



LEADERSHIP
LEARNING
ACADEMY

Board Meeting Materials

BOARD MISSION STATEMENT

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

October 19, 2026

Leadership Learning Academy Board of Directors Meeting Agenda Monday, October 19, 2026



Location: Lagoon Park, 375 North Lagoon Dr, Farmington, UT 84025

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

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

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

Agenda

2026-2027 Strategic School Plan

Teacher, Leader & Staff Development

Fiscal Responsibility

Student Growth & Maintain Literacy Proficiency

5:30 PM – INTRODUCTORY ITEMS

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

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

REPORTS

- Administration
 - [State of the School](#) – Richard Squire
 - ✓ [Amended Religion & Education Administrative Procedures](#)
- Board of Directors
 - [Financial Update](#) – Jimmy Sunlight
- Academica West
 - [Review Long Term Building Care](#) – Kyle Vander Does/Kirk Blake

CONSENT ITEMS

- [August 31, 2026 Board Meeting Minutes](#)
- [Ratify Amended 2026-2027 School Calendar \(PTC Days\)](#)

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

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

VOTING ITEMS

- [Title I School Parent-Compact](#) – Richard Squire
- [Amend Attendance Policy \(Procedures\)](#) – Richard Squire
- [Amend Enrollment & Lottery Policy](#) – Richard Squire
- [Amend Fee Waiver Policy](#) – Richard Squire
- [Amend Weapons on School Property Policy](#) – Richard Squire
- [Amend Capitalization & Expense Policy](#) – Brandon Fairbanks
- [Amend Financial Reporting Policy](#) – Brandon Fairbanks
- [Amend Financial, Debt, and Risk Management Plan](#) – Brandon Fairbanks
- [Amend Procurement Policy](#) – Brandon Fairbanks
- [Amend Student Conduct & Discipline Policy](#) – Brandon Fairbanks

OTHER BUSINESS ITEMS

- Calendaring Items – ALL
 - Holiday Social on November 2nd – Crush Golf???
 - Next Pre-Board Meeting on November 16th @ 5:30 p.m.
 - Next Board Meeting on December 7th @ Ogden Campus @ 5:30 p.m.
 - NCSC27 June 28-30 in Columbus, OH

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

ADJOURN

UPCOMING CALENDAR ITEMS

November

Bond Investor Call Notice

December

Audit Review

Winter Bonus

2027-2028 School Calendar

2027-2028 School Fee Schedule (1st Public Viewing)

January

Winter Retreat

2027-2028 School Fee Schedule (2nd Public Viewing)

Curriculum Purchases (2 Public Comment Periods)

March

Present 2025-2026 SLT Final Report (can be an email)

2027-2028 School LAND Trust Plan (Comm. Signature Pages)

SLT Training Assurances

Annual Open Meetings Act Training

Board Vacancies

April

Parent Handbook

EOY Bonus

Eide Bailly Statement of Work Letter

May

2027-2028 TSSA Plan

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Capital Improvements
Curriculum Subscription Renewals (CKLA, Lexia Core5, iReady, KnowAtom)
AW SpEd Services Agreement (*if renewed*)
Review Positive Behavior Plan [*Can email to board or approve if changes*]

June

2026-2027 Final Amended Budget
2027-2028 Annual Budget
Ratify Board Members & Terms
Ratify Board Officers
2027-2028 Sex Ed Committee Membership (Due Aug 1)
Set 2027-2028 Board Meeting Schedule
Fraud Risk Assessment/Ethical Behavior
Mental Health Screening Determination [*if changed*]
Board Member Agreement
Annual PPP Training & Review
Review Board Communication Guidelines

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Lead Director Report

10/19/2026

Schoolwide Unity and Collaboration:

In Layton, the Fall carnival went well. It was ended early because of weather. The raffle baskets that are usually done during the carnival were moved to be raffled off during parent conferences.

Parent conferences went well at both schools. Most of our families have been receptive to the IRP's. Our approach in each building has been to say that the student has holes in their learning in specified areas. We are trying to fill in those gaps with interventions. We want them to be aware of what we are doing to help their student in school. We then give recommendations as to how families can help at home.

Enrollment and Fiscal Responsibility:

I am working on a plan to minimize the cost to bring LLA into compliance for the window glazing component of our safety plan. I would like to bring us up to compliance in phases year after year to meet the 2034 deadline. I am waiting on the state to give a list of approved providers for glazing. I will then work with them to find the best way to bring us up to the standards and then get quotes for the glazing. I will also work with Kirk in deciding if we need to fill in any window space within our buildings as a cost savings in getting to compliance. (Windows around the libraries, the classrooms in Layton that have windows to the new hallway, etc.)

Growth and Literacy Proficiency:

Percent of students at/above level in BOY Acadience Reading Measuring K-3rd grades

2024 BOY LEA 53%

2025 BOY LEA 54%

2026 BOY LEA 53%

Percent of students at/above level in BOY Acadience Math Measuring 1st – 3rd grades

2024 BOY LEA 41%

2025 BOY LEA 36%

2026 BOY LEA 43%

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*Both schools have a goal to have 85% of Kindergarten students on or above grade level as measured by the EOY Acadience assessment.

Ogden 2025 EOY 53% on or above level
Layton 2025 EOY 64% on or above level

Amended Religion and Education Administrative Procedures:

As a result of the passage of SB 260, the school's Religion and Education Administrative Procedures have been revised to ensure that students may express their religious beliefs in schoolwork without discrimination, that schoolwork is neither penalized nor rewarded based on a student's religious perspective, and that the school provides employees and students with notice of the constitutional rights and freedoms addressed in these procedures.

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Religion & Education Administrative Procedures

PURPOSE

Leadership Learning Academy (the “School”) recognizes, protects, and accommodates the rights of religious practice and expression guaranteed by state and federal laws and by the constitutions of Utah and the United States.

The purpose of this procedure is to help School personnel protect and accommodate individual religious belief and rights of conscience in the School.

General Rules Regarding Religion and Education

The School expects School personnel to foster mutual understanding and respect for all individuals and beliefs. Study about religion is an important part of a complete education and is necessary to achieving an understanding of history, societies, and cultures throughout the world. School curricula – including activities, discussions, assignments, displays, and performances – may refer to religious thought and expression, provided such references are designed to achieve specific educational objectives.

School personnel should neither promote nor disparage any religious, agnostic or atheistic belief or religion in general. Teaching about religion should be objective, thus avoiding any implication that religious doctrines have the endorsement of School authority. School personnel should recognize that religious holidays are observed in various ways, or not observed at all, based upon the influence of ethnic tradition, family style, or religious conviction.

The School shall ensure that:

- (a) a student may express the student's beliefs about religion in homework, artwork, and other written or oral assignments free from discrimination based on the religious perspective of the student's submissions;
- (b) home and classroom work is:
 - (i) not penalized or rewarded on the basis of religious perspective; and
 - (ii) judged by ordinary academic standards of substance, relevance, and other legitimate pedagogical objectives; and
- (c) notification of the constitutional freedoms described in these procedures are provided to school officials, employees, and students.

Students may refrain from participation in any aspect of school that violates a religious belief or right of conscience of the student or of the student's parent or guardian.

The School shall not, in any aspect of school:

- (a) require or incentivize a student to affirm or deny the student's or the student's parent or guardian's religious belief or right of conscience;
- (b) engage a student in a practice that violates or is contrary to the student's or the student's parent or guardian's religious belief or right of conscience; or
- (c) penalize or discriminate against a student for refraining from participation due to the student's or the student's parent or guardian's religious belief or right of conscience.

A student's parent or guardian may waive the student's participation in any aspect of school (e.g., activities, discussions, and assignments) that the parent or guardian feels would violate the parent or guardian's or student's right of conscience or religious belief. Such waivers must be communicated in a timely manner to the appropriate School authorities.

Procedures for Implementation

1. The Lead Director or Campus Principals will periodically review these procedures with teachers and staff. This review will stress the School's expectation that School personnel will recognize, protect, and accommodate religious belief and individual rights of conscience in the operation of the School, while fostering mutual understanding and respect for all individuals and beliefs.
2. The School encourages teachers and employees at the School to discuss, equitably and with civility, and, if possible, resolve with students, parents, and guardians, any concerns regarding curricular content, activities, or student participation.
3. Students, parents, and legal guardians will be provided with a copy of these procedures annually through the posting of these procedures on the School's website.
4. A student or parent or legal guardian of a student, may make a complaint to the Campus Principal that a portion of the curriculum, a School activity, or the conduct of a School employee violates state or federal law insofar as it "endorse[s], promote[s], or disparage[s] a particular religious, denominational, sectarian, agnostic, or atheistic belief or viewpoint." See Utah Code § 53G-10-202(4).
5. The Lead Director may discuss annually with the Board any requests for accommodation, or complaints about religion in the curriculum, made within the last year in order to determine how the School can more effectively recognize, protect, and accommodate religious belief and individual rights of conscience in the operation of the School. In discussing these matters with the Board, the Lead Director will take care to protect the privacy rights of those who made complaints or requests. The Lead Director may also submit the written record of each complaint received and any decisions made regarding such complaints to the Board President.

Waivers of Participation

1. When a student refrains from participating in any aspect of school that violates the student's or the student's parent or guardian's religious belief or right of conscience, the School:
 - a. Shall promptly notify the student's parent or guardian;
 - b. May offer an alternative that does not violate the student's or the student's parent or guardian's religious belief or right of conscience; and
 - c. May not require the student or the student's parent to explain, defend, or justify the student's or the student's parent or guardian's religious belief or right of conscience.
2. In addition, if a student refrains from a portion of a course or to a course in its entirety under Utah Code § 53G-10-205, the parent and School may work together to establish an alternate academic accommodation, which allows the student to demonstrate mastery of Core Standards or alternate standard, consistent with Utah Code § 53G-6-803(7) and Utah Code § 53G-10-205(2)(b).
3. When a student's parent or guardian waives the student's participation in any aspect of school that the parent or guardian feels would violate the student's or the student's parent or guardian's religious belief or right of conscience, the parent or guardian shall communicate that waiver (preferably in writing) as soon as possible to the Campus Principal or Lead Director so that an appropriate alternative for the student can be considered.
4. The School will keep a written record of every waiver of participation based on religious belief or right of conscience.

Complaints Alleging Violation of Law

If a complaint is made by a minor student, the Campus Principal will give written notice to the student's parent or legal guardian by email to the parent or legal guardian's last known email address.

The Campus Principal, student, the student's parent or legal guardian, and the teacher or employee responsible for the program in question will meet to discuss the complaint, and the Campus Principal will arrive at a decision, consistent with state and federal law, whether to alter the curriculum or activity, substitute another activity, or deny that the curriculum or activity is in violation of law. The Campus Principal will give a written decision as soon as practical under the circumstances.

The School will keep, for a reasonable time, a written record of every complaint and any decisions made regarding each complaint.

Appeals Process

A student, parent, or legal guardian who is dissatisfied with the Campus Principal's decision regarding complaints about curricula and activities perceived to be in violation of law, may appeal that decision within ten (10) days to the Lead Director. The Lead Director will review the complaint of the student, parent, or legal guardian and the decision of the Campus Principal and may modify said decision.

A student, parent, or legal guardian who is dissatisfied with the Lead Director's decision regarding complaints about curricula and activities perceived to be in violation of law, may appeal that decision within ten (10) days to the Board President.

The Board President will review the complaint of the student, parent, or legal guardian and the decision of the Lead Director and may modify said decision. At the sole discretion of the Board President, a committee of his or her choosing may be formed to review the complaint and the decision of the Lead Director. If the Board President decides to form a committee to consider the appeal, the student and student's parent or guardian will be notified.

The Board will keep, for a reasonable time, a written record of every appeal and any decisions made regarding each appeal.

The decision of the Board President will be final.

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Leadership Learning Academy Statement of Activities

Created on October 10, 2026

For Prior Month

Reporting Book:

ACCRUAL

As of Date:

10/10/2026

Location:

Leadership Learning Academy

	Annual June 30, 2027	Year-to-Date September 30, 2026	
	Budget	Actual	% of Budget
Net Income			
Income			
Revenue From Local Sources	309,302	111,254	36.0 %
Revenue From State Sources	10,964,193	2,994,170	27.3 %
Revenue From Federal Sources	675,659	8,486	1.3 %
Total Income	11,949,154	3,113,910	26.1 %
Expenses			
Instruction/Salaries	6,163,201	897,359	14.6 %
Employee Benefits	1,812,776	255,427	14.1 %
Purchased Prof & Tech Serv	895,490	220,615	24.6 %
Purchased Property Services	330,164	68,832	20.8 %
Other Purchased Services	158,079	72,407	45.8 %
Supplies & Materials	828,912	358,265	43.2 %
Property	60,128	11,636	19.4 %
Debt Services & Miscellaneous	1,450,314	11,378	0.8 %
Total Expenses	11,699,064	1,895,919	16.2 %
Total Net Income	250,090	1,217,991	487.0 %

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**Leadership Learning Academy
Statement of Financial Position
Created on October 10, 2026
For Prior Month**

Reporting Book:
As of Date:
Location:

ACCRUAL
10/10/2026
Leadership Learning Academy

	Period Ending 09/30/2026	Period Ending 09/30/2025
	Actual	Actual
Assets & Other Debits		
Current Assets		
Operating Cash		
Cash		
8111-03i-001 - LLA ZB OP	2,511,963	2,009,284
8112-03i-001 - Zlons Bank - Petty - LLA	2,524	1,333
8112-03i-002 - Bank Midwest - Petty - LLA	107,884	107,883
Total Cash	2,622,371	2,118,500
Investments		
8120-03I-001 - PTIF - LLA Facility	547,269	526,069
8120-03I-002 - PTIF - LLA Surplus	3,741,485	3,596,540
Total Investments	4,288,754	4,122,609
Operating Cash	6,911,125	6,241,109
Accounts Receivables	331,114	313,697
Other Current Assets	4	0
Total Current Assets	7,242,243	6,554,806
Restricted Cash	2,190,988	2,115,540
Net Assets		
Fixed Assets	21,684,487	21,626,744
Depreciation	(3,939,383)	(3,177,540)
Total Net Assets	17,745,104	18,449,204
Other Debits	(558,436)	(597,016)
Total Assets & Other Debits	26,619,899	26,522,534
Liabilities & Fund Equity		
Current Liabilities	19,097	133,796
Long-Term Liabilities	19,520,000	19,846,022
Other Credits	267,733	284,293
Fund Balance	5,575,604	5,074,879
Net Income	1,237,465	1,183,544
Total Liabilities & Fund Equity	26,619,899	26,522,534

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LLA Facilities Service Report

Layton & Ogden Campuses | Maintenance History 2019–October 1, 2026

Current Service Performance: January 2025–October 1, 2026

Prepared by AW Services | October 1, 2026

Purpose. This report combines long-term maintenance history with current service performance to identify recurring building needs and opportunities for preventive maintenance, while providing a current view of service delivery across both Leadership Learning Academy campuses.

At a glance

AW Services completed 434 of 445 maintenance requests submitted across the two campuses from January 2025 through October 1, 2026. Eleven remained open as of October 1. Every request raised in 2025 at both campuses was closed.

Measure	Layton 2025	Layton 2026 YTD	Ogden 2025	Ogden 2026 YTD
Requests received	143	98	102	102
Requests completed	143	92	102	97
Completion rate	100%	94%	100%	95%
Typical time to close	4 days	2 days	4 days	4 days
Closed same day	15%	26%	22%	24%
Open as of Oct 1	0	6	0	5

Note: 2026 service-performance figures run January 1 through October 1. Historical trend analysis below uses the longer maintenance record.

Long-term maintenance history

The service records provide a longer view of how maintenance demand is changing as the campuses age. The table below shows requests by year using the Created At date in the exported campus maintenance-ticket projects. 2026 is year-to-date through October 1.

Year	Layton	Ogden
2019	110	124
2020	81	75
2021	132	104
2022	92	101
2023	105	115
2024	81	96
2025	143	100
2026	98	102

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This longer window is intended to show direction and recurring patterns. Current response-time and completion measures remain focused on 2025 and 2026, where the report is being used to assess present service performance.

What the trend shows

The August peak coincides with the return to full building use as school begins, when issues that developed or went unnoticed during summer become service requests. Across the full-year records, August repeatedly ranks among the busiest months, giving AW Services a predictable readiness window to plan around.

Layton demand is moderating. Requests through September 2026 are down 16% against the same nine months of 2025, 98 compared with 117. Service has also moved faster: half of requests close within two days and about a quarter close the same day they are raised.

Ogden demand is higher. Requests through September 2026 are up 31% from the comparable 2025 period, 101 compared with 77. The campus reached 102 requests by October 1, matching its full-year 2025 total while maintaining a four-day typical closure pace.

Where the work is going

The two campuses wear differently. Doors and hardware are the largest category at both campuses in the current-year analysis, while HVAC remains a significant share at Layton and kitchen work is elevated at Ogden.

Category	Layton 2026	Ogden 2026
Doors, locks and hardware	19%	29%
Furniture and installation	19%	13%
Heating and cooling	18%	12%
Plumbing	17%	13%
Roof, grounds and exterior	10%	7%
Lighting and electrical	9%	9%
Kitchen equipment	8%	17%
Fire and life safety	2%	2%

A request can touch two categories, so the columns total above 100%.

Ogden kitchen. Kitchen-related requests are 17% of Ogden's 2026 maintenance activity after remaining between 5% and 8% during the previous seven years. The change supports moving from individual repairs toward a scheduled preventive-maintenance routine for repeatedly serviced kitchen components.

HVAC. Across the longer record, heating and cooling has increased as a share of requests at both campuses. The service history is useful for identifying repeat comfort locations and informing when routine service should shift toward more deliberate asset-level tracking.

