



# OGDEN PREPARATORY ACADEMY

## Ogden Preparatory Academy

### OPA Board of Directors Meeting

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#### Date and Time

Thursday March 10, 2022 at 4:30 PM MST

#### Location

1435 Lincoln Avenue  
Ogden UT 84404

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VISION: Ogden Preparatory Academy's vision is to create a positive, nurturing environment for students to grow and learn as they develop the skills necessary to become tomorrow's leaders. Through high academic expectations and experiences, bilingual exposure, leadership roles and commitment to community, OPA students will gain confidence and a sense of self worth that will prepare them to face the challenges in a competitive world.

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#### Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>4:30 PM</b>
<b>A. Record Attendance</b>		Stefanie Zwygart	1 m
<b>B. Call the Meeting to Order</b>		Stefanie Zwygart	1 m
<b>C. Approve Minutes</b>	Approve Minutes	Stefanie Zwygart	1 m
Approve minutes for OPA Board of Directors Meeting on February 10, 2022			
<b>D. Opportunity for Public Input</b>	Discuss	Stefanie Zwygart	5 m
<b>E. Consent Calendar</b>	Vote	Stefanie Zwygart	5 m
1. Ratify votes from 02/10/2022 Meeting			
1. Approved minutes from 01/12/2022 meeting.			
2. Authorized the RFP process.			
3. Requested charter amendment for continued distance learning program			

	Purpose	Presenter	Time
<b>F. Employee of the Month: January</b>		Stephanie Wright	5 m

Employees voted upon for Leading by Example.  
 Winners:  
 Jenny Westbroek, JH Secretary  
 Stephanie Wright, Academic Director

**II. Executive Session 4:48 PM**

<b>A. Enter Closed Session</b>	Vote	Stefanie Zwygart	5 m
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To protect the privacy of an individual.

<b>B. Exit Closed Session</b>	Vote	Stefanie Zwygart	5 m
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<b>C. Student Discipline</b>	Vote	Stefanie Zwygart	5 m
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Opportunity to vote on student issue discussed in closed session.

<b>D. Construction Proposals</b>	Vote	Stefanie Zwygart	5 m
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Opportunity to vote on the proposals relating to a new building which were reviewed in the closed session.

**III. Finance 5:08 PM**

<b>A. Financial Review</b>	Discuss	Spencer Adams	5 m
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<b>B. AVID Annual Agreement</b>	Vote	Debbie Deem	5 m
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We implement AVID Secondary at the Junior High in addition to AVID Excel for our English Learners. We wish to continue the AVID program.  
 The professional development requirement for AVID Excel is a 2 year agreement, this is year 2.

<b>C. Student Photography and Yearbook Provider for FY23</b>	Vote	Debbie Deem	5 m
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<b>D. Spanish Assessment</b>	Vote	Debbie Deem	5 m
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We would like to start assessing the Spanish acquisition of our students.  
 We propose starting with a verbal assessment in grades 3 through 9 to give us a baseline.  
 We will be using the ACTFL/AAPPL language assessment at \$10/student.

Total expected cost: \$7,300

<b>E. Panorama</b>	Vote	Debbie Deem	5 m
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Panorama is a database that allows all student data to be viewed in one place.  
 Panorama is the only provider of this service and has an agreement with USBE.

Annual cost: \$31,350  
 Proposed purchase of 1 year partnership of student surveys and student success.

<b>F. Red Apple Agreement Extension</b>	Vote	Debbie Deem	5 m
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Proposal to extend the Red Apple agreement to include construction support services.  
 Jeff Biesinger from Red Apple will work with the OPA Board and Ogden Preparatory Academy to coordinate the construction of a new building.

	Purpose	Presenter	Time
<b>IV. Administrative Report</b>			<b>5:38 PM</b>
<b>A. Administrative Board Report</b>	Discuss	Administrative Team	15 m
<b>B. Special Education Annual Report</b>	Discuss	Elizabeth Callison	15 m
<b>C. FY23 School Calendar</b>	Vote	Debbie Deem	5 m
Proposal to approve the present calendar and the instructional days of 180 and hours of 1062.9			
<b>D. FY23 School Land Trust Plan</b>	Vote	Debbie Deem	15 m
<b>E. OPA Salary Schedules</b>	Vote	Debbie Deem	15 m
The OPA Administration carefully reviewed the salary schedules of each neighboring district, Ogden, Weber, and Davis. After deliberation, with an intent to attract and keep highly qualified effective staff members, the OPA Administration proposes the approval of new salary schedules to be effective for the FY23 school year.			

<b>V. Policies</b>			<b>6:43 PM</b>
<b>A. FY23 Fee Schedule</b>	Vote	Debbie Deem	5 m
<b>B. OPA Benefit Handbook</b>	Vote	Debbie Deem	10 m
<b>C. Policy Updates</b>	Vote	Stephanie Mathers	5 m

- Policies 1.04 Board member responsibilities and 1.03 were combined into 1.03 Board Job Descriptions.
  - Recommend archival of 1.04 and the approval of changes to 1.03.
- New policy: 3.12.POL Budget and Title I Policy
  - Recommend approval.
- Review: 6.09.POL Grievance Policy (STAFF)
  - Recommend approval of changes.
- Archive: Information was duplicated in other policies
  - 2.03.POL Records Management Policy.
  - 8.04.POL Family Education Rights and Privacy Policy
    - Recommend archival.

<b>VI. Other Business</b>			<b>7:03 PM</b>
<b>A. Required Trainings</b>		FYI	
Annual Trainings for Board Members: Open Meetings Act - Annually (completed: Bill, Sara) School Land Trust - Annually (completed: Stefanie, Bill, Jessica, Sara) State Auditor Trainings - only once per term. (Completed: Tyler, Sara, Molly) USBE Internal Audit Trainings (completed: Stefanie)			

E-Rate: We have applied for E-Rate funding for the networking of the new building. Once the proposal window closes, we have to vote within a day.

- Schedule a meeting March 18. Electronic.
  - ERate Vote
  - Technology purchases Vote

	Purpose	Presenter	Time
<b>VII. Closing Items</b>			
<b>A. Adjourn Meeting</b>	FYI	Stefanie Zwygart	

# Cover Sheet

## Approve Minutes

**Section:** I. Opening Items  
**Item:** C. Approve Minutes  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:**  
Minutes for OPA Board of Directors Meeting on February 10, 2022

APPROVED



# OGDEN PREPARATORY ACADEMY

## Ogden Preparatory Academy

### Minutes

#### OPA Board of Directors Meeting

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**Date and Time**

Thursday February 10, 2022 at 4:30 PM

**Location**

1435 Lincoln Avenue  
Ogden UT 84404

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VISION: Ogden Preparatory Academy's vision is to create a positive, nurturing environment for students to grow and learn as they develop the skills necessary to become tomorrow's leaders. Through high academic expectations and experiences, bilingual exposure, leadership roles and commitment to community, OPA students will gain confidence and a sense of self worth that will prepare them to face the challenges in a competitive world.

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**Directors Present**

M. Swenson (remote), M. Ward, S. Mejeur (remote), S. Zwycart, T. D'Hulst, W. Davis (remote)

**Directors Absent**

J. Howell

**Directors who arrived after the meeting opened**

S. Mejeur, T. D'Hulst

**Ex Officio Members Present**

A. Perez, D. Deem, K. Kennington, S. Lopez, S. Mathers (remote)

**Non Voting Members Present**

A. Perez, D. Deem, K. Kennington, S. Lopez, S. Mathers (remote)

**Guests Present**

E. Callison, S. Adams, S. Wright, T. Young

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## I. Opening Items

### A. Record Attendance

### B. Call the Meeting to Order

S. Zwygart called a meeting of the board of directors of Ogden Preparatory Academy to order on Thursday Feb 10, 2022 at 4:35 PM.

### C. Approve Minutes

W. Davis made a motion to approve the minutes from OPA Board of Directors Meeting on 01-12-22.

M. Ward seconded the motion.

The board **VOTED** to approve the motion.

### D. Opportunity for Public Input

No public comments.

### E. Opportunity for Public Input on FY23 Fee Schedule

No public comments.

## II. Finance

### A. Financial Review

Spencer Adams went through the finance update.

Overall on track, and will continue to monitor.

Discussed the contingency line on the budget detail. It isn't tied to a specific line/budget.

If we don't use it, it goes into net income.

### B. Copy Machine

Taken off the agenda.

T. D'Hulst arrived at 4:45 PM.

S. Mejeur arrived at 5:09 PM.

## III. Administrative Report

### A. Building

W. Davis made a motion to Authorize OPA Administration to start the RFP process.

M. Ward seconded the motion.

Clint Biesinger and Jordan Hardy were in attendance representing Round Table Funding.

We have wanted to build on for a long time, space is tight. We have explored various options. The most cost effective method would be to build a new building in the front field.

The plan is to create a 2-story 25,000 sq ft. building. The space will allow us to expand into preschool. The current buildings will also be able to move classes over, to relieve the space burden. We would like it ready by Fall of '23.

Proposal - RFP for a Financial Advisor to run the project and also procure an architect. There are some different options to finance.

Round Table Finance are here, they helped research feasibility on this project.

Discussion Points:

- How will we fund the preschool?
  - How would food service work?
  - How will Pick up and drop off work?
  - Will there still be enough outside/green space?
  - Are there different funding options available from the state that we can take advantage
  - Discussed the current Outstanding Bond, debt burden etc.
  - Cost of the RFP process? What point in the process will it start costing money?
  - Who will be making the RFP?
  - Design Build - do we want a combined RFP? What method do we want to pursue?
  - What timeline do we want to engage in with the RFPs?
- The board **VOTED** to approve the motion.

