

Governing Board Meeting

May 11, 2023 at 7:00 PM

Junior High – Building 2

1228 West 2185 South, Woods Cross, UT 84087

Online Access: <https://us02web.zoom.us/j/82027113870>

Mission Statement

Legacy Preparatory Academy will cultivate intellectual and moral virtue according to classically based pillars of truth, goodness, and beauty.

AGENDA

Business of the Governing Board

OPEN MEETING: ROLL CALL AND WELCOME – Al Pranno

- Public Comment
- Consent Agenda
 - April 13, 2023 Board Meeting and Closed Session Minutes

COMMITTEE REPORTS

- Audit Committee
- Policy and Governance Committee
 - Donation and Fundraising Policy Review
 - Dropout Prevention and Recovery Policy
 - Electronic Resources Policy Renewal
- Executive Committee
 - Board Member Terms, Officers, and Committee Membership
- Communication Update

FINANCIAL REPORT

- Financial Report Review
- Reconciliations

DISCUSSION & VOTING ITEMS

- Non-Reoccurring and/or Not Previously Approved Purchases Over \$20,000
- Teacher and Student Success Act (TSSA) Program Plans
- Mental Health Screening Determination
- Dropout Prevention and Recovery Policy
- Electronic Resources Policy Renewal

TRAINING

- Utah Open and Public Meetings Act

Business of Administration and Staff

DIRECTOR'S REPORT

- Operations Report
 - Health and Safety
 - Legal and Ethical Conduct
 - Project Management
- Education Report
 - Leadership Opportunities and Professional Development
 - Academic Excellence
 - Character Education
 - Special Education

CALENDARING

- Board Meeting Thursday, June 8, 2023 at 7:00 PM
- 2023-2024 Board Meeting Schedule

CLOSED MEETING (This closed meeting may take place at the beginning and/or conclusion of the meeting): To discuss character, professional competence, physical or mental health of an individual (employee or student), and any of the following topics, if necessary: strategy sessions to discuss the purchase, exchange, lease or sale of real property; collective bargaining; or pending litigation, or other matters appropriate pursuant to statute(s).

ADJOURN

LPA Governing Board:

2023: Alisha Johnson (Treasurer), David Ray (Secretary)

2024: Lee Peterson (Co-Vice President), Anna Mark (Member)

2025: Al Pranno (President), Jim Collings (Co-Vice President)



Governing Board Meeting

April 13, 2023

1228 West 2185 South, Woods Cross, UT 84087

MINUTES

ROLL CALL AND WELCOME

Lee Peterson called the meeting to order at 7:04 PM.

Board Members Present: Jim Collings, Lee Peterson, David Ray, Alisha Johnson, Anna Mark

Board Members Excused: Al Pranno

Others Present: Brandie Evans, Priscilla Stringfellow, Brandon Fairbanks, Kara Finley, Kim McVey, Roger Simpson, Shalon Brierley

PUBLIC COMMENT

- No public comment.

CONSENT AGENDA

- **March 9, 2023 Board Meeting Minutes**
Alisha Johnson made a motion to approve the March 9, 2023 Board Meeting Minutes; David Ray seconded. Motion passed. Jim Collings: Aye; Lee Peterson: Aye; David Ray: Aye; Alisha Johnson: Aye, Anna Mark: Aye.

COMMITTEE REPORTS

- **Audit Committee**
No business to report.
- **Policy and Governance Committee**
Two policies have been reviewed by the committee and they are required by board rule.
 - **Selection and Purchase of Instructional Materials Policy**
This policy may have an amendment in the coming months. The policy does not conflict with current practices at the school.
 - **Supervision of Students at School-Sponsored Activities Policy**
The updates to the policy and designated school leaders were discussed along with the process for policy creation, reviews, and implementation. The distinction of school leaders at school-sponsored events and the use of volunteers was considered and the transportation of students is addressed in a different policy.
Roger Simpson joined the meeting at 7:27 PM.

DISCUSSION & VOTING ITEMS

- **Selection and Purchase of Instructional Materials Policy and Supervision of Students at School-Sponsored Activities Policy**



Alisha Johnson made a motion to approve the Selection and Purchase of Instructional Materials Policy and the Supervision of Students at School-Sponsored Activities Policy; Jim Collings seconded. Motion passed. Jim Collings: Aye; Lee Peterson: Aye; David Ray: Aye; Alisha Johnson: Aye, Anna Mark: Aye.

COMMITTEE REPORTS

○ **Policy and Governance Committee**

Officer elections for next year will be held in the coming months and members were asked to consider their role. The board may be seeking candidates to add to a pool of interested parents and community members to serve on the board and may start accepting applications.

○ **Executive Committee**

No business to report.

○ **Communication Update**

Administration has communicated as needed.

FINANCIAL REPORT

○ **Financial Report Review**

The WPU for next year has increased and should help support the budget. Current financial reports were provided and the anticipated revenue in relation to expenses at this point in the year, and impact of the lunch program next year, were considered. The budget is on track for the year and categories higher than anticipated include property services, other services, supplies and materials, and property. The difference between the construction and land and site improvements were explained. The net income trend, cash trend, and enrollment trends were reviewed. The school is free and clear of the south building except for bond effects. Even with all the adjustments made to the budget, there hasn't been any impact on the education quality and resources available.

DISCUSSION & VOTING ITEMS

○ **Non-Reoccurring and/or Not Previously Approved Purchases Over \$20,000**

No approvals needed at this time. Voting tabled.

Business of Administration and Staff

DIRECTOR'S REPORT

○ **Education Report**

Celebrations include Spirit Week, Jungle Book Kids, the junior high stomp, Slippers and Stories, kindergarten orientation, Ballroom Team GEM competition, and the sixth grade Bow-A-Paloza.

● **Leadership Opportunities and Professional Development**

Professional development was provided this month on understanding and unpacking standards. The school climate survey will be sent out soon, and teachers were trained on the PBIS processes.



- **Character Education**
Students are continuing to learn about the Paideia and the theme is “I am selfless in my fight for justice.”
- **Academic Excellence**
The school was recognized and celebrated for having 80% growth with the third grade Acadience scores from beginning to middle of year. First grade has amazing growth in ELA and seventh grade has made the biggest gains in math this year.
- **Operations Report**
 - **Health and Safety**
Several employees have completed the Standard Response Protocol Training and administration is evaluating the safety plan and if any updates are needed.
 - **Legal and Ethical Conduct**
The Parent Student Manual and Procedure Manual are being reviewed and updated in preparation for next year. Upcoming policies are being drafted and will be brought for consideration at the board level.
 - **Project Management**
The school lunch program has received conditional approval with training needing to be completed by the end of next month. Facility improvements are still within the threshold approved and the projects started were outlined. Summer project contractors are scheduled.
 - **Marketing and Development**
Enrollment ads are continuing to run and yard signs have been posted by families throughout the community. Anticipated enrollment for next year and current enrollment were outlined. PBIS has helped support the school rules with new students and includes covering shared space expectations. Reasons for potential student withdrawals were considered.
The leadership team was commended for the successful implementations taking place and their hard work.

CALENDARING

- The next board meeting is scheduled for Thursday, May 11, 2023 at 7:00 PM.

CLOSED MEETING

- *Lee Peterson made a motion to enter a closed session to discuss the character, professional competence, or physical or mental health of an individual pursuant to Utah Code 52-4-205(1)(a) to be held at Legacy Preparatory Academy; David Ray seconded. Motion passed. Jim Collings: Aye; Lee Peterson: Aye; David Ray: Aye; Alisha Johnson: Aye, Anna Mark: Aye.*
Entered closed session at 8:49 PM.



ADJOURN

- *Alisha Johnson made a motion to adjourn the closed session and board meeting; David Ray seconded. Motion passed. Jim Collings: Aye; Lee Peterson: Aye; David Ray: Aye; Alisha Johnson: Aye, Anna Mark: Aye.*
Meeting adjourned at 9:03 PM.

DRAFT



Board of Directors Closed Session Statement

Date: April 13, 2023

Location: 1228 West 2185 South; Woods Cross, UT 84087

CLOSED SESSION SWORN STATEMENT:

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

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

Signed on the 13th day of April, 2023.

Presiding Board Officer

DRY

Donations and Fundraising Policy

Adopted: May 12, 2022

Revised: October 6, 2022

Purpose

Although Legacy Preparatory Academy (the “School”) does not typically engage directly in fundraising, it may do so on certain occasions in order to help advance the School’s mission. The School encourages the contributions of gracious donors who have the resources and the inclination to make donations for the benefit of the School and its students. This policy establishes guidelines and standards for the School’s acceptance of donations and gifts (monetary or in-kind) as well as for when the School engages in or sponsors fundraising activities.

Policy

Donations and Gifts

The School may not transfer or expend donated property in a manner contrary to donor restrictions imposed as a condition of making the donation. However, the School may not accept donations with the condition that the donation provide direct benefit to specific School employees, students, vendors, or service providers, or that the School purchase a specific brand of goods or services with the donated funds. The Director(s) is responsible for ensuring that donor restrictions of accepted donations are complied with and that compliance can be verified. The Director(s) will ensure that charitable donation receipts are provided to donors as necessary.

The Director(s) must approve voluntary donations from private individuals or organizations in excess of \$500 and any donation involving donor restrictions prior to accepting the donation. The Board of Directors must approve any voluntary donations from private individuals or organizations in excess of \$10,000.

If advertising or other services are offered to a donor in exchange for a donation or gift, the School will objectively value the donation or gift in order to ensure the School receives at least fair value.

The Director(s) must ensure that any applicable fiscal policies of the School are complied with in connection with donations. The School will comply with other applicable laws and regulations, including but not limited to procurement requirements, rules related to construction of improvements, IRS regulations, and Title IX requirements.

Fundraising

Fundraising is defined as an organized effort to solicit individuals, businesses, or foundations for money or in-kind gifts to be given directly to the School.

For the purposes of this policy, "School sponsored" means activities that are expressly authorized by the School's Director(s) or Board of Directors that support the School or authorized curricular clubs, activities, sports, classes, or programs that are themselves School sponsored. School-sponsored activities must be managed or supervised by School employees. Activities sponsored by the School's parent organization are not School-sponsored activities, but the parent organization may be involved in and provided assistance in connection with School-sponsored activities.

