-related travel requires prior approval from the Chief Administrative Officer, who has sole discretion to approve or deny travel requests.
- b. Employees who travel within the state typically travel using their own personal motor vehicle or a school-rented vehicle. Employees shall be reimbursed at the current (at time of travel) federal standard mileage rate (per mile), for use of their own vehicle for pre-approved business-related travel. In addition, parking fees and tolls paid are reimbursable if properly supported. Vehicle rental costs and related expenses for rental vehicles used for business-related travel should be paid for with school funds whenever possible. Regardless of who pays for the rental vehicle, employees must purchase adequate insurance to cover the vehicle in case of theft or damage. Employees must also refill the rental vehicle with fuel prior to returning it. If an employee personally pays for a pre-approved rental vehicle, the school shall reimburse the employee for the reasonable and documented rental charges, required taxes and fees, required insurance, and fuel purchased for business-related travel. The school shall not reimburse for moving violations or parking tickets.
- c. Employees who travel out of state must do so with itineraries booked through school administration, except as otherwise approved. If an employee is required to personally pay for pre-approved lodging, vehicle rental, or other authorized travel expenses, the school shall reimburse the employee for the reasonable and properly documented expenses. The school shall not pay or reimburse an employee for personal expenses incurred while traveling for the school.

Deleted: may

Deleted: as authorized by the Board,

Deleted: E

Deleted: who rent vehicles for school use (and reimbursement)

Deleted: <#>Employee Travel Out of State:¶

Deleted: <#>travel

Deleted: <#>Under certain circumstances,

Deleted: <#>s

Deleted: <#>may be

Deleted: <#>use a personal credit card

Deleted: <#>hotel

Deleted: <#>and/or

Deleted: <#>Employees may not use public funds to

Deleted: <#>for (or submit for

Deleted: <#>ment)

Deleted: Employees who travel (within or without the state) may receive reimbursement for meals they purchase and document during approved travel that is more than 100 miles from the school's Central Services Facility

Deleted: Travelers will be reimbursed for actual expenses, including tax and gratuity, for the reasonable cost of meals

4. Employee Meals While Traveling:

- a. Employees who use personal funds to purchase meals during preapproved in-state or out-of-state travel shall be reimbursed for the documented cost of those meals, including tax and gratuity. Whenever possible, employees should use a school purchasing card to pay for meals; and
- b. Meals are generally reimbursable when travel includes an overnight stay or extends beyond a normal workday. The Chief Administrative Officer may approve meals for other travel, including day trips for student activities, at his or her discretion.

5. Employee Reimbursement:

- a. Employees who use personal funds to purchase supplies or otherwise incur expenses, including travel expenses, on the school's behalf, ~~shall~~ receive reimbursement for the amount of documented expenses consistent with policies for all other school expenditures and cash disbursements. Notwithstanding the foregoing, to receive a reimbursement, an employee must submit a complete reimbursement request, including all required receipts and supporting documentation, within sixty (60) calendar days after the expense is incurred and, in all cases, by any earlier fiscal-year closeout deadline established by the school. The Chief Administrative Officer or Board may approve a late request upon a showing of good cause.

Deleted: may

Policy 0915: Procurement

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

Purpose

Lumen Scholar Institute (the “School”) is committed to conducting all procurements in a fair, transparent, and fiscally responsible manner. The purpose of this policy is to ensure that the School’s procurement of goods and services complies with all applicable federal and state laws and regulations.

Policy

1. Procurement of Goods and Services:

a. The School shall follow outlined procurement (purchasing) procedures of the School and provisions of the Utah Procurement Code (UCA § 63G-6a) and administrative rules in Title R33 of the Utah Administrative Code. The School shall procure only those items and services that are required to perform the mission and/or fill a bona fide need.

b. Quotes or Bids Not Required:

i. No procurement process is required for purchases of items up to \$5,000. The School may make such purchases from any vendor without obtaining competitive bids or quotes. However, the School may only purchase up to \$10,000 worth of items each costing \$5,000 or less from one vendor at one time without obtaining competitive bids or quotes. The School may also only purchase up to \$50,000 worth of items each costing \$5,000 or less from one vendor during one year without obtaining competitive bids or quotes.

c. Quotes or Bids Required:

i. For small purchases as defined in R33-105, which will typically include purchases of items between \$5,000.01 and \$50,000 other than professional services or construction projects, the School shall determine minimum specifications, provide the specifications to multiple vendors, obtain at least two competitive bids or quotes that include minimum specifications, and purchase from the responsible vendor offering the lowest bid or quote meeting the specifications. The School shall also record and maintain as a governmental record the names of the vendors offering bids or quotes and the date and amount of each bid or quote.