Layton North Addition

The North Addition should be tracked separately from the original Layton building during its early operating years. Recent requests include HVAC performance, doors and water entry. Tracking these conditions as a group will make it easier to distinguish isolated maintenance requests from recurring building-system conditions and to document issues that may warrant contractor or warranty follow-up.

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Open items and status

Eleven requests were open as of October 1. Nine were raised in the prior two weeks and were in the normal work queue.

Campus	Item	Raised	Status
Ogden	Playground bridge	Aug 14	Parts on order
Layton	Gym recess exit hall paint	Aug 3	In progress
Ogden	Kitchen exterior door needs welding	Sep 15	In progress
Layton	Kitchen ceiling leaking at gym door	Sep 18	Under investigation
Layton	Upstairs workroom shelves	Sep 18	In progress
Ogden	Walk-in fridge caulk	Sep 23	Parts on order
Ogden	Emergency lights, three units	Sep 23	Parts on order
Layton	Storage room puddle after rain, new addition	Sep 24	Under investigation
Layton	Upstairs air not cooling rooms 305–308	Sep 25	Under investigation
Layton	Corner guards, upstairs bathroom	Sep 25	In progress
Ogden	Kitchen maintenance	Oct 1	Newly raised

The playground bridge is the one item open longer than a month. Three open items are waiting on materials rather than labor: the playground part, walk-in fridge caulk and three emergency light units. The Layton water-entry items are being reviewed together rather than treated only as separate patches.

What we are doing next

Five changes, each drawn from the maintenance history and current service records:

A readiness sweep before August. The recurring August peak gives us a predictable opportunity to check common trouble areas before full building use resumes.

Wi-Fi enabled thermostats in selected classrooms. Connected thermostats could provide better visibility into room temperatures, schedules and setpoints, allowing AW Services to identify some comfort issues earlier and make certain adjustments without an onsite visit. We would begin with repeat-call locations rather than deploy campus-wide.

A scheduled kitchen service at Ogden. The kitchen is now a larger share of service demand than its historical pattern. A scheduled routine for frequently serviced components can be evaluated against continuing individual repairs.

Water entry in the Layton addition, treated as one issue. Rather than patching the kitchen ceiling and storage-room water entry separately, we are tracing the conditions together before committing to a repair approach.

Track repairs against equipment, not just requests. When the same fixture or system returns repeatedly, the history should follow that asset so repair-versus-replacement decisions are based on a service record rather than isolated work orders.

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Long Term Building Care

Because we know that routine and unexpected maintenance demands are bound to arise, every education organization must proactively develop and implement a plan for dealing with these inevitabilities. Thus, an organization must plan to meet the challenges of effective facilities maintenance. It is simply too big of a job to be addressed in a haphazard fashion.

Prepared for: Leadership Learning Academy
Address: 100 West 2675 North
Layton, UT 84041
Year Built: 2013

Completed Projects

2026

Block Seal, exterior metal painted
Playground rubber bark
Concrete lifting
Crack seal

2025

North Addition (two floors)
2nd level original building carpet

2023

Parking lot seal coat and striping
1st level carpet

2022

Bathroom in kitchen storage

2021

Asphalt Path

2020

Building repainted

2018

Concrete sections around building

2017

Parking lot seal coat and striping

Vendors:

Lawn Care and Snow Removal: Extreme Green
Janitorial: Toone Cleaning
Fire: Firetrol
Alarms: Verkada
Elevator: TK Elevator
Elevator Monitoring: TK Elevator
Pest: All Pro Pest
Trash: Robinson (just got bought out) Republic
Grease Traps: Sump & Trap
Playground: Little Tikes

PTIF Fund for Long Term Maintenance: **\$550,000** (as of 9/1/26)

Prepared for:	Leadership Learning Academy
Address:	1111 2 nd Street
	Ogden, UT 84404
Year Built:	2017

Completed Projects

2026

Crack Seal

2023

Shed

2022

Playground rubber bark

2021

Asphalt track

2020

Asphalt seal coat

Maintenance Tickets:

Jan 1, 2019-December 31, 2019: **117**

Jan 1, 2020-December 31, 2020: **77**

Jan 1, 2021-December 31, 2021: **19**

Jan 1, 2022-December 31, 2022: **111**

Jan 1, 2023-December 2023: **107**

Jan 1, 2024-December 31, 2024: **95**

Jan 1, 2025- December 31,2025: **102**

Jan 1, 2026- September 3, 2026: **91**

Vendors:

Lawn Care and Snow Removal: Groundsman

Janitorial: Toone Cleaning

Fire: Firetrol

Alarms: VERKADA

Elevator: TK Elevator

Elevator Monitoring: Kings III

Pest: All Pro Pest

Trash: Robinson

Grease Traps: Sump & Trap

Playground: Luckydog Recreation

Ongoing Maintenance

Plumbing/Bathrooms	Description	Frequency
Exhaust Fans	Inspect/ Grease/ Clean	Quarterly
Drinking Fountains Exterior	Winterize/ Summerize/ Inspect and Repair	Semiannually
Drinking Fountains Interior	Inspect and Repair	Quarterly
Drinking Fountain Coils	Inspect and Clean Coils	Annually
Back Flow Testing (By Firetrol)	Have Test Performed	Annually
Water Heater	Flush water heater	Annually
Faucet/ Toilet Batteries	Check batteries in automatic faucets and flush toilets	As needed
Thermostat Batteries	Check batteries in thermostats	Annually
HVAC	Description	Frequency
AC Units	Clean Coils Spring/Fall	Semiannually
Filters	Replace filters	Quarterly
Data Room	Clean filters on ductless split	Quarterly
AC Belts	Check AC belts - Replace if needed	Semiannually
Thermostat	Check programming and time	Semiannually
Kitchen	Description	Frequency
Grease Traps	Inspect/ Check if it needs to be cleaned	Annually
Refrigerator/Freezer	Clean refrigerator and freezer coils	Quarterly
Roof	Description	Frequency
Membrane	Inspect and clean	Annually
Drains	Inspect and clean	Annually
Gas Lines	Check gas lines and their support blocks	Annually
Fire System	Description	Frequency
Inspection	Inspect for code compliance	Annually
Playground	Description	Frequency
Big Toy	Safety check - check for loose/damaged parts	Annually
Wood Chips	Check to see if depth meets safety requirements	Annually
Field	Check for holes/pits that could be a hazard	Annually
Landscape	Inspect and notify if any issues	Per Visit
General Maintenance	Description	Frequency
Electrical Rooms	Inspect for code compliance	Annually
Fire Riser Rooms	Inspect for code compliance	Quarterly
Lights	Check and change lights if needed	Semiannually
Doors & Hardware	Inspect/Oil/Fix	Annually
Ceiling Tiles	Replace/fix if needed	Annually
Windows	Inspect/Caulk where needed	Annually
Painting	Patch and paint if needed	Annually
Stucco	Inspect and repair if needed	Annually
Flooring	Check for snags or other issues	Annually
Emergency Lights	Check backup battery for emergency lighting	Monthly
Vacuum Breakers for toilets	Check valve in toilet flush valve	As Needed
Ice Melt	Coordinate supply of ice melt	Annually

LLA Layton – September 24, 2026

Commendations

- Clean, well-kept campus; hallways, classrooms, office and kitchen in good order.
- North Addition (2025) finishes are holding up well – carpet tile, commons/stage flooring and restrooms look new.
- Gym floor material in good condition.
- Block seal and exterior metal painting completed in 2026 – exterior looks sharp.
- Elevator passed state inspection 12/9/2025 (certificate good through 12/9/2027).

Considerations

- Parking lot and playground hardcourt – widespread cracking, and the seal coat is wearing through in the drive lanes (aggregate showing). Last seal coat/stripping was 2023. Plan crack fill and seal coat; include the asphalt path.
- RTU replacement schedule – remaining original units are from 2013 (13 years old). Continue the replacement plan.
 - Expect service calls to keep rising on the older units.
- Water heater (Rheem 75-gal gas) manufactured 11/2013 – at the end of typical service life. Budget for replacement.
- Trees are maturing nicely – consider a treatment plan to avoid disease and loss.
- Dry/brown turf along the front and the east parking strip – water usage was high near end of season. Needed to cut back on various areas to maintain focus on field.
- Unirrigated hillside around the North Addition parking – monitor for erosion and weeds.

Concerns

- Roof membrane shows widespread wrinkling/ridging on several roof sections (the “bubbles” noted in prior evaluations). No leaks reported, but have the roofer inspect seams and fastening. If any wrinkled section is on the 2025 North Addition, raise it with the contractor under warranty.

Notes

- Watch the split face block for additional rust spots to be sure they are not areas where water is doing damage to interior.
- Interior control joints in gym block walls are sealed and in good condition.

Future Planning

- RTU WIFI enabled thermostats –
- Roof coating (original 2013 roof)- between years 2028 and 2033.
- Parking lot crack fill and seal coat
- Water heater replacement
- Window glazing (safety requirements from state)/wall addition

LLA Ogden – September 24, 2026

Commendations

- Staff friendly and helpful; building clean, with clear hallways, classrooms, library and restrooms.
- Rubber bark under play equipment had low spots.
- Lawn and field in good shape. Student-painted activity games on the asphalt track are a great addition.
- Elevator passed state inspection 5/12/2026 (certificate good through 5/12/2028).
- Roof membrane and RTUs in good overall condition.

Considerations

- Asphalt – crack seal completed in 2026. Sealcoat to be scheduled for 2027. Aggregate beginning to show. Last completed in 2020. Coordinate with the painted games on the track.
- Small pothole in the drive lane – patch before winter.
- Washout at the base of the building at two exterior corners – regrade/backfill so water drains away from the foundation.
- Trees – consider a treatment plan. One young tree by the activity path has trunk damage; add a trunk guard.
- Water heater (75-gal gas) manufactured 02/2017 – plan replacement within the next 2–3 years.

Concerns

- Awning tie-rod turnbuckles are still rusting at the connections after the repaint – wire brush, prime and touch up (or at same time as block seal).
- Kitchen tile grout is stained and puddling due to low spots. Would likely need to have tile pulled out and leveled. check the walk-in for a condensate leak.
- Storm drain issues due to neighbor (gas station)
- Wall covering separating at a 2nd-floor window sill corner – re-adhere.

Notes

- Gym floor material is looking good.
- Carpet seams are starting to show in a few spots – monitor.
- Watch the split face block for additional rust spots to be sure they are not areas where water is doing damage to interior.

Future Planning

- WIFI enabled thermostats –
- Parking lot and hardcourt crack fill and seal coat
- Water heater replacement
- RTU (2017 units) – begin long-range replacement schedule
- Roof (2017) – continue annual inspections
- Window glazing (safety requirements from state)/wall addition

LLA Ogden	Lifespan (in Years)	Replacement Cost	Quantity	Savings Recommendation Estimated Annual Cost	Completed	Next Approximate date
Building Exterior / Landscape						
Block Seal/Control Joints	7-10	\$80,000		\$8,000.00	2017	2027
Playground / Play Areas						
play structure	20-25	\$75,000		\$3,750.00	2017	2037
Parking Lot / Sidewalks						
Crack Seal	1	\$5,000		\$5,000.00	2026	2027
Striping	3-5 years	\$5,000		\$5,000.00	2023	2025
Seal Coat	3-5 years	\$15,000		\$3,000.00	2020	2027
Roof	20	\$125,000		\$6,250.00	2017	2037
HVAC	15	\$15,000	13	\$13,000.00	2017	2032
Fire & Security	15	\$15,000		\$1,000.00	2017	2032
Carbon Monoxide	10	\$7,500		\$750.00	2023	2033
Building Interior						
Painting rooms	7-10	\$75,000		\$7,500.00	2017	
Gym Floor	30	\$75,000	1	\$2,500.00	2017	2047
Elevator	25	\$55,000	1	\$2,200.00	2017	2042
Carpet	7-15	\$150,000		\$10,000.00	2017	2032
Plumbing/Restroom						
Toilets	30	\$500	12	\$200.00	2017	2047
Faucets	10	\$150	32	\$480.00	2017	2027
Urinals	30	\$300	2	\$20.00	2017	2047
Sewer Main	30	\$10,000	1	\$333.33	2017	2047
Water Main	30	\$5,000	1	\$166.67	2017	2047
Water Heater	7	\$3,000		\$300.00	2017	2027
Water Heater	7	\$3,000		\$300.00	2017	2027
				\$69,750.00		

LLA Layton	Lifespan (in Years)	Replacement Cost	Quantity	Savings Recommendation Estimated Annual Cost	Completed	Next Approximate date
Building Exterior / Landscape						
Block Seal/Control Joints	7-10	\$60,000		\$6,000.00	2026	2036
Playground / Play Areas						
play structure	20-25	\$75,000		\$3,750.00	2013	2038
Parking Lot / Sidewalks						
Crack Seal	1	\$5,000		\$5,000.00	2026	2027
Striping	3-5 years	\$5,000		\$5,000.00	2023	2026
Seal Coat	3-5 years	\$15,000		\$3,000.00	2023	2028
Roof	20	\$125,000		\$6,250.00	2013	2033
HVAC	15	\$15,000	11	\$11,000.00	2013	2028
replacement RTU	15	\$15,000	2	\$2,000.00	2024	2039
New addition	15	\$15,000	4	\$4,000.00	2025	2040
Fire & Security	15	\$15,000		\$1,000.00	2013	2028
Carbon Monoxide	10	\$7,500		\$750.00	2019	2029
Building Interior						
Painting rooms	7-10	\$75,000		\$7,500.00		
Gym Floor	30	\$90,000	1	\$3,000.00	2013	2043
Elevator	25	\$55,000	1	\$2,200.00	2013	2038
Carpet 1st floor	7-15	\$75,000		\$5,000.00	2024	2039
Carpet 2nd floor	7-15	\$75,000		\$5,000.00	2025	2040
Plumbing/Restroom						
Toilets	30	\$500	12	\$200.00	2013	2043
Faucets	10	\$150	32	\$480.00	2013	2023
Urinals	30	\$300	2	\$20.00	2013	2043
Sewer Main	30	\$10,000	1	\$333.33	2013	2043
Water Main	30	\$5,000	1	\$166.67	2013	2043
Water Heater	7	\$3,000		\$300.00	2022	2029
Water Heater	7	\$3,000		\$300.00	2013	
				\$72,250.00		

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Leadership Learning Academy Board of Directors Meeting Minutes Monday, August 31, 2026



Location: AW Services, 290 N. Flint Street, Kaysville, UT 84037

In Attendance: David Gray, Jimmy Sunlight, Chuma Uzoh, Deb Hansen, Terry Capener (via Zoom),

Others in Attendance: Brandon Fairbanks, Richard Squire, Dawn Kawaguchi,

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

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

Minutes

2026-2027 Strategic School Plan

Teacher, Leader & Staff Development

Fiscal Responsibility

Student Growth & Maintain Literacy Proficiency

5:38 PM – INTRODUCTORY ITEMS

- Welcome & Roll Call – David Gray
- Board Mission – Deb
- School Mission – Jimmy
- School Vision – Chuma

There was no PUBLIC COMMENT.

REPORTS

➤ Administration

- State of the School – Richard Squire presented the State of the School report, which included an overview of new staff hires at each campus. The Layton campus has added an instructional coach and a behavior specialist, while the Ogden campus has added a behavior specialist and a literacy coach. Richard also reported that the school has implemented Panorama, a state-required Early Warning System (EWS) software platform. The state contributed funding for half of the cost. If implementation is successful, Panorama may replace SWIS, the current system

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used to track student behavior, resulting in an annual savings of \$5,000 per campus. Richard also provided updates regarding the Strategica marketing campaign and current enrollment, which stands at 839 students. The Board discussed strategies to increase enrollment and noted the positive social media exposure for the Layton campus. Richard also reported that Strategica has begun running a Facebook campaign and is developing a Spanish-language public-facing website to better serve Spanish-speaking families.

➤ **Board of Directors**

- *Financial Update* – Richard informed the Board that he worked with Jon over the summer to establish budgets for both campus principals for the 2026–2027 school year. The principals are responsible for managing and tracking the majority of campus expenditures. Richard will meet with them monthly to review budget activity and provide ongoing oversight. After reviewing the current budget, Richard reported that he had no concerns.

CONSENT ITEMS

- *June 30, 2026 Electronic Board Meeting Minutes* – There was no further discussion. **Deb Hansen made a motion to approve the consent items. Jimmy Sunlight seconded the motion. The votes were as follows:**

David Gray – Aye

Jimmy Sunlight – Aye

Deb Hansen – Aye

Chuma Uzoh – Aye

Terry Capener did not cast his vote. The motion passed with a majority vote.

VOTING ITEMS

- *Amend TSSA Framework* – Richard Squire reviewed the amended TSSA Framework. The Framework is being amended to align with state requirements regarding literacy outcomes. If fewer than 50% of students meet the state's literacy goals, then 50% of the school's TSSA funds must be dedicated directly to literacy initiatives. While there is confidence that the school will meet the established goals, significant resources are already being invested in literacy because it is a critical priority for student success. The amendment does not require teachers to create additional plans or paperwork, and the focus remains on providing students with the best possible educational support and improving academic achievement. **Jimmy Sunlight made a motion to approve the Amended Teacher Student Success Act Framework. Chuma Uzoh seconded the motion. The votes were as follows:**

David Gray – Aye

Jimmy Sunlight – Aye

Deb Hansen – Aye

Chuma Uzoh – Aye

Terry Capener did not cast his vote. The motion passed with a majority vote.