The following guidelines must be followed in connection with School fundraising:

1. The fundraising activity must be undertaken with the intent of obtaining a benefit consistent with the School's mission.
2. The fundraising activity must not violate the School's charter, Board policies, or applicable law.
3. Proposals for fundraising activities must be submitted to the School's Director(s) for approval.
4. The Director(s) may restrict the time, place, and manner of any approved fundraising activity.
5. Fundraising activities should be planned and scheduled in a manner that does not create conflict, confusion, or excessive fundraising pressures on students, families, or potential donors.
6. Fundraising activities that may expose the School to risk of financial loss or liability if the activity is not successful should not be approved.
7. The participation of School employees, students and parents in any fundraising activity must be voluntary. However, School employees may be assigned to supervise students in connection with School-sponsored fundraising activities in connection with their employment. Such employees may be compensated for such work as appropriate as determined by the Director(s).
8. Students may not be required to participate in a fundraising activity as a condition for belonging to a team, club, or group, and a student's fundraising efforts may not affect his or her participation time or standing in any team, club, or group.
9. Competitive enticements for student participation in fundraising efforts are generally discouraged, and any such rewards or prizes must be approved by the Director(s).
10. The Director(s) will ensure that the School's Fee Waiver Policy is complied with in connection with all School-sponsored fundraising activities that involve fees. Any fee waivers must be granted in accordance with the Fee Waiver Policy.

11. All funds raised through School-sponsored fundraising activities are considered public funds and will be handled accordingly. The Director(s) will ensure that all other applicable fiscal policies are complied with in connection with fundraising activities.
12. Any fundraising activities that are related to the School but not are not School sponsored, such as fundraising activities of the parent organization, should clearly inform School patrons that the activity is not School sponsored. School employees may participate in such activities as volunteers but must not represent that they are acting as employees or representatives of the School.
13. The Director(s) will ensure that charitable donation receipts are provided as necessary.
14. The School's employer identification number and sales tax exemption number may only be used by School personnel in connection with School-sponsored activities. No other entity, including the School's parent organization, may use these numbers.
15. Any School employee involved in managing or overseeing non-School-sponsored fundraising must disclose to the Director(s) any financial or controlling interest in or access to bank accounts of the fundraising organization or company.
16. The School may cooperate with outside entities such as the parent organization in connection with non-School-sponsored fundraising activities. The School may allow these groups to use School facilities at little or no charge. At a Director's discretion, the School may provide some level of support or pay for small portions of these activities. The details of the arrangements for non-School-sponsored fundraising activities shall be understood and agreed to by the Director(s) and the representatives of the outside entity. This must take into consideration the School's fiduciary responsibility for the management and use of public funds and assets.
17. The School is committed to principles of gender equity and compliance with Title IX guidance. The School commits to use all facilities, unrestricted gifts, and other available funds in harmony with these principles. The School reserves the right to decline or restrict donations, gifts, and fundraising proceeds, including those that might result in gender inequity or a violation of Title IX. Fundraising opportunities should be equitable for all students, comply with Title IX, and be in harmony with Article X of the Utah Constitution.

The Director(s) will ensure that School employees receive appropriate training in connection with these policies. Training shall be provided at least annually to employees whose job duties are affected by the School's fiscal policies.

Review

The Board shall review this policy annually.

Dropout Prevention and Recovery Policy

Adopted: _____

Policy

Legacy Preparatory Academy (the “School”) adopts this policy in accordance with the requirements of Utah Code § 53G-9-801 *et seq.* and Utah Administrative Code R277-606.

For purposes of this policy, a “designated student” is a ninth-grade student:

1. Who has withdrawn from the School before completing ninth grade, who was dropped from average daily membership, and whose cohort has not yet graduated; or
2. Who is at risk of meeting the above criteria as determined by the School using the following risk factors:
 - a. Low academic performance, as measured by grades, test scores, or course failure;
 - b. Poor behavior, as measured by office disciplinary referrals, suspensions, or expulsions; and
 - c. Absenteeism, whether excused or unexcused absences, and including days tardy or truant.

The School will engage with or attempt to engage with designated students in order to offer dropout prevention and recovery services to them. Designated students may choose whether to enroll in the School’s dropout prevention and recovery program. The services provided to designated students who enroll in this program will include:

1. Consulting with designated student(s) and parent or guardian in developing a learning plan to identify:
 - a. Barriers to regular school attendance;
 - b. An attainment goal; and
 - c. Means for achieving the attainment goal.
2. Monitoring a designated student’s progress toward reaching the designated student’s attainment goal. The attainment goal will be measurable and correlated with what would be considered a year’s worth of progress.
3. Providing tiered interventions and flexible enrollment options for a designated student who is not making progress toward reaching the

student's attainment goal, including meeting regularly with the designated student. Membership days for the student will be determined according to the School's attendance and enrollment policies and procedures.

Electronic Resources Policy

Adopted: May 12, 2022

Purpose

Legacy Preparatory Academy (the “School”) recognizes the value of computer and other electronic resources to facilitate student learning and help the School’s employees accomplish the School’s mission. The School has therefore made substantial investments to establish a network and provide various electronic resources for its students’ and employees’ use. Because of the potential harm to students and the School from misuse of these resources, the School requires the safe and responsible use of computers; computer networks, including e-mail and the Internet; and other electronic resources. This policy is intended to ensure such safe and responsible use and to comply with Utah Administrative Code Rule R277-495, the Children’s Internet Protection Act, and other applicable laws.

Electronic Devices

The School recognizes that various forms of electronic devices are widely used by both students and employees and are important tools in today’s society. The School seeks to ensure that the use of electronic devices, both privately-owned devices and devices owned by the School, does not cause harm or otherwise interfere with the learning, safety, or security of students or employees. The Director(s) shall therefore establish reasonable rules and procedures regarding the use of electronic devices at School and School-sponsored activities in compliance with applicable laws.

Internet Safety

It is the School’s policy to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children’s Internet Protection Act (section 254(h) of title 47, United States Code). The Director(s) shall establish procedures to accomplish these objectives and ensure compliance with applicable laws.

Student Acceptable Use of School Electronic Resources

The School makes various electronic resources available to students. These resources include computers and other electronic devices and related software and hardware as well as the School's network and access to the Internet. The School's goal in providing such electronic resources to students is to enhance the educational experience and promote the accomplishment of the School's mission.

Electronic resources can provide access to a multitude of information and allow communication with people all over the world. Along with this access comes the availability of materials that may be considered inappropriate, unacceptable, of no educational value, or even illegal.

The Director(s) shall ensure that rules and procedures regarding students' use of the School's electronic resources are established and clearly communicated to students and their parents/guardians. The Director(s) will ensure that safeguards are in place to restrict access to inappropriate materials and that the use of the Internet and other electronic resources is monitored. The Director(s) shall ensure that students receive appropriate training regarding these rules and procedures.

Staff Acceptable Use of School Electronic Resources

Improper use of the School's electronic resources by employees has the potential to negatively impact students, damage the School's image, and impair the School's electronic resources. Therefore, this policy is intended to govern employees' and volunteers' use of the School's electronic resources, and employees must agree to these terms as a condition of employment. The Director(s) shall establish rules and procedures regarding employees' use of the School's electronic resources.

Review and Approval

The School shall review and approve this policy regularly to ensure that it continues to meet the School's needs.

Legacy Preparatory Academy Board of Directors

2021 Bylaws

5-12 Board members

Majority parent composition

Elected Officers: President, Vice President, Secretary, Treasurer

Term: Three years, commencing July 1 of each year and concluding on June 30. Board members may run for consecutive terms but must be reappointed by a unanimous vote. New Board Members are appointed by a unanimous vote. When filling vacant Board Member seats, terms may be reduced to 1 or 2 years to ensure or promote continuity in Board membership. No term limits.

Resignation: May resign at any time during the term by submitting resignation to the Board. Resignation is effective when notice is received by the board Secretary, unless a future date is specified.

Meeting Frequency: At least once a month

Name	Elected Office	Term Renewal	Term End
Al Pranno	President	6/9/22	6/30/25
Lee Peterson	Co-Vice President		6/30/24
Jim Collings	Co-Vice President	6/9/22	6/30/25
Alisha Johnson	Financial Coordinator		6/30/23
David Ray	Secretary		6/30/23
Anna Mark	Member		6/30/24

Budget Summary

04/30/2023
83% of the Year

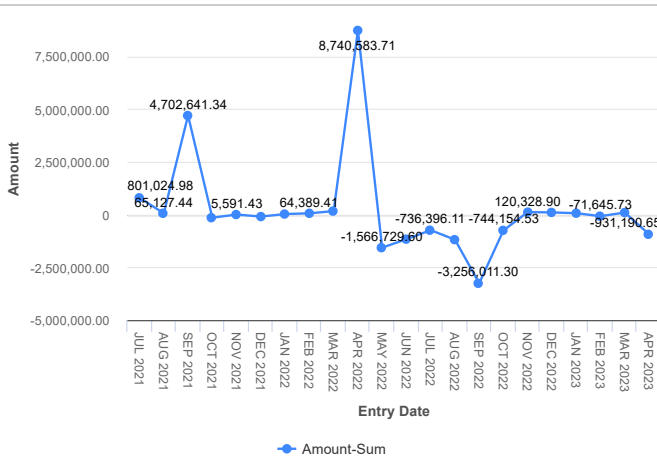
Current Budget

Category	Type	YTD Actual	Total Budget	% Budget	Total Forecast	% of Forecast
Legacy Preparatory Academy-2023 - Revenue (4 Category records)						
1000 Local Revenue	Revenue	375,557	344,300	109%	456,805	82%
3000 State Revenue	Revenue	7,131,347	8,538,992	84%	8,542,025	83%
4000 Federal Revenue	Revenue	0	263,750	0%	276,990	0%
5000 Other Sources	Revenue	46,334	42,363	109%	46,334	100%
TOT		7,553,239	9,189,406		9,322,154	
Legacy Preparatory Academy-2023 - Expense (8 Category records)						
100 Salaries	Expense	-3,562,799	-4,400,544	81%	-4,501,349	79%
200 Benefits	Expense	-972,098	-1,172,595	83%	-1,153,681	84%
300 Professional Services	Expense	-624,161	-739,750	84%	-772,231	81%
400 Property Services	Expense	-288,966	-328,898	88%	-338,675	85%
500 Other Services	Expense	-120,201	-133,044	90%	-139,445	86%
600 Supplies and Materials	Expense	-418,073	-497,842	84%	-499,582	84%
700 Property	Expense	-6,456,355	-7,549,067	86%	-7,549,067	86%
800 Debt and Miscellaneous	Expense	-1,639,549	-1,668,477	98%	-1,668,477	98%
TOT		-14,082,202	-16,490,216		-16,622,507	
TOT		-6,528,963	-7,300,811		-7,300,353	

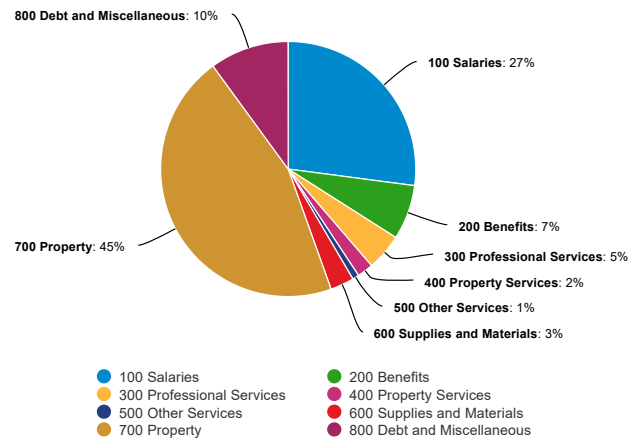
Current Financial Metrics

Financial Metric	Budget	Forecast
2023 (4 Metric records)		
Operating Income	205,893	202,380
Operating Margin	2.25	2.18
Debt Service Ratio	1.13	1.13
Days Cash	208	205