d. Formal Procurement Process Necessary:

i. For purchases of items over \$50,000 other than professional services or construction projects, the School shall conduct a formal procurement process, such as an Invitation for Bids or a Request for Proposals.

e. Professional Services:

i. For small purchases of professional service providers and consultants as defined in R33-105, which will typically include purchases of such services up to \$100,000 per project, the School shall first review the qualifications of at least three companies, firms, providers, and/or individuals; rank them from highest to lowest; begin direct negotiation with the highest ranked; and if an agreement cannot be reached with the highest ranked, move to the next highest until an agreement is reached. Obtaining competitive bids or quotes for the above-described small purchases is not required.

Deleted: s

Deleted: s

Deleted: state

Deleted: p

Deleted: c

Deleted: and

- ii. For small purchases of design professional services as defined in R33-105, which will typically include purchases of such services up to \$100,000 per project, the School shall first review the qualifications of at least three design professional firms and then select one through direct negotiation. The School shall also include minimum specifications when doing a small purchase of design professional services as defined in R33-105. Obtaining competitive bids or quotes for the above-described small purchases is not required.
- iii. However, if the cost of a professional service provider's, consultant's, or design professional's services exceeds \$100,000, the School shall conduct a formal procurement process for such services, such as an Invitation for Bids or a Request for Proposals.

f. Construction Projects:

- i. For small purchases of construction projects as defined in R33-105, the School may procure a small construction project up to \$25,000 from a contractor without obtaining competitive bids or quotes after documenting that all building code approvals, licensing requirements, permitting, and other construction related requirements are met. When procuring a small construction project costing between \$25,000.01 and \$100,000, the School shall obtain at least two competitive bids or quotes that include minimum specifications and shall award the project to the contractor with the lowest bid or quote that meets the specifications after documenting that all applicable building code approvals, licensing requirements, permitting, and other construction related requirements are met.
- ii. The School shall include minimum specifications when doing a small purchase of a construction project as defined in R33-105. Contractors selected by the School to do a small construction project must certify that they are capable of meeting the minimum specifications of the project.
- iii. If the cost of a construction project exceeds \$100,000, the School shall conduct a formal procurement process, such as an Invitation for Bids or a Request for Proposals.

g. When the School uses federal grant funds to procure goods or services, the School shall comply with applicable federal law and regulations, including the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, 2 C.F.R. Part 200. To the extent federal procurement requirements are more restrictive than Utah law or this policy, the more restrictive federal requirements shall govern the procurement of goods or services purchased with federal grant funds.

h. Formal procurements are made using best value contracting which includes assessing the best value considering quality, performance, timing, and price. Additionally:

- i. Administration shall not intentionally divide a procurement purchase into one or more smaller purchases to divide an invoice or purchase order into two or more invoices or purchase orders, or to make smaller purchases over a period of time in order to circumvent any aspect of this policy or of state law or rule;
- ii. Exclusive contracts (requiring the purchase of needed goods or services from a single, specified seller) are not authorized except as outlined in the Utah Procurement Code (UCA § 63G-6a);
- iii. Multi-year contracts shall comply with UCA § 63G-6a-1204;
- iv. Construction and improvements shall comply with the law and administrative rules of the State of Utah and its departments or agencies and differing rules, forms or reports, not in accordance with state law and administrative rules, may

Deleted: P

Deleted: state

Deleted: p

Deleted: c

- not be produced by School staff or outside service providers without Board authorization;
- v. Written records will be kept for all purchases, including competitive bids when applicable by law. Competitive bids will be filed in the winning bidder's vendor file;
 - vi. All lease agreements will be evidenced by a lease or sublease agreement approved by the Board and signed by the Board Chair (or designee). The agreement will identify all the terms and conditions of the lease;
 - vii. Administration or any agent of the School may not accept hospitality gifts, gratuities, kickbacks, or any other unlawful consideration under 63G-6a-2304.5;
 - viii. Unless an exception applies or a contract states otherwise, satisfactory receipt of goods and services will be confirmed, as invoices are approved by buyers, before payment is made to a vendor; and
 - ix. When entering into a contract, the School will ensure that the contract includes appropriate language regarding the scope of work to be performed, adequately addresses any applicable federal requirements, and includes language regarding data privacy and use, where appropriate. The School will ensure that the appropriate legal review of contract language is performed prior to entering into the contract.