## **B. Administrative Board Report**

### **Junior High**

- After School Program Update
  - Attendance - Impact for those students
    - Revised system for students
    - Goals, Tasks etc. to find more impact for students
- C-Days Update
  - Only have had one Friday - with the majority of students assigned.
  - Teacher Teams - strengths, what supports are needed
  - Clarification of the day focus
  - Discussion of concerns, changes needed
- Starting to look at a 5 x 5 Schedule for next year. Still would only have 8 classes, but students would have ELA and Math every day. We are gathering research on the successes of this, we have a need based on our school data. The teacher team have discussed the pros and cons, with the majority of teachers are on board.

### **Elementary**

- Family Conferences - Next week, there will be the option to be in person or virtual.
- Summer Jump Academy - Starting to plan for this summer. Discussed changes.
- Mid-Year Assessments - Just finishing up. Seeing the growth, and the teachers are digging into the data to make instructional decisions. Data will be available next month.

### **District**

- Accreditation Summary
- Worker's Compensation - Rates will be lower next year
- Review of COVID numbers
- Staffing - new health teacher at the JH



- State Audit. Of note, our administrative costs are lower than most, with our instructional costs higher.

### **C. Continuation of Distance Learning**

M. Ward made a motion to Request a charter amendment for continued distance learning program.

S. Mejeur seconded the motion.

We have been having a waiver for virtual learning the past two years.

For the future, we will need to we want to continue virtual learning days we need  
The board **VOTED** to approve the motion.

### **D. Employee Of the Month**

Highlight our great staff here at OPA.

### **E. RCD Training**

Summary and Overview of our RCD program.

- 4 Foundations/Expectations for staff and students
- RCD process

## **IV. Other Business**

### **A. Other Discussion Items**

Board Trainings on Trello.

## **V. Closing Items**

### **A. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:02 PM.

Respectfully Submitted,  
S. Zwygart

# Cover Sheet

## Employee of the Month: January

**Section:** I. Opening Items  
**Item:** F. Employee of the Month: January  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** January\_Employee\_of\_the\_Month.pdf



# OGDEN PREPARATORY ACADEMY

## January Employee of the Month

### Jenny Westbroek

I was born and raised in Utah, moving a lot while younger than my parents settled in South Ogden my senior year of high school where they are to this day. I graduated from Ben Lomond High School where I played many sports like volleyball, basketball & softball then made the drill team, Bonnie Lassies my senior year. After high school I was a dental assistant until my husband and I had our first child. Then I was lucky enough to be able to stay home with all 3 of our children while they were young. I started back to work when our youngest was preschool age when I took her with me to daycare for the next 2 years. I got an opportunity to work at our children's elementary school with our girls for the next 3 years which I know for me I enjoyed the time with them a lot. I have been at OPA for 3 years now and love how my co-workers have become family.

My favorite thing that makes my heart so happy is to spend time with my family of 5. We go on longboard rides on the parkway, camping in the Uintas, vacationing along the Oregon Coast and hitting the slopes at Snowbasin. I love new adventures, being outside, experiencing new places and I'm excited to travel more. It's the memories we make and the experiences we have together that make our lives amazing. "We travel not to escape life, but for life not to escape us." My favorite time of the year is the summer, it's a time for morning hikes, late nights with friends, camp fires, and lots of swimming. Summer is the best!

I have a love for houseplants that only started a little over a year ago. I do have a house full of them, they bring me happiness and I love the good vibes they bring to my home. I have them throughout the whole house and now each of our kids has at least 1 plant in their bedroom. They are just so fun to take care of and beautiful to look at. My kids do say that I may have a problem and I am the "pPowered by BoardOnTrackst, they love them too.





# OGDEN PREPARATORY ACADEMY

## January Employee of the Month

### Stephanie Wright

I was born and raised in Washington State. I moved to Utah for college, and haven't left since! I majored in Elementary Education at BYU in Provo. After graduation, I got a position teaching fifth grade. I did that for four years before moving to Ogden.

This is my sixth year here at OPA. After teaching sixth grade for a few years, I was ready to start something new. I got my Master's Degree in Instructional Technology and Learning Sciences from USU.

My lazy hobbies include napping, reading, and watching Kdramas. When I am feeling active I enjoy hiking and biking.



# Cover Sheet

## Financial Review

<b>Section:</b>	III. Finance
<b>Item:</b>	A. Financial Review
<b>Purpose:</b>	Discuss
<b>Submitted by:</b>	
<b>Related Material:</b>	Budget Summary_February 2022.pdf Budget Detail_February 2022.pdf

## Finance Manager : School Budget | Current Yr Budget

### Current Yr Budget

Budget Name	PY Amount	YTD Amount	Budget	Variance	Forecast	% Target	% of Forecast
<b>Ogden Preparatory - Revenue - 1000 Local Revenue - 76.2% (12 School budgets)</b>							
1510 Interest on Investments	\$21,633	\$10,702	\$25,000	-\$9,000	\$16,000	66.7%	66.9%
1600 Lunch Program (Students & Adults)	\$5,664	\$3,941	\$0	\$3,941	\$3,941	66.7%	100.0%
1710 Student Sales	\$11,645	\$8,672	\$15,000	-\$5,000	\$10,000	66.7%	86.7%
1710 OPAPO	\$16,023		\$0	\$0	\$0	66.7%	
1710 Art Expo			\$1,500	\$0	\$1,500	66.7%	
1740 Student Fees	\$21,369	\$15,533	\$14,816	\$717	\$15,533	66.7%	100.0%
1741 Trips		\$11,992	\$40,000	-\$10,000	\$30,000	66.7%	40.0%
1790 Sports	-\$35		\$3,000	-\$3,000	\$0	66.7%	
1910 Rental of Facility	\$360	\$825	\$0	\$825	\$825	66.7%	100.0%
1920 Contributions & Donations	\$5,270	\$13,842	\$2,000	\$11,842	\$13,842	66.7%	100.0%
1920 Fundraising			\$25,000	-\$25,000	\$0	66.7%	
1990 Miscellaneous	\$2,222	\$4,368	\$0	\$0	\$0	66.7%	
<b>TOT</b>	<b>\$84,150</b>	<b>\$69,876</b>	<b>\$126,316</b>	<b>-\$34,675</b>	<b>\$91,641</b>		
<b>Ogden Preparatory - Revenue - 3000 State Revenue - 67.0% (33 School budgets)</b>							
0.3005 Regular School Prgm K	\$184,825	\$134,986	\$195,464	\$6,210	\$201,674	66.7%	66.9%
0.301 Regular School Prgm 1-12	\$3,197,699	\$2,224,127	\$3,381,771	-\$72,244	\$3,309,527	66.7%	67.2%
0.302 Professional Staff	\$257,503	\$179,627	\$273,195	-\$5,840	\$267,355	66.7%	67.2%
0.32 Charter School Base Amount	\$15,000	\$68,337	\$100,399	\$2,106	\$102,505	66.7%	66.7%
31.1205 Special Education -- Add-On	\$559,466	\$395,070	\$592,605	\$0	\$592,605	66.7%	66.7%
31.121 Special Education -- Self-Contained	\$50,304	\$34,041	\$51,062	\$0	\$51,062	66.7%	66.7%
31.122 Special Education -- Extended Year	\$4,234	\$2,991	\$4,466	\$0	\$4,466	66.7%	67.0%
31.1225 Special Education - Impact Aid	\$10,242	\$7,532	\$11,230	\$0	\$11,230	66.7%	67.1%
31.1278 Special Education- Extended Year Stipend	\$5,290	\$2,645	\$0	\$2,645	\$2,645	66.7%	100.0%
31.5201 Class Size Reduction K-8	\$302,060	\$212,480	\$323,748	-\$7,902	\$315,846	66.7%	67.3%
31.5344 Enhancement for At-risk students	\$94,001	\$112,873	\$169,310	\$0	\$169,310	66.7%	66.7%
31.5695 Early Intervention General	\$30,000		\$90,000	-\$90,000	\$0	66.7%	
32.5658 COVID 19 Stipend	\$172,008		\$0	\$0	\$0	66.7%	
32.5665 Grow Your Own Teacher & Counselor		\$47,040	\$0	\$15,570	\$15,570	66.7%	302.1%
33.5331 Gifted and Talented	\$7,599	\$4,936	\$7,169	\$0	\$7,169	66.7%	68.8%
33.5641 Early Intervention	\$90,000	\$81,768	\$30,000	\$92,652	\$122,652	66.7%	66.7%
33.5805 Early Literacy (K-3)	\$57,567	\$43,797	\$62,245	\$12,836	\$75,081	66.7%	58.3%
34.5662 Outdoor Recreation Grant			\$0	\$10,000	\$10,000	66.7%	
34.5807 TSSP (Teacher Salary Supplement Prgm)	\$8,354		\$0	\$0	\$0	66.7%	
34.5868 Teacher Supplies & Materials	\$9,567	\$9,958	\$9,382	\$576	\$9,958	66.7%	100.0%
34.5876 Charter School Local Replacement	\$2,661,918	\$1,882,083	\$2,809,040	-\$8,103	\$2,800,937	66.7%	67.2%