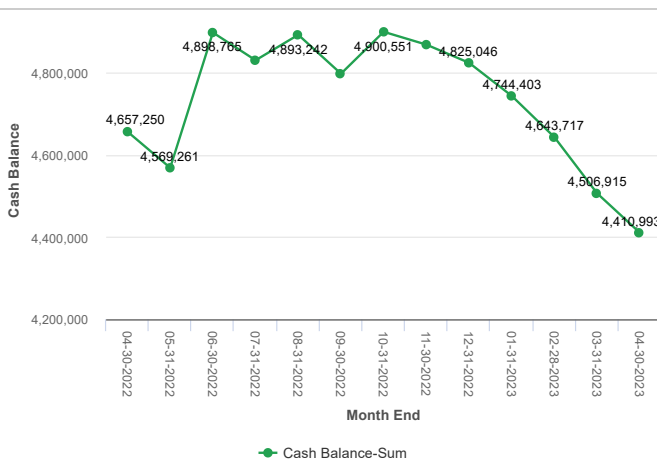
Net Income Trend



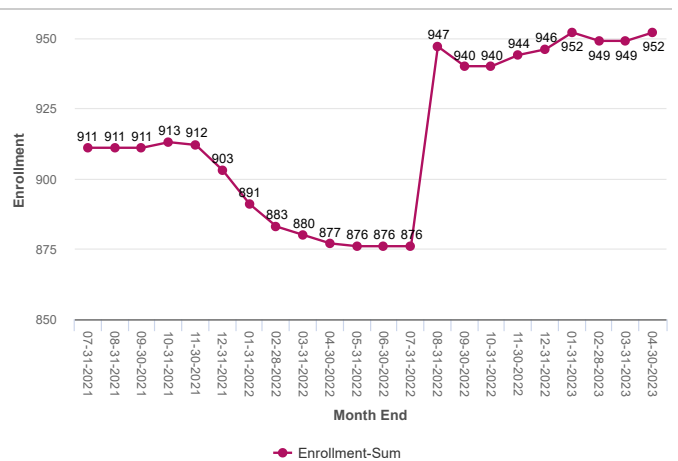
Forecast by Category



Cash Trend



Enrollment Line Graph



Budget Manager : Accounts | YTD Current vs YTD Prior

YTD Current vs YTD Prior

Account	Account Type	Prior YTD Amount	YTD Amount	Active Budget	% of Budget	Active Forecast	% Forecast
Revenue - 1000 Local Revenue - 82.0% (17 Account records)							
1510 Interest on Investments	Revenue	71,601	221,568	170,000	130%	265,000	84%
1710 Admissions	Revenue	13,242	14,739	18,000	82%	18,900	78%
1720 Bookstore Sales	Revenue	46,283	0	0	0%	0	0%
1740 Fees	Revenue	296			0%		0%
1741 General Student Fees	Revenue	30,129	0	0	0%	0	0%
1742 (Contra) General Student Fee Waivers	Revenue	-2,375			0%		0%
1743 Curricular Activity Fees	Revenue	34,904	55,023	65,000	85%	69,120	80%
1744 (Contra) Curricular Activity Fee Waivers	Revenue	-2,295			0%		0%
1745 Co-Curricular Activity Fees	Revenue	2,310			0%		0%
1747 Extra-Curricular Activity Fees	Revenue	19,519	17,783	20,000	89%	22,735	78%
1748 (Contra) Extra-Curricular Activity Fee Waivers	Revenue	-250			0%		0%
1750 School Vending & Stores (Gross Sales)	Revenue	2,406	45,535	42,500	107%	50,050	91%
1760 Fines	Revenue	647	1,437	1,000	144%	1,700	85%
1770 Fundraising	Revenue	7,676	7,765	15,000	52%	15,000	52%
1910 Rentals	Revenue	500	2,835	1,500	189%	3,000	95%
1920 Contributions and Donations From Private Sources	Revenue	15,308	8,277	10,300	80%	10,300	80%
1990 Miscellaneous	Revenue	1,705	597	1,000	60%	1,000	60%
TOT		241,606	375,557	344,300		456,805	
Revenue - 3000 State Revenue - 83.0% (9 Account records)							
3005 Regular School Programs K	Revenue	190,228	222,299	266,758	83%	266,758	83%
3010 Regular School Programs 1-12	Revenue	2,699,624	2,555,018	3,066,638	83%	3,066,638	83%
3020 Professional Staff	Revenue	180,066	182,735	219,282	83%	219,282	83%
3100 Retriected Basic School Programs	Revenue	968,061	881,827	1,040,643	85%	1,043,676	84%
3200 Related to the Basic Programs	Revenue	2,175,964	2,602,134	3,077,623	85%	3,077,623	85%
3300 Special Populations	Revenue	82,628	122,309	146,505	83%	146,505	83%
3400 Other Programs	Revenue	267,135	266,913	321,298	83%	321,298	83%
3500 One-time Funding	Revenue	402,150	292,016	375,646	78%	375,646	78%
3800 Non-MSP State Revenues (via USBE)	Revenue	3,483	6,096	24,599	25%	24,599	25%
TOT		6,969,339	7,131,347	8,538,992		8,542,025	
Revenue - 4000 Federal Revenue - 0.0% (6 Account records)							
4200 Unrestricted Revenue Received From Federal Government Through The State	Revenue			30,564	0%	30,564	0%
4500 Restricted Federal-Received via USBE	Revenue	0		94,735	0%	123,099	0%
4522 IDEA - B -- Pre-School Disabled (Sec 619)	Revenue			2,172	0%	2,574	0%
4524 IDEA - B -- Disabled (PL 101-476)	Revenue			132,575	0%	117,050	0%
4700 Federal Revenue Received Through Other Agencies	Revenue	6,298			0%		0%
4800 Federal No Child Left Behind	Revenue	6,312		3,704	0%	3,704	0%
TOT		12,611	0	263,750		276,990	
Revenue - 5000 Other Sources - 100.0% (4 Account records)							
5110 Face Amount of Bonds Sold	Revenue	14,235,000			0%		0%
5120 Premium or Discount on the Issuance of Bonds	Revenue	1,275,378		0	0%	0	0%
5300 SALE OF, OR COMPENSATION FOR LOSS OF, FIXED ASSETS	Revenue		46,334	42,363	109%	46,334	100%
6300 SPECIAL ITEMS	Revenue	4,689,977			0%		0%
TOT		20,200,355	46,334	42,363		46,334	
Expense - 100 Salaries - 79.0% (12 Account records)							
0115 Salaries - Supervisors and Directors	Expense	-237,592		0	0%	0	0%
0121 Salaries - Principals and Assistants	Expense	-117,850	-352,445	-451,361	78%	-451,361	78%
0131 Salaries - Teachers	Expense	-2,241,052	-2,555,602	-3,096,516	83%	-3,200,221	80%
0132 Salaries - Substitute Teachers	Expense	-29,848	-43,199	-40,000	108%	-50,000	86%
0142 Salaries - Guidance Personnel	Expense	-90,479	-95,253	-137,282	69%	-127,282	75%

Account	Account Type	Prior YTD Amount	YTD Amount	Active Budget	% of Budget	Active Forecast	% Forecast
0151 Salaries - Accounting Personnel	Expense	-16,223			0%		0%
0152 Salaries - Secretarial and Clerical Personnel	Expense	-148,848	-143,818	-184,706	78%	-184,706	78%
0161 Salaries - Teacher Aides and Para-Professionals	Expense	-404,338	-336,844	-443,429	76%	-440,529	76%
0181 Salaries - Operation & Maintenance Supervisors	Expense	-20,000			0%		0%
0182 Salaries - Custodial & Maintenance Personnel	Expense	-1,388			0%		0%
0184 Salaries - Administrative Technology Personnel	Expense		-35,638	-47,250	75%	-47,250	75%
0198 Salaries - Other Classified Personnel	Expense	-1,700			0%		0%
TOT		-3,309,320	-3,562,799	-4,400,544		-4,501,349	
Expense - 200 Benefits - 84.0% (8 Account records)							
0220 Social Security	Expense	-260,737	-290,300	-331,856	87%	-333,065	87%
0230 Local Retirement	Expense	-43,777	-104,015	-125,166	83%	-125,166	83%
0240 Group Insurance	Expense	-164,023	-554,655	-668,000	83%	-668,000	83%
0241 Group Insurance - Licensed	Expense	-230,104		0	0%	0	0%
0242 Group Insurance - Classified	Expense	-42,910		0	0%	0	0%
0270 Industrial Insurance	Expense	-3,176	-22,657	-45,123	50%	-25,000	91%
0280 Unemployment Insurance	Expense	-3,346			0%		0%
0290 Other Employee Benefits	Expense	-14,545	-472	-2,450	19%	-2,450	19%
TOT		-762,619	-972,098	-1,172,595		-1,153,681	
Expense - 300 Professional Services - 81.0% (6 Account records)							
0320 Professional - Educational Services	Expense	-175,998	-168,641	-169,386	100%	-194,535	87%
0330 Professional Employee Training and Development	Expense	-22,485	-9,077	-56,323	16%	-56,323	16%
0340 Other Professional Services	Expense	-67,862	-66,394	-60,292	110%	-71,124	93%
0345 Business Services	Expense	-193,125	-305,208	-388,750	79%	-366,249	83%
0349 Purchased Legal Services	Expense	-10,224		-5,000	0%	-5,000	0%
0350 Technical Services	Expense	-62,339	-74,841	-60,000	125%	-79,000	95%
TOT		-532,031	-624,161	-739,750		-772,231	
Expense - 400 Property Services - 85.0% (9 Account records)							
0411 Water/Sewage	Expense	-7,531	-10,262	-13,197	78%	-13,197	78%
0412 Disposal Service	Expense	-8,039	-12,836	-15,000	86%	-15,000	86%
0430 Repairs & Maintenance Services	Expense	-29,507	-61,017	-50,091	122%	-69,868	87%
0431 Non-Technology Repairs & Maint.	Expense	-7,285	-0	0	0%	0	0%
0433 Custodial Services	Expense	-89,774	-127,808	-147,400	87%	-147,400	87%
0441 Rental of Land & Buildings	Expense	-590,373			0%		0%
0443 Rental of Computers & Related Equipment	Expense	-50,736	-50,357	-60,000	84%	-60,000	84%
0450 Construction Services	Expense	-76,463	-18,144	-34,375	53%	-24,375	74%
0490 Other Purchased Property Services	Expense	-3,970	-8,543	-8,835	97%	-8,835	97%
TOT		-863,678	-288,966	-328,898		-338,675	
Expense - 500 Other Services - 86.0% (13 Account records)							
0510 Student Transportation Services	Expense	-2,515			0%		0%
0513 Student Transportation Services - Commercial	Expense	-6,325	-8,222	-15,000	55%	-12,000	69%
0517 Student Overnight Trips/Field Trips	Expense	-5,034			0%		0%
0518 Student Day Trips/Field Trips (includes Admission Charges)	Expense	-2,115	-1,937	-500	387%	-2,500	77%
0520 Insurance (Other than employee benefits)	Expense		-10,031	-10,031	100%	-10,031	100%
0521 Property Insurance	Expense	-56,658			0%		0%
0522 Liability Insurance	Expense	-4,288	-78,596	-90,314	87%	-90,314	87%
0530 Communication (Telephone & Other)	Expense	-5,682	-3,893	-5,196	75%	-5,196	75%
0540 Advertising	Expense	-9,192	-9,135	-7,549	121%	-10,000	91%
0550 Printing and Binding	Expense	-185	-628	-1,000	63%	-1,000	63%
0561 Tuition to Other LEAs Within the State	Expense	-75	0	0	0%	0	0%
0569 Tuition - Other	Expense	2,850	-3,800	-2,954	129%	-3,904	97%
0580 Travel/Per Diem	Expense		-3,958	-500	792%	-4,500	88%
TOT		-89,218	-120,201	-133,044		-139,445	
Expense - 600 Supplies and Materials - 84.0% (12 Account records)							
0610 General Supplies	Expense	-122,411	-99,810	-108,835	92%	-114,068	88%