Deleted: s

Deleted: s

Deleted: and

Deleted: S

2. Emergency Procurement:

- a. For purposes of this policy, "emergency procurement" means the procurement of goods or services without using a standard procurement process when immediate procurement is necessary to:
 - i. Avoid a lapse in a critical School service;
 - ii. Mitigate a circumstance that is likely to have a negative impact on the health, safety, welfare, or property of the School or its students, employees, or the public; or
 - iii. Protect the legal interests of the School.
- b. A decision to utilize emergency procurement may be declared in an emergency at the School's discretion and "best value" procurement guidelines must be followed as reasonably practicable. In addition, the purchase must be authorized by the Chief Administrative Officer, business manager, the Board Chair, or Treasurer when available. Sound business practices shall be used and documented in all cases.
- c. Emergency procurements shall comply with UCA § 63G-6a-803 and R33-108

Deleted: Purchases

Deleted: An "emergency purchase" is the purchase of goods or services that are so badly needed that the school will suffer financial or operational damage if they are not secured immediately.

Deleted: purchase

Deleted: s

Deleted: Director

3. Sales Tax:

- a. The School is exempt from sales tax as both as governmental entity and as a charitable organization:
 - i. The School's Board and administration shall maintain the School's IRS (501(c)(3)) and public school tax exempt status by complying with government regulations at all times;
 - ii. The School administration shall follow vendor policies regarding sales tax exemption;
 - iii. As authorized, School employees or volunteers may use the School's non-profit tax exemption registration number (and Tax Commission form) only for legitimate School purchases. Authorization may be revoked when necessary; and

Deleted: Charter

Deleted: s

Deleted: s

Deleted: s

Deleted: s

Deleted: s

- |
- iv. Employees or volunteers may not be reimbursed for sales tax. If sales tax is paid by School employees or volunteers at the point of sale, the School may seek reimbursement of sales tax consistent with applicable rules at its discretion.

Deleted: s

Deleted: s

Policy 0555: Sex Education Instruction

Original Adopted Date: 07/21/2022

Purpose

The purpose of this policy is to ensure that any sex education instruction or instructional programs taught at Lumen Scholar Institute (the “School”) are compliant with state law.

Policy

The School will comply with applicable state law regarding the review, approval, and presentation of sex education instruction or instructional programs, including maturation education, at the School.

"Sex education instruction or instructional programs" means any course material, unit, class, lesson, activity, or presentation that, as the focus of the discussion, provides instruction or information to a student about: sexual abstinence, human development, including puberty and maturation; human reproductive processes, including conception, fetal development, pregnancy, and birth; human reproductive anatomy and physiology; healthy dating practices, marriage, and parenthood, in accordance with the success sequence as defined in Utah Code § 53G-10-402; adoption in accordance with Utah Code § 53G-10-404; information about contraceptive methods or devices in accordance with Utah Code § 53G-10-402(2)(b) and (c); chronic infectious, and acute diseases and conditions of the reproductive system, including sexually transmitted infections and diseases; or refusal skills as defined in Utah Code § 53G-10-402. While these topics are most likely discussed in courses such as health education, health occupations, human biology, physiology, parenting, adult roles, psychology, sociology, child development, and biology, this policy applies to any course or class in which these topics are the focus of discussion.

The School’s administration shall establish administrative regulations to help the School comply with the requirements related to sex education instruction or instructional programs under Utah law.

Review

Every two years the Board of Trustees shall (a) review this policy; and (b) review data for the county in which the School is located pursuant to Utah Code § 53G-10-402, which may include teen pregnancy, child sexual abuse, sexually transmitted diseases and sexually transmitted infections, and the number of pornography complaints or other instances reported in the School.

- Deleted: sexuality
- Deleted: ,
- Deleted: reproduction
- Deleted: ,
- Deleted: ,
- Deleted: , pregnancy
- Deleted:
- Deleted: childbirth, parenthood, contraception, HIV/AIDS,
- Deleted: ,

Formatted: Font: 11.5 pt, Bold

Technology and Network Protection and Internet Safety

Original Adopted Date: 08/11/2015 | **Revised Date:** 09/18/2025 | **Last Reviewed and Revised Date:** 09/18/2025

Policy

Lumen Scholar Institute's Board of Trustees recognizes that students need to be proficient users of information, media, and technology to succeed in a digital world. Therefore, Lumen will use electronic resources as a powerful and compelling means for students to learn core subjects and applied skills in relevant and rigorous ways. It is Lumen's goal to provide students with rich and ample opportunities to use technology for important purposes in school just as individuals in workplaces and other real-life settings. Lumen technology will enable educators and students to communicate, learn, share, collaborate and create, to think and solve problems, to manage their work, and to take ownership of their education.