- *Amend Bullying & Hazing Policy* – Richard Squire reviewed the amended Bullying and Hazing Policy which was updated to comply with state requirements. The revisions add definitions for accountability practices and restorative justice practices and strengthen parent notification procedures. Specifically, if school staff are unable to reach a parent

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directly regarding an incident involving their child, they must not only send an email but also leave a voicemail. These updates are intended to ensure the policy aligns with current state standards and

Chuma Uzoh made a motion to approve the Amended Bullying and Hazing Policy. Deb Hansen seconded the motion. The votes were as follows:

Terry Capener – Aye

David Gray – Aye

Jimmy Sunlight – Aye

Deb Hansen – Aye

Chuma Uzoh – Aye

Motion passed unanimously.

- *Combine & Amend the Electronic Devices Policy* – Richard Squire stated that the **Electronic Devices Policy** is being updated to comply with state requirements and address evolving technology. As part of the revision, three separate policies, the **Student Acceptable Use of Electronic Resources Policy**, the **Staff Acceptable Use of Internet and Electronic Resources Policy**, and the **Internet Safety Policy**, have been consolidated into a single policy. In recognition of this broader scope, the policy is being renamed from the **Electronic Devices Policy** to the **Electronic Devices and Resources Policy**. Additional revisions require the policy to be reviewed at least every three years and expand the definition of an electronic device to include AI-enabled smart glasses and similar wearable technology. The policy also allows parents to request that their student be permitted to use a privately owned electronic device at a specific time and location during the school day for approved purposes. Language has been added to clarify that student devices may only be searched when there is reasonable suspicion that the device contains prohibited content or has been used for misconduct, such as cheating, harassment, threats, or access to obscene material. The policy also adds definitions for terms such as “obscene” and “harmful to minors” and outlines the school’s technology protection measures, including a parent-accessible monitoring system that allows parents to review their child’s activity on school-owned devices. Overall, the amendments modernize the policy, strengthen parental involvement, clarify procedures related to student devices and technology resources, and ensure compliance with current state law. **Deb Hansen made a motion to approve the combined Student Acceptable Use of Electronic Resources Policy, the Staff Acceptable Use of Internet and Electronic Resources Policy, and the Internet Safety Policy with the School’s Electronic Devices Policy as presented, that the combined policy be re-named the Electronic Devices and Resources Policy, and that the proposed revisions to the policy be approved AND to rescind the separate Student Acceptable Use of Electronic Resources Policy, the Staff Acceptable Use of Internet and Electronic Resources Policy, and the Internet Safety Policy now that they have been combined into one policy. Chuma Uzoh seconded the motion. The votes were as follows:**

Terry Capener – Aye

David Gray – Aye

Jimmy Sunlight – Aye

Deb Hansen – Aye

Chuma Uzoh – Aye

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Motion passed unanimously.

- *Amend Paid Parental & Postpartum Leave Policy* – Richard Squire reviewed the amended Paid Parental & Postpartum Leave Policy which now includes adoption and foster care. The policy revision recognizes the need for foster and adoptive parents to have time to bond with and adjust to the placement of a child in their home. Richard noted that the changes align with requirements applicable to state agencies and are intended to provide eligible employees with leave to support the transition period following a foster placement or adoption. The purpose of the policy is to ensure families have the opportunity to spend meaningful time together and establish stability during the child's integration into the home. **Jimmy Sunlight made a motion to approve the Amended Paid Parental and Postpartum Recovery Leave Policy and changing its title to Paid Parental, Postpartum Recovery, Adoption, and Foster Leave Policy. Chuma Uzoh seconded the motion. The votes were as follows:**

Terry Capener – Aye

David Gray – Aye

Jimmy Sunlight – Aye

Deb Hansen – Aye

Chuma Uzoh – Aye

Motion passed unanimously.

- *Amend Sex Education Instruction Policy (Procedures)* – Richard Squire reviewed the amended Sex Education Instruction Policy in response to legislative changes. He explained that the school does not directly teach sex education (maturation); instead, it provides parents and students with links and resources, such as the Nurturing Program materials, for review at home. The approach emphasizes parental involvement and places responsibility for these discussions and instruction with parents. **Chuma Uzoh made a motion to approve the Amended Sex Education Instruction Policy. Deb Hansen seconded the motion. The votes were as follows:**

Terry Capener – Aye

David Gray – Aye

Jimmy Sunlight – Aye

Deb Hansen – Aye

Chuma Uzoh – Aye

Motion passed unanimously.

- *LEA-Specific Educator License(s)* – Richard Squire recommended three educators for LEA-specific educator licenses. He explained that one teacher currently holds a teaching license in Virginia and is working to complete Utah licensure requirements, making an LEA-specific license appropriate during the transition. Two additional teachers have been teaching with the school for several years while completing educator preparation programs (APPEL) and working toward graduation and full licensure. Based on these circumstances, administration recommended approval of LEA-specific licenses for all three educators to allow them to continue teaching while completing the necessary licensing requirements. **Chuma Uzoh made a motion to approve the request for LEA-specific educator licenses for Tiffany Milekova, Ashley Chavez, and Bailee Fluckiger all for an elementary license and a period of three years. Deb Hansen seconded the motion. The votes were as follows:**

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**Terry Capener – Aye
David Gray – Aye
Jimmy Sunlight – Aye
Deb Hansen – Aye
Chuma Uzoh – Aye
Motion passed unanimously.**

OTHER BUSINESS ITEMS

➤ *Calendaring Items* – ALL

- Next Pre-Board Meeting on October 5th @ 5:30 p.m.
- Next Board Meeting October 19th @ Lagoon @ 5:30 p.m.
- NCSC27 June 28-30 in Columbus, OH

6:15 PM – Chuma Uzoh made a motion to enter a CLOSED SESSION to discuss an individual's character, professional competence, or physical or mental health individual and/or discuss deployment of security personnel, devices, or systems pursuant to Utah Code 52-4-205(1)(a)&(f) at AW. Jimmy Sunlight seconded the motion. The roll call votes were as follows:

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

Motion passed unanimously.

Terry Capener was excused at 6:17 p.m.

6:36 PM – Jimmy Sunlight made a motion to exit the CLOSED SESSION and ADJOURN. Chuma Uzoh seconded the motion. The votes were as follows:

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

Motion passed unanimously.

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

**Leadership Learning Academy
Board of Directors
Closed Session Statement
Monday, August 31, 2026**

Location: AW Services, 290 N. Flint Street, Kaysville, UT 84037

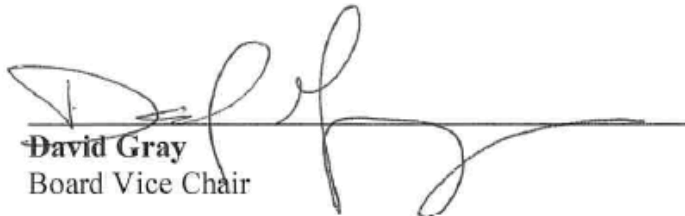


CLOSED SESSION SWORN STATEMENT:

*At a duly noticed public meeting held on the date listed above, the board of directors for **LEADERSHIP LEARNING ACADEMY** entered into a closed session for the sole purpose of discussing the character, professional competence, or physical or mental health of an individual and/or discuss deployment of security personnel, devices, or systems pursuant to Utah Code 52-4-205(1)(a)&(f).*

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

Signed on the 31 day of August, 2026.


David Gray
Board Vice Chair

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LLA Board of Director's Meeting Monday, October 19, 2026

Consent Item: *Ratify the Amended 2026-2027 School Calendar*

Issue

The Board must approve the annual school calendar that meets the state requirements of 180 days and 990 hours of instruction, and any changes made to the approved calendar thereafter. (A school day must have a minimum of 4 instructional hours.)

Background

Utah's Early Literacy Act (SB 241), effective July 1, 2026, sets a goal for 80% of Utah third-grade students to read at or above grade level by July 1, 2030. The Act also requires an Individualized Reading Plan (IRP) for each K–3 student who is reading below benchmark. To align parent-teacher conferences (PTCs) with Acadience testing and allow parents adequate time to review their students' IRPs, the conference schedule established in June was revised. Each of the three PTC periods was extended from three days to five days to accommodate longer Student-Educator-Parent (SEP) meetings, including an IRP review for each identified student. The revised dates are:

- October 5–9, 2026
- February 1–5, 2027
- May 3–7, 2027

The conferences were originally scheduled for Wednesday through Friday but have been extended to a full week. Because the revision was made on short notice, the amended calendar could not be presented to the Board for approval before the first conference period. Parents were notified of the revised schedule in advance. Although this sequence differs from standard protocol, the administration is requesting that the Board ratify the amended calendar.

The amended calendar continues to satisfy the requirement of 180 instructional days and remains well above the required 990 instructional hours.

Recommendation

It is recommended that the Board ratify the Amended 2026-2027 School Calendar.

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

Ogden Campus

1111 2nd Street • Ogden, UT 84404
(801) 784-5170

Grades K-6

Mon – Thurs: 8:30 AM to 3:00 PM
Fri: 8:30 AM to 1:30 PM



2026-2027 School Calendar

Layton Campus

100 W. 2675 N. • Layton, UT 84041
(801) 593-9552

Grades K-6

Mon – Thurs: 8:30 AM to 3:00 PM
Fri: 8:30 AM to 1:30 PM

AUGUST 2026							SEPTEMBER 2026							OCTOBER 2026						
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S
						1			1	2	3	4	5					1	2	3
2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10
9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17
16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24
23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31
30	31																			
NOVEMBER 2026							DECEMBER 2026							JANUARY 2027						
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S
1	2	3	4	5	6	7			1	2	3	4	5						1	2
8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9
15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	15	16
22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23
29	30						27	27	29	30	31			24	25	26	27	28	29	30
														31						
FEBRUARY 2027							MARCH 2027							APRIL 2027						
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S
	1	2	3	4	5	6		1	2	3	4	5	6					1	2	3
7	8	9	10	11	12	13	7	8	9	10	11	12	13	4	5	6	7	8	9	10
14	15	16	17	18	19	20	14	15	16	17	18	19	20	11	12	13	14	15	16	17
21	22	23	24	25	26	27	21	22	23	24	25	26	27	18	19	20	21	22	23	24
28							28	29	30	31				25	26	27	28	29	30	
MAY 2027							JUNE 2027							JULY 2027						
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S
						1			1	2	3	4	5					1	2	3
2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10
9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17
16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24
23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31
30	31																			

YEAR AT A GLANCE

August 3	No School for Students	Quality Teaching Day for NEW Teachers
August 4 - 7	No School for Students	Quality Teaching Day for ALL Teachers
August 6	Information	Back to School Night
August 10	Start of New Term	First Day of School (Early Out)
August 10 - 14	Early Release	Early Out Day 1:30 p.m.
September 7	No School	Labor Day
September 8	No School for Students	Professional Learning Day (Legislative Day)
October 5 - 9	Early Release	Parent Teacher Conference
October 13	Term Ends/Early Release	Term 1 Ends (Early Out)
October 14 - 16	No School	Fall Recess
October 19	Start of New Term	Term 2 Begins
November 23	No School	Teacher Comp Day
November 24 - 27	No School	Thanksgiving Recess
Dec 21 - Jan 1	No School	Winter Recess
January 4	No School for Students	Professional Learning Day (Legislative Day)
January 8	Term Ends/Early Release	Term 2 Ends (Early Out)
January 11	Start of New Term	Term 3 Begins
January 18	No School	Martin Luther King Jr. Day
January 19	No School for Students	Professional Learning Day (Legislative Day)
February 1 - 5	Early Release	Parent Teacher Conference
February 15	No School	Washington and Lincoln Day
February 16	No School for Students	Professional Learning Day (Legislative Day)
March 8	No School	Teacher Comp Day
March 12	Term Ends/Early Release	Term 3 Ends (Early Out)
March 15	Start of New Term	Term 4 Begins
April 2	No School	Teacher Comp Day
April 5 - 9	No School	Spring Break
May 3 - 7	Early Release	Parent Teacher Conference
May 21	Term Ends/Early Release	Last Day of School (Early Out)

Board Approved: 10-20-25
AMENDED: 6-08-26 ■ 2nd AMENDED:

Terms	Days
First Term	46 Days
Second Term	46 Days
Third Term	43 Days
Fourth Term	45 Days
Total	180 Days

LLA Board of Director's Meeting Monday, October 19, 2026

Action Item: *Title I School-Parent Compact (Ogden Campus)*

Issue:

All Title I schools are required to have a Title I School-Parent Compact.

Background:

Each school served under Title I and operating a Title I program must jointly develop, with parents and members of the Title I Committee, a School-Parent Compact that outlines how parents, school staff, and students will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help students achieve the State's academic standards.

The school previously maintained a Parent Compact that applied across the LEA. Because a compact is now required only for schools designated as Title I, we recommend rescinding the existing LEA-wide Parent Compact.

Recommendation:

It is recommended that the Board approve the Title I School-Parent Compact Ogden Campus and rescind the Parent Compact.

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Title I School-Parent Compact **Ogden Campus**

PURPOSE

Families and staff must work together to help students achieve high academic standards. The following are roles and responsibilities that teachers, families, students, and community representatives will carry out to support success in school and in life.

STUDENT: Education is important to me. I am the one responsible for my own success. As a student I will be responsible for the following:

- Coming to school every day on time, prepared to do my best.
- Completing and turning in all assignments on time, to the best of my ability.
- Respecting others' right to learn without disruption by following all school and classroom rules and expectations.
- Working cooperatively with peers, teachers, and school staff.
- Following all school rules.
- Accepting responsibility for my own actions.

PARENT / FAMILY: I understand that participation in my student's education is vital to his or her success. As a parent or guardian, I will be responsible for the following:

- Ensuring student(s) come to school each day, on time, and prepared to learn.
- Providing basic needs to children, such as adequate sleep, nourishment, supervision, and hygiene.
- Providing an appropriate time and place for children to complete their reading expectation and to study, and encouraging them to complete all homework.
- Regularly viewing communication and/or newsletters provided by the school.
- Attending all Parent Teacher Conferences
 - ✓ October 7th and 8th, 2026
 - ✓ February 3rd and 4th, 2027
 - ✓ May 5th and 6th, 2027
- Ensuring that children are maintaining discipline and dress code policies.
- Supporting the school and staff in maintaining proper discipline.
- Volunteer in my child's classroom as appropriate by contacting the teacher through email or parent square.

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SCHOOL: I understand the importance of quality education for all students and my position as an educator and positive role model. As an educator, I will provide high quality, engaging curriculum and instruction in a supportive and effective learning environment by:

- Providing a high-quality, effective learning environment that is safe and that enables students to meet academic standards.
- Providing ongoing, two-way communication between teachers and parents through parent-teacher-student conferences and frequent reports to parents.
- Providing frequent feedback for students and parents including reports at the end of each quarter.
 - ✓ Term 1 ends Oct. 13
 - ✓ Term 2 ends Jan. 8
 - ✓ Term 3 ends Mar. 12
 - ✓ Term 4 ends May 21
- Providing opportunities for parents and family members to participate in school and Family Engagement activities including, but not limited to:
 - ✓ Halloween Treat Trail – Oct. 29 @ 5:00 -6:30 p.m.
 - ✓ Family Literacy Night – Nov. 12 @ 5:00 – 6:30 p.m.
- Providing opportunities for parents and caregivers to give input, review schoolwide assessment data, and help create goals during School Community Council and Title One meetings.
- Providing a mutually respectful relationship between all parties (students, parents, teachers, and visitors).

Teacher Name _____ Grade _____ Student Name _____

Please review the 2026–2027 Leadership Learning Academy Ogden Campus Title I School-Parent Compact with your student, sign it and then return it to the school. Copies of this document as well as other important Title One documentation can be found on our school and district websites.

Parent Signature _____ Date _____

Student Signature _____ Date _____

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

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

Student/Parent/Teacher/Principal

STUDENT RESPONSIBILITIES

As a student at LLA I will:

- Be on time and attend school regularly, showing my commitment to our learning community.
- Complete my classwork and read regularly at home to build on what we learn in school.
- Engage in all learning activities with a positive attitude and honest effort.
- Always do my very best in my schoolwork and other educational activities.
- Work well with others at school, showing respect and being a supportive classmate.
- Treat myself, others, and my school with care and respect.
- Follow all the rules of the school, living up to the high standards we set for ourselves.
- Be responsible for what I do and learn from every challenge, never giving up.

PARENT/GUARDIAN RESPONSIBILITIES

I want my child to achieve, therefore I will:

- Make certain my child attends school regularly and on time, recognizing the value of our learning community.
- Create a home environment that supports educational activities, emphasizing the importance of reading and continuous learning.
- Attend the parent teacher conferences and communicate constructively with my child's teachers, building a partnership based on mutual respect and shared goals.
- Support the school and staff in maintaining proper discipline. Participate actively in school activities, reinforcing our strong community bond.
- Review and respond to school communications, maintaining open and honest dialogue.
- Read with my child and let him/her observe me reading regularly.
- Encourage positive attitudes toward school.
- Volunteer in my child's classroom as appropriate.

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

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

TEACHER RESPONSIBILITIES (Aligned with the Flyer Creed)

Dedicated to nurturing future leaders, I commit to:

- Uphold high academic and behavioral expectations, fostering an environment where every student can thrive.
- Deliver engaging and respectful instruction, promoting a culture of inclusivity and mutual respect.
- Communicate regularly and openly with families, building a bridge between home and school.
- Provide supportive feedback, encouraging resilience and a growth mindset in our students.
- Facilitate opportunities for parents to engage in our educational community, strengthening our Flyer family.

PRINCIPAL RESPONSIBILITIES

As a leader of our Flyer community, I am dedicated to:

- Make sure our school is a place where every student can do well.
- Promote clear, honest, and respectful communication within our school community.
- Advocate for and support positive interactions between staff and parents.

Date: _____

Parent/Guardian Signature

Student Signature

Teacher Signature

Principal Signature

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

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

LLA Board of Director's Meeting Monday, October 19, 2026

Action Item: *Amending Attendance Policy*

Issue:

Amending the School's Attendance Policy.