Budget Name	PY Amount	YTD Amount	Budget	Variance	Forecast	% Target	% of Forecast
34.5876 Educator Salary Adjustment	\$313,169	\$219,787	\$313,169	\$16,512	\$329,681	66.7%	66.7%
34.5911 ELL Software	\$13,500		\$0	\$21,920	\$21,920	66.7%	
35.542 School Land Trust	\$133,964	\$138,078	\$136,897	\$1,181	\$138,078	66.7%	100.0%
35.5655 Digital Teaching & Learning	\$61,465		\$64,851	\$0	\$64,851	66.7%	
35.5666 Professional Learning		\$4,296	\$0	\$7,365	\$7,365	66.7%	58.3%
35.5678 TSSA	\$160,585	\$110,399	\$188,095	-\$1,417	\$186,678	66.7%	59.1%
35.5679 Student Health & Counseling	\$16,774	\$10,750	\$57,137	\$0	\$57,137	66.7%	18.8%
35.581 Library Books & Electronic Res	\$1,095	\$722	\$1,073	\$3	\$1,076	66.7%	67.1%
38.5644 STEM Endorsement Center	\$11,146		\$0	\$0	\$0	66.7%	
38.5672 Substance Abuse		\$2,333	\$0	\$2,333	\$2,333	66.7%	100.0%
38.5674 Suicide Prevention	\$1,066	\$1,000	\$0	\$1,000	\$1,000	66.7%	100.0%
38.807 Liquor Tax (Lunch Program)	\$84,746	\$66,710	\$75,000	\$0	\$75,000	66.7%	88.9%
<b>TOT</b>	<b>\$8,515,146</b>	<b>\$5,998,366</b>	<b>\$8,947,308</b>	<b>\$7,403</b>	<b>\$8,954,711</b>		
<b>Ogden Preparatory - Revenue - 4000 Federal Revenue - 23.4% (25 School budgets)</b>							
42.721 ESSER CARES	\$124,503	\$1,600	\$0	\$1,600	\$1,600	66.7%	100.0%
42.7215 ESSER II			\$330,000	\$318,979	\$648,979	66.7%	
42.722 GEER Funding	\$34,564		\$0	\$0	\$0	66.7%	
42.7225 ESSER III ARPA			\$0	\$225,000	\$225,000	66.7%	
42.723 GEERS II			\$0	\$20,204	\$20,204	66.7%	
45.728 PPE	\$8,255		\$0	\$0	\$0	66.7%	
45.728 Corona Relief Funds	\$25,959		\$0	\$0	\$0	66.7%	
45.8079 After School Program		\$2,842		\$2,842	\$2,842	66.7%	100.0%
45.8081 Emergency Operating Funds		\$3,972	\$0	\$3,972	\$3,972	66.7%	100.0%
47.729 CARES Wifi	\$87,103		\$0	\$0	\$0	66.7%	
47.729 Weber CARES	\$62,000		\$0	\$0	\$0	66.7%	
48.7801 Title I - Remedial Services	\$238,405		\$221,696	\$0	\$221,696	66.7%	
48.786 Title II	\$49,987	\$749	\$36,535	\$0	\$36,535	66.7%	2.1%
48.786 Title II School Leader (MAPP)		\$14,848	\$0	\$14,848	\$14,848	66.7%	100.0%
48.788 Title III A - English Lang Acq	\$21,809		\$18,962	\$338	\$19,300	66.7%	
48.7905 Supporting Effective Instruction	\$9,063		\$0	\$0	\$0	66.7%	
4522 IDEA Preschool	\$2,995		\$2,706	\$781	\$3,487	66.7%	
4522 IDEA Preschool ARP				\$3,322	\$3,322	66.7%	
4524 IDEA	\$159,570		\$151,827	\$6,791	\$158,618	66.7%	
4524 IDEA ARP				\$43,226	\$43,226	66.7%	
4526 MTSS Grant	\$6,000	\$6,000	\$6,000	\$0	\$6,000	66.7%	100.0%
4560 Kitchen Equipment Grant	\$43,418		\$0	\$26,560	\$26,560	66.7%	
4560 National School Lunch Program	\$37,480	\$29,247	\$49,700	\$0	\$49,700	66.7%	58.8%
4560 NSLP - Free & Reduced	\$280,304	\$314,380	\$300,000	\$14,380	\$314,380	66.7%	100.0%
4560 NSLP - Breakfast	\$82,980	\$64,593	\$75,000	\$0	\$75,000	66.7%	86.1%
<b>TOT</b>	<b>\$1,274,394</b>	<b>\$438,231</b>	<b>\$1,192,426</b>	<b>\$682,843</b>	<b>\$1,875,269</b>		

Budget Name	PY Amount	YTD Amount	Budget	Variance	Forecast	% Target	% of Forecast
<b>Ogden Preparatory - Expense - 100 Salaries - 66.4% (19 School budgets)</b>							
121 Principals and Assistants	-\$460,370	-\$395,452	-\$516,355	-\$108,033	-\$624,388	66.7%	63.3%
131 Teachers	-\$2,754,137	-\$2,066,700	-\$3,088,985	\$20,241	-\$3,068,744	66.7%	67.3%
132 PTO Cash out	\$2,762	-\$16,445	-\$15,000	-\$2,000	-\$17,000	66.7%	96.7%
132 Substitute Teachers	-\$39,751	-\$37,235	-\$45,000	-\$12,524	-\$57,524	66.7%	64.7%
133 Special Education Director & Teachers	-\$294,938	-\$247,092	-\$389,590	-\$1,524	-\$391,114	66.7%	63.2%
134 Stipends (Sports, other)	-\$119,672	-\$78,344	-\$65,000	-\$23,600	-\$88,600	66.7%	88.4%
134 End of Year Bonus / Returning Bonus	-\$202,409	-\$26,520	-\$45,000	\$0	-\$45,000	66.7%	58.9%
134 Christmas Bonus	-\$53,979	-\$56,662	-\$53,979	-\$2,683	-\$56,662	66.7%	100.0%
142 Counselor	-\$101,917	-\$75,667	-\$114,000	\$0	-\$114,000	66.7%	66.4%
145 Librarian	-\$118,245	-\$89,557	-\$135,505	\$0	-\$135,505	66.7%	66.1%
152 Secretarial & Clerical	-\$175,099	-\$139,557	-\$230,500	\$4,666	-\$225,834	66.7%	61.8%
161 General Ed TA	-\$47,736	-\$98,298	-\$28,214	-\$170,344	-\$198,558	66.7%	49.5%
161.1 ESSER II Aides			-\$61,950	\$61,950		66.7%	
162 Special Education TA	-\$356,780	-\$267,133	-\$403,956	-\$4,937	-\$408,893	66.7%	65.3%
163 Title I TA	-\$120,043	-\$82,590	-\$152,611	-\$7,261	-\$159,872	66.7%	51.7%
164 Early Literacy (K-3) TA	-\$64,403	-\$46,205	-\$71,552	\$1,133	-\$70,419	66.7%	65.6%
165 Land Trust TA	-\$66,118	-\$67,092	-\$51,109	-\$3,007	-\$54,116	66.7%	124.0%
166 Early Intervention TA	-\$6,695	-\$6,071	-\$15,488	\$6,461	-\$9,027	66.7%	67.3%
191 Food Service	-\$229,331	-\$197,508	-\$285,688	-\$1,713	-\$287,401	66.7%	68.7%
<b>TOT</b>	<b>-\$5,208,861</b>	<b>-\$3,994,129</b>	<b>-\$5,769,482</b>	<b>-\$243,175</b>	<b>-\$6,012,657</b>		
<b>Ogden Preparatory - Expense - 200 Employee Benefits - 64.1% (7 School budgets)</b>							
210 Retirement	-\$130,360	-\$91,550	-\$160,000	\$0	-\$160,000	66.7%	57.2%
220 Social Security	-\$343,926	-\$284,903	-\$441,365	\$0	-\$441,365	66.7%	64.6%
241 Group Insurance	-\$350,819	-\$283,238	-\$419,566	\$0	-\$419,566	66.7%	67.5%
241 Health Stipend	-\$23,178		\$0	\$0	\$0	66.7%	
242 Waiver Benefit	-\$109,600	-\$90,604	-\$112,500	-\$18,000	-\$130,500	66.7%	69.4%
270 Worker's Compensation Fund	-\$30,748	-\$18,123	-\$38,714	\$0	-\$38,714	66.7%	46.8%
280 Unemployment Insurance	-\$7,224	-\$3,705	-\$15,000	\$0	-\$15,000	66.7%	24.7%
<b>TOT</b>	<b>-\$995,855</b>	<b>-\$772,124</b>	<b>-\$1,187,145</b>	<b>-\$18,000</b>	<b>-\$1,205,145</b>		
<b>Ogden Preparatory - Expense - 300 Professional and Technical Services - 56.8% (9 School budgets)</b>							
320 Mental Health (Weber Health Services)	-\$16,774	-\$11,464	-\$57,137	\$0	-\$57,137	66.7%	20.1%
321 Crossing Guard Services (Ogden Police Dept)			\$0	\$0	\$0	66.7%	
323 Speech Therapy	-\$124,957	-\$74,669	-\$124,680	-\$3,324	-\$128,004	66.7%	58.3%
323 Psychology / Behavior	-\$10,292	-\$4,110	-\$12,000	\$0	-\$12,000	66.7%	34.3%
330 Employee Training & Development	-\$21,207	-\$29,198	-\$45,000	-\$5,000	-\$50,000	66.7%	58.4%
340 Legal	-\$490	-\$88	-\$15,000	\$10,000	-\$5,000	66.7%	1.8%
350 Business Manager Services	-\$77,000	-\$56,000	-\$84,000	\$0	-\$84,000	66.7%	66.7%
352 Audit Services	-\$20,100	-\$20,700	-\$22,300	\$0	-\$22,300	66.7%	92.8%