Account	Account Type	Prior YTD Amount	YTD Amount	Active Budget	% of Budget	Active Forecast	% Forecast
0610-001 Furniture and Fixtures (not capitalized)	Expense		-11,394	-10,695	107%	-13,100	87%
0610-002 Other Food Purchases	Expense		-22,154	-27,387	81%	-27,387	81%
0620 Energy	Expense	-14,908	-19,212	0	0%	-25,000	77%
0621 Natural Gas	Expense	-4,979			0%		0%
0622 Electricity	Expense	-55,954	-61,201	-85,000	72%	-75,000	82%
0641 Textbooks	Expense	33	-6,515	-27,878	23%	-26,384	25%
0642 E-Textbooks / Online Curriculum	Expense	-74,377	-3,488	-10,068	35%	-10,100	35%
0644 Library Books	Expense	-131			0%		0%
0650 Supplies - Technology Related	Expense	-112,183	-93,589	-119,641	78%	-99,641	94%
0670 Software	Expense	-53,067	-64,683	-68,339	95%	-68,901	94%
0680 Maintenance Supplies and Materials	Expense	-53,626	-36,027	-40,000	90%	-40,000	90%
TOT		-491,603	-418,073	-497,842		-499,582	
Expense - 700 Property - 86.0% (5 Account records)							
0710 Land and Site Improvements	Expense	-3,595,333	-18,060	-20,000	90%	-20,000	90%
0720 Building	Expense	-1,883,687	-6,412,799	-7,459,067	86%	-7,459,067	86%
0730 Equipment	Expense	-6,964	-7,520	0	0%	0	0%
0734 Technology Related Hardware	Expense		-16,650	-70,000	24%	-70,000	24%
0736 Technology Software	Expense		-1,326	0	0%	0	0%
TOT		-5,485,984	-6,456,355	-7,549,067		-7,549,067	
Expense - 800 Debt and Miscellaneous - 98.0% (5 Account records)							
0810 Dues and Fees	Expense	-103,720	-92,077	-99,990	92%	-99,990	92%
0830 Interest	Expense	-621,375	-1,014,002	-1,014,002	100%	-1,014,002	100%
0833 Amortization of Bond Issuance & Other Related Costs	Expense	-672,749	-28,470	-49,485	58%	-49,485	58%
0840 Redemption of Principal	Expense	-405,000	-505,000	-505,000	100%	-505,000	100%
0890 Miscellaneous Expenditures	Expense	-17,965		0	0%	0	0%
TOT		-1,820,808	-1,639,549	-1,668,477		-1,668,477	
TOT		14,068,648	-6,528,963	-7,300,811		-7,300,353	

Bills over \$20,000

April 2023

Vendor	Description	Amount	Contract or Pre-approved
Woods Cross	Assessment	\$ 13,131.77	Yes
Woods Cross	Assessment	\$ 20,734.37	Yes
PEHP	Insurance	\$ 70,456.32	Yes
Primary Park and Play	Portable tables	\$ 38,368.23	No
Academica West	Services	\$ 30,520.82	Yes

Proposal

Primary Park and Play, LLC

216 W Cooper Ave
Saratoga Springs, UT 84045
Phone: (801) 855-6213

ADDITIONAL TERMS AND CONDITIONS

1. Primary Park and Play, LLC. ("PPP") hereby submits these specifications and estimates for equipment/items as detailed in this proposal.
2. Prices quoted include a discount based on **cash/check** method of payment.
3. Payment Terms are as specified on pg. 1. PPP reserves the right to place a service charge on all amounts not paid ("past due") in accordance with the Payment Terms at the highest rate permitted by law. You further agree to pay PPP's expenses of collection of any past due amount amounts, including reasonable attorney's fees and court costs.

A copy of the signed check for the balance due must be faxed to our office prior to ship date for the installers to be dispatched.

4. Quoted installation services detailed in this proposal shall include all labor, supervision, materials, supplies, equipment, tools and necessarily related insurances normally required to deliver and install the items as detailed in this proposal. PPP will field dress any rutting or disturbances caused by PPP's use of equipment to access the project site, however, unless otherwise detailed in this proposal re-sodding, re-seeding and finished grade services/repairs are not included.
5. Lead-time quoted is based upon the time your order is processed at the factory.
6. A **30% cancellation fee** will be assessed on equipment orders that are cancelled more than ten (10) days from the date purchaser executes this Proposal.
7. PPP's receipt of the Proposal, as signed by you, as an authorized agent of the Owner, below indicates your understanding and acceptance of the terms and conditions stated herein and shall be construed as a written acceptance of PPP's proposal.
8. All items are shipped F.O.B. knocked down and will require unloading and assembly by purchaser unless installation is purchased.
9. All material is guaranteed to be as specified. All work to be completed in a workmanlike manner according to standard practices. Any alteration or deviation from above specifications involving extra cost will be executed only upon written orders, and will become an extra charge over and above the estimate. Owner is to carry fire, tornado and other necessary insurance. Our workers are covered by Workmen's Compensation Insurance.
10. Signing of final walk through or opening of playground constitutes completion, and payment is due at that time.
11. Plastisol and rotationally molded plastic components will have irregularities as a normal byproduct of the manufacturing process and cannot be controlled.
12. **FORCE MAJEURE:** If, by reason of Force Majeure, either party hereto shall be rendered unable wholly or in part to carry out its obligation under this agreement then such party shall or in part give notice and full particulars of such Force Majeure in writing to the other party within fourteen (14) days after occurrence of the event or cause relied upon, and the obligation of the party giving such notice, so far as it is affected by such Force Majeure, shall be suspended during the continuance of the inability then claimed and such party shall endeavor to remove or overcome such inability with all reasonable dispatch.
13. Permit application(s), processing and/or fees are excluded and/or are the responsibility of others.
14. **Primary Park and Play, LLC. is not responsible for underground utilities and/or all other covered systems.** Surcharges will incur for abnormal substrate, *i.e.*, concrete, asphalt or landfill.

15. RELEASE AND INDEMNITY

SHOULD YOU ELECT NOT TO PURCHASE FALL SURFACING MATERIAL AND/OR INSTALLATION SERVICES FROM PPP, THE FOLLOWING PROVISIONS SHALL APPLY:

(A.) YOU HEREBY AGREE TO RELEASE PPP AND ALL OF ITS SHAREHOLDERS, AGENTS, DIRECTORS, OFFICERS, EMPLOYEES, REPRESENTATIVES AND AFFILIATES ("RELEASED PARTIES") FROM ANY AND ALL CLAIMS OR DEMANDS YOU HAVE OR MAY HAVE AGAINST THE RELEASED PARTIES RELATED TO OR ARISING FROM THE FALL SURFACING MATERIAL THAT IS ULTIMATELY USED AT THE JOB LOCATION OR YOUR FAILURE TO INSTALL FALL SURFACING MATERIAL AT THE JOB LOCATION. THESE RELEASED CLAIMS EXPRESSLY INCLUDE CLAIMS FOR NONCOMPLIANCE WITH THE U.S. CONSUMER PRODUCT SAFETY COMMISSION'S RECOMMENDATIONS AND CLAIMS RELATED TO FAULTY, INADEQUATE, OR IMPROPER FALL SURFACING.

(B.) BECAUSE YOU HAVE EITHER CHOSEN NOT TO PURCHASE FALL SURFACING MATERIALS FROM PPP, OR YOU HAVE MADE OTHER INSTALLATION ARRANGEMENTS, YOU FURTHER AGREE TO INDEMNIFY AND HOLD HARMLESS THE RELEASED PARTIES FROM ANY AND ALL CLAIMS AND DAMAGES WHICH MAY RESULT FROM EQUIPMENT NOT INSTALLED IN COMPLIANCE WITH MANUFACTURER SPECIFICATIONS AND THE U.S. CONSUMER PRODUCT SAFETY COMMISSION'S RECOMMENDATIONS AND/OR ANY DEFECT IN THE FALL SURFACING MATERIALS USED AT THE JOB LOCATION, INCLUDING, DESPITE PPP'S RECOMMENDATION OTHERWISE, YOUR USE OF NO FALL SURFACING AT ALL.

16. This Agreement shall be interpreted under Utah law. Any and all disputes arising under or relating to this Proposal shall be brought and resolved in Utah County, Saratoga Springs, Utah. This provision is mandatory and to the exclusion of all other venues. Purchaser acknowledges and agrees that PPP reserves the right to institute arbitration proceedings to resolve disputes arising under or relating to this Agreement.

This Proposal constitutes the entire agreement between the parties on the subjects addressed herein. All prior agreements, negotiations and understandings with respect to the subject matter hereof, whether written or oral, are cancelled and superseded by this Proposal. No party is relying on any oral or other written representation or communication not otherwise contained in this Proposal.

I have read, understand, and agree to all Additional Terms and Conditions as outlined in this Proposal.