Background:

The school's Attendance Policy and administrative procedures have been revised to reflect several bills enacted during the 2026 legislative session. HB 145 amended the definition of a "valid excuse." HB 502 authorizes schools to include attendance as up to twenty percent (20%) of a student's final course grade for students in grades 7 through 12. SB 58 revised several attendance-related definitions, including "instructional hours" and "chronic absenteeism," and established additional requirements for schools and governing boards. Among other things, SB 58 requires schools to regularly review attendance data to identify students at risk of chronic absenteeism, train relevant staff on the school's attendance policies and procedures, and implement attendance monitoring and intervention practices. It also requires governing boards to annually review attendance data, evaluate the effectiveness of attendance interventions, and ensure that the school has adequate resources to support attendance monitoring and intervention programs.

Recommendation:

It is recommended that the Board approve the Amended Attendance Policy.

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

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

Leadership Learning Academy Attendance Policy



POLICY

Leadership Learning Academy (the “School”) is committed to providing a quality education for every student. The School firmly believes that consistent attendance teaches students responsibility. Students learn the value of being punctual and prepared. Frequent absences and tardiness result in a loss of continuity of instruction. Also, frequent absences and tardiness prove disruptive for students, teachers, and staff. Excessive unexcused absences may lead to a student’s permanent dismissal from the School.

Parents are expected to take a proactive role in ensuring their children attend school. We recommend families plan their vacation schedule around the existing School calendar. When possible, medical and dental appointments should take place outside of school hours and parents should notify the School in advance of any absence. Parents and students are responsible for obtaining homework or assignments for the time period which the student is absent.

The School intends for this policy to be consistent with the provisions of Utah’s compulsory education laws, Utah Code Ann. §§ 53G-6-201 through 53G-6-215~~+~~, as well as Utah Administrative Code Rule R277-607.

The Lead Director will establish attendance procedures consistent with this policy and applicable law and will ensure that the policy and procedures are implemented consistently at the School and are publicized and distributed to parents annually.

The Board of Directors will review this policy in an open and public meeting at least every five years~~regularly~~.

On an annual basis, the Board shall also review relevant School attendance data, evaluate the effectiveness of the School’s attendance interventions, and ensure that adequate resources are allocated to support the School’s attendance monitoring and intervention programs and efforts.



Attendance Administrative Procedures

These procedures are established in accordance with the Attendance Policy established by the School's Board of Directors.

Definitions

"**Absence**" or "**absent**" means the failure of a school-age child assigned to a class or class period to attend ~~at the~~ class or class period for a given day or class period. ~~"Absence" or "absent" does not mean multiple tardies used to calculate an absence for the sake of a truancy.~~

"**Chronic absenteeism**" or "**chronically absent**" means a student who:

1. was enrolled in an LEA for at least 60 calendar days; and
2. has been absent for at least ~~misses~~ 10% of days of instruction, whether the absence was excused or not excused ~~or more of days enrolled, for any reason, and makes a school aware that a beginning of tiered supports may be needed.~~

"**Instructional day**" means a school day on which an LEA provides educational services through scheduled periods with direct teacher interaction. "Instructional day" does not include:

1. days where educational services are not actively provided to students; or
- ~~2.~~ any day in a program that an LEA designated as learner validated solely to avoid providing direct educational services that would otherwise be required for an attendance validated program.

"**Valid excuse**" or "excused absence" means an absence resulting from:

- an illness, which may be either mental or physical, regardless of whether the school-age child or parent provides documentation from a medical professional;
- mental or behavioral health of the school-age child;
- a death of a family member or close friend;
- scheduled family event or a scheduled proactive visit to a health care provider in accordance with Section 53G-6-803(5);
- a family emergency;
- an approved school activity or suspension;
- a preapproved extended absence for a family activity or travel, consistent with school policy; ~~or~~
- an absence permitted by an individualized education program or Section 504 accommodation plan, developed pursuant to relevant law
- a waiver of participation in accordance with Section 53G-10-205;

10. competition in a rodeo sanctioned by an international, non-profit organization dedicated to the development of sportsmanship, horsemanship, and character in youth through the sport of rodeo; or
11. any reason a parent provides to justify a student's absence if the student maintains a cumulative grade point average of at least 2.0, including an event related to participation in the following clubs:
 - a. mountain biking;
 - b. shooting sports; or
 - a.c. a youth development program Utah State University administers, which provides educational experience in areas including agriculture, science, technology, engineering, mathematics, civic engagement, leadership, and healthy living through hands-on learning, mentoring, and community-based clubs or activities.

The Campus Principal has the discretion to consider other absences as "valid excuses."

"Valid excuse" or "excused absence" does not mean a parent acknowledgement of an absence for a reason other than those described above.

"School-age child" means a minor who is at least six years old but younger than 18 years old and who is not emancipated.

"School day" means the portion of a day that school is in session in which a school-age child is required to be in school for purposes of receiving instruction.

"Truant" means a condition by which a school-age child, without a valid excuse, is absent for at least half of the ~~school~~instrucitonal day. A school-age child may not be considered truant under this policy more than one time during one day.

Attendance Requirements: Students are expected to have no more than five (5) unexcused absences per year.

Excused Absences: An oral or written communication documenting a valid excuse must be received from the student's parents/guardian within one (1) business day of the absence in order for the absence to be excused. In the event of multiple consecutive absences, written communication must be received within one (1) business day of the student's return to school.

In the event of an unforeseeable illness or emergency, the School should be notified as soon as reasonably possible.

Excused absences may become unexcused if the Campus Principal determines that absences have reached an excessive level and are adversely impacting the student's education.

Preapproved Extended Absence: A parent/guardian may request approval from the Campus Principal prior to a student's extended absence of up to ten (10) days per school year. The Campus Principal will approve the absence if the Campus Principal determines that the extended absence will not adversely impact the student's education.

Medical Documentation: The School may not require documentation from a medical professional to substantiate a valid excuse that is a mental or physical illness.

Make-up Work: Make-up work is permitted for students who have excused absences. The teacher will provide the student or the parent/guardian with any make-up work upon request. Make-up work must be completed within a reasonable timeframe as determined by the teacher.

Tardiness: A student is tardy if he or she is not in the assigned classroom when the late bell rings. In general, tardiness will be handled on an individual basis with the teacher. If a student is chronically tardy, then the student may be referred to the administration.

Notification of Absences and Tardies: The School will notify parents within two instructional days of a student's unexcused absence, including the total number for the school year. The School will maintain accurate and timely attendance records in the School's student information system. Parents and students are responsible for tracking the total number of absences and tardies. If a student reaches five (5) or more unexcused absences or is excessively tardy, the Campus Principal may attempt to schedule a meeting with the parents to review the situation and will outline the appropriate corrective action.

Notice of Compulsory Education Violation

Consistent with Section 53G-6-202, ~~T~~the School may issue a "notice of compulsory education violation" to a parent/guardian of a school-age child who is in grades 1 through 6 if the student is truant at least five (5) times during the school year.

This notice shall:

1. Direct the parent/guardian to meet with School authorities to discuss the student's attendance problem and cooperate with the administration and Board to secure regular attendance by the student;
2. Designate the School authorities with whom the parent is required to meet;
3. State that it is a class B misdemeanor for the student's parent or guardian to intentionally or recklessly fail to meet with the designated school authorities to discuss the student's without good cause problems, or fail to prevent the student from being truant an additional five (5) or more times during the remainder of the school year; and
4. Be served on the parent/guardian by personal service or certified mail.

If School personnel have reason to believe that, after a notice of compulsory education violation is issued, the parent or guardian has failed to make a good faith effort to ensure that the school-age child receives an appropriate education, the issuer of the compulsory education violation shall report to the Division of Child and Family Services the information required by Utah Code Subsection 53G-6-202(8) (also in accordance with the School's Child Abuse and Neglect Reporting Policy). The School shall maintain records of each notice of compulsory violation issued and any resulting referrals and general outcomes.

Chronic Absenteeism Prevention and Intervention Program

The School's Chronic Absenteeism Prevention and Intervention Program is established to encourage good attendance, improve academic outcomes, and reduce negative behaviors. Through this program, the School hopes to create a trusting relationship between teachers, students, and parents.

The School's efforts to prevent chronic absenteeism include, but are not limited to:

- Regularly reviewing student attendance data to identify students at risk of chronic absenteeism.
- Serving students breakfast and lunch at the School each school day.
- Providing classroom and/or schoolwide rewards and/or incentives to students for good attendance.
- Notifying parents/guardians each time a student is absent.
- Contacting parents/guardians of students who reach five (5) unexcused absences to try to resolve the students' attendance problems.
- Providing parents/guardians with notices of compulsory education violations, as appropriate and as outlined herein.
- Providing parents/guardians with this policy each year at the time of registration.

The School will seek to help students struggling with absenteeism (including chronically absent students) through implementing a tiered system of research or evidence-based absenteeism and dropout prevention interventions. Those efforts will include documented earnest and persistent efforts to resolve a student's attendance problems through the following interventions:

- When a student's attendance is negatively affecting the student's learning, the classroom teacher will notify the student and/or the student's parent/guardian of the concern. The teacher will set up a conference with the student and/or the student's parent/guardian to identify and resolve any problems that prevent the student from attending school. The student's progress will be monitored.
- If meeting with the student and parent/guardian does not adequately address the problems and the student's learning continues to suffer, then the School counselor or Campus Principal will work with the teacher and parent/guardian in finding a solution to the problems that are preventing the student from attending to his/her learning. Efforts to resolve the problems may include, but are not limited to, the following: making adjustments to the curriculum or the schedule; counseling of the student by School authorities; mentoring the student; providing the student with increased academic support; teaching the student executive function skills such as planning, goal setting, understanding and following multi-step directions, and self-regulation; considering alternatives proposed by the parent/guardian; or providing the parent/guardian with a list of community resources to help the family.
- The Campus Principal may consult with a parent/guardian to determine if mitigating circumstances such as medical or psychological problems indicate the use of intervention methods for resolving the attendance problems.

- In the event that the preceding interventions fail, the Campus Principal will contact the parent/guardian and request a formal meeting to discuss and resolve the attendance problems. A copy of the communication (letter, email, etc.) will be kept by the School.
- The Campus Principal will notify the student and a parent/guardian of the actions the School may take should the student be truant in the future.

Appeals Process

Parents/guardians who believe that all or part of their student's absences and/or tardies should be considered excused, or if they want to contest a notice of compulsory education, or any disciplinary action taken against their student pursuant to the School's Attendance Policy or these procedures, shall follow the School's Parent Grievance Policy.

Students with Qualified Disabilities

If students with disabilities under the Individuals with Disabilities Education Act, or students protected under either Section 504 of the Rehabilitation Act or the Americans with Disabilities Act, have excessive absences, including but not limited to absences for mental or behavioral health reasons, and fall within the criteria of these procedures, the School will ensure that these procedures are applied in a manner consistent with all applicable state and federal laws and regulations. Excused absences for known mental or behavioral health reasons do not absolve the School of FAPE responsibilities.

Attendance Data Quality and Review

The School shall ensure that its student information system accurately captures and reports student enrollment, attendance, and membership data. The School shall meet the minimum standards for LEA attendance data quality established by the Utah State Board of Education.

The School shall, under the direction of the Lead Director, conduct an annual internal review of attendance data accuracy.

Annual Report

The School shall annually report the following data separately to the State Board of Education:

1. absences with a valid excuse; and
2. absences without a valid excuse.

Training

All relevant School staff shall be trained on the School's Attendance Policy and these procedures annually.

LLA Board of Director's Meeting Monday, October 19, 2026

Action Item: *Amending Enrollment & Lottery Policy*

Issue:

Amending the School's Enrollment & Lottery Policy.

Background:

The changes to this policy are intended to bring the policy into compliance with current law and the School's charter and Schedule A (if applicable) regarding enrollment preferences, and to reflect current law governing the denial of student admission based on prior disciplinary issues and misconduct (see SB 131 and SB 167 from 2026 legislative session). Additional revisions clarify the school's procedures for addressing material misrepresentations or omissions in lottery applications that are discovered after a student has been enrolled.

Recommendation:

It is recommended that the Board approve the Amended Enrollment & Lottery Policy.

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

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

Leadership Learning Academy Enrollment & Lottery Policy



PURPOSE

To provide guidelines on appropriate procedures on enrollment and lottery processes for Leadership Learning Academy (the "School").

POLICY

All applications, enrollment procedures, and lottery procedures at ~~Leadership Learning Academy (the "School")~~ will follow all state and federal laws ~~and guidelines~~.

General Information

Notice of the opportunity to submit an application and procedures for enrollment at the School shall be published on the School's website beginning no later than sixty (60) days before the School's initial open enrollment period. The School's website shall also include, but not be limited to, the following enrollment information: (i) a description of the procedures for applying for admission to the School; (ii) the School's calendar; and (iii) a description of how a student may transfer from the School to another charter school or district school.

For each enrollment period during which the School accepts applications from students, the School shall publicize that it is accepting applications on the School website.

The School shall follow the provisions of Utah Code § 53G-6-503, Utah Administrative Code Rule R277-551-~~5~~, and Utah Administrative Code Rule R277-472-~~5~~, each of which include requirements related to admissions, enrollment, withdrawals, or transfers.

Lottery

For each enrollment period, if there are more applications for admission in any grade than there are available openings in that grade, the School shall conduct a lottery to determine which students will be admitted to the School. The School shall conduct its lottery electronically and notify accepted students via e-mail or telephone.

In accordance with Utah Code § 53G-6-502, the following students shall receive preference in the School's lottery in the following order: a child or grandchild of an individual who has actively participated in the development of the School; a child or grandchild of a member of the School's governing board; a sibling of an individual who was previously or is presently enrolled in the School; a child of an employee of the School; a student articulating between the School's campuses; and a child of a military service member as defined in Utah Code § 53B-8-102. Such students shall not, however, be given priority notice or guaranteed admission to the School.

The School shall not give preference to any student and shall not make any enrollment decision on any basis prohibited by state or federal law, including Utah Code § 53G-6-403(3)(a), federal civil rights laws, and the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”). ~~Specifically, the School shall not request any student data of applicants other than their name, grade level, and parent contact information prior to the lottery.~~

The School’s lottery shall be held in approximately January of each year with additional lotteries held periodically as needed until the desired enrollment numbers are reached. The School may, at the discretion of the School’s Lead Director, continue to enroll students from the lottery throughout the school year to fill spots left open when students withdraw.

Past Disciplinary Issues

Any student seeking enrollment in the School who was suspended or expelled from another school for disciplinary reasons ~~within the previous twelve (12) months~~ will not be admitted to the School until a thorough review of the student’s prior conduct is evaluated by the administration and the administration approves the student to be admitted. In addition, the School may not enroll a student from another school unless the student record from the previous school, including the discipline file (if applicable), is received or the administration reviews the data gateway for any safe-school violation, reintegration, or threat assessment.

In accordance with Utah Code § 53G-8-205(3), the School may deny admission to the School to students who were expelled from the School or any other school during the preceding twelve (12) months.

Consistent with Utah Administrative Code Rule R277-472-7, the School may deny admission to the School to students who have disciplinary procedures pending at their previous school until previous allegations have been resolved. The School generally recognizes and honors disciplinary actions imposed on a student by another school. Accordingly, the School may deny admission to a student who is currently under suspension or expulsion from another school.

In accordance with Utah Code § 53G-6-403(3)(b), the School may deny admission to students who (i) have committed serious infractions of the law or school policies, including policies of the School; (ii) have been guilty of chronic misbehavior which would, if it were to continue after the student was admitted to the School, endanger persons or property, cause serious disruptions in the School, or place unreasonable burdens on School staff; or (iii) have any school safety incidents or safe-school violations.

~~In order to comply with Utah law and the School’s Student Conduct and Discipline Policy, any student seeking admission to the School who has been convicted of drug, alcohol, theft or other serious infraction of the law will be subject to the School’s discipline provisions, which may include non-admission to the School. Parents of students seeking admission to the School must disclose to the School information about past disciplinary actions and any of the foregoing convictions. If this information is not disclosed in connection with a student’s application for enrollment in the School and is discovered after the student is enrolled in the School, the student will be immediately suspended until the administration investigates the matter and reaches a final~~

~~disciplinary decision in accordance with School policy.~~ Parents of students seeking admission to the School must disclose in their application to the School information about their student's past serious disciplinary actions and criminal convictions. If this information is not disclosed, if materially false or misleading information is provided in the application, or if information that would have been relevant to the School's enrollment decision is omitted, and the School discovers the omission or misrepresentation after the student has been enrolled in the School, the School may place the student's enrollment under review while the School investigates the matter. Following the investigation, the School may take appropriate action in accordance with this and other School policy, which may include but is not limited to continued enrollment, continued enrollment subject to conditions, or rescission of the student's enrollment if the School determines that the undisclosed information would have provided a lawful basis to deny admission at the time of the application. Parents of students whose enrollment has been rescinded consistent with this paragraph may appeal the decision in accordance with the School's Parent Grievance Policy.

During the investigation process mentioned above, the School may restrict a student's attendance at the School if deemed necessary by the School to protect student safety or facilitate the review.

Situations involving students receiving special education and related services under the ~~Individuals with Disabilities Education Act~~ ("IDEA") will be handled in a manner consistent with applicable laws and School policy.

LLA Board of Director's Meeting Monday, October 19, 2026

Action Item: *Amending Fee Waiver Policy*

Issue:

Amending the School's Fee Waiver Policy.

Background:

HB 142 permits students to receive fee waivers for no more than two (2) school-sponsored trips per school year. To qualify for a fee waiver for a second school-sponsored trip during the same school year, a student must request the waiver and, in coordination with school administration, complete an action plan describing how the student or the student's family will contribute to the School or the community through work or other service in lieu of paying the trip fees. The School's Fee Waiver Policy has been revised to reflect these statutory changes.