Budget Name	PY Amount	YTD Amount	Budget	Variance	Forecast	% Target	% of Forecast
355 IT Services (ETS Monthly)	-\$37,662	-\$43,386	-\$50,000	-\$13,251	-\$63,251	66.7%	68.6%
<b>TOT</b>	<b>-\$308,483</b>	<b>-\$239,614</b>	<b>-\$410,117</b>	<b>-\$11,575</b>	<b>-\$421,692</b>		
<b>Ogden Preparatory - Expense - 400 Property Services - 66.0% (5 School budgets)</b>							
410 Garbage / Sewer / Water	-\$48,276	-\$29,593	-\$60,000	\$0	-\$60,000	66.7%	49.3%
430 Repairs / Maintenance / Monitoring	-\$100,621	-\$146,339	-\$135,000	-\$73,000	-\$208,000	66.7%	70.4%
433 Cleaning & Custodial Services	-\$65,307	-\$47,496	-\$72,000	\$0	-\$72,000	66.7%	66.0%
435 Lawn Care & Snow Removal	-\$21,310	-\$21,033	-\$30,000	\$0	-\$30,000	66.7%	70.1%
443 Lease of Copy Machines	-\$9,909	-\$3,045	-\$4,800	\$0	-\$4,800	66.7%	63.4%
<b>TOT</b>	<b>-\$245,423</b>	<b>-\$247,506</b>	<b>-\$301,800</b>	<b>-\$73,000</b>	<b>-\$374,800</b>		
<b>Ogden Preparatory - Expense - 500 Other Services - 39.4% (10 School budgets)</b>							
520 Property & Liability Insurances	-\$33,637	-\$31,591	-\$37,000	\$0	-\$37,000	66.7%	85.4%
530 Communication (Phone & Internet)	-\$5,389	-\$4,114	-\$6,178	\$0	-\$6,178	66.7%	66.6%
540 Marketing	-\$8,830	-\$5,084	-\$10,000	\$0	-\$10,000	66.7%	50.8%
542 Board Expenses	-\$6,837	-\$312	-\$8,000	\$0	-\$8,000	66.7%	3.9%
580 Travel / Per Diem			-\$25,000	\$0	-\$25,000	66.7%	
590 Field Trips (Bussing & Entrance Fees)	-\$614	-\$5,352	-\$40,000	\$6,000	-\$34,000	66.7%	15.7%
590 Student Activities - Aguilas Bussing			-\$1,200	\$0	-\$1,200	66.7%	
591 Sports (Bussing, Fees, Tri, Weight Training)	-\$1,633	-\$12,088	-\$20,000	\$0	-\$20,000	66.7%	60.4%
592 Trips		-\$14,758	-\$81,000	\$36,518	-\$44,482	66.7%	33.2%
593 Clubs	-\$1,494	-\$1,957	-\$4,500	-\$491	-\$4,991	66.7%	39.2%
<b>TOT</b>	<b>-\$58,435</b>	<b>-\$75,256</b>	<b>-\$232,878</b>	<b>\$42,027</b>	<b>-\$190,851</b>		
<b>Ogden Preparatory - Expense - 600 Supplies and Materials - 61.1% (20 School budgets)</b>							
611 SpEd Supplies	-\$10,557	-\$5,090	-\$7,000	\$0	-\$7,000	66.7%	72.7%
611 Classroom/ Legislative Supplies	-\$33,014	-\$18,320	-\$43,000	\$5,000	-\$38,000	66.7%	48.2%
611 Garden Grant	-\$51		-\$755	\$0	-\$755	66.7%	
611 Event Supplies		-\$1,506	\$0	-\$6,000	-\$6,000	66.7%	25.1%
612 Office Supplies	-\$45,034	-\$20,780	-\$45,000	\$5,000	-\$40,000	66.7%	52.0%
613 OPA Apparel / Concessions	-\$7,581	-\$13,306	-\$10,000	-\$10,000	-\$20,000	66.7%	66.5%
614 Safety & Wellness	-\$4,106		\$0	\$0	\$0	66.7%	
614 Staff Meals / Appreciation / Prof Dev	-\$16,970	-\$15,628	-\$30,000	-\$20,000	-\$50,000	66.7%	31.3%
615 Counseling / Cultural Supplies			\$0	\$0	\$0	66.7%	
616 Aguilas & 7 Habits	-\$398	-\$632	-\$3,000	\$0	-\$3,000	66.7%	21.1%
617 OPAPO	-\$18		\$0	\$0	\$0	66.7%	
618 Art Expo		-\$139	-\$2,700	\$0	-\$2,700	66.7%	5.1%
619 Yearbooks	-\$4,455		-\$6,790	\$0	-\$6,790	66.7%	
621 Natural Gas	-\$18,195	-\$15,903	-\$20,000	\$0	-\$20,000	66.7%	79.5%
622 Electricity	-\$57,079	-\$46,529	-\$80,000	\$0	-\$80,000	66.7%	58.2%
630 Lunch Program Food & Supplies	-\$321,514	-\$290,692	-\$440,000	\$0	-\$440,000	66.7%	66.1%
641 Curriculum & Educational Software	-\$71,360	-\$93,230	-\$88,000	-\$42,000	-\$130,000	66.7%	71.7%

Budget Name	PY Amount	YTD Amount	Budget	Variance	Forecast	% Target	% of Forecast
644 Library	-\$16,799	-\$11,746	-\$20,000	\$0	-\$20,000	66.7%	<b>58.7%</b>
650 Technology Related Supplies	-\$33,059	-\$109	\$0	\$0	\$0	66.7%	
680 Maintenance & Cleaning Supplies	-\$23,489	-\$12,441	-\$30,000	\$0	-\$30,000	66.7%	<b>41.5%</b>
<b>TOT</b>	<b>-\$663,679</b>	<b>-\$546,051</b>	<b>-\$826,245</b>	<b>-\$68,000</b>	<b>-\$894,245</b>		
<b>Ogden Preparatory - Expense - 700 Property - 53.6% (4 School budgets)</b>							
710 Land and Site Improvement		-\$19,517	\$0	-\$123,000	-\$123,000	66.7%	<b>15.9%</b>
733 Furniture and Fixtures	-\$16,017	-\$35,514	-\$20,000	-\$20,000	-\$40,000	66.7%	<b>88.8%</b>
734 Technology-Related Hardware & Software	-\$184,463	-\$168,408	-\$170,000	-\$95,000	-\$265,000	66.7%	<b>63.6%</b>
738 Kitchen Equipment	-\$48,014	-\$23,026	-\$5,000	-\$26,560	-\$31,560	66.7%	<b>73.0%</b>
<b>TOT</b>	<b>-\$248,494</b>	<b>-\$246,465</b>	<b>-\$195,000</b>	<b>-\$264,560</b>	<b>-\$459,560</b>		
<b>Ogden Preparatory - Expense - 800 Debt Service and Misc - 63.3% (5 School budgets)</b>							
810 Dues and Fees	-\$40,553	-\$23,187	-\$25,000	-\$5,000	-\$30,000	66.7%	<b>77.3%</b>
812 Banking Fees	-\$2,046	-\$1,566	-\$3,000	\$0	-\$3,000	66.7%	<b>52.2%</b>
850 Bond - Restricted Assets	-\$942,135	-\$629,004	-\$978,842	\$0	-\$978,842	66.7%	<b>64.3%</b>
850 Contingency			-\$20,000	\$0	-\$20,000	66.7%	
890 Miscellaneous	-\$11,338	-\$64	-\$1,000	\$0	-\$1,000	66.7%	<b>6.4%</b>
<b>TOT</b>	<b>-\$996,073</b>	<b>-\$653,822</b>	<b>-\$1,027,842</b>	<b>-\$5,000</b>	<b>-\$1,032,842</b>		
<b>TOT</b>	<b>\$1,148,386</b>	<b>-\$268,493</b>	<b>\$315,541</b>	<b>\$14,288</b>	<b>\$329,829</b>		



# Ogden Preparatory Academy

## Financial Summary

As of 2/28/2022



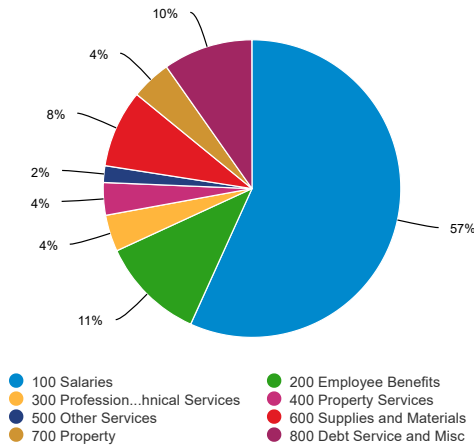
### Financial Summary

Category	YTD Amount	Total Budget	Total Forecast	% Target	% Forecast
<b>Revenue (3 School categories)</b>					
1000 Local Revenue	\$69,876	\$126,316	\$91,641	66.7%	76.2%
3000 State Revenue	\$5,998,366	\$8,947,308	\$8,954,711	66.7%	67.0%
4000 Federal Revenue	\$438,231	\$1,192,426	\$1,875,269	66.7%	23.4%
<b>TOT</b>	<b>\$6,506,473</b>	<b>\$10,266,050</b>	<b>\$10,921,621</b>		
<b>Expense (8 School categories)</b>					
100 Salaries	-\$3,994,129	-\$5,769,482	-\$6,012,657	66.7%	66.4%
200 Employee Benefits	-\$772,124	-\$1,187,145	-\$1,205,145	66.7%	64.1%
300 Professional and Technical Services	-\$239,614	-\$410,117	-\$421,692	66.7%	56.8%
400 Property Services	-\$247,506	-\$301,800	-\$374,800	66.7%	66.0%
500 Other Services	-\$75,256	-\$232,878	-\$190,851	66.7%	39.4%
600 Supplies and Materials	-\$546,051	-\$826,245	-\$894,245	66.7%	61.1%
700 Property	-\$246,465	-\$195,000	-\$459,560	66.7%	53.6%
800 Debt Service and Misc	-\$653,822	-\$1,027,842	-\$1,032,842	66.7%	63.3%
<b>TOT</b>	<b>-\$6,774,966</b>	<b>-\$9,950,509</b>	<b>-\$10,591,792</b>		
<b>TOT</b>	<b>-\$268,493</b>	<b>\$315,541</b>	<b>\$329,829</b>		