Internet safety is a priority at Lumen. As a result, Lumen will use reasonable efforts to (1) prevent user access over its computer network to inappropriate material via the Internet, e-mail, or other forms of direct electronic communications; (2) prevent unauthorized access and other unlawful online activity; (3) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (4) comply with the Children's Internet Protection Act.

The Board of Trustees delegates responsibility to the Chief Administrative Officer to create strong electronic educational systems that support innovative teaching and learning; to provide appropriate staff development opportunities that promote appropriate, responsible, and safe technology, network, and Internet use; and to develop procedures to support this policy.

Legal References: 18 USC §§ 2510-2522, Electronic Communication Privacy Act; 47 USC § 254, Children's Internet Protection Act .

1. Electronic Resources: Procedure:
These procedures are written to support the electronic resources of the school and to promote positive and effective digital citizenship among students and staff. Successful, technologically fluent digital citizens live safely and civilly in an increasingly digital world. They recognize that information posted on the Internet is public and permanent and can have a long-term impact on an individual's life and career. Expectations for student and staff behavior online are no different than face-to-face interactions.
2. Network:
Lumen's network includes wired and wireless computers and peripheral equipment, files and storage, e-mail and Internet content (blogs, websites, web mail, groups, wikis, etc.). Lumen reserves the right to prioritize the use of, and access to, the network. All use of the network must support education and research and be consistent with the mission of Lumen.
 - a. Acceptable network use by Lumen students and staff includes but is not limited to:
 - i. Creation of files, projects, videos, web pages and podcasts using network resources in support of educational research;

- ii. Participation in blogs, wikis, bulletin boards, social networking sites and groups and the creation of content for podcasts, e-mail and web pages that support educational research;
 - iii. With parental permission, the online publication of original educational material, curriculum related materials and student work. Sources outside the classroom or school must be cited appropriately;
 - iv. Staff use of the network for incidental personal use in accordance with all Lumen policies and guidelines; and
 - v. Connection of any personal computer or electronic device is subject to all guidelines in this document.
 - b. Unacceptable network use by Lumen students and staff includes but is not limited to:
 - i. Personal gain, commercial solicitation and compensation of any kind;
 - ii. Liability or cost incurred by Lumen;
 - iii. Downloading, installation and use of games, audio files video files or other applications (including shareware or freeware) without permission or approval from the Director or his/her designee;
 - iv. Support or opposition for ballot measures, candidates and any other political activity;
 - v. Hacking, cracking, vandalizing, the introduction of viruses, worms, Trojan horses, time bombs and changes to hardware, software, and monitoring tools;
 - vi. Unauthorized access to other Lumen computers, networks and information systems;
 - vii. Cyberbullying, hate mail, defamation, harassment of any kind, discriminatory jokes and remarks;
 - viii. Information posted, sent or stored online that could endanger others (e.g., bomb construction, drug manufacture);
 - ix. Accessing, uploading, downloading, storage and distribution of obscene, pornographic or sexually explicit material; and
 - x. Attaching unauthorized equipment to Lumen network. Any such equipment will be confiscated and destroyed.
 - c. Lumen will not be responsible for any damages suffered by any user, including but not limited to, loss of data resulting from delays, non-deliveries, mis-deliveries or service interruptions caused by its own negligence or any other errors or omissions. Lumen will not be responsible for unauthorized financial obligations resulting from the use of, or access to, Lumen computer network or the Internet.
3. Internet Safety: Personal Information and Inappropriate Content:
- a. Students and staff should not reveal personal information, including a home address and phone number, on websites, blogs, podcasts, videos, wikis, e-mail, social media, instant messaging, chat rooms or as content on any other electronic medium;
 - b. Students and staff should not reveal personal information about another individual on any electronic medium;
 - c. No student pictures or names can be published on any class or Lumen website unless the appropriate permission has been verified; and
 - d. If students encounter dangerous or inappropriate information or messages, they should notify the appropriate school authority.
4. Filtering and Monitoring:
- Filtering appliances are used to block or filter Internet access to visual depictions that are obscene, are child pornography, or are harmful to minors in accordance with the Children's

Internet Protection Act (CIPA). These filters constitute Lumen's preapproved content filtering system as described in Utah Code § 53G-7-1003, and they are employed by the school regardless of whether a parent or guardian requests them or not. Lumen also employs a parent-accessible monitoring system, which is a technology platform that enables a parent or guardian to review the activity of their student on school-owned electronic devices. Filtering software is not 100% effective. While filters make it more difficult for objectionable material to be received or accessed, filters are not a solution in themselves. Every user must take responsibility for his or her use of the network and Internet and avoid objectionable sites:

- a. Any attempts to defeat or bypass Lumen Internet filter or conceal Internet activity are prohibited, such as proxies, https, special ports, modifications to Lumen browser settings and any other techniques designed to evade filtering or enable the publication of inappropriate content;
 - b. E-mail inconsistent with the educational and research mission of Lumen will be considered SPAM and blocked from entering Lumen e-mail boxes;
 - c. Parents/Guardians must provide supervision of Internet use. The first line of defense in controlling access by minors to inappropriate material on the Internet is deliberate and consistent monitoring of student access to Lumen computers;
 - d. Staff members who supervise students, control electronic equipment, or have occasion to observe student use of said equipment online, must make a reasonable effort to monitor the use of this equipment to assure that student use conforms to the mission and goals of Lumen; and
 - e. Staff must make a reasonable effort to become familiar with the Internet and to effectively monitor, instruct and assist students with respect to their use of the Internet.
5. Educating:
- a. Lumen staff must regularly educate its students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response.
6. Copyright:
- a. Downloading, copying, duplicating and distributing software, music, sound files, movies, images or other copyrighted materials without the specific written permission of the copyright owner is generally prohibited. However, the duplication and distribution of materials for educational purposes are permitted when such duplication and distribution fall within the Fair Use Doctrine of the United States Copyright Law (Title 17, USC) and content is cited appropriately. All student work is copyrighted. Permission to publish any student work requires permission from the parent or guardian.
7. Network Security and Privacy:
- a. System logins and accounts are to be used only by the authorized owner of the account, for authorized Lumen purposes. Students and staff are responsible for all activity on their account and must not share their account password; and
 - b. Administration shall ensure that school faculty, staff, and students are trained in proper network security procedures, including the protection of passwords and the prohibition of the use of another user's network account.
8. Student Data is Confidential:
- a. Lumen staff must maintain the confidentiality of student data in accordance with the Family Educational Rights and Privacy Act (FERPA), Chapter 9 of Title 53E of the Utah Code, and Utah Administrative Code Rule R277-487.
9. No Expectation of Privacy:

- a. Lumen provides the network system, e-mail and Internet access as a tool for education and research in support of Lumen's mission. Lumen reserves the right to monitor, inspect, copy, review and store, without prior notice, information about the content and usage of:

- i. The network;
- ii. User files and disk space utilization;
- iii. User applications and bandwidth utilization;
- iv. User document files, folders and electronic communications;
- v. E-mail;
- vi. Internet access; and
- vii. Any and all information transmitted or received in connection with network and e-mail use.

* No student or staff user should have any expectation of privacy when using Lumen's network. Lumen reserves the right to disclose any electronic message to law enforcement officials or third parties to the extent permitted by law. Documents may be subject to the public records disclosure laws of the State of Utah.

10. Archive and Backup:

- a. Regular backup shall be made of all Lumen materials (including e-mail correspondence) for purposes of public disclosure and disaster recovery.

11. Disciplinary Action:

- a. All users of Lumen electronic resources are required to comply with Lumen policy and procedures and to agree to abide by the provisions set forth in Lumen's Computing Device Policy and Agreement. Violation of any of the conditions of use explained in this or any other policy related to Electronic Resources may be cause for disciplinary action, up to and including suspension or expulsion from school and suspension or revocation of network and computer access privileges for students, and up to and including termination of employment for employees.

12. Use of Personal Electronic Devices:

- a. Consistent with Utah Code § 53G-7-227, students may use personal electronic devices during school hours and during school-sponsored activities:

- i. To respond to an imminent threat to the health or safety of an individual;
- ii. To respond to a school-wide emergency;
- iii. To use the SafeUT Crisis Line;
- iv. For their IEP or Section 504 accommodation plan; or
- v. To address a medical necessity.

- b. A parent or guardian may request that their student be allowed to briefly use a personal electronic device during non-instructional time for purposes other than those listed above.

13. Availability of Policy and Procedures:

- a. This policy and any related procedures shall be available for review at the school.

14. Complaints:

- a. Complaints about this policy or its enforcement, or complaints about observed behavior regarding this policy, should be addressed in accordance with the school's Grievance Policy.

15. Review and Approval:

Deleted: class time

- a. This policy shall be reviewed and approved at least every three years to ensure that it continues to meet the school's needs.