Signature _____

Date of Acceptance: _____

Title _____

**Teacher and Student Success Act Plan
2022-2023 School Year**

Legacy Preparatory Academy

Board Approved TSSA Framework: Oct. 26, 2019

Board Approved TSSA Plan: May, 12th 2022

General Information – *In accordance with the Student Success Framework approved by the Governing Board, the school’s administration has created a Teacher and Student Success Plan designed to improve the school’s performance under the state’s accountability system. The Plan will be submitted to the Board for approval. The Board will annually review the Plan submitted and use its best efforts to complete the approval process by June 30 each year. **The Legacy Preparatory Academy School Land Trust Council will select a component of the approved plan to address within the School Land Trust Plan.***

Goal based on School Needs

1. Increase students reading at or above grade level in grades k-9 from the beginning to the end of the school year by 3%.
2. Increase student achievement in science at or above grade level in grades 4-9 from the beginning to the end of the school year by 1%

Measurement

1. Goal #1 - Acadience Reading data as well as End of Level testing will measure progress toward and the goal being met.
2. Goal #2 – RISE/UAP End of Level testing will measure progress toward the goal being met.

Action Steps

- 1) Administering appropriate assessments (Acadience Reading and Track My Progress Assessments) in September 2021.
- 2) Perform intervention with students using a targeted, research validated intervention program.
- 3) Monitor and track progress to make adjustments as needed upon data review.
- 4) Communicate student progress to teachers, teaming with them to provide needed instruction for individual students.
- 5) Collect ending year data to verify progress toward goal being met.

Budget

25% of TSSA funds will be used for teacher salary and benefits increase.

75% of TSSA funds will be used for augmentation of existing programs.

Mental Health Screening Program Determination

H.B. 403 – a bill passed during Utah’s 2023 legislative session – requires each LEA governing board to make a determination by July 1, 2023 as to whether the LEA will participate or not participate in administering a USBE-approved mental health screening program during the 2023-2024 school year.

LEAs are not required to implement a mental health screening program, but if an LEA elects to do so, it must follow a variety of rules and requirements, including training, notification, and consent requirements. LEAs may change their determination from year to year as to whether they will participate or not participate in mental health screenings, and each year LEAs must report to the USBE whether they are maintaining or changing their mental health screening participation status from the previous year. The USBE has provided a link to a Qualtrics Survey whereby LEAs can report their determination.

Included with this cover sheet is a Mental Health Screening Guidebook containing helpful information about mental health screenings for students, including what mental health screenings are and are not, benefits and costs of administering mental health screenings, and different methods of mental health screenings schools can use. The Guidebook also includes a sample Implementation Plan for those LEAs who choose to administer mental health screenings as well information for parents. The Guidebook further contains a number of hyperlinks to resources about mental health screenings.

Dropout Prevention and Recovery Policy

LEAs that have students in any of the grades 9-12 are required to offer dropout prevention and recovery students to 9-12 students who meet certain criteria. The criteria include, but are not limited to, 9-12 students who drop out before receiving a diploma (or in the case of a K-9 school, who drop out before completing 9th grade) or who are at risk of dropping out due to low academic performance, poor behavior, or excessive absenteeism. Such LEAs are also required to have a policy on dropout prevention and recovery services. This policy explains the circumstances under which a student should be offered dropout prevention and recovery services and what those services entail.

Electronic Resources Policy Renewal

This policy is intended to ensure the safe and responsible use of the School’s electronic resources (computers, tablets, network, internet, software, etc). This policy must be reviewed and approved regularly to ensure that it continues to meet the School’s needs. No changes are recommended to the policy at this time.



School-Based Mental Health Screening Guidebook: Implementation Plan

This document serves as an outline for Local Education Agencies (LEAs) to fill in their implementation plan for school-based mental health screening.

Outline your plan in preparation of roll out:

- ▶ Start small, as a pilot
 - Such as: one grade level in one school at a time
- ▶ Consider rolling out your plan in phases, gradually scaling up as your resources and capacity allow
- ▶ Include the WHO, WHAT, WHEN, WHERE, WHY
- ▶ Consider forming a stakeholder group to inform your decision making:
 - Parents, students, teachers, administrators, mental health professionals in the school and/or the community.
- ▶ Think through your community partnerships to support this work and invite them into this process. Remember, you don't have to do this alone!

Questions to answer as part of your plan:

What tool(s) are you going to use? [USB E Approved Tools](#)

What conditions are you going to screen for? [USB E Approved Conditions](#)

Who is going to administer and score the screening tool(s)?

*Same day review of results is necessary to ensure safety for those who indicate a high risk.
Administering and scoring can be done by different people or the same people.*

What is your plan for triaging?

What services will be provided in the school?

What community partnerships do you have in place for referrals?

How will parent consent be obtained?

How will you advertise screening to parents?

How will results be shared with students and parents?

Who will collect the required data?

Resource:

- [School Mental Health Quality Guide: Screening](#)
- [SHAPE District Assessment \(Page 11\)](#)

If you have questions or need additional clarification please reach out to:

Michelle Knight

SBMH Program Manager

Michelle.knight@schools.utah.gov

School-Based Mental Health Screening Guidebook:

Parent Information

The purpose of this document is to be a sample flier for LEAs to provide to parents about screenings.

What is mental health screening?

Screening is a process for evaluating the possible presence of a particular problem. Mental health screening may only happen after the students' parents opt into a mental health screening program or event, giving active consent.

Screening is not an assessment or a diagnosis.

What is consent?

Parental consent must be obtained within 8 weeks prior to administering the mental health screener. A separate consent form is required for each screening and cannot be combined with other consent forms. Parental consent must be obtained regardless of the age of the student.

What's the process?

(This process should summarize your implementation plan.)

Are you diagnosing my child?

No. Screening is the process by which the presence of a particular problem is identified. Further assessment would need to be completed in order for a diagnosis to be provided.

Will I receive the results of my child's screening?

Yes, schools are required to provide the results of the screening if a potential mental health condition is indicated. Results and resources will be provided to the student and parent including any services that can be provided by the school mental health provider or by a partnering entity.

What do the results of the screening mean?

The results may indicate the possible presence of a concern and will help you to determine if your student may benefit from a full assessment.

Do I need to pay for this?

Screening is free for students.

Other questions?

Resource:

- [School Mental Health Quality Guide: Screening SHAPE District Assessment \(Page 11\)](#)

School-Based Mental Health Screening Guidebook:

Methods of Screening

The purpose of this document is to help LEAs determine the method of screening that best fits their needs and resources.

1. **Grade level/Classroom:** Announced, advertised, offered to a smaller selection of students based on other data such as school discipline data, SHARP data, administrator/teacher buy in, parent buy in, etc.

A. Considerations

- ▶ This will require time taken out of the school day (BUT NOT ALOT!)
- ▶ Screening could take place on multiple days as needed or on one day.
 - If all in one day, where will students go whose parents didn't give consent?
- ▶ Consent will have to be received prior to the date of the screening.
- ▶ Teachers may need to administer the survey and SBMH professional reviews results and responds
 - Reviewing results needs to happen same day to ensure students needs are triaged and addressed immediately
 - Note: students at imminent risk of harming themselves or others should receive immediate follow-up within 24 hours
- ▶ Parents will need to be contacted separately regarding the results of the screening

2. **Screening events:** announced, advertised, offered to the entire student population (at the district/LEA level, school level, multiple schools at once, etc). Held on specific dates and times throughout the school year. Parents may sign up to attend or just show up. Parents accompany the child so consent can be signed at the event.

B. Considerations:

- ▶ Could result in data being skewed. It's possible that certain populations may not engage for a variety of reasons
 - Language barriers
 - Unsure of the process

- Misperceptions of what a screening is and its purpose
- ▶ Parents and their students can complete the screener virtually and then come to the school to review/discuss their results
 - If they don't show up, who will follow up with them about their results?
- ▶ Parents and their students can come to the event, complete the screener, then review their results with a professional
- ▶ Event must be staffed by appropriate personnel which could be an added cost (stipends, additional contracted time, etc)
 - Grant funding is available to support these costs.

Resource:

- [School Mental Health Quality Guide: Screening SHAPE District Assessment \(Page 11\)](#)

School-Based Mental Health Screening Guidebook:

Talking Points for Boards

The purpose of this document is for LEAs to have talking points to present to their Board in regards to screening.

Screening is a process for evaluating the possible presence of a particular problem. The intent of mental health screening is to determine the possible presence of a mental health concern and to determine if the student may benefit from a full assessment. Mental health screening may only happen after the students' parents opt into a mental health screening program or event, giving active consent.

Screening is not an assessment or a diagnosis.

Benefits of screening

- ▶ Support a Multi-tiered System of Supports (MTSS)
- ▶ Inform Prevention and Early Intervention Strategies
- ▶ Identify concerns specific to certain grades or classrooms
- ▶ Identify students with highest well-being
- ▶ Identify students at risk for a mental illness or harm to self or others
- ▶ Make economically sound decisions
- ▶ Improve Access to Mental Health Supports

See the [School Mental Health Quality Guide: Screening](#) for more details

Costs of screening

Grant funding is available to support screening implementation and for “qualifying parents”.

- Most screening tools are available for free, but some require purchasing.
- Stipends for school staff to support screening events may be required if offered outside contract time
- Additional funds for contracted services may be required

Liability of conducting screening

[53F-2-522](#)

“A school employee trained in accordance with rules made by the state board under [Subsection \(3\)\(a\)\(iii\)](#), who administers an approved mental health screening in accordance with this section in good faith, is not liable in a civil action for an act taken or not taken under this section.”

Connecting it to Child Find

- ▶ Mental health screenings are one way to identify students with a possible presence of a disability, which is our responsibility. It supports our Child Find efforts but isn't the only way.
- ▶ In accordance with the requirements of Part B of the IDEA and the USBE Special Education Rules, each LEA implementing a mental health screener must have policies and procedures in place to ensure that any student suspected of having a disability, and who may need special education and related services, is identified, located, and evaluated consistent with the LEA's Child Find system.

Resource:

- [School Mental Health Quality Guide: Screening SHAPE District Assessment \(Page 11\)](#)

Utah Open & Public Meetings Act Annual Training Materials

DEFINITIONS

Public Policy: it is the intent of the Open and Public Meetings Act (the “Act”) that public bodies take their actions *and* conduct their deliberations openly.

A “**Meeting**” is defined as (i) the “convening” of a public body (ii) with a “quorum” present. This includes a workshop or an executive session, whether in person or by means of electronic communications.

Electronic Message Transmissions. The Act does not restrict a board member from transmitting an electronic message to other board members at a time when the board is not convened in an open meeting. (Remember, electronic messages are subject to the Government Records Access Management Act and the Act’s definition of a “meeting.”)

“**Convening**” means the calling together of the board by a person authorized to do so for the purpose of discussing, receiving comments from the public about, or acting upon a matter over which the board has jurisdiction or advisory power.

A “**Quorum**” is defined by the organization’s bylaws.