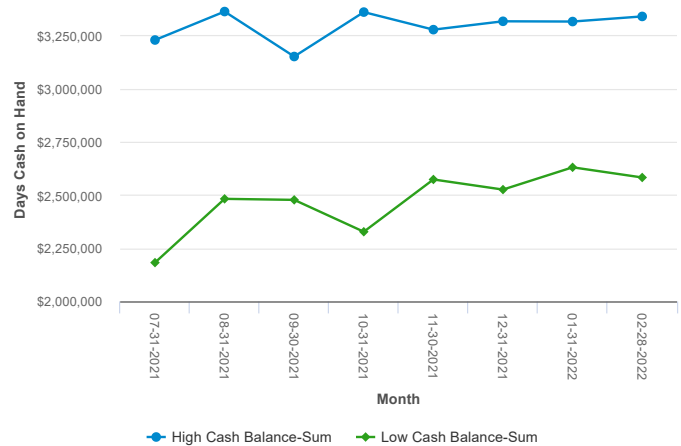
### Financial Metrics

Financial Metric	Covenant	Target	Forecast
Net Income		327,649	329,830
Operating Margin		3.0	3.02
Debt Service Ratio	1.10	1.25	1.34
Unrestricted Days Cash	30	100	98
% Building		20%	9
Ending Cash Balance			3,256,256

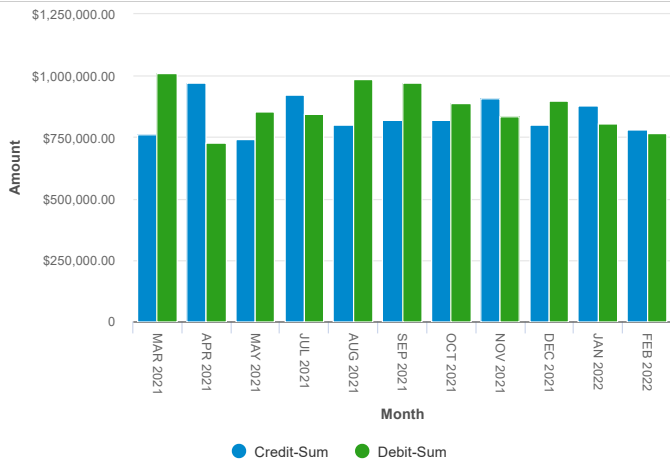
### Expense Distribution



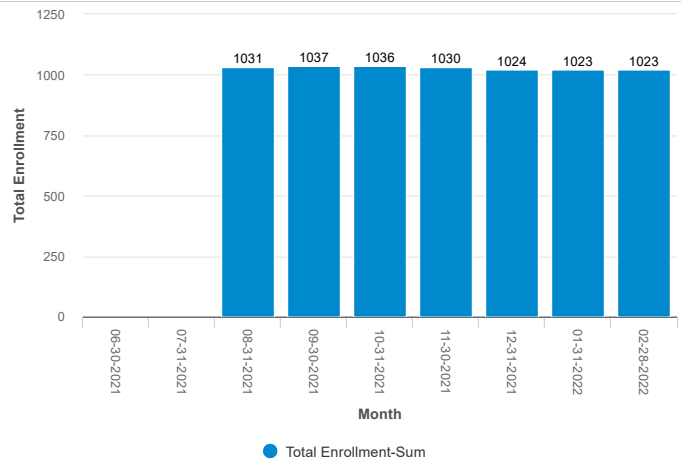
### Cash Balance



### Revenue vs Expenses



### Enrollment Trend



# Cover Sheet

## AVID Annual Agreement

<b>Section:</b>	III. Finance
<b>Item:</b>	B. AVID Annual Agreement
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	2022-2023_AVID_Agreement_for_Signature_-_Ogde.pdf

# AVID Center



## Products and Services Quote/Order

Quote/Order #: Q-82703  
 Client: Ogden Preparatory Academy  
 Address: 1415 Lincoln Ave  
 Ogden, UT 84404

AVID Center Representative: Velma Tatum  
 Phone: (303) 436-2206  
 Email: vtatum@avid.org

Effective Date: July 01, 2022

Expiration Date: June 30, 2023

District Products				
QTY	PRODUCT NAME	UNIT PRICE	DISCOUNT	EXTENDED PRICE
1	AVID Excel Coaching Sessions and Professional Learning	\$5,600.00	\$0.00	\$5,600.00
1	AVID Summer Institute	\$950.00	\$75.00	\$875.00
District Products SUBTOTAL:				<b>\$6,475.00</b>

Ogden Preparatory Academy				
QTY	PRODUCT NAME	UNIT PRICE	DISCOUNT	EXTENDED PRICE
1	AVID Membership Fees Secondary	\$4,199.00	\$0.00	\$4,199.00
1	AVID Weekly Secondary	\$625.00	\$0.00	\$610.00
1	AVID EXCEL Benefit Package	\$1,025.00	\$0.00	\$1,025.00
2	AVID Summer Institute	\$950.00	\$150.00	\$1,750.00
Ogden Preparatory Academy SUBTOTAL:				<b>\$7,584.00</b>

**TOTAL: \$14,059.00**

*plus all applicable taxes*

### Additional Comments:

N/A

Quote/Order  
 2022 - 2023 Ogden Preparatory Academy Drafted: 02/02/2022

This AVID Center Products and Services Quote/Order is a Subsequent Quote/Order as defined in the General Terms and Conditions previously agreed to by AVID Center and the "Client" identified above. This Quote/Order, together with the General Terms and Conditions, supersedes all previous Quote/Orders and constitutes a binding agreement between AVID Center and Client with respect to the AVID Products and Services specified above. Descriptions and requirements for AVID Products and Services can be found at <https://www.avid.org/Page/3290>. Certain AVID Products and Services may be cancelled by Client as set forth in AVID Center's Rest Assured Policy at <https://www.avid.org/rest-assured-policy>.

AVID Center is committed to assisting Client with a successful implementation. Newly implementing AVID sites are best supported by a core site team of educators – at least 8 for AVID Secondary or 4 for AVID Elementary. In the initial year of implementation, Client agrees to enroll participants into AVID Summer Institute ("SI") equal to the minimum core site team described herein, unless AVID Center agrees to a lesser number on this Quote/Order. If AVID DigitalXP ("DigitalXP") is taken instead of SI, prices will be adjusted accordingly upon completion of the training event. Client will be invoiced for the greater of the number of participants from a site registered for the event or committed to on this Quote/Order.

No payment is due at the time of execution of this Quote/Order, notwithstanding anything to the contrary in the General Terms and Conditions. At the time of invoicing, AVID Center will verify registration fees for each site listed on this Quote/Order and any SI/DigitalXP registrations which have been previously paid will be removed from the invoice. Payment will be due within thirty (30) days following receipt of AVID Center's invoice related to this Quote/Order. Each party has caused this Quote/Order to be signed by its duly authorized representative. The terms of this Quote/Order will control in the event of a conflict with any terms or conditions set forth in any purchase order or other document or communication from Client and any such terms and conditions are hereby rejected by AVID Center and of no effect.

AVID Center,  
a California Non-Profit Corporation 501(c)(3)

Ogden Preparatory Academy

By: \_\_\_\_\_  
Print  
Name: \_\_\_\_\_

By: \_\_\_\_\_  
Print  
Name: \_\_\_\_\_

Title: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Email: contracts@avid.org

Email: \_\_\_\_\_

AVID Center  
9797 Aero Drive, Suite 100  
San Diego, CA 92123  
Employer ID # 33-0522594

# Cover Sheet

## Student Photography and Yearbook Provider for FY23

**Section:** III. Finance  
**Item:** C. Student Photography and Yearbook Provider for FY23  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:**  
Procurement Comparison - FY23 Student Photography\_Yearbooks.pdf



**Official Form  
of  
Ogden Preparatory Academy**

**3. Fiscal Management**

**3.06.TPL.1 Procurement Comparison Form**

**Effective/Revision Date:** 05/11/2020

**Page 1 of 2**

**Item(s) and/or Service(s) being procured**

Student Photography and Yearbooks

<b>Vendor #1</b>	<b>Total Cost/time frame</b>	<b>Date Received</b>
Lifetouch		02/28/2022
<b>Contact Name</b>	<b>Contact Number/Email</b>	<b>Website/other</b>
Brian		
<b>Specific Characteristics of Proposal</b>		
Elementary Soft Cover Yearbook: \$13.75 Elementary Hard Cover Yearbook: \$17.75 Junior High Hard Cover Yearbook: \$19.50  Student pictures paid by individuals. Printing services comparable		
<b>Vendor #2</b>	<b>Total Cost</b>	<b>Date Received</b>
Bell Photo		02/28/2022
<b>Contact Name</b>	<b>Contact Number/Email</b>	<b>Website/other</b>
Mike VanDyke		
<b>Specific Characteristics of Proposal</b>		
Elementary Soft Cover Yearbook: \$10.00 Elementary Hard Cover Yearbook: \$15.00 Junior High Hard Cover Yearbook: \$20.00  Student pictures paid by individuals. Printing services comparable		



OPA Employee Contact Name	Date of Review
Debbie Deem	03/02/2022
<b>Comments and Considerations for Decision</b>	
<p>Yearbook costs run through the school, so that is the reason for the procurement comparison.                      Picture pricing for both is fairly comparable.                      Both companies promise complimentary printing.                      Both provide student and staff name badges</p> <p>Recommending Lifetouch for the following reasons:                      Working relationship with staff                      Responsiveness to purchases and issues                      Ease of use of printing services                      Timelines for yearbook submissions                      Quality of student and staff badges</p>	

Document History

Approved: 05/11/2020

Legal References

<b>3.06.TPL.1 Procurement Comparison Form</b>	
Effective/Revision Date: 05/11/2020	Page 2 of 2

# Cover Sheet

## Panorama

**Section:** III. Finance

**Item:** E. Panorama

**Purpose:** Vote

**Submitted by:**

**Related Material:**

Panorama\_Sole\_Source\_Letter\_for\_Ogden\_Preparatory\_Academy\_.pdf

Ogden Preparatory\_\_ Panorama Proposal.pdf

# Ogden Preparatory Academy & Panorama Partnership Proposal

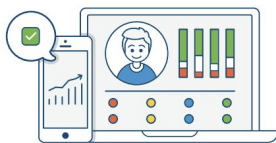


With Panorama’s MTSS platform, Ogden Preparatory Academy will benefit from a **one-stop shop** for district SEL data in an **easy-to-use, interactive and actionable** data dashboard. Through our library of evidence-based interventions ([Playbook](#)) and customized [Professional Development](#), we will help to build competence and confidence for Ogden Preparatory Academy administrators, teachers, and staff to transform the **data to action**.