Recommendation:

It is recommended that the Board approve the Amended Fee Waiver Policy.

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

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

The School shall also submit school fee revenue information in the Utah Public Education Financial System as provided in R277-113.

Appeal Process

Denial of eligibility for a waiver may be appealed in writing to the Campus Principal or Lead Director within ten (10) school days of receiving notice of denial. The School shall contact the parent within two (2) weeks after receiving the appeal and schedule a meeting with the Campus Principal or Lead Director to discuss the parent's concerns. If, after meeting with the Campus Principal or Lead Director, the waiver is still denied, the parent may appeal, in writing, within ten (10) school days of receiving notice of denial to the Board.

In order to protect privacy and confidentiality, the School will not retain information or documentation provided to verify eligibility for fee waivers.

Alternatives to Fees and Fee Waivers

The School may allow a student to perform service or another approved task (as described in Utah Code § 53G-7-504(2)) in lieu of paying a fee or, in the case of an eligible student, in lieu receiving a fee waiver, but such alternatives may not be required. If the School allows an alternative to satisfy a fee requirement, the Campus Principal or Lead Director will explore with the interested student and his or her parent/guardian the alternatives available for satisfying the fee requirement, and parents will be given the opportunity to review proposed alternatives to fees and fee waivers.

The School may allow a student to perform service in lieu of paying a fee or receiving a fee waiver if: (a) the School establishes a service policy or procedure that ensure that a service assignment is appropriate to the age, physical condition, and maturity of the student; (b) the School's service policy or procedure is consistent with state and federal laws, including Section 53G-7-504 regarding the waiver of fees and the federal Fair Labor Standards Act, 29 U.S.C. 201; (c) the service can be performed within a reasonable period of time; and (d) the service is at least equal to the minimum wage for each hour or service.

A student who performs service may not be treated differently than other students who pay a fee.

The service may not create an unreasonable burden for a student or parent and may not be of such a nature as to demean or stigmatize the student.

The School will transfer the student's service credit to another LEA upon request of the student.

The School may make an installment payment plan available for the payment of a fee. Such a payment plan may not be required in lieu of a fee waiver.

The School may provide optional individual fundraising opportunities for students to raise money to offset the cost of the student's fees as provided in R277-408.

Fee Waivers for School Trips

Students may be granted a fee waiver for no more than two School-sponsored trips per school year. A student who has been granted a fee waiver for one School-sponsored trip may request a fee waiver for a second School-sponsored trip during the same school year. The fee waiver request for a second School-sponsored trip shall be accompanied by an action plan, developed in consultation with and approved by the Campus Principal or Lead Director, that addresses how the student or family will contribute to the School or community through one or more of: (a) participation in approved fundraising; (b) approved custodial work or service in lieu of fees consistent with R277-407 and the Fair Labor Standards Act; (c) installment-payment arrangements for ancillary trip costs not covered by waiver; or (d) other contributions specified in the action plan.

The fee waiver request for a second School-sponsored trip shall be granted upon Campus Principal or Lead Director approval of the action plan unless documentation establishes the student's participation would impose an undue financial burden on the School beyond fee-waiver expectations.

For purposes of this section, “trip” and “action plan” have the meanings assigned to those terms in Utah Code § 53G-7-504.

Annual Review, Approval, and Training

The Board will review and approve this policy annually.

The School will develop a plan for at least annual training of School employees on fee-related policies specific to each employee’s job functions.

LLA Board of Director's Meeting Monday, October 19, 2026

Action Item: *Amending Weapons on School Property Policy*

Issue:

Amending the School's Weapons on School Property Policy.

Background:

HB 84 clarifies that individuals may not carry a firearm on school property, whether openly or concealed, unless authorized by law. The bill also clarifies that an individual with a concealed firearm permit may carry a firearm only in a concealed manner, unless the individual is lawfully responding to an active threat or another statutory exception applies. The Weapons on School Property Policy has been amended to reflect these changes.

Recommendation:

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

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

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

Leadership Learning Academy Weapons on School Property Policy



PURPOSE

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

DEFINITIONS

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

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

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

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

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

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

POLICY

Dangerous Weapons on School Property

Pursuant to Utah Code § 76-11-205(2), a person may not carry "a dangerous weapon openly or in a concealed manner on or about school premises" unless an exception in the law applies. Accordingly, a person may not possess or use a dangerous weapon, firearm, short barreled shotgun, or short barreled rifle on School Property or in conjunction with any school activity unless specifically authorized by law. School employees who violate this policy will be subject to disciplinary action, which may include termination.

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

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

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

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

Concealed Carry Permit Exceptions and Clarification

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

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

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

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

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

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

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

LLA Board of Director's Meeting Monday, October 19, 2026

Action Item: *Amending Capitalization & Expense Policy*

Issue:

Amending the School's Capitalization and Expense Policy.

Background:

Federal regulations (2 CFR § 200.313) and the Utah Division of Finance's Capital Assets Policy 9-1 were amended to increase the capitalization threshold from \$5,000 to \$10,000. The school's Capitalization and Expense Policy has been revised accordingly. The school's accountant supports this policy change.

Recommendation:

It is recommended that the Board approve the Amended Capitalization and Expense Policy.

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

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

Leadership Learning Academy Capitalization & Expense Policy



PURPOSE

The purpose of this policy is to allow for accounting to depreciate rather than expense qualified inventory items.

POLICY

Items, including associated components necessary to use the item, which (a) have a fair market value over ~~\$5,000~~ \$10,000.00 and (b) have a useful life of more than three (3) years shall be depreciated rather than expensed. The period of time items will be depreciated will be based on the length of the item's useful life.

LLA Board of Director's Meeting Monday, October 19, 2026

Action Item: *Amending Financial Reporting Policy*

Issue:

Amending the School's Financial Reporting Policy.

Background:

Audits of the school's financial reporting must now be conducted in accordance with both Generally Accepted Auditing Standards (GAAS) and Generally Accepted Government Auditing Standards (GAGAS). Because the School's Financial Reporting Policy currently references only GAAS, it has been revised to also require compliance with GAGAS.

Recommendation:

It is recommended that the Board approve the Amended Financial Reporting Policy.

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

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

Leadership Learning Academy Financial Reporting Policy



PURPOSE

The purpose of this policy is to ensure that Leadership Learning Academy (the “School”) practices sound financial reporting in accordance with state and federal law and applicable accounting standards.

POLICY

The School will ensure that financial reporting for the School is performed in accordance with Generally Accepted Accounting Principles (GAAP) and that audits of the School’s financial reporting are performed in accordance with Generally Accepted Auditing Standards (GAAS) and Generally Accepted Government Auditing Standards (GAGAS).

The School will provide financial reporting in a manner consistent with the basis of accounting as required by GAAP, as applicable to the School.

The School will provide reconciliation between the accrual basis of accounting and modified accrual basis of accounting, as applicable.

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.

Chuma Uzoh—LLA Board President

Date

LLA Board of Director's Meeting Monday, October 19, 2026

Action Item: *Amending Financial, Debt & Risk Management Plan*

Issue:

Amending the School's Financial, Debt & Risk Management Plan.

Background:

Updates to this plan include correcting its reference to "Financial Accounting Standards Board" (FASB) to "Governmental Accounting Standards Board" (GASB), as well as a couple other minor changes.

Recommendation:

It is recommended that the Board approve the Amended Financial, Debt & Risk Management Plan.

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

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



Financial, Debt & Risk Management Plan

In general, the Board of Directors and administration of Leadership Learning Academy (the “School”) shall manage the financial affairs of the School based on the following principles: (1) comply with all applicable laws and bond covenants; (2) provide the best educational services to the students of the School consistent with the School’s charter; and (3) get the most effective and cost efficient services possible in all areas at the School.

Financial

General Financial Management

The Board understands that the School is a steward over the financial resources and assets entrusted to it by the state of Utah. The Board recognizes the need to abide by all applicable laws and regulations, including Utah Code § 53G-5-303, including the following acknowledgements: (i) fiscal procedures will be consistent with generally accepted financial management standards; and (ii) neither the chartering entity nor the state, including an agency of the state, is liable for the debts or financial obligations of the School or persons or entities who operate the School, unless agreed to in writing with the School.

The School adheres to Generally Accepted Accounting Principles as constituted by the ~~Financial~~Governmental Accounting Standards Board. The School also complies with all applicable areas of the Utah Money Management Act. Cash collected at the School is handled properly, as set forth in the School’s Cash Handling Policy.

In accordance with state law, the School, prior to June 30th of ~~the~~ each fiscal year, prepares an annual operating budget for the next fiscal year. The budget is designed so that the School priorities, as established by the Board, are met. All budgets and budget amendments are approved by the Board through a vote in a public meeting in accordance with the Utah Open and Public Meetings Act.

Subject to appropriation limits with object codes and other restrictions, the School reserves the right to reallocate funds from one line item in the budget to another if purchasing practices or conservation result in an expenditure different from the budgeted amount. The Board may choose to add undistributed reserves from the School operational budget to the following year and/or may reallocate them to the current fiscal year’s budget, at its discretion. The budget and cash flow projections utilized by the School provide sufficient detail to enable reasonably accurate projections of revenues and expenses, separation of capital and operational items, cash flow, and subsequent audit trail documentation.

In addition, the School understands and complies with all applicable fiscal rules and regulations, including completion and submission of an annual financial audit of the current fiscal year conducted by an independent certified public accounting firm by November 30th of the following fiscal year, submission of October and December student counts in accordance with state-mandated deadlines, Utah Money Management reports, wages and benefits negotiation reports, Utah Transparency Act reports and updates, October 1st AFR and APR submissions, and any other regular enrollment and financial reports as required by the State Board of Education now or in the future.

Purchases are authorized and carried out in accordance with the Purchasing and Disbursement Policy and the Procurement Policy adopted by the Board and the Utah Procurement Code.

The School tracks fixed assets in accordance with the Capitalization and Expense Policy and other applicable requirements.

All fiscal policies and procedures comply with the School's Conflict of Interest Policy.

The School assigns a representative to attend school finance and statistics training and all required finance training. The School will continue to take the measures necessary so that its representatives attend future trainings as announced or provided to ensure accounting and management of the School resources are in compliance with any revisions to applicable rules and statutes.

Minimum Reserve and Coverage Levels

The School will maintain minimum reserve and coverage levels that the Board determines are consistent with long-term financial health. The Board Financial Coordinator, administration, business manager and accounting staff will regularly monitor the status of reserve and coverage ratios and report that information to the Board.

The School will ensure that it satisfies minimum reserve and coverage levels as required by law or applicable bond covenants.

The School will take reserve and coverage levels into consideration when making budgeting, financial planning, and other financial decisions, including decisions regarding major purchases.

Financial Forecasting and Budgeting

Throughout the fiscal year, the Board Financial Coordinator, administration, business manager and accounting staff will meet regularly to discuss the budget, the School financial status, and any changes. The Board will be fully engaged in the budgetary process and informed of such issues on a regular basis.

The Board Financial Coordinator, administrator, business manager and accounting staff will meet to prepare a tentative budget. The School's budgeting philosophy will be to conservatively project both revenues and expenses while achieving the level of accuracy required by state standards. The

tentative budget will be circulated to the Board for further review and discussion. The tentative budget will be scheduled for discussion on a board meeting agenda, further discussed, and adopted at the annual board meeting.

As the October 1 count is finalized, and as the School receives new revenues, the Board will be updated on new figures. In order to account for these changes, the Board will approve revisions and amendments to the budget over the course of the fiscal year, as needed and appropriate.

Debt

The School will seek to avoid debt to the extent possible. The School's plan is to only assume debt as absolutely necessary or when the benefits of a purchase will, in the judgment of the Board, benefit the School's students for the life of such debt. The Board recognizes that the ability to take on debt will be governed by the covenants of existing indebtedness and pending indebtedness. The School's accounting staff, administration and Board Financial Coordinator will be informed of the requirements affecting the School ability to incur debt. Any debt assumed by the School will therefore comply with applicable laws and any existing bond covenants.

As economical or in its best interests, the School will seek refunding opportunities to either lower its debt profile, meet bond covenants or other advantageous benefits realized through a restructure of its debt.

Risk Management

As a nonprofit corporation and public school, the School shall actively seek to avoid unnecessary risks to the greatest extent possible. The School shall always maintain insurance at the highest amount that is either (a) required by law, (b) required by existing bond covenants, (c) is reasonable and customary for a Utah charter school, or (d) is considered prudent by the Board after consulting with qualified professionals. In the event any material risk is identified by the School's Board or administration that is not covered by existing insurance, a qualified professional shall promptly be engaged to evaluate such risk and recommend the appropriate action.

The Board will work with qualified professionals to recognize and avoid risks associated with its governance of the School. In particular, the Board will be cognizant of financial risks that are addressed by the provisions above, compliance with applicable laws, including but not limited to the Utah Open and Public Meetings Act and the Government Records Access and Management Act. The Board will periodically review the policies that it has adopted to ensure that it has all necessary policies in place and that the policies that have been adopted comply with current law, adequately address issues at which they are aimed, and cover all areas requiring board guidance. The Board may periodically request that the administration provide assurance that Board policies are being complied with. In the event the Board learns that policies are not being complied with, it will request the administration to create a plan to remedy any deficiencies and establish procedures to ensure that the policies are complied with in the future.

The administration is also directed to work with qualified professionals, including the School management company and loss control representatives of the School insurer, to recognize, manage

and avoid risks associated with the operation of the School. In particular, the administration will be cognizant of risks associated with human resources activities, student safety and security, facility matters, and state and federal legal compliance, including civil rights issues. The administration will establish procedures in order to address key issues pertaining to the School operations and will ensure that all the School employees and, to the extent necessary, students and parents, are aware of such procedures. The administration will periodically review and revise administrative procedures in order to ensure that they adequately address the pertinent issues and are consistent with the School situation and needs.

LLA Board of Director's Meeting Monday, October 19, 2026

Action Item: *Amending Procurement Policy*

Issue:

Amending the School's Procurement Policy.

Background:

The school's Procurement Policy has been revised to comply with changes to R33-105, including with respect to quotes 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.

Recommendation:

It is recommended that the Board approve the Amended Procurement Policy.

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

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

Leadership Learning Academy Procurement Policy



POLICY

Leadership Learning Academy (the “School”) will follow applicable state and federal laws in connection with the procurement of services, supplies and equipment, including but not limited to the provisions of the Utah Procurement Code at Utah Code § 63G-6a-101, *et seq.* and the administrative rules in Title R33 of the Utah Administrative Code.

Procurement Processes

The School will follow the procurement processes below unless an exception applies.

Quotes or Bids Not Required

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.

Quotes or Bids Required

For small purchases as defined in R33-~~105-107~~, which will typically include purchases of items between \$5,000.01 and \$50,000 other than professional services or construction projects, the School will 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 will 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.

Formal Procurement Process Necessary

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

Professional Services

For small purchases of professional service providers and consultants as defined in R33-~~105-108~~, which will typically include purchases of such services up to \$100,000 per project, the School will 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~~then select one through direct negotiation~~. Obtaining competitive bids or quotes for the above-described small purchases is not required.

For small purchases of design professional services as defined in R33-~~105-105~~, which will typically include purchases of such services up to \$100,000 per project, the School will first review the qualifications of at least three design professional firms and then select one through direct negotiation. The School will also include minimum specifications when doing a small purchase of design professional services as defined in R33-~~105-105~~. Obtaining competitive bids or quotes for the above-described small purchases is not required.

However, if the cost of a professional service provider's, consultant's, or design professional's services exceeds \$100,000, the School will conduct a formal procurement process for such services, such as an Invitation for Bids or a Request for Proposals.

Construction Projects

For small purchases of construction projects as defined in R33-~~105-106~~, 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 will obtain at least two competitive bids or quotes that include minimum specifications and will 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.

The School will include minimum specifications when doing a small purchase of a construction project as defined in R33-~~105-106~~. 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.

If the cost of a construction project exceeds \$100,000, the School will conduct a formal procurement process, such as an Invitation for Bids or a Request for Proposals.

Other Requirements

The School will not artificially divide purchases or otherwise take steps in order to avoid the requirement to obtain competitive bids or quotes or conduct a formal procurement process.

School personnel will comply with the provisions of the Procurement Code prohibiting the acceptance of gratuities or kickbacks from vendors during the procurement process.

The School's contracts with vendors, including any renewal or extension periods, will not have a term that is longer than five years unless an exception applies or the School complies with the requirements of the Procurement Code governing any contract with a term that is longer than five years.

The School will comply with the requirements of the Procurement Code in connection with any construction or real property improvements undertaken by the School.

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.

When the School uses federal grant funds to procure goods or services, the School will 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.

Any alleged violations of this policy or applicable law shall be reported in writing to the School's Lead Director or Board of Directors.

LLA Board of Director's Meeting Monday, October 19, 2026

Action Item: *Amending Student Conduct & Discipline Policy*

Issue:

Amending the School's Student Conduct & Discipline Policy.

Background:

SB 167 revised the requirements governing the reintegration of students involved in serious offenses, including the timing and required contents of student reintegration plans. SB 181 established new physical standards and requirements for seclusion rooms used in schools, including standards governing room size, ceiling height, construction materials, lighting, ventilation, audio and video recording equipment, and door locks. In addition, SB 181 establishes the circumstances under which seclusion may continue when a parent cannot be reached after 15 minutes and the 30-minute time limit has expired, and imposes new requirements on schools when violations relating to seclusion or physical restraint are alleged. HB 188 also revised the circumstances under which a school may refer a student to court for a drug offense, generally prohibiting a referral until after a third allegation that the student committed a drug offense on school property. The Student Conduct and Discipline Policy has been revised to reflect these legislative changes.