NOTICE REQUIREMENTS

Notice of public meetings must be: (i) posted at the principal office, or if that does not exist, at the building where the meeting is to be held; (ii) posted on the Utah Public Notice Website (www.utah.gov/pmnl/); and (iii) provided to newspaper/media (accomplished by posting on the Utah Public Notice website).

- 1) Notice must be provided no less than 24 hours prior to the meeting.
- 2) Notice must include the meeting agenda, date, time, and place.
- 3) Annual Notice. If regular meetings are scheduled in advance over the course of a year, the board must give notice at least once each year of its annual schedule (date, time, place).
- 4) Agendas. The agenda must provide reasonable specificity of each topic that will be considered at the board meeting.

Public Comment. At the discretion of the board chair, a topic raised by the public can be discussed during the meeting even if it was not included on the agenda. However, the board cannot take final action on a topic unless it was included on a properly noticed agenda.

- 5) Emergency Meetings. If the board holds an “emergency meeting,” as defined by §52-4-202(5), the notice requirements above do not apply. Emergency meetings are limited to unforeseen circumstances that require immediate consideration, and the best practicable notice is still required.

ELECTRONIC MEETINGS - A board can hold an electronic meeting if it has adopted a resolution/rule/ordinance governing the use of electronic meetings (satisfied by adopting Electronic Meetings Policy).

- 1) Electronic Meeting Notice Requirements. In addition to the public notice requirements for a regular meeting, notice for an electronic meeting must also include: (i) written notice at the anchor location (unless no anchor location exists in accordance with the exception below); and (ii) 24 hr. minimum notice to board members with a description of how they will be connected to the meeting.
- 2) Anchor Location Requirements. When holding an electronic meeting, the board must identify an “anchor location” and provide space where members of the public can attend the open portions of the meeting. The anchor location must be in the building/location where the board would normally meet if they were not holding an electronic meeting.

Exception to Anchor Location Requirement: No anchor location is required if the board chair determines: (i) that having an anchor location presents a substantial risk to the health or safety of those present at the anchor location; or (ii) the location where the board would normally meet has been ordered closed for public health/safety reasons. If no anchor location will be made available under this exception, the public notice for the meeting must include a statement of the chair’s risk determination, a summary of the facts supporting the determination, and information on how the public can attend electronically. The determination is valid for 30 days.

REQUIRED OPEN MEETING RECORDS - Written minutes and a recording shall be kept for all open meetings.

- 1) Written Minutes. Minutes must include the following:
 - a) the date, time and place of the meeting;
 - b) the names of members present and absent;
 - c) the substance of all matters proposed, discussed or decided (or audio link);
 - d) a record, by individual member, of each vote taken;
 - e) the name of any person who provides comments to the board, as well as a brief summary (or audio link) of their comment; and

- f) any information that a board member asks to be entered in the minutes.

Note: Pending minutes must indicate they are not approved.

- 2) Audio Recording. The board must maintain a complete and unedited recording of all open portions of each meeting.

Note: members of the public can record the meeting so long as it does not interfere with the meeting.

- 3) Public Availability of Records:

- a) *Pending Minutes*: must be made available within a reasonable time after the meeting.
- b) *Approved Minutes & Meeting Materials*: within three (3) business days after approving written minutes, the board must: (i) post the approved minutes *and* meeting materials distributed at the meeting to the Public Notice Website; and (ii) make both available at the primary office.

Note: If an individual presents or provides electronic information related to an agenda item, the board shall require a copy to be included in the public record.

- c) *Recording*: within three (3) business days, make the audio recording available to the public.

CLOSED SESSION REQUIREMENTS - A meeting is open to the public unless closed under §52-4-204, -205, -206.

- 1) A meeting may be closed to the public by a 2/3 majority vote to close.
- 2) Closed Session Voting. No vote can be taken in a closed meeting, except for a vote to end the closed meeting and return to an open meeting (requires a majority vote).
- 3) Permissible Reasons for Closed Session. Discussions regarding: an individual's character, competence, mental health; collective bargaining; pending or imminent litigation; sale/purchase of real property; security personnel, devices or system discussions; investigative proceedings for criminal misconduct; or when acting as the evaluation committee, protest officer, or appeals committee under the procurement code.
- 4) Public Record of Closed Session. The public minutes and recording must include: (i) the reason(s) for holding the closed session; (ii) the location; and (iii) the vote, by name, of all members for or against closing the meeting.

5) Closed Session Records:

- a) *Recording Requirement.* Closed meetings must be recorded in their entirety *unless* the meeting was closed to discuss: (i) the character, professional competence or physical/mental health of an individual; or (ii) to discuss security personnel, devices or systems.

The closed session recording must include: (i) the date, time and place of the closed meeting; (ii) the names of members present and absent; and (iii) the names of all others present in the closed session unless disclosure infringes on the confidentiality purposes of the closed meeting.

Note: if the meeting was not recorded under the exceptions noted above, the board chair/president must sign a sworn statement affirming that the sole purpose for closing the closed meeting was to discuss one of the exempt purposes.

- b) Closed session minutes are optional.
- c) Closed session recordings and minutes are “protected records” under Utah’s Government Records Access Management Act.



LEGACY | Preparatory Academy

Classical Education and Fine Arts

Directors Report | May 2023

Building 2 - Board Room | Thursday, May 11, 2023 | 7:00 pm

MISSION

Legacy Preparatory Academy will cultivate intellectual and moral virtue according to the classically based pillars of truth, goodness, and beauty.

VISION

Legacy Preparatory Academy is committed to providing a culture where students become productive and valuable members of their communities and world. We believe that high expectations, hard work, and enthusiasm are essential values in achieving academic excellence and good character. The values instilled at LPA along with the research-proven curricula, give our students the confidence to achieve anything!

2022-2023 AREAS OF FOCUS

The 2022-2023 areas of focus for the LPA Governing Board and the Administrative team:

ACADEMIC GOAL

LPA will continue to focus on literacy K-9 with specific emphasis on First Grade with the following literacy goal. By June 1, 2023, LPA will increase the percentage of first-grade students at or above the benchmark on the Acadience Reading Assessment composite by 5% by providing training and support opportunities for faculty.

BEHAVIORAL GOAL

LPA will continue to focus on student behavior improvement by decreasing the number of office discipline referrals by 10% by the end of the 2022-2023 school year by providing faculty and staff with explicit PBIS training.

CULTURE AND ENGAGEMENT GOAL

LPA will strive to create a strong organizational culture that allows teachers to understand what is expected of them and the common goals we are working to accomplish at LPA by meeting monthly with faculty and staff and providing quarterly professional development training.

LEGACY PREPARATORY ACADEMY

Building 1 – Elementary (K-6)

2214 South 1250 West
Woods Cross, Utah 84087
E: elementary@legacyprep.org

Building 2- Junior High (7-9)

1228 West 2185 South
Woods Cross, Utah 84087
E: juniorhigh@legacyprep.org

Phone: 801-294-2801
Fax: 385-290-1470

www.legacyprep.org

LEGACY PREPARATORY ACADEMY

Board Meetings:

06-08-23 June Board Meeting

Compliance Deadlines:

SCSB Required Policies Campaign

June 2023

Sale of Foods that are not Part of the Meal Service Policy
Policy Supporting Students Learning English, Their Parents,
and Their Families

Grant Reporting Deadlines:

CELEBRATIONS!

- 4th Grade Planetarium Field Trip
After a cancellation because of the snow, the 4th grade was finally able to enjoy their fieldtrip to the Planetarium! Thank you to the teachers and parents for working together to get everything re-scheduled. We're thrilled the students were able to enjoy a TRAX ride downtown and an amazing tour of the Planetarium.
- Administrative Professionals Day
Last month we were able to celebrate the unsung heroes of Legacy Prep, our incredible and amazing office staff! We are so proud to have an amazing group of individuals that work so hard to ensure our students and staff are supported throughout the year!
- Teacher Appreciation Week
A great BIG thank you to our parent volunteers who organized an amazing week of treats and meals for Teacher Appreciation week!
- Boys Volleyball
Congratulations to Coach Dutcher and the Boys' Volleyball team on an amazing season! The team did great and represented Legacy Prep well during the playoffs!
- Kindergarten Petting Zoo
Our Kindergarten students had an amazing day learning about a variety of animals when Taylor's Traveling Troupe stopped by! The students loved meeting the miniature cow, donkey, horses, pigs, and lambs!
- Ballroom Team Spring Competition
Congratulations to the LPA Ballroom Team who did an amazing job last weekend at the Spring Ballroom Competition! The community Disco Competition is a definite favorite and an absolute joy to watch! A huge thank you to Mr. Lee and Mary for putting together such an amazing event year after year!
- Girls Soccer
Congratulations to Coach Myrup and the Girls Soccer team on another amazing season! The team unfortunately lost in overtime during the first round of the playoffs, did great and represented Legacy Prep well all season!

EDUCATION REPORT

LEADERSHIP OPPORTUNITIES PROFESSIONAL DEVELOPMENT

- Professional Development – This month we reviewed our Educator Handbook data and the Student Support team data with the teachers. We also had a follow-up wellness training with Aspen.
- The school climate survey has been closed and we'll be reviewing the data over the next month and be able to share information with the Board.

Character Education

- Students in both the Jr. High and the Elementary school learned about how the school rules, be safe, be engaged, be responsible, be respectful, relate to the shared spaces in the school. Everyone has been working really hard this month to remind students and each other to be consistent in their actions in our shared spaces. There have been some great shoutouts to students who are recognizing each other for standing up and reminding their peers to follow the expectations in these shared spaces.
- The Jr. High students participated in a talent show this week and they did an amazing job. It can be really hard, at this age, to get up in front of your peers and be vulnerable this way. The students were very respectful to each other! We even had a couple of performances from the Jr. High teachers 😊

ACADEMIC EXCELLENCE

State Math Competition Results

- We had 16 students compete from our school and 5 placed in the top 25% of the state. This test was hard, but our students did an amazing job!
 1. Nathan B
 2. Logan O
 3. Landon B
 4. Kyle R
 5. Brynne B

Math Curriculum Renewal (Grades 6-9)

- The Association for Supervision and Curriculum Development (ASCD) is an international organization widely recognized for helping educators define, support, and engage in the development of highly effective learning systems.
- According to Erin Nerlino, "Students spend most of their educational careers beholden to the curriculum that we put in front of them, so using engaging, purposeful teaching materials is important to helping them succeed and cultivating their desire for lifelong learning" (2023, p. 68). Nerlino, E. (2023). Making curriculum matter to students. ASCD Educational Leadership, 80(5), 68-72.