- Bring together academic, behavior, attendance, and SEL data in one place to inform decision-making at every level. With this system, spot students who are flying under the radar, clearly delineate gaps, and identify student needs across indicators.
- Explore student support through an equity lens. Filter reports by demographics, cohorts, types of interventions received, and Excelling/On Track/At Risk/Critical performance benchmarks.
- Give structure, visibility, and insight into ongoing interventions by providing a unified recording system. Share and delegate intervention management within school teams, course-correct with efficacy analysis and change-over-time context, and monitor progress from a student, demographic, school, and district level.

**Trusted To Support More Than 12 Million Students Nationwide**

## A powerful technology platform to support the whole child



### Social-Emotional Learning

Understand and support each students' social-emotional learning—the skills that are key for success in school and life.



### Student Success

Monitor every student's progress across academics, attendance, behavior, and social-emotional learning in one place.



### Feedback Surveys

Collect reliable feedback from students, families, teachers, and staff about school climate and engagement.

### ✓ Research-backed surveys

Use groups of questions from Panorama's survey instruments to securely collect valid and reliable data from stakeholders.

### ✓ Advanced data analytics

Visualize your data using dashboards and heatmaps. Disaggregate data across subgroups and compare to our national benchmarks.

### ✓ K-12 focus and support

Our team understands the challenges facing your school or district. We provide dedicated support and offer training that builds data capacity.



### [Panorama SEL Survey for Students, Teachers & Staff](#)



### [Panorama Student Survey](#)



### [Panorama Teacher & Staff Survey](#)



### [Panorama Family - School Relationship Survey](#)

Research into teaching effectiveness and school climate shows that **student voice** plays a powerful role in helping schools and districts **create engaging educational experiences**. Panorama provides districts with a **best-in-class**, customizable survey instrument that shows substantial evidence of reliability and validity. Over 12 Million students nationwide take Panorama surveys, helping their districts to design effective teaching practices and build more engaging learning environments.

## Survey Validity & Reliability

[Panorama's SEL Survey](#) was developed in partnership with Dr. Hunter Gehlbach and the Harvard Graduate School of Education. We developed our student surveys using a rigorous six-step design process that builds reliability and validity into them from the beginning (Gehlbach & Brinkworth, 2011; see also Artino, La Rochelle, DeZee, & Gehlbach, 2014). We analyzed data from millions of students in thousands of K-12 schools across the U.S to demonstrate the psychometric strength of our surveys.

Specifically, findings showed that:

1. Almost all students answered all of the questions in a topic. Even for the topic with the lowest completion rate, 93.3% of respondents answered every question, suggesting that non-response bias is not an issue for our survey results.
2. Our survey topics exhibit strong reliability by exceeding the conventional thresholds of internal consistency.
3. Our topics demonstrate strong structural validity, meaning that the items making up each topic do indeed belong together as part of a single construct.
4. Our topics evidence both convergent and discriminant validity in that they show higher correlations with theoretically related constructs and lower correlations with theoretically unrelated constructs.



**Hunter Gehlbach, PhD**  
*Senior Research Advisor  
Panorama Education*

*Professor and Vice-Dean of  
Johns Hopkins School of  
Education*

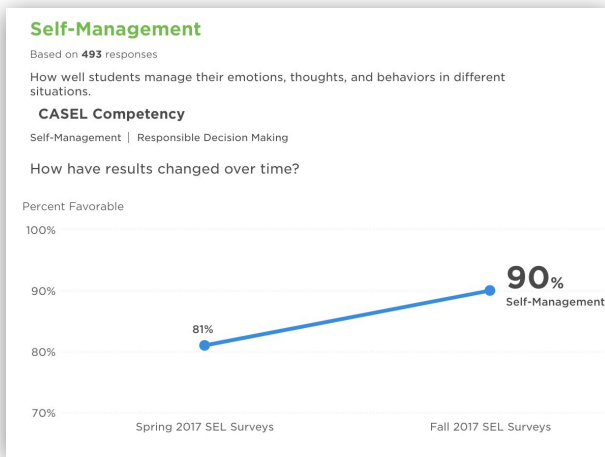
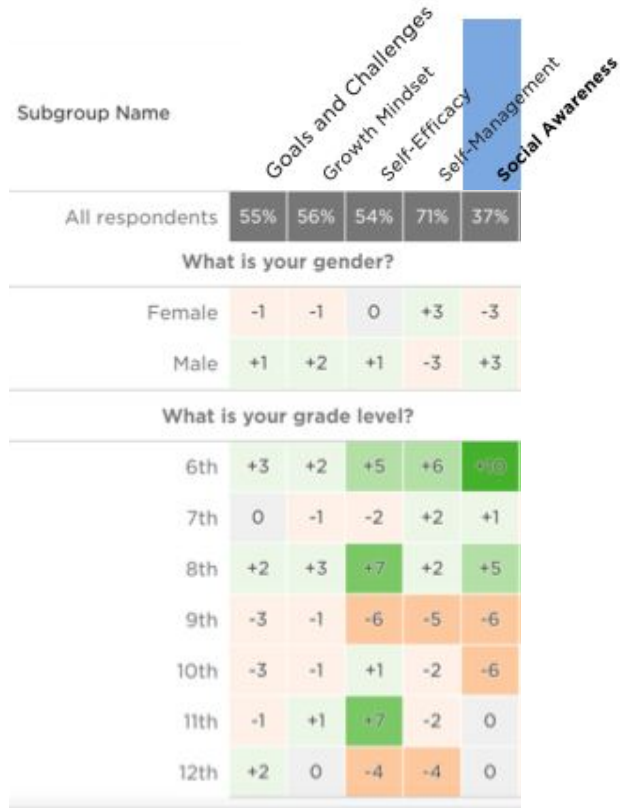
This report ([Reliability and Validity of Panorama's Survey Topics for Students: 2020 Update](#)) provides psychometric evidence for the reliability and validity of our student topics. Panorama's surveys therefore offer schools and districts a research-backed means for measuring the social-emotional learning and school climate variables that undergird child development and academic growth.



# Interactive Reporting Platform

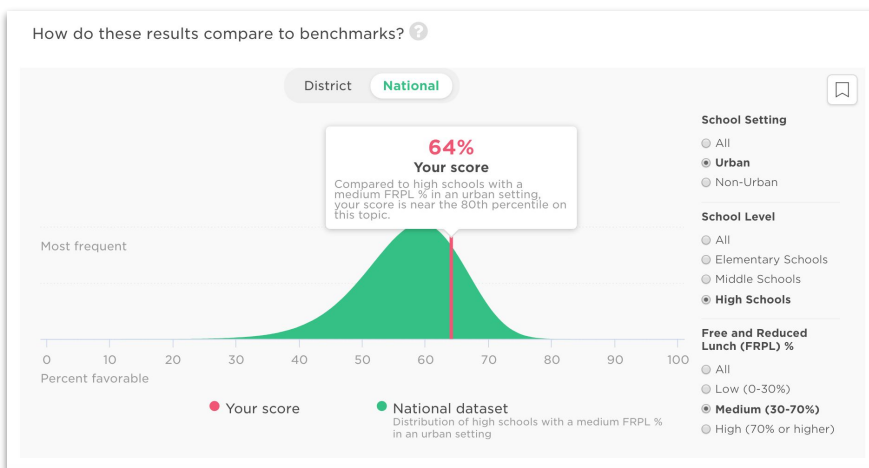
## Explore District and School-level Reporting with Subgroup Analysis

Panorama's user-friendly interface allows staff to view feedback results at the **district and school level**, with the ability to **disaggregate the data across custom demographics**, including gender, race, Special Ed status, and more. Explore relative strengths and areas for growth at each campus (see right).



## Monitor Change Over Time

Staff will quickly have access to reports and visual displays of both **current and longitudinal data**. As the district completes multiple survey administrations, each subsequent report will be housed within the same reporting platform and highlight changes in results (see above).



## Gain Context with National & Peer Benchmarks

Compare district and school results to a **robust national dataset**. Compare to schools of a similar demographic makeup. Panorama's national benchmarks span more than 6,000 schools and 3.5 million respondents across diverse geographic areas, school types, and achievement levels (see left).