Recommendation:

It is recommended that the Board approve the Amended Student Conduct & Discipline Policy.

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

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

(i) the minor allegedly committed an offense on School property on a previous occasion; and

(ii) the minor was referred to an evidence-based alternative intervention, or to prevention or early intervention youth services, as described in Subsection [a] above for the previous offense.

[c] If a minor is alleged to have committed a traffic offense that is an infraction, the minor may be referred directly to a law enforcement officer or agency, a prosecuting attorney, or a court for the traffic offense.

[d] If a minor is alleged to have committed an offense on School property that is a class B misdemeanor or a class A misdemeanor, the minor may be referred directly to a court or to the evidence-based alternative interventions in Subsection [a] above.

[e] If a minor is alleged to have committed a drug possession offense on School property and the minor has allegedly committed a drug possession offense on School property on at least two previous occasions, the minor shall be referred directly to a court.

[e] If a ~~minor~~ student allegedly commits an offense described in this Section on School grounds when School is in session or at a School-sponsored activity and that information is reported to, or known by, a School employee, the School employee shall notify the Campus Principal. After receiving such a notification, the Campus Principal shall notify:

(i) a law enforcement officer or agency if the Campus Principal may refer the offense to a law enforcement officer or agency as explained above in this Section;

(ii) ~~The Campus Principal shall also notify~~ the Lead Director as well as other School personnel if the Campus Principal determines that other School personnel should be informed; and

(iii) the student's parent.

The Campus Principal may not disclose to the student, or to the student's parent, the identity of the School employee who made the initial notification under Subsection (f) above. The identity of a School employee who notifies the Campus Principal under Subsection (f) above shall be kept confidential, except that the identity of a School employee may be disclosed to a law enforcement officer or agency for purposes of an investigation or prosecution.

6.4.4 Referral of Students for Firearm Offense. If a student brings a firearm or weapon to the School, the student shall be referred directly to a law enforcement officer or agency, a prosecuting attorney, or a court.

7. ALTERNATIVES TO EXPULSION, OR CHANGE OF PLACEMENT FOR FREQUENT OR FLAGRANT DISRUPTIVE BEHAVIOR – Utah Code Ann. § 53G-8-207

A continuum of intervention strategies shall be available to help students whose behavior in School repeatedly falls short of reasonable expectations. Prior to suspending a student for more than ten (10) school days or expelling a student for repeated acts of willful disobedience, defiance of

authority, or disruptive behavior which are not so extreme or violent that immediate removal is warranted, good faith efforts shall be made to implement a remedial discipline plan to allow the student to remain in the School.

7.1 Before referring the student for long-term suspension, expulsion or change of placement under this Section, School staff should demonstrate that they have attempted some or all of the following interventions:

7.1.1 Talking with the student;

7.1.2 Class schedule adjustment;

7.1.3 Phone contact with the parent;

7.1.4 Informal parent/student conferences;

7.1.5 Behavioral contracts;

7.1.6 After-school make-up time;

7.1.7 Short-term in-school suspension;

7.1.8 Short-term at-home suspensions;

7.1.9 Appropriate evaluation;

7.1.10 Home study;

7.1.11 Alternative programs; or

7.1.12 Law enforcement assistance as appropriate.

7.2 Parental Attendance with Student – Utah Code Ann. § 53G-8-207(1)-(2).

As part of a remedial discipline plan for a student, the School may require the student's parent, with the consent of the student's teachers, to attend class with the student for a period of time specified by a designated School official. If the parent does not agree or fails to attend class with the student, the student shall be suspended in accordance with the provisions of this policy.

8. DUE PROCESS FOR SUSPENSIONS OF TEN (10) SCHOOL DAYS OR LESS

The following procedure shall apply to all students facing suspension of ten (10) school days or less:

8.1 The Campus Principal shall notify the student's custodial parent of the following without delay: that the student has been suspended, the grounds for the suspension, the period of time for which

the student is suspended, and the time and place for the parent to meet with the Campus Principal to review the suspension.

8.2 The Campus Principal shall also notify the non-custodial parent, if requested in writing, of the suspension.

8.2.1 Section 8.2 does not apply to the portion of School records which would disclose any information protected under a court order.

8.2.2 The custodial parent is responsible to provide the School a certified copy of any court order under subsection 8.2.1.

8.3 The Campus Principal shall document the charges, evidence, and action taken.

8.4 Unless one of the exceptions below applies, before a suspension begins the student shall be given notice of the charges, provided with an explanation of the evidence, and given an opportunity to present his/her version of the incident to the Campus Principal. The student shall be requested to present his/her version of the incident in writing. Students with disabilities or young students who are unable to write their own statements shall be accommodated through the use of tape recorder, scribe, etc.

8.4.1 In general, the notice and informal conference described in Section 8.4 above shall precede the student's removal from the School.

8.4.2 If, in the judgment of the Campus Principal, notice and an informal conference is not possible because the student poses a danger to a person or property or an ongoing threat of substantially disrupting the academic process, he/she may be removed immediately. However, in such cases, the necessary notice and informal conference shall follow as soon as possible.

9. DUE PROCESS FOR SUSPENSIONS OF MORE THAN TEN (10) SCHOOL DAYS AND EXPULSIONS

The following procedure shall apply to all students facing suspension of more than ten (10) school days:

9.1 The Campus Principal shall first follow the due process procedures set forth in Section 8 above. If, after following the due process procedure in Section 8, the Campus Principal believes that a student should be suspended for more than ten (10) school days or expelled, the Campus Principal may make the recommendation to the Lead Director, who will make the decision whether to impose such discipline. In the event the Lead Director decides that a student should be suspended for more than ten (10) school days or expelled, the Lead Director and Campus Principal shall meet with the student's parent ~~or guardian~~ to discuss the charges against the student and the proposed discipline within five (5) school days after the suspension or expulsion began. If requested in writing, the Lead Director shall also notify the non-custodial parent of the suspension or expulsion as outlined in Section 8.2 of this policy. A suspension may not extend beyond ten (10) school

days unless the student and the student's parent have been given a reasonable opportunity to meet with the Lead Director and respond to the allegations and proposed disciplinary action.

9.2 Notice to Student and Parent

During the meeting required in Section 9.1, the Lead Director and Campus Principal shall provide the student's parent with written notice that includes all of the following elements (or, if the student's parent refuses to meet, the Lead Director shall send the notice by certified mail, return receipt requested, to the student's parent within ten (10) school days after the suspension or expulsion began):

9.2.1 a description of the alleged violation(s) or reason(s) giving rise to disciplinary action;

9.2.2 the penalty being imposed (duration of suspension or expulsion);

9.2.3 a statement that a due process hearing may be requested by providing the Lead Director with written notice within ten (10) school days of the parent's receipt of the notice;

9.2.4 a statement that, if a due process hearing is requested, the Board, even though less than a quorum, will conduct the hearing, with or without the help of a hearing officer;

9.2.5 a statement that the suspension or expulsion is taking effect immediately and will continue for the stated period unless a due process hearing is requested in a timely manner and the Board (even though less than a quorum) determines otherwise;

9.2.6 the mailing date of the notice; and

9.2.7 a statement that, if a hearing is not requested within ten (10) school days after receipt of the notice, the Lead Director's decision to suspend or expel the student will be final, and the parent's right to oppose the decision will be waived.

9.3 Hearing Procedures

If a Due Process Hearing is requested in response to the notice sent pursuant to Section 9.2 of this policy, the following procedures shall apply:

9.3.1 After receipt of the request, the School shall schedule a hearing as soon as possible but not later than ten (10) school days following receipt of the request unless the student's parent agrees otherwise.

9.3.2 A written Hearing Notice shall be sent to the parent informing the parent that the Due Process Hearing will be conducted before the Board (even though less than a quorum) and of the following information:

[a] the date, place, and time of the hearing;

[b] the circumstances, evidence, and issues to be discussed at the hearing;

[c] the right of all parties to have legal counsel present;

[d] the right of all parties to present evidence;

[e] the right of all parties to cross-examine witnesses subject to the presiding Board member's or hearing officer's determination that this right should be limited to protect student witnesses from retaliation, ostracism or reprisal; and

[f] the right of all parties to examine all relevant records.

9.3.3 The Board (even though less than a quorum) or hearing officer shall conduct the Due Process Hearing on the record and shall:

[a] ensure that a written record of the Hearing is made, a copy of which shall be provided to all parties upon request, with the cost borne by the School;

[b] consider all relevant evidence presented at the Hearing;

[c] allow the right to cross-examination of witnesses, unless the presiding Board member or hearing officer determines that this right should be limited to protect student witnesses from ostracism, retaliation or reprisal;

[d] allow all parties a fair opportunity to present relevant evidence; and

[e] issue a written decision including findings of fact and conclusions.

9.3.4 Hearing Rules

Formal Rules of Evidence do not apply to the Due Process Hearing, and no discovery is permitted. However, the following rules will apply:

[a] parties may have access to information contained in the School's files to the extent permitted by law;

[b] hearings shall be closed to the press and the public;

[c] documents, testimony, or other evidence submitted by the parties after the hearing will not be considered by the Board (even though less than a quorum) or hearing officer; and

[d] the Board (even though less than a quorum) may excuse witnesses or parties or suspend or terminate a hearing if persons involved in the hearing are abusive, disorderly, disruptive, or if they refuse to abide by the rules and orders of the Board or hearing officer.

10. DUE PROCESS FOR CHANGE OF PLACEMENT OF STUDENTS WITH DISABILITIES

Where the student is receiving special education services or accommodations on the basis of disability under IDEA, 504 or ADA, procedures outlined in the Utah State Board of Education (“USBE”) Special Education Rules shall be followed, including prior written notice to parents regarding their procedural due process rights, before any long-term disciplinary action or change of placement takes place.

10.1 Required Services

10.1.1 504 and ADA Students

When a determination is made that the conduct of a 504 or ADA student (but not a student who is disabled under IDEA) is not a manifestation of the student's disability pursuant to Section 10.5, the student shall be subject to the same disciplinary consequences as regular education students, up to and including expulsion from School; however, the School must continue to provide education services in accordance with guidelines established by the USBE~~Utah State Board of Education~~.

10.1.2 IDEA

A school need not provide services during periods of removal to a student with a disability under IDEA who has been removed from his or her current placement for ten (10) school days or less in that school year if services are not provided to a student without disabilities who has been similarly removed.

If a student with a disability under IDEA has been removed from his or her current placement for more than ten (10) school days in the same school year, for the remainder of the removals the School shall provide services to the extent necessary to enable the student to progress in the general curriculum and appropriately advance toward achieving the goals set out in the student's IEP. School personnel, in consultation with the student's special education teacher, determine the extent to which services are necessary to enable the student to appropriately progress in the general curriculum and advance toward achieving the goals set out in the student's IEP.

10.2 Change of Placement for Weapons, Drugs, or Serious Bodily Injury

A student's IEP team may order a change in placement of a student with a disability to an appropriate interim alternative educational setting for the same amount of time that a student without a disability would be subject to discipline, but for not more than forty-five (45) school days, if:

10.2.1 The student carries a weapon to or possesses a weapon at School, on School premises, or to or at a School-sponsored activity; or

10.2.2 The student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at School, on School premises, or at a School-sponsored activity; or

10.2.3 The student has inflicted serious bodily injury upon another person while at School, on School premises, or at a School-sponsored activity.

10.3 Change of Placement Due to Student's Serious Misconduct

School officials may request an expedited due process hearing in order to change the placement of a student with a disability to an appropriate interim alternative educational setting, recommended by the student's IEP team, for not more than forty-five (45) school days. A hearing officer may order such a change, if he/she:

10.3.1 Determines that School officials have demonstrated by substantial evidence that maintaining the current placement of a student is substantially likely to result in injury to the student or others;

10.3.2 Considers the appropriateness of the student's current placement;

10.3.3 Considers whether School officials have made reasonable efforts to minimize the risk of harm in the student's current placement, including the use of supplementary aids and services; and

10.3.4 Determines that the interim alternative educational setting being recommended by School officials (1) has been selected so as to enable the student to continue to progress in the general curriculum, although in another setting, and to continue to receive those services and modifications, including those described in the student's current IEP, that will enable the student to meet the goals set out in that IEP: and (2) includes services and modifications designed to address the behavior at issue so that it does not recur.

10.4 Parental Notice

As soon as a decision is made by School officials to remove a student with a disability from his/her current placement for more than ten (10) school days, the student's parents must be notified of that decision and of all procedural safeguards outlined by law and School policy.

10.5 IEP Meetings for Manifestation Determination

10.5.1 Immediately, if possible, but in no case later than ten (10) school days after the date on which the decision is made to remove the student from the current placement, a review must be conducted of the relationship between the student's disability and the behavior subject to the disciplinary action.

10.5.2 The manifestation review must be conducted by the student's IEP team and other qualified School personnel.

10.5.3 In conducting the manifestation review, the IEP team may determine that the behavior of the student was not a manifestation of student's disability only if the IEP team:

[a] First considers, in terms of behavior subject to disciplinary action, all relevant information, including:

(i) Evaluation and diagnostic results, including the results or other relevant information supplied by the parents of the student;

(ii) Observations of the student; and

(iii) The student's IEP and placement; and

[b] Then determines whether:

(i) The conduct in question was caused by or had a direct and substantial relationship to the child's disability; or

(ii) The conduct in question was the direct result of the School's failure to implement the student's IEP.

10.5.4 If the IEP team determines that either of the standards above was met, the behavior must be considered a manifestation of the student's disability.

10.5.5 Determination that Behavior was not Manifestation of Disability

If the result of the manifestation review is a determination that the behavior of a student with a disability was not a manifestation of the student's disability, the relevant disciplinary procedures applicable to students without disabilities may be applied to the student in the same manner in which they would be applied to students without disabilities, except that a free appropriate public education must still be made available to the student if the student is suspended or expelled from School.

10.5.6 Determination that Behavior was Manifestation of Disability

If the result of the manifestation review is a determination that the behavior of a student with a disability was a manifestation of the student's disability, the student must remain in or be returned to the prior placement.

10.6 IEP Meetings for Functional Behavioral Assessments

10.6.1 Post-Discipline Functional Behavioral Assessments

If School officials have not conducted a Functional Behavioral Assessment and implemented a behavioral intervention plan for the student before the behavior that results in a removal from School for longer than ten (10) school days or a change of placement to an interim alternative educational setting, School officials shall convene an IEP meeting to develop an assessment plan and appropriate behavioral interventions to address that behavior.

10.6.2 Pre-Discipline Behavioral Intervention Plans

If the student already has a behavioral intervention plan, the IEP team shall review the plan and modify it, as necessary, to address the behavior.

10.7 Placement During Appeals and Stay Put

10.7.1 If a parent requests a due process hearing to challenge the interim alternative educational setting or the manifestation determination, the student must remain subject to the disciplinary action pending the decision of the hearing officer or until the expiration of the forty-five (45) school-day period, whichever occurs first, unless the parent and School officials agree otherwise.

10.7.2 If a student is placed in an interim alternative educational setting and School personnel propose to change the student's placement after expiration of the interim alternative placement, during the pendency of any proceeding to challenge the proposed change in placement the student must remain in the current placement (the student's placement prior to the interim alternative education setting), unless School officials succeed in getting an order through an expedited hearing as described in Section 10.3.

11. ADMINISTRATIVE STUDENT CONDUCT AND DISCIPLINE PLAN(S)

11.1 Elements of Plan(s)

The Lead Director will develop, with input from administration, instruction and support staff, students, parents, and other community members, a Student Conduct and Discipline Plan(s). The plan(s) shall be comprehensive, clearly written, consistently enforced, and include the following elements:

11.1.1 written standards for student behavior expectations, including schoolwide and classroom management;

11.1.2 effective instructional practices for teaching student expectations;

11.1.3 systematic methods for reinforcing expected behaviors;

11.1.4 uniform and equitable methods for correcting student behavior;

11.1.5 procedures for re-teaching behavior expectations followed by effective, evidence-based interventions matched to student needs before suspension or court referral;

11.1.6 direction to determine the range of behaviors and establish the continuum of administrative procedures that may be used by School personnel to address student behavior; and

11.1.7 procedures for responding to reports received through the SafeUT Crisis Line under Utah Code Ann. § 53H-4-210.

11.2 Plan(s) Consistent with this Policy

The administrative Student Conduct and Discipline Plan(s) shall be consistent with this policy. It shall also be consistent with the School's Plan for Harassment and Discrimination Free Learning, which shall be developed by the School in accordance with § 53G-8-802 and R277-609.

12. EXTRACURRICULAR ACTIVITIES

Participation in interscholastic athletics and other extracurricular activities is not a constitutionally protected civil right. Therefore, students who are suspended or expelled may lose the privilege of participation during the period of suspension/expulsion and may not be allowed to invoke due process procedures to challenge the denial of extracurricular participation.

13. RE-ADMISSION OF EXPELLED STUDENTS AND DENIAL OF ADMISSION BASED ON PRIOR EXPULSION – Utah Code Ann. § 53G-8-205(3)

A student who is expelled from the School can only be re-admitted to the School through the School's standard lottery procedures.

A student may be denied admission to the School if he or she was expelled from the School or any other school during the preceding 12 months.

14. INVESTIGATIONS

Whenever the Campus Principal has reason to believe that School rules or policies have been broken, he or she shall proceed with an investigation. However, if the Campus Principal believes that laws have been broken or child abuse has occurred, he/she shall request appropriate authorities to conduct the investigation.