This year our Math curriculum for the 6-9 students (College Preparatory Math) was up for renewal and update. To make sure our current curriculum was continuing to meet the needs of Legacy Prep students and support the foundational efforts of our Paideia; we formed a math committee who has met periodically throughout the year. The members of the committee were:

Heather Mclean – Math teacher
Mark Hauber - Math teacher
Tammy Casper – Math teacher/Parent
Tom Schweiger – Math teacher
Shalon Brierley – SpEd Director/Parent
Katrina Saxton – Former Math Teacher/Parent
Priscilla Stringfellow – Administrator

The math committee considered using Math In Focus, our current curriculum being used in grades K-5 and extending it through 8th grade. It only extends up through 8th grade. We asked three teachers who have been teaching both curricula to give an opinion about their recommendation.

These are the letters we received:

Hello Priscilla,

Thank you for the opportunity to share my experience with you and others on the Math Committee. I was on the committee years ago that explored new options when we left Saxon for MIF. It was an excellent change. It moved us away from math that felt purely algorithmic and allowed students to explore strategies and more hands-on experiences to build more conceptual understanding.

This has been my first year teaching CPM. I have had parents over the last couple of years share their concerns about what was happening with "the new math" over at the other campus. So when I went to the training last summer I was skeptical. However, as I began to read and study and ultimately teach the program I recognized that it had many elements that were even more progressive in helping children to dig deeper into the "why" of mathematics. I believe that CPM has a pacing that allows children to see the progression in math mathematics in a real way. The curriculum leads students through foundation principles throughout the year, not just at the beginning. I love the constant loop back to previous learning and how it ties new concepts to the basic skills repeatedly.

Additionally, CPM allows for self discovery in mathematics. As teachers we love to give students quick tricks and teach them the hows but children learn and retain information better when they have the opportunity to have their own "Ah-Ha" moments. These happen for children when the learning connects and comes together in meaningful, visual ways. They understand the connections and why things work the way they do. I have never seen more of these connections in teaching as I have in teaching CPM.

I would also like to comment on the summative assessments in both programs. MIF is excessive. The tests are too long and often use new vocabulary and language in the tests that are not taught in the curriculum. I am not aware of any research that shows that these types of tests are more indicative of student performance. CPM tests are targeted at the learning and not as long and arduous as those in MIF. We don't need to have students complete several of each type of problem when one well crafted problem is sufficient to determine a student's DOK. CPM is also designed so that 50% of the test is review which continues to support retention.

You cannot replace the peer learning and team interactions that happen in CPM. This is a phenomenal aspect of CPM that continues to amaze me everyday. A talented teacher could perhaps build team skills and learning-from-peers in a deep way into their math but the guidelines that teach this next layer of learning bring an additional layer of support for all learners that is unique. Students learn from each other. This is a fact that CPM capitalizes on.

Today I asked my class what they thought about their CPM learning this year when compared to MIF. I found their responses so interesting. Students said that in some ways MIF was easier because it didn't require them to think deeply. All students agreed that CPM challenged them more and helped them understand the why behind the math. I had one young man, new to our school this year, who said he learned more this year in math than all his other years combined. The students in CPM are excited about learning. I think that was also true with MIF but there are learning strategies within CPM that build stronger math connections and understanding than I find in MIF. I have adopted vocabulary, teamwork and teaching strategies from my CPM curriculum into my MIF teaching. Why wait!

Lisa Adair – Elementary Math Specialist

Advantage	Math in Focus	CPM
Multilevel Instruction	Textbook – general instruction Reteach – intervention or simplified topic Extra Practice – additional problems or challenge work for those gaining skills Computer instruction – limited topics have computer lessons to enhance learning Family help through student accounts to help with assignments	Textbook and group instruction reaches all levels
Assessments	Two forms provided for each chapter	Question bank provided for creating on-target tests for teams of individuals
EBooks	Students can be assigned eBooks though textbooks are also available	Students assigned eBooks to access the curriculum
Learning	Topics reviewed prior to each unit, homework focused on unit topic. Guided practice through lecture type instruction, Many problems for practice at different levels Visual models, Hands on Activities	Collaborative, Problem based, Review Preview, More math rich discussions Deeper Problems and reasoning
Outcomes*	1. Build Conceptual understanding 2. Develop critical-thinking skills 3. Advance problem-solving proficiency 4. Build positive attitudes 5. Data that informs instruction	1. Engages Students 2. Empowers Teachers 3. Integrates with Today's Classroom
My thoughts	Traditional, lecture method, has examples but does not engage all students Breaks things down for students, but the discovery of the topic is lost	More discovery, deeper thinking and discussion, engages all students, working cooperatively More of the way students learn by experience and not repetition

*Information from website

Heather McLean – Has been working with the Elementary teachers to map the MIF curriculum

1. Would there be a benefit to the students to continue using Math in Focus through 8th grade and then make the transition to another curriculum?

Consistency in presentation is helpful, students who attend LPA for 10 years (k-9) currently have 6 years of MIF (k-5) and then 4 years of CPM (6-9). If we were to stay with MIF for k-8 students would have more consistency through those years however the 9th grade year would not make as much progress as we do now. The standards change at 6th grade so it is a natural time to switch curriculums. By making the switch in 6th grade we also are able to give 4 years of consistency to the CPM curriculum which allows it to be more effective than it would be if we only were able to use it for 1 year.

2. What are the top two points of Math in Focus?

- Abundance of resources within the curriculum to help with differentiation
- Relatively easy to teach from the book, a teacher does not need to be as well versed with mathematics.

3. What are the top two points of CPM?

- More student engagement
- Can differentiate without needing extra resources.

4. Having used/evaluated both MIF and CPM, which would you recommend to the committee?

I would recommend CPM. The curriculum is more engaging, is well put together and does not require as much alignment work as MIF (MIF does many lessons that are not aligned to standards and/or lessons that are above grade level). CPM also has a higher level of rigor and is easier to work on student thinking, not just students mimicking and memorizing.

I've also provided the rubric the committee filled out and signed as part of this packet. We are looking to purchase an updated version of the curriculum which will require new teacher manuals and books/licenses for students.

Recommendation

The math committee is recommending that we continue using this curriculum for math for the 6-9 grade students. The price of the renewal does require a Board vote since it is above the \$20,000.00 threshold.

See attached Rubric from the Math Committee

Mental Health Screening

Action Item: Mental Health Screening Program Determination

Issue

Determining whether the school will implement a USBE-approved mental health screening program at the school during the 2023-2024 school year.

Background

H.B. 403 – a bill passed during Utah’s 2023 legislative session – requires each LEA governing board to make a determination by July 1, 2023 as to whether the LEA will participate or not participate in administering a USBE-approved mental health screening program during the 2023-2024 school year.

LEAs are not required to implement a mental health screening program, but if an LEA elects to do so, it must follow a variety of rules and requirements, including training, notification, and consent requirements. LEAs may change their determination from year to year as to whether they will participate or not participate in mental health screenings, and each year LEAs must report to the USBE whether they are maintaining or changing their mental health screening participation status from the previous year. The USBE has provided a link to a Qualtrics Survey whereby LEAs can report their determination.

If you are interested, I can provide you with a Mental Health Screening Guidebook containing helpful information about mental health screenings for students, including what mental health screenings are and are not, benefits and costs of administering mental health screenings, and different methods of mental health screenings schools can use. The Guidebook also includes a sample Implementation Plan for those LEAs who choose to administer mental health screenings as well information for parents. The Guidebook further contains a number of hyperlinks to resources about mental health screenings.

Recommendation

It is recommended that the school not administer a mental health screening program during the 2023-2024 school year.

OPERATIONS REPORT

HEALTH & SAFETY

- Safety
 - Threat Assessment
 - Threat assessment's primary goals are to prevent violence and resolve conflicts or problems that influence threatening behavior. School threat assessment guidelines allow a multi-disciplinary team to distinguish non-serious threats (transient) from serious (substantive) and very serious (substantive) threats and to resolve threats appropriately. Legacy Prep will receive training from a qualified professional (e.g., a Comprehensive School Threat Assessment Guidelines (CSTAG) trainer, or other professionals trained in school threat assessment approved by a local school board) regarding the threat assessment process. This training will address:

LEGAL AND ETHICAL CONDUCT

- Policies & Procedures
 - The following policies were up for annual review. The policies were reviewed by Admin, the Policy Governance Committee, and legal. No changes or updates to the policies are recommended at this time. Annual Policies for review
 - Cash Handling Policy
 - Financial Reporting Policy
 - Parent and Family Engagement Policy
 - Procurement Policy
 - Purchasing and Disbursement Policy
- State Charter School Board (SCSB) Policy Campaign
 - The following policies were drafted in compliance with the SCSB policy campaign
 - Dropout Prevention and Recovery Policy

LEAs that have students in any of the grades 9-12 are required to offer dropout prevention and recovery students to 9-12 students who meet certain criteria. The criteria include, but are not limited to, 9-12 students who drop out before receiving a diploma (or in the case of a K-9 school, who drop out before completing 9th grade) or who are at risk of dropping out due to low academic performance, poor behavior, or excessive absenteeism. Such LEAs are also required to have a policy on dropout prevention and recovery services. This policy explains the circumstances under which a student should be offered dropout prevention and recovery services and what those services entail.
 - Language Access Policy

Last year the legislature enacted a bill (HB 302) that requires each LEA to adopt a policy addressing the LEA's communication and assistance to students who are learning English and their parents. The bill (now codified in Utah Code § 53G-7-223) requires that the policy include certain provisions on an LEA's use of interpreters and translators for school activities and documents. The bill also requires that the USBE create a model policy covering the language assistance requirements, which the USBE has now completed. This policy is based on the USBE's model policy and requires the school to, among other things, designate a Language Access Coordinator, determine the primary language spoken by a student and his/her parent within 30 calendar days of a student's enrollment, provide interpretation services during regular business hours to students and their parents who require such services to communicate with the school about critical information, and provide translations of school materials to students and their parents who require the translations to communicate effectively with the school. This policy is required to be reviewed by the school on an annual basis.

The following policies will need to be approved and posted to the school's website by the end of the school year:

- June
 - Policy Supporting Students Learning English, Their Parents, and Their Families
 - Sale of Foods That are not Part of the Meal Service Policy

PROJECT MANAGEMENT

o School Lunch Program

Following the next steps outlined by the state, Legacy Prep submitted an RFP to begin looking for vendors for our school lunch program. The RFP will close on June 5th. At that time the committee will review proposals and bring a recommendation to the Board during the June Board meeting.

o Facility Improvements

• Bond Funds – update on facility improvement plans:

▪ Projects Started:

- Building 1 Painting (main hallways)
- Building 1 Projectors
- Keyless entry
- Security cameras
- Building number signs
- Auditorium upgrades
- Field rehab
- NEW water fountains
- Outdoor tables/benches

▪ Projects Completed

- Carpool gate
- Parking Signs
- Building 2 Front Office Window Tint
- Building 2 District Office window Tint
- Building 2 scoreboard (delivery scheduled for early October)
- Playground (delivery scheduled for mid-October)

▪ Summer Projects (contractors selected)

- Patch & Paint in both buildings will be after school concludes
- Building 1 exterior stucco – scheduled to begin May 31st
- Building 1 vestibule security remodel- scheduled to begin June 1st
- Building 1 front office updates - scheduled to begin June 1st
- Asphalt- scheduled to begin June 1st
- Building 1 gym floor replacement- scheduled to begin May 30th

▪ Projects under review:

- Marquee
- School Lunch- lunch equipment/construction

o Marketing & Development

• Marketing

- Enrollment ads continue to run on Google – we have pulled back on FaceBook and Instagram due to seeing a greater response to Google Ads

• Fundraising

- There are no further fundraisers planned for the school year.