# District, Campus, and Student Level Insights



Panorama Public Schools '21-'22

16 Schools

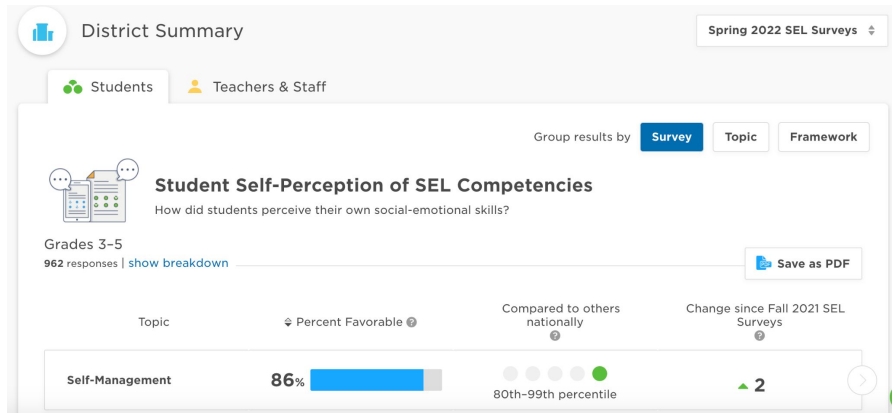
695 Teachers

695 Course Sections

Students

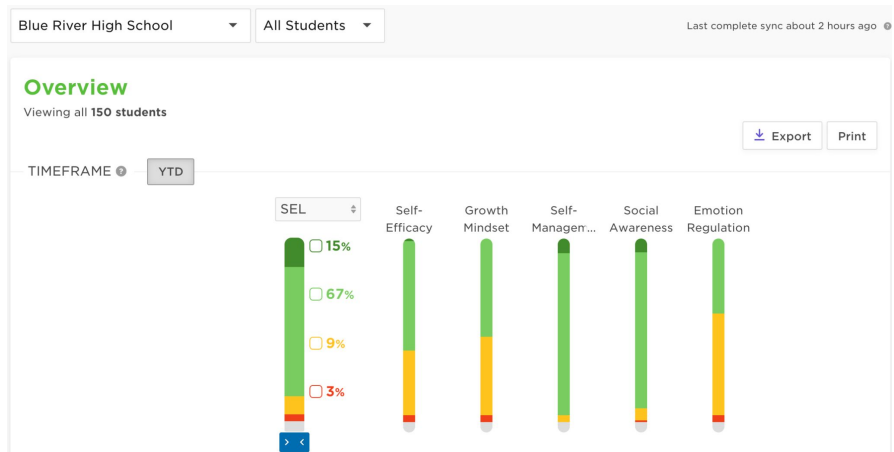
## District Level

**Understand** District Wide trends and **Identify** Growth and Strength areas



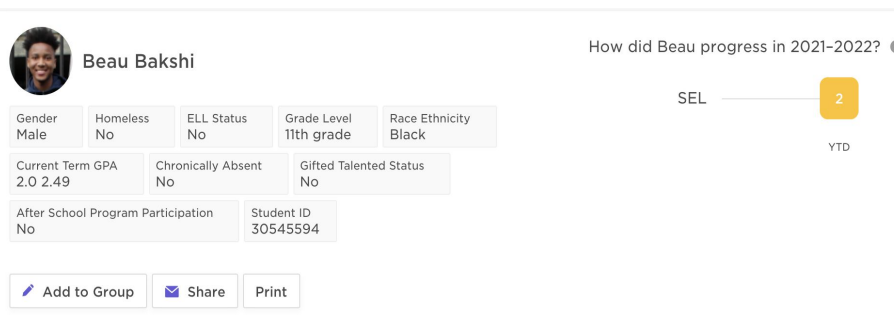
## Campus Level

**Enable** District and Campus leaders to create specific campus plans to **Improve** and celebrate results



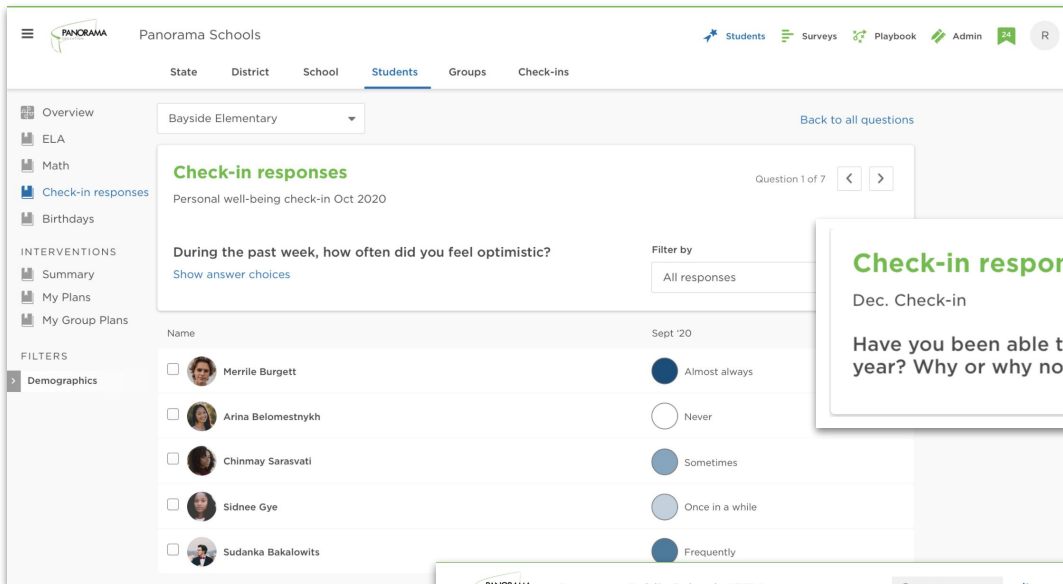
## Student Profile

**Support** Individual students by drilling down to identify areas of improvement and **Create** a specialized support plan



# Check-ins

Between Survey administrations, use check-ins to **routinely ask students about their well-being, learning environment, relationships, and more**—and get data back immediately to inform action at the system level as well as to support individual students.



**Check-in responses**  
Personal well-being check-in Oct 2020

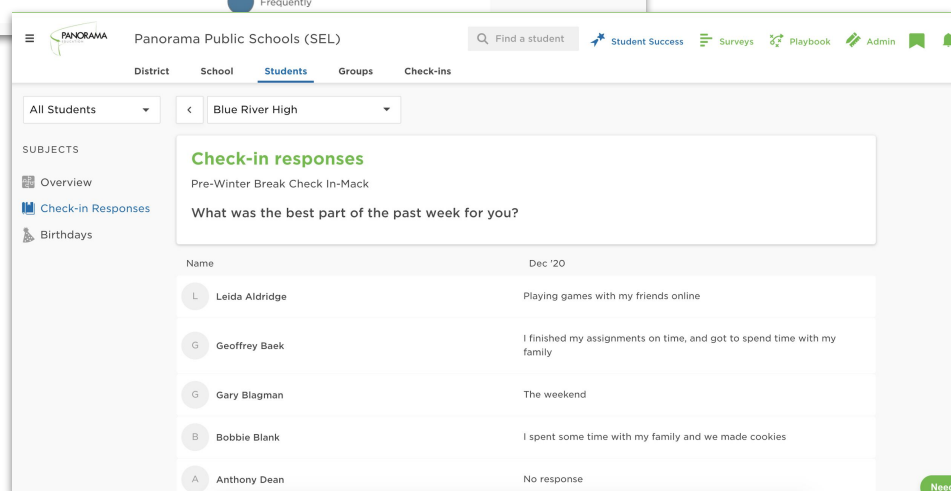
Question 1 of 7

**Check-in responses**  
Dec. Check-in  
Have you been able to make any new friends this year? Why or why not?

Filter by  
All responses

Name	Sept '20
<input type="checkbox"/> Merrile Burgett	<input checked="" type="radio"/> Almost always
<input type="checkbox"/> Arina Belomestnykh	<input type="radio"/> Never
<input type="checkbox"/> Chinmay Sarasvati	<input checked="" type="radio"/> Sometimes
<input type="checkbox"/> Sidnee Gye	<input type="radio"/> Once in a while
<input type="checkbox"/> Sudanka Bakalowitz	<input checked="" type="radio"/> Frequently

**Check-ins** are an important **complement** to your annual district-wide measurement of students' perceptions of **climate, culture, and social-emotional skills and competencies.**



**Check-in responses**  
Pre-Winter Break Check In-Mack

What was the best part of the past week for you?

Name	Dec '20
L Leida Aldridge	Playing games with my friends online
G Geoffrey Baek	I finished my assignments on time, and got to spend time with my family
G Gary Blagman	The weekend
B Bobbie Blank	I spent some time with my family and we made cookies
A Anthony Dean	No response

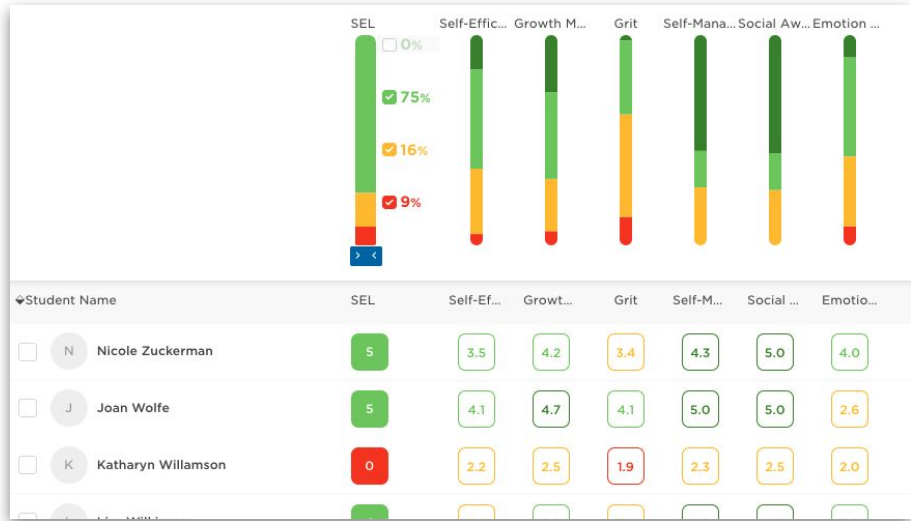
## What's included?