14.1 General Investigation Guidelines for Campus Principal

The Campus Principal has the authority and duty to conduct investigations and to question students pertaining to infractions of School rules, whether or not the alleged conduct is a violation of criminal law. The Campus Principal shall conduct investigations according to the following general guidelines:

14.1.1 The Campus Principal shall conduct investigations in a way that does not unduly interfere with School activities.

14.1.2 The Campus Principal shall separate witnesses and offenders in an attempt to keep witnesses from collaborating their statements and have all parties provide separate statements concerning the incident under investigation; written statements are preferable, if possible.

14.1.3 The Campus Principal shall advise students suspected of wrongdoing orally or in writing of the nature of the alleged offense.

14.1.4 Students must be provided an opportunity to give their version of the incident under investigation; however, refusals to respond or provide information should be respected.

14.1.5 When questioning students as part of an investigation, School staff should have another adult present whenever possible.

14.1.6 The Campus Principal shall accommodate students with disabilities and young children unable to write their own statements through use of tape recorders, scribes, etc.

14.1.7 All students involved in the investigation shall be instructed that retaliation is prohibited. Any act of reprisal against any person who has testified, assisted, or participated in any manner in an investigation, proceeding, or hearing is strictly prohibited and subject to disciplinary action.

14.1.8 When the investigation is completed and if it is determined that disciplinary action may be in order, due process requirements must be met. Specifically, the student must be given proper notice of the charges against him/her and the disciplinary action being recommended, as well as a fair opportunity to present his or her version of the facts.

14.2 Coordination with Law Enforcement

The Campus Principal has the responsibility and the authority to determine when the help of law enforcement officers is necessary, as outlined in this policy and Utah State law.

14.2.1 The School administration may invite law enforcement officials to the School to:

[a] conduct an investigation of alleged criminal conduct on the School premises or during a School-sponsored activity;

[b] maintain a safe and orderly educational environment; or

[c] maintain or restore order when the presence of such officers is necessary to prevent injury to persons or property.

14.2.2 Investigation of Criminal Conduct

During an investigation for violation of School rules, it may become evident that the incident under investigation may also be a violation of criminal law. If the School official has reason to suspect that a criminal act has been committed and, in the opinion of the Campus Principal, law enforcement should be notified, the following procedure should be followed:

[a] The Campus Principal shall request that law enforcement officers conduct an investigation during school hours and question students who are potential witnesses to the alleged criminal behavior.

[b] The School official shall inform the student's parent as soon as possible that the student may have committed a criminal act and that law enforcement authorities will be involved in the investigation.

[c] Unless circumstances dictate otherwise, questioning of the student by School officials shall not begin or continue until the law enforcement officers arrive.

[d] Reasonable attempts shall be made to contact the student's parents who, unless an emergency exists, shall be given the opportunity to meet with the student and to be present with the student during questioning by law enforcement authorities.

[e] The Campus Principal shall document the contact or attempted contact with the student's parents. If the Campus Principal cannot contact the student's parent, or if the parent is unable to be present with the student for questioning, the Campus Principal shall be present and document generally what occurs during the interview.

[f] The student shall not be questioned by law enforcement unless or until he/she has received Miranda warnings from the officer.

[g] If the parent or student refuses to consent to questioning by law enforcement authorities, the law enforcement authorities shall determine the course of action to be pursued.

14.2.3 Investigation Initiated by Law Enforcement Authorities

School officials shall cooperate with law enforcement authorities who are carrying out official duties such as investigating crimes, serving subpoenas, etc.

[a] When law enforcement officers can show a need to do so, they shall be permitted to conduct an investigation on School grounds during School hours.

[b] Such a need will ordinarily be shown if delay in police investigation might result in danger to a person, flight from jurisdiction by a person reasonably suspected of a crime, or destruction of evidence. In such cases:

(i) The officers shall be required to get prior approval of the Campus Principal or other designated person before beginning an investigation on School premises.

(ii) The Campus Principal shall document the circumstances warranting the investigation as soon as practical.

(iii) Alleged criminal behavior related to the School environment brought to the Campus Principal's attention by law enforcement officers shall be dealt with under the provisions of Section 14.1.

(iv) Law enforcement officials (investigating School-related or student-related crimes) may not have access to student education records, aside from directory information, unless they have a subpoena or court order or permission from a parent.

14.2.4 Release of Student to Law Enforcement Official

[a] Students may not be released to law enforcement authorities voluntarily by School officials unless the student has been placed under arrest or unless the parent and the student agree to the release.

[b] When students are removed from School for any reason by law enforcement authorities, every reasonable effort shall be made to contact the student's parent immediately except in cases of child abuse and neglect. Such effort shall be documented.

[c] The Lead Director shall immediately notify the Board of the removal of a student from School by law enforcement authorities.

[d] Where it is necessary to take a student into custody on School premises, the law enforcement officer shall contact the Campus Principal and relate the circumstances necessitating such action.

[e] Whenever the need arises to make arrests or take students into custody on School premises, the Campus Principal shall make reasonable efforts to consult and confer with the law enforcement officers as to how an arrest is to be made.

[f] When possible, the Campus Principal shall have the student summoned to the Campus Principal's office before the student is taken into custody.

[g] When a student has been taken into custody or arrested on School premises without prior notification to the Campus Principal, the School staff present shall encourage the law enforcement officers to tell the Campus Principal of the circumstances as quickly as possible. If the officers decline to tell the Campus Principal, the School staff members present shall immediately notify the Campus Principal.

14.2.5 Quelling Disturbances of School Environment

Law enforcement officers may be requested to assist in controlling disturbances of the School environment that a Campus Principal has found to be unmanageable by School personnel and that has the potential of causing harm to students and other persons or to property. Such circumstances include situations where a parent or member of the public exhibits undesirable or illegal conduct on or near School grounds or at a School-sponsored activity and who refuse to abide by a Campus Principal's directive to leave the premises.

14.2.6 Investigations of Alleged Drug Offenses

Nothing in this Section or policy prohibits the Campus Principal or their designee from investigating an alleged drug offense that involves School property, a student, or a School employee, including conducting a search on School property, before notifying a law enforcement officer or agency. Any such investigation, search, and handling of evidence shall comply with the requirements of Utah Code Ann. § 53G-8-511 and related USBE rules.

15. INVESTIGATION OF CHILD ABUSE AND NEGLECT

Utah law requires that whenever any person, including any School employee, has reason to believe that a child has been subjected to incest, molestation, sexual exploitation, sexual abuse, physical abuse, or neglect, or observes a child being subjected to conditions or circumstances which would reasonably result in such, he/she shall immediately notify the nearest peace officer, law enforcement agency, or office of the Division of Child and Family Services.

15.1 The School shall distribute annually to all School employees copies of the School's procedures for reporting suspected child abuse or neglect.

15.2 If there is reason to believe that a child may have been subjected to abuse or neglect, an oral report shall be made immediately by the School employee reporting the abuse/neglect with a written report to follow within twenty-four (24) hours.

15.2.1 When making the oral report, always have the person you notify identify himself/herself. The notified person's name shall be entered on the written report.

15.2.2 A copy of the written report shall be put in a child abuse-neglect file to be maintained by the Campus Principal, for all reported cases of suspected child abuse or neglect.

15.2.3 The child abuse-neglect reporting form shall not be placed in the student's personal file.

15.3 It is not the responsibility of the Campus Principal or other School employees to prove that the child has been abused or neglected, or to determine whether the child is in need of protection.

15.3.1 Investigation by staff prior to submitting a report shall not go beyond that necessary to support a reasonable belief that a reportable problem exists.

15.3.2 To determine whether or not there is reason to believe that abuse or neglect has occurred, professional School employees may (but are not required to) gather information only to the extent necessary to determine whether a reportable circumstance exists.

15.3.3 Interviews with the child or suspected abuser shall not be conducted by the Campus Principal or School employees.

15.3.4 Notes of voluntary or spontaneous statements by the child shall be made and given to the investigating agency.

15.3.5 The Campus Principal, School employees, Division of Child and Family Services and law enforcement personnel are required to preserve the anonymity of those making the initial report and any others involved in the subsequent investigation.

15.3.6 Investigations are the responsibility of the Division of Child and Family Services.

[a] The Campus Principal or other School employees shall not contact the parents, relatives, friends, neighbors, etc. for the purpose of determining the cause of the injury and/or apparent neglect.

[b] School officials shall cooperate with social service and law enforcement agency employees authorized to investigate reports of alleged child abuse and neglect, assisting as asked as members of interdisciplinary child protection teams in providing protective diagnostic, assessment, treatment, and coordination services.

15.3.7 Persons making reports or participating in good faith in an investigation of alleged child abuse or neglect are immune, in accordance with state law, from any civil or criminal liability that otherwise might arise from those actions.

16. SEARCHES OF PERSON OR PROPERTY

Given the School's custodial and tutelary responsibility for children, and the Board's intent to preserve a safe environment for all students and staff, the Board recognizes that School officials must have the authority to conduct reasonable searches of students and student property. School officials engaging in searches of students and property shall abide by the following guidelines:

16.1 General Guidelines for Searches of Person or Property

16.1.1 Student Lockers

Students have no right or expectation of privacy in school lockers. While lockers are under the joint control of students and the School, lockers are solely School property and may be searched at any time by School officials with or without cause. Once a locker is opened for search, any search of student belongings contained within the locker must comply with the guidelines for searches of personal belongings in Section 16.2 of this policy.

16.1.2 Searches of Students and Student Property

Searches of a student's person, personal property (coats, hats, backpacks, bookbags, purses, wallets, notebooks, gym bags, etc.) may be conducted whenever the student's conduct creates a reasonable suspicion that a particular School rule or law has been violated and that the search is reasonably related to the suspicion and not excessively intrusive in light of the age and sex of the student and nature of the infraction. Circumstances warranting a search include those in which School officials have a reasonable suspicion that the student or student property is concealing items including but not limited to weapons, drugs, controlled substances, electronic cigarette products, alcohol, tobacco, unsafe contraband, pornography, pagers or lost/stolen/misplaced items.

16.2 Searches of Personal Belongings

16.2.1 Personal belongings may be searched by School officials whenever School officials have a reasonable suspicion to believe a student is concealing evidence of a policy violation or criminal activity and the items being searched are capable of concealing such evidence. The student may

be asked to open personal belongings and to turn over personal property for search by a School official. All searches of student property by School officials shall be witnessed by an objective third party (such as another teacher, or police officer) to observe that the search is not excessively intrusive.

16.2.2 All contraband discovered in a search by School officials shall be immediately confiscated and turned over to law enforcement officers if School officials have reason to believe the contraband is related to the commission of a criminal act.

16.3 Searches of Person

16.3.1 School officials shall make sure the search meets the following guidelines:

[a] The search shall be conducted in a private area of the School by a School official of the same sex, where practical, as the student being searched;

[b] The search shall be observed by an objective third party of the same sex, where practical, as the student being searched (i.e. Campus Principal, teacher, police officer);

[c] School officials may ask the student to remove his/her hat, coat, shoes and socks, turn pockets inside out, and roll up sleeves to see if the student is hiding contraband;

[d] Under no circumstances may School officials require students to remove any other items of clothing or touch students in any way during the search.

[e] If this limited search does not turn up suspected contraband and School officials have reasonable suspicion that the student is concealing contraband in his/her inner clothing (i.e., hiding drugs, weapons or other contraband underneath shirts, pants or underwear), law enforcement officers shall be summoned immediately to conduct further search and investigation.

[f] In general, all questioning and searching of students conducted by law enforcement officers shall proceed according to the investigation guidelines in Section 14 of this policy.

16.4 Documentation of Searches

School officials shall thoroughly document the details of any search conducted of a student's property or person. Documentation shall be made at the time of the search, or as soon as possible thereafter, and shall include the following:

16.4.1 The time, place and date of the search;

16.4.2 The reasonable suspicion giving rise to the search (what did School officials suspect to find during the search);

16.4.3 The name and title of individuals conducting and observing the search;

16.4.4 A statement about evidence that was found or not found as a result of the search;

16.4.5 A statement about who took possession of contraband (i.e., police, school, etc.);

16.4.6 Information regarding the attempts of School officials to notify parents about the search.

17. RECORDS—INTERAGENCY COLLABORATION – 20 U.S.C. § 1232g(h)(i)-(2); Utah Code Ann. § 53G-8-402 to -405

17.1 Requirements After Receiving Notification From Juvenile Court and/or Law Enforcement Agencies of a Student’s Serious Offense or Sexual Crime.

17.1.1 If the President of the Board or the Lead Director of the School is notified by the juvenile court or a law enforcement agency that a current or former student of the School was arrested for, charged with, or has been adjudicated in court for a serious offense or sexual crime ~~or is notified by a law enforcement agency that a current or former student of the School has been taken into custody or detention for a serious offense or sexual crime~~, the President of the Board or Lead Director of the School shall notify the student’s Campus Principal within three (3) days of receiving the notification.

“Serious offense” is defined in Utah Code Ann. § 80-6-103 and means the following: a violent felony as defined in § 76-3-203.5; an offense that is a violation of Title 76, Chapter 6, Part 4, Theft, and the property stolen is a firearm; or an offense in violation of Title 76, Chapter 110, ~~Part 5~~ Weapons.

“Sexual crime” or “sexual misconduct” means any conduct described in Title 76, Chapter 5, Part 4, Sexual Offenses; Title 76 Chapter 5b, Sexual Exploitation Act; or § 76-7-102, incest; § 76-9-702, lewdness; and § 76-9-702.1, sexual battery.

17.1.2 Upon receipt of the information about a student’s serious offense (whether from the President of the Board, the Lead Director, or directly from the juvenile court or law enforcement agency), the Campus Principal shall make a notation in a secure file other than the student’s permanent file. Beginning no later than July 1, 2025, the School shall digitally maintain the secure file or, if available, the student’s related reintegration plan described below, for one year from the day the notice is received and ensure the secure file follows the student if the student transfers to a different school.

17.1.3 Upon receipt of the information about a student’s serious offense or sexual crime (whether from the President of the Board, the Lead Director, or directly from the juvenile court or law enforcement agency), the Campus Principal shall, if the student is still enrolled in the School, notify staff members who, in the Campus Principal’s opinion, should know of the adjudication, arrest, or detention. Staff members receiving information about a juvenile student’s adjudication, arrest or detention may only disclose the information to other persons having both a right and a current need to know.

17.2 Multidisciplinary Team and Reintegration Plan

17.2.1 In addition to complying with the requirements above, the School shall, within ~~five (5)~~seven (7) days after receiving, while School is in session, a notification described in Section 17.1.1 about a student, or within a reasonable time after otherwise being notified of a student being arrested for, charged with, or adjudicated in juvenile court for committing a serious offense or sexual crime, develop a reintegration plan for the student with a multidisciplinary team, the student, and the student's parent. If the School receives the notification when School is not in session, the School shall develop the reintegration plan within seven (7) days of School being back in session from summer break. The multidisciplinary team should include the following or their designees, if applicable: the School, the juvenile court, the Division of Juvenile Justice and Youth Services, the School's Safety and Security Specialist, the School's Safety and Security Director, the School's Resource Officer (if any), and any other relevant party that should be involved in a reintegration plan.

17.2.2 The reintegration plan shall ~~address~~include:

[a] a behavioral intervention for the student;

[b] a short-term mental health or counseling service for the student;

[c] an academic intervention for the student; ~~and~~or

[d] any other intervention that the multidisciplinary team, the student, and the student's parent determine are necessary.

~~[d]~~**17.2.3** ~~if~~ If the serious offense or sexual crime was directed at a School employee or another student within the School, notification of the reintegration plan shall be provided to that School employee or student and the student's parent.

17.2.4 ~~3~~ The School may deny admission to the student until the School completes the reintegration plan.

17.2.5 ~~4~~ The School's Resource Officer (if any) shall provide input for the School to consider regarding the safety risks a student may pose upon integration. The School shall also notify its Resource Officer (if any) of any student who is on probation.

17.2.6 ~~5~~ The School shall not reintegrate a student into a School campus where:

[a] a student or staff member of the campus has a protective order against the student being reintegrated; or

[b] a student or staff member of the campus is a victim of ~~the serious an~~ offense ~~or sexual crime or foreible felony (as defined~~ listed in Utah Code Ann. § 76-3-203.5 committed by the student who is seeking reintegration or continued enrollment) ~~committed by the student being reintegrated.~~

If the circumstances above exist, the multidisciplinary team shall determine if the student is eligible to be offered placement at a different campus of the School.

17.2.76 The School may elect to not integrate a student into a School campus if the student has committed, or allegedly committed, a forcible felony. If the School elects to not integrate such a student, the School shall provide alternative education options for the student.

17.2.87 A reintegration plan under this section is classified as a protected record under Utah Code Ann. § 63G-2-305. All other records of disclosures under this Section are governed by the Government Records Access and Management Act and the Family Educational Rights and Privacy Act (“FERPA”).

17.2.9 A reintegration plan shall remain in effect for an entire school year or 180 days from the plan’s implementation, or as long as the multidisciplinary team deems the reintegration plan necessary.

17.3 Students Committing a Serious Offense or Sexual Crime are Subject to Suspension or Expulsion

Students who commit a serious offense or sexual crime, whether on or off School property, are subject to the suspension and expulsion provisions of this policy.

17.4 Student Discipline Records/Education Records

School officials may include appropriate information in the education record of any student concerning disciplinary action taken against the student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community.

17.4.1 Disclosure of Discipline Records to Other Educators

School officials may disclose student discipline information described above to teachers and other School officials, including teachers and school officials in other schools, who have legitimate educational interests in the behavior of the student.

17.4.2 Disclosure of Discipline Records to Other Agencies

School officials shall not release personally identifiable student discipline records to other government agencies, including law enforcement agencies, unless the agency produces a subpoena or court order (need for standing court order from juvenile court), the student's parent has authorized disclosure, or a FERPA exception applies.

18. EMERGENCY SAFETY INTERVENTIONS

A School employee may not use physical restraint on a student or place a student in seclusion except as a necessary emergency safety intervention in compliance with this Section.