- o Recruitment and Retention

- Recruitment

- We have continued to hold subsequent lotteries on an as needed basis as spots become available.

- 2023-2024 Enrollment information & trends

23/24 Next Year Fully Enrolled Students	K	1	2	3	4	5	6	7	8	9	
05/08/23	120	118	96	105	108	104	106	103	98	74	1032
04/11/23	121	114	92	101	100	103	99	102	91	70	993
03/23/23	118	112	91	97	100	102	99	99	90	71	979
03/06/23	113	108	86	96	92	96	99	92	90	71	943
02/13/23	58	106	85	96	91	95	96	90	90	71	878
02/06/23	47	106	83	96	88	95	96	87	90	70	858
1/27/23	11	106	81	96	88	93	96	83	87	70	811
											0

*We have 22 incoming students with pending registrations

*Please keep in mind this number does not reflect students who will withdraw or not return

- o Legacy Prep will continue to accept applications for the 2022-2023 school year!

- We welcomed three new students last month
 - In April, Legacy Prep had 952 students registered for the school year,

Grade:	K	1	2	3	4	5	6	7	8	9	Total
Active	119	86	100	94	99	99	94	99	76	86	952
Withdrawn	4	8	6	4	5	10	7	12	9	14	79
Effective 5/8/2023	123	94	106	98	104	109	101	111	85	100	1031

*Had 4 students' withdrawal last month, and six enroll

Legacy Preparatory Academy Textbook and Instructional Materials Evaluation Rubric
General

Title: College Preparatory Math	Author(s):
Publisher: CPM Educational Program	Copyright date:
Subject/Grade Level: Math grades 6-9	Student ISBN:
Teacher Edition ISBN:	Date reviewed: 1/23-3/23

Use the table below to determine if the textbook or material meets each criterion.

Classical Education				
Criteria	1 Meets	2 Almost	3 Inadequate	Source of Evidence/Examples
1. Materials support the developmental stages of the Trivium: Grammar, Logic and Rhetoric.	x			<ul style="list-style-type: none"> • Students engage in problem-based lessons structured around a core idea. • Practice with concepts and procedures are spaced over time; that is, mastery comes over time.
2. Materials increase rigor and depth of understanding.	xxxxx			<ul style="list-style-type: none"> • Students explore the connections within math. • Topics are interleaved throughout the course. • Mixed, spaced practice keeps topics fresh in students' minds.

				<ul style="list-style-type: none"> ● Practice illuminates connections throughout the year.
3. Materials begin to train the brain to evaluate, analyze and think independently about the facts.	x			<ul style="list-style-type: none"> ● Problems are engaging, non-routine, thought-provoking tasks. ● Embedded questioning allows students to construct their knowledge. ● Teamwork creates safe productive struggle on challenging problems. ● Students make sense of the mathematics they are learning.
4. Materials engage students in their own learning and provide a logical framework for their knowledge acquisition.	x			<ul style="list-style-type: none"> ● Collaborative Learning: Students learn ideas more deeply when they discuss ideas with classmates. ● Mixed Space Practice: Students learn ideas more permanently when they are required to engage and re-engage with the ideas for months or even months.
5. Materials continue to feed the student with information about the world around them.	x			<ul style="list-style-type: none"> ● Problem-Based Learning: Students learn ideas more usefully for other areas when they learn by attacking problems– ideally from the real world.

6. Digital Materials (if included) are provided as a resource and not a replacement for excellent teaching.	x			<ul style="list-style-type: none"> Guided by a knowledgeable teacher, students should interact in groups to foster mathematical discourse.
Organization				
Criteria	1 Meets	2 Almost	3 Inadequate	Source of Evidence/Examples
1. Materials provide a useful table of contents, glossary, supplemental pages, and index.	x			<ul style="list-style-type: none"> eTools for exploration Virtual Homework Help
2. Layout is organized and logical; allows access for multiple modalities.	x			<ul style="list-style-type: none"> students are encouraged to work with manipulatives, work on paper, whiteboard, participate in discussion and much more Layout of the text is simple and not distracting. Layout of the order of topics spirals to allow for multiple exposures.
3. Teacher edition is helpful to maximize planning time, and incorporates best practices in learning.	x			<ul style="list-style-type: none"> Lesson Mathcasts for teachers Noteworthy professional learning
4. Information is accurate, current, and research based.	x			Read the 2013 CPM Research Base Report (PDF)
5. Size, format, and print are visually appealing and interesting.	x			Yes
6. Electronic format is available.	x			Yes
7. Materials are available for parents to be engaged as true partners in student's education.	x			<ul style="list-style-type: none"> Parent Guides are provided

8. Materials are organized and logical in their scope and sequence.	x			Yes, alignment documents are provided and scope and sequence allows for the entire book to be finished within one year.
Content				
Criteria	1 Meets	2 Almost	3 Inadequate	Source of Evidence/Examples
1. Curriculum makes real world cross curricular connections.	x			See above information
2. Age appropriate with culturally diverse stories and learning.	x			CPM Equity Statement: chrome-extension://efaidnbmnnnibpcajpc gclefindmkaj/https://pdfs.cpm.org/websit e/position_papers/CPM_Equity_Principles .pdf
3. Provides rigorous material with differentiation strategies.	x			CPM Equity Statement: chrome-extension://efaidnbmnnnibpcajpc gclefindmkaj/https://pdfs.cpm.org/websit e/position_papers/CPM_Equity_Principles .pdf
4. Contains a strong formative (informal) and summative (formal) assessment element.	x			Formal: Teachers are encouraged to create assessments based on the needs of their students, an assessment bank as well as example assessments are provided to help with this. Informal: teachers are instructed to listen to students conversations about math, observe their work and ask questions of individual students in every lesson. Teachers are constantly gathering information about how students are doing.
5. Contains a strong reading and writing connection	x			The majority of the problems are word problems, the problems include mathematical vocabulary to help students learn the terms.

				<p>Many lessons contain writing prompts, and students are encouraged to answer with complete sentences and to write explanations or justifications not just number answers.</p> <p>https://cpmedprogram.freshdesk.com/support/solutions/articles/8000062870-lexile-information-for-cpm-for-textbooks</p>
6. Contains organized quality teacher manuals with home/school connections.	x			yes (full teacher manual online and parent guide)
7.Provides customer service and material initiation (training)	x			Yes
8. Content and directions are clearly written and encourage higher-level thinking and reasoning and involve 21 st century skill development.	x			CPM Equity Statement: chrome-extension://efaidnbmninnnibpcajpcglclefindmkaj/https://pdfs.cpm.org/website/position_papers/CPM_Equity_Principles.pdf
9. Tasks have a purpose, aligned to a skill and concept.	x			Yes https://cpmedprogram.freshdesk.com/support/solutions/articles/8000091146-standards-practices-alignment-to-ccss
10. Materials align to LPA’s mission and vision of classical learning. It prepares students to self-direct their learning, love learning, and impart their learning to others.	x			CPM’s mission is to empower mathematics students and teachers through exemplary curriculum, professional development, and leadership. We recognize and foster teacher expertise and leadership in mathematics education. We engage all students in learning mathematics through problem-solving, reasoning, and communication.
11. Materials support our effort to instill truth, goodness, and beauty in our students.	x			Yes

12. Strong evidence- or research-basis for high student outcomes.	x			YES (see researcher document)
13. Conforms easily to instructional principles as outlined in “Visible Learning” by John Hattie and NCTM “Principles to Actions” adopted by LPA’s Community Council.	x			YES

Summary

What is the Lexile Level of the text? _CC1 - 980, CC2 - 920, CC3 - 910, Int 1 - 940, Int 2 1020, Int 3 1040_____

What are the outstanding features of the text? Supports Utah’s Portrait of a Graduate Rubric in multiple categories

What are the shortcomings of the text? There is a high level of reading required which means teachers may need to provide assistance to low readers and ELL students.

Should this text be adopted? _____ **Yes** _____

Additional Comments:

Reviewers names:

Signatures

Date:

1. Katrina Saxton



4/27/2023

2. Heather McLean



4/27/23

3. Tammy Casper



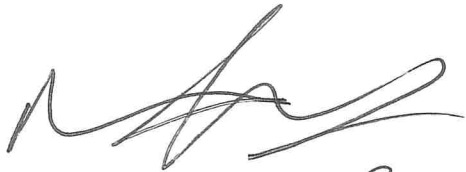

4/27/2023

4. Tom Schweiger



4/28/2023

- 5. Mark Hauber
- 6. Yvonne Douglass
- 7. Shalon Brierley
- 8. Priscilla Stringfellow

	4/27/23
Yvonne Douglass	4/27/23
Shalon Brierley	4/27/2023
	4/27/23



LEGACY | Preparatory Academy

Classical Education and Fine Arts

2023-2024 Board Meeting Schedule

DATE (2 ND THURSDAY)	DATE (3 RD THURSDAY)	TIME
July 13, 2023	July 20, 2023	5:00-9:00 p.m.
August 10, 2023	August 17, 2023	7:30-9:30 p.m.
September 14, 2023	September 21, 2023	7:30-9:30 p.m.
October 12, 2023	October 12, 2023	7:00-9:00 p.m.
November 9, 2023	November 16, 2023	7:00-9:00 p.m.
December 14, 2023	December 14, 2023	7:00-9:00 p.m.
January 11, 2024	January 18, 2024	7:00-9:00 p.m.
February 8, 2024	February 15, 2024	7:00-9:00 p.m.
March 14, 2024	March 21, 2024	7:00-9:00 p.m.
April 11, 2024	April 18, 2024	7:00-9:00 p.m.
May 9, 2024	May 16, 2024	7:00-9:00 p.m.
June 13, 2024	June 20, 2024	7:00-9:00 p.m.

Commented [KF1]: Moved up one week to accommodate Fall Break.

Commented [KF2]: Moved up one week to accommodate Winter Break.

Commented [KF3]: Parent Teacher Conferences.

This is a tentative schedule. Meeting dates and times are subject to change.

Board Meetings may be held in the Elementary Building 1, in the conference room in Junior High (District Offices) Building 2, or at different locations as specified.

Elementary- Building 1
2214 South 1250 West
Woods Cross, Utah 84087

Junior High (District Offices) - Building 2
1228 West 2185 South
Woods Cross, Utah 84087