18.1 Definitions

18.1.1 “Comprehensive emergency safety intervention training” means a training required for key identified school employees that has the components described in R277-608-4(4).

18.1.2 “Chemical restraint” means the use of medication administered to a student, including medications prescribed by the student’s physician or other qualified health professional, on an as-needed basis for the sole purpose of involuntarily limiting the student’s freedom of movement.

18.1.3 “Emergency safety intervention” (“ESI”) means the use of seclusion or physical restraint when a student presents an immediate danger to self or others. An ESI may not be used for disciplinary purposes.

18.1.4 “Immediate danger” or “immediate and significant threat” means the imminent risk of physical violence toward self or others, or other physical behaviors which are likely to cause imminent risk of substantial bodily injury or serious bodily injury.

18.1.5 “Key Identified School Employee” means a School employee who has completed foundational behavior support training and comprehensive emergency safety intervention training and has been authorized by the Lead Director or Campus Principal to utilize an ESI at the School when necessary.

18.1.6 “Mechanical restraint” means the use of any device or equipment to restrict a student’s freedom of movement.

18.1.7 “Foundational behavior support training” means a training required for all School employees who supervise students or may be asked to assist in managing a student’s behavior that has the components described in R277-608-4(1).

18.1.8 “Physical restraint” means a personal restriction that immobilizes or significantly reduces the ability of a student to move the student’s arms, legs, body, or head freely.

18.1.9 “Physical escort” means a temporary touching or holding of the hand, wrist, arm, shoulder, or back for the purpose of guiding a student to another location.

18.1.10 “Seclusion” means seclusionary time out that is the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving, including: (i) placing a student in a locked room; or (ii) placing a student in a room where the door is blocked by furniture or held closed by staff.

18.1.11 “Serious bodily injury” means bodily injury that creates or causes serious permanent disfigurement, protracted loss or impairment of the function of any bodily member or organ, or creates a substantial risk of death.

18.1.12 “Substantial bodily injury” means bodily injury, not amounting to serious bodily injury,

that creates or causes protracted physical pain, temporary disfigurement, or temporary loss or impairment of the function of any bodily member or organ.

18.2 General Procedures

18.2.1 All School employees who supervise students, or who may be asked to assist in managing a student's behavior, shall receive foundational behavior support training. This training must be completed within two months, or within 30 days if working directly with a student with disabilities, of employment at the School and bi-annually thereafter.

18.2.2 Key Identified School Employees shall receive comprehensive ESI training in addition to the foundational behavior support training. Comprehensive ESI training shall be completed before a Key Identified School Employee may use an ESI with a student and annually thereafter.

18.2.3 An ESI shall:

[a] be applied for the minimum time necessary to ensure safety, as reasonably understood by the Key Identified School Employee using the ESI;

[b] be released under the following circumstances (release criteria):

(i) as soon as the student is no longer an immediate danger of physical harm to self or others (e.g., student is no longer hitting, kicking, biting, throwing objects, self-harming, or making other movements that create imminent risk of physical violence; student is able to respond to staff verbally or nonverbally in a regulated way; and/or the student exhibits signs of de-escalation, such as having a relaxed body, no longer attempting to break free, or breathing slowly); or

(ii) if the student is in severe distress (e.g., student is having difficulty breathing or is vomiting, gagging, experiencing chest pain, or turning pale or blue in the face);

[c] never be used as punishment or discipline;

[d] in no instance be imposed for more than 30 minutes, per occurrence; and

[e] be documented and reported, as required.

18.2.4 The School prohibits dangerous practices as defined by the School, including dangerous practices outlined in the Least Restrictive Behavioral Interventions (LRBI) Technical Assistance manual.

~~**18.2.5** The School shall take prompt and appropriate action, including in-service training and other administrative action, upon confirming a violation related to the use of an ESI on a student. Violations of any standards for seclusion or physical restraint established by the Utah State Board of Education shall also result in a referral to local law enforcement and the Utah Professional Practices Advisory Commission.~~

18.3 Students with Disabilities Receiving Special Education Services

18.3.1 Use of ESI for a student with a disability receiving specialized educational services under IDEA or Section 504 shall be subject to all applicable state and federal laws, including LRBI policies and procedures for special education/504 programs.

18.3.2 Additionally, ESIs written into a student's IEP as a planned intervention are prohibited unless school personnel, the family, and the IEP team agree less restrictive means have been attempted; a Functional Behavioral Assessment has been conducted; and a positive behavior intervention plan based on data analysis has been written into the plan and implemented.

18.4 Physical Restraint

18.4.1 Key Identified School Employees may, in accordance with Section 18.2.3 and when acting within the scope of employment, use physical restraint on a student when the student presents an immediate danger to self or others and when no other safe or effective intervention is available.

18.4.2 Key Identified School Employees may use reasonable and necessary physical restraint only:

- [a] in self-defense;
- [b] to protect a student or another person from physical injury;
- [c] to remove from a situation a student who is violent;
- [d] to take possession of a weapon or other dangerous object in the possession or under the control of a student; or
- [e] to protect property from being damaged, when physical safety is at risk.

18.4.3 When an employee exercises physical restraint as an ESI on a student, the following types of physical restraint are prohibited:

- [a] prone, or face-down;
- [b] supine, or face-up;
- [c] physical restraint which obstructs the airway or adversely affects the student's primary mode of communication;
- [d] mechanical restraint, except for restraints required by law, including seatbelts or any other safety equipment used to secure students during transportation, protective or stabilizing restraints as prescribed by an appropriate medical or related services professional, and devices used by a law enforcement officer in carrying out law enforcement duties; or

[e] chemical restraint.

18.4.4 A Key Identified School Employee may not use physical restraint on a student for more than the shortest of the following before stopping, releasing, and reassessing the intervention used:

[a] the amount of time described in the School's ESI training program;

[b] 30 minutes; or

[c] when law enforcement intervenes.

18.4.5 Despite the foregoing, a Key Identified School Employee shall first use the least restrictive intervention available to the employee, including a physical escort, to address circumstances described in Section 18.4.1. In addition, nothing in this Section prohibits a Key Identified School Employee from subsequently using less restrictive interventions to address circumstances described in Section 18.4.1.

18.4.6 A student who has been physically restrained and then released shall, in addition to being promptly reassessed by the Key Identified School Employee, be monitored for a reasonable period of time to help ensure the continued safety and well-being of the student and others. Monitoring should include observation for signs of such things as injury, respiratory distress, or continued escalation, and the Lead Director or Campus Principal and medical personnel shall be notified when warranted.

18.5 Seclusion

18.5.1 A Key Identified School employee may, in accordance with Section 18.2.3 and when acting within the scope of employment, place a student who is in grade 1 or higher in seclusion as an ESI when the student presents an immediate danger to self or others and when no other safe or effective intervention is available. Students in kindergarten shall not be placed in seclusion.

18.5.2 Key Identified School Employees may use seclusion only when:

[a] other less restrictive interventions have failed;

[b] a staff member who is familiar to the student is actively supervising the student for the duration of the seclusion;

[c] the student is observed at all times during the seclusion by School personnel who have received the comprehensive ESI training;

[d] any door to the area or room used for seclusion remains unlocked consistent with applicable fire and public safety requirements described in R392-200 and R710-4; and

[e] the seclusion is time-limited to a maximum time of 30 minutes, per occurrence, and monitored.

18.5.3 A School employee may not place a student in seclusion:

- [a] as a behavioral intervention;
- [b] as a disciplinary practice;
- [c] for coercion, retaliation, or humiliation;
- [d] due to inadequate staffing; or
- [e] for the School employee's convenience.

18.5.4 A student who has been placed in seclusion and then released shall be promptly reassessed by the Key Identified School Employee and also monitored for a reasonable period of time to help ensure the continued safety and well-being of the student and others. Monitoring should include observation for signs of such things as injury, severe distress, or continued escalation, and the Lead Director or Campus Principal and medical personnel shall be notified when warranted.

18.5.5 The Lead Director or Campus Principal shall ensure that all the following individuals are debriefed at an appropriate time after a student seclusion has taken place:

- [a] all witnesses;
- [b] all School staff who were involved;
- [c] the student who was secluded; and
- [d] the parent of the student who was secluded.

18.5.6 The Lead Director or Campus Principal shall also ensure that a proper review of the decision to use seclusion is performed as soon as reasonably possible after a student seclusion has taken place.

18.5.7 The School does not allow the designation of any enclosed area in its buildings for the sole purpose of seclusion. The School's current seclusion room at each campus are also used for other purposes. Nevertheless, these rooms shall comply with the physical standards and other requirements for seclusion rooms set forth in Utah Code Ann. § 53G-8-301(14), in accordance with the procedures and interim milestones established by the USBE. These requirements include, but are not limited to, physical standards governing square footage, distance between walls, ceiling height, and construction design; requirements for lighting, ventilation, climate, safety features, and audio and video recording equipment; and compliance with building and fire codes.

18.6 Notification of the Use of an ESI

18.6.1 If an ESI is used on a student, the School or the employee who used the ESI shall immediately notify the following:

[a] the student's parent; and

[b] School administration.

This notice shall be provided no later than 15 minutes after the use of an ESI.

18.6.2 If the student's parent cannot be reached after 15 minutes, and the 30-minute time limit has been reached, the School or the employee who used the ESI may:

[a] conduct a reassessment of the student's condition;

[b] determine whether the student continues to pose an immediate and significant threat to the student or others; and

[c] if the School determines that the threat continues and that less restrictive interventions remain ineffective, place the student back in seclusion for an additional period not to exceed 30 minutes, after which the same process described above shall be repeated if necessary.

18.6.32 Parent notifications made under this Section shall be documented in the School's student information system.

18.7 Documentation of the Use of an ESI

18.7.1 If an ESI is used on a student, the School or the employee who used the ESI shall document the use of the ESI. This shall include a written description of the type of ESI used, the date and time the ESI was used, the location where the ESI was used, the length of time the ESI was used (and if a seclusion room was used, whether the room complied with Utah Code Ann. § 53G-8-301(14)), the reason the ESI was used, the alternative interventions or strategies attempted before the ESI was used, and demographic information on the student (sex, gender, age, grade in school, and disability status, if any). This documentation shall be provided to the School's Emergency Safety Intervention Committee and the student's parents.

18.7.2 In addition, upon request of a student's parent, the School shall provide the parent with a copy of any notes or additional documentation taken during the use of the ESI, including a description of the physical space in which a seclusion occurred or the type of physical restrained that was used.

18.7.3 Within 48 hours of using an ESI on a student, the School shall notify the parent that the parent may request a copy of any notes or additional documentation taken during the use of the ESI.

18.7.4 A parent may request a time to meet with School staff and administration to discuss the use of an ESI.

18.7.5 The documentation of an ESI described in this Section shall be documented in the School's

student information system.

18.8 Emergency Safety Intervention (ESI) Committee

18.8.1 The School shall establish an ESI committee that includes:

- [a] at least one administrator;
- [b] at least one parent of a student enrolled in the School, appointed by the School's Lead Director;
- [c] at least one licensed educational professional with behavior support training and knowledge in both state law and the School's conduct and discipline policies related to ESIs; and
- [d] at least one other licensed educator.

18.8.2 The ESI committee shall:

- [a] meet often enough to monitor the use of ESIs within the School;
- [b] determine and recommend professional learning needs;
- [c] develop policies for processes to resolve concerns regarding the use of ESIs; and
- [d] ensure that each emergency incident where a School employee uses an ESI is documented in the School's student information system and reported annually to the State Superintendent of Schools through UTREx.

18.9 ESI Records and Reporting

18.9.1 The School shall collect, maintain, and periodically review the documentation or records regarding the use of ESIs in the School.

18.9.2 The School shall annually provide documentation of any School use of an ESI to the State Superintendent of Schools in accordance with Utah Code Ann. § 53G-8-301(11). This includes documentation described in Section 18.7.

18.10 Violation of ESI Requirements

18.10.1 Violations of Seclusion Room Standards

If the School identifies or receives a report of a violation of the physical standards applicable to a seclusion room, the School shall notify the Board, develop a corrective action plan, and report the violation and corrective action plan to the USBE within the timeframe established by USBE rule. If the USBE identifies or receives a report of such a violation and notifies the School, the School shall investigate the matter and take corrective action as required by law. If the School fails to develop an appropriate corrective action plan or achieve compliance within the timeframe established by the USBE, the USBE may take further action as authorized by law.

18.10.2 Violations of Seclusion or Physical Restraint Requirements

If the School identifies or receives a report of a violation of the statutory requirements governing the use of seclusion or physical restraint, including improper use of seclusion or physical restraint, failure to provide the required parent notification, or failure to properly document the use of an ESI, the School shall investigate the matter, take appropriate disciplinary action against involved staff, and implement corrective measures to prevent future violations. Any violation constituting unlawful detention, including the use of seclusion or physical restraint in violation of Utah Code Ann. § 53G-8-301(10), shall be handled in accordance with applicable law, including a referral to local law enforcement and the Utah Professional Practices Advisory Commission.

19. CORPORAL PUNISHMENT

“Corporal punishment” means the intentional infliction of physical pain upon the body of a student as a disciplinary measure. Corporal punishment at the School is prohibited. School employees may not inflict or cause the infliction of corporal punishment upon a student. The School shall take prompt and appropriate action, including in-service training and other administrative action, upon confirming a violation with respect to corporal punishment. School personnel who inflict or cause the infliction of corporal punishment on a student will be subject to discipline up to and including termination. School personnel who have been disciplined for the infliction of corporal punishment upon a student may appeal the disciplinary action in accordance with the School’s Staff Grievance Policy.

20. TRAINING

20.1 All new employees shall receive information about this policy and the administrative Student Conduct and Discipline Plan(s) at new employee orientation. All other employees shall be provided information on a regular basis regarding this policy, the Student Conduct and Discipline Plan, and the School's commitment to a safe and orderly school environment.

20.2 Employees who have specific responsibilities for investigating, addressing, and resolving issues addressed in the policy shall receive annual training on this policy and related legal developments.

20.3 The Campus Principal shall be responsible for informing students, parents, and staff of the terms of this policy and the Student Conduct and Discipline Plan, including the procedures outlined for investigation and resolution of violations.

21. REPORTING ON SUSPENSIONS AND EXPULSIONS

21.1 The School shall develop a consistent process to collect incident, infraction, and discipline data, including the number of days of student suspensions and expulsions.

21.2 The School shall submit all required incident, infraction, and discipline data, including suspensions and expulsions consistent with R277-484. The School shall submit any yearly and

comprehensive updates no later than June 30th of each year.

21.3 The School shall compile an annual report of all out-of-school suspensions and expulsions and submit it to the ~~USBE~~~~Utah State Board of Education~~ as described in Utah Code Ann. § 53G-8-205(5).

22. POLICY AND PLAN DISSEMINATION AND REVIEW

22.1 This policy shall be posted in a prominent location in the School and on the School's website. The policy shall also be published in student registration materials, student and employee handbooks, and other appropriate school publications as directed by the Board.

22.2 This policy shall be reviewed as necessary with appropriate revisions recommended to the Board. The data described in Section 21 may be used by the School to evaluate the efficiency and effectiveness of this policy.

REFERENCES

Gun Free Schools Act (20 U.S.C. § 7151)

Requires schools that receive federal financial assistance to have a policy requiring the expulsion from school for a period of not less than one year of any student who brings a weapon firearm, explosive or flammable material to school.

Individuals with Disabilities Education Act (20 U.S.C. § 1415(K); 34 C.F.R. § 300.520-529)

A student with a disability who carries a weapon to school or to a school function, or who knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function may be placed by school officials in an interim alternative educational setting, in accordance with State law, for not more than 45 school days. A hearing officer may order a change in placement for a student with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that there is substantial evidence that maintaining the current placement of the student is substantially likely to result in injury to the student or to others.

Family Educational and Privacy Rights Act (20 U.S.C. § 1232g (h)(1)-(2), 34 C.F.R. § 99.36)

Allows schools to include appropriate information in the education record of any student concerning disciplinary action taken against such student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community. Also allows schools to disclose such information to teachers and school officials, including teachers and school officials in other schools, who have legitimate educational interests in the behavior of the student.

Individuals with Disabilities Education Act (IDEA) (20 U.S.C. §§ 1400-1485)

Assures all children with eligible disabilities a free appropriate public education and related services designed to meet their unique needs.

Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794)

Prohibits discrimination on the basis of disability.

Rehabilitation Act of 1973 (29 U.S.C. § 705 (2)(C)(iv))

Stipulates that schools may take disciplinary action pertaining to the use or possession of illegal drugs or alcohol against any student who is an individual with a disability and who currently is engaging in the illegal use of drugs or in the use of alcohol to the same extent that such disciplinary action is taken against students who are not disabled.

Americans with Disabilities Act (ADA), Title II (42 U.S.C. § 12132)

Prohibits public entities from discriminating on the basis of disability.

U. S. Department of Education, Office of Special Education Programs (OSEP) Memorandum (April 26, 1995). Questions and answers on disciplining students with disabilities.

U. S. Department of Education, Office for Civil Rights (OCR) Memorandum (January 28, 1991) ADA Amendments to Section 504 - Discipline of Students Using Drugs or Alcohol.

Utah Code Ann. §§ 53E-6-701 and 80-2-602 – Mandatory reporting of physical or sexual abuse of students

Utah Code Ann. § 53G-8-301 – Use of reasonable and necessary physical restraint and seclusion.

Utah Code Ann. §§ 53G-8-201 to 53G-8-213 – School Discipline and Conduct Plans

Utah Code Ann. §§ 53G-8-402 to 53G-8-405 – Notification of juvenile court and law enforcement agencies

Utah Code Ann. § 80-2-610 – Immunity from liability