- District, school, and classroom leaders can check in with all or a subset of students
- Based on daily-updating rosters, making set-up simple and fast
- Select multiple choice and free response questions from an item bank
- Results will appear in the Panorama platform at the question and student level

# Intervention Tracking

## Monitor Social-Emotional Learning Across the Whole School

With Panorama, your teams will be able to **reduce time spent on administration tasks**, **meet intervention goals faster**, and **focus on whole-child student learning**. Panorama will update nightly, connected to your Student Information System, giving educators access to real-time views of student progress and highlight students who might require additional supports.



In response to SEL and intervention data, educators can make collaborative decisions about student supports. Users will be able to streamline intervention processes by creating and sharing intervention plans, tracking intervention efficacy and impact, and communicating updates across the district.

**Create group intervention plan** ✕

**Selected students**

Ronald Blonder X Alden Deleo X Jeffrey Garza X Edward Hines X

**Group name**

Enter a name

**Intervention type** Tier

Select one... Tier 2 Tier 3

**Intervention goal**

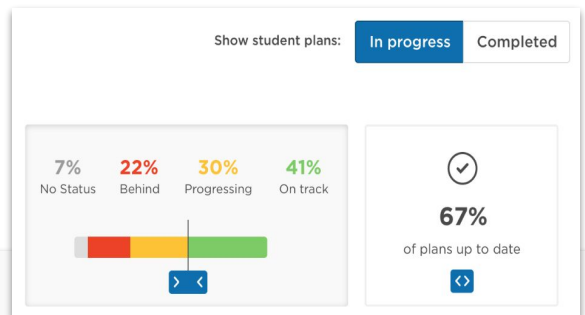
What skills are you aiming to improve?

## Deliver supports to keep every student on track

Interventionists will be able to set goals, identify the type of support, and select specific interventions from a dropdown menu of research-backed interventions to help students reach goals and build skills. This menu can be easily customized to reflect your district's unique student support framework.

## Understand What's Working

See which Tier 2 and Tier 3 interventions are happening at a school & district level, what percentage of students in those interventions are making progress, and how many of those plans are up to date.



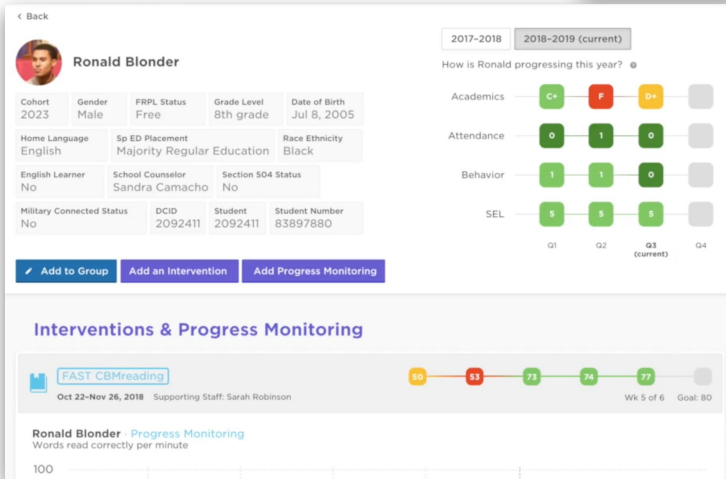
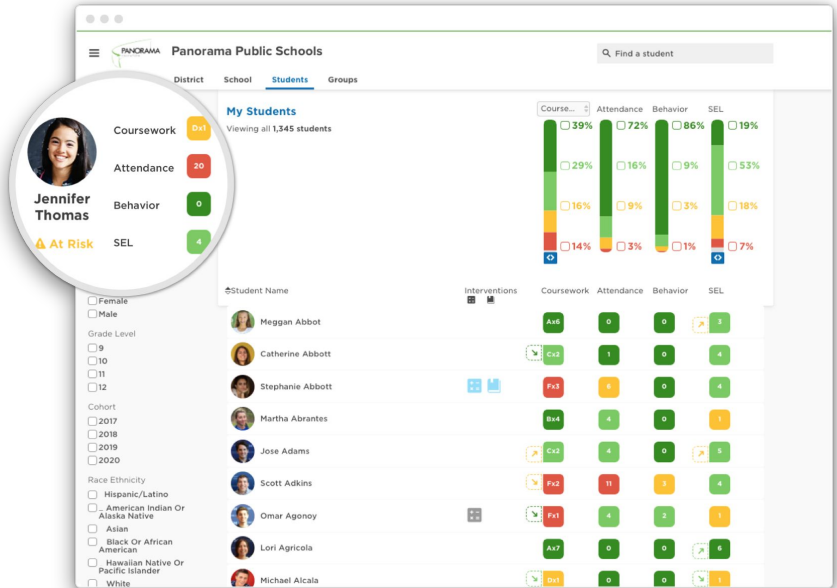
Users can ensure that interventions are happening with fidelity and that they're the right match for each student.

Tier	Enrollment	Plans	% on track	% up to date
Tier 2	97 (11%)	97	<div style="width: 65%;"><div style="width: 10%; background-color: red;"></div><div style="width: 15%; background-color: orange;"></div><div style="width: 20%; background-color: yellow;"></div><div style="width: 50%; background-color: green;"></div></div>	65%
Tier 3	25 (3%)	25	<div style="width: 71%;"><div style="width: 10%; background-color: red;"></div><div style="width: 15%; background-color: orange;"></div><div style="width: 20%; background-color: yellow;"></div><div style="width: 50%; background-color: green;"></div></div>	71%
<b>Strategy</b>				
Fluency Practice		18	<div style="width: 75%;"><div style="width: 10%; background-color: red;"></div><div style="width: 15%; background-color: orange;"></div><div style="width: 20%; background-color: yellow;"></div><div style="width: 50%; background-color: green;"></div></div>	75%
Decoding Practice		Powered by BoardOnTrack	<div style="width: 63%;"><div style="width: 10%; background-color: red;"></div><div style="width: 15%; background-color: orange;"></div><div style="width: 20%; background-color: yellow;"></div><div style="width: 50%; background-color: green;"></div></div>	63% of 100



# Student Success MTSS Dashboard

**Use Data to Drive a Tiered Support Framework:** View summary data across academics, attendance, behavior, and social-emotional learning for all schools in unified school and district dashboards. Indicators are updated daily, so district and school leaders are never more than one click away from the most up-to-date student progress data, ensuring that preventative steps can be taken the day a student slips off track.



## Explore Individual Student Needs

Users will be able to take a deep dive into key indicators for each student, so they can easily identify areas for improvement in academics (coursework and diagnostic assessments), the nature of behavior incidents, and how a student is developing critical SEL skills, like self-management.

## Proactively identify patterns

Panorama's attendance, assessment, and intervention dashboards provide school leaders with ongoing records of a student's attendance, behavior, coursework, assessments, and intervention performance, helping teams quickly identify patterns and see analytics-driven summaries of student performance.

## Attendance

What is Gary's daily attendance?

**81% year to date**

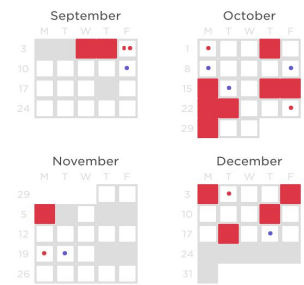
96 out of 118 days present

**100% recently**

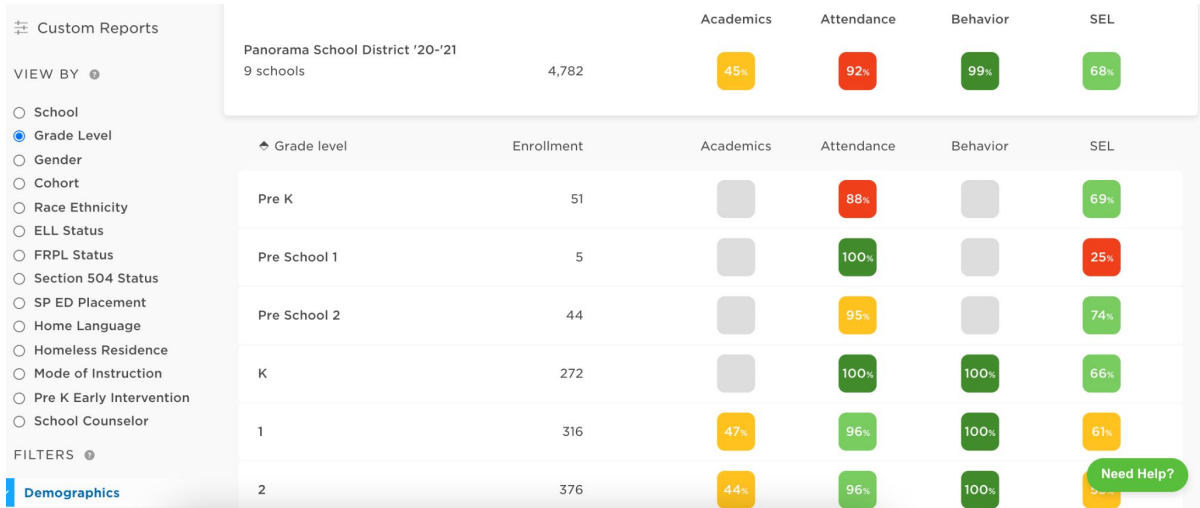
20 out of 20 days present

What is Gary's course attendance?

Term	Course	Latest grade	Absent	Tardy
Year	Band 7	B+	1	0
Year	Science 7	B	8	1
Year	Social Studies 7	D	11	0
Year	FMS Sandbox	P	1	0
Year	Physical Education 7	A	7	0
Year	Math 7 A	D-	3	0
Year	Homeroom G7		30	6
Year	Language Arts 7 A	C	8	0
Year	Academic Enrichment 7	P	5	0



# Student Success MTSS Dashboard (cont'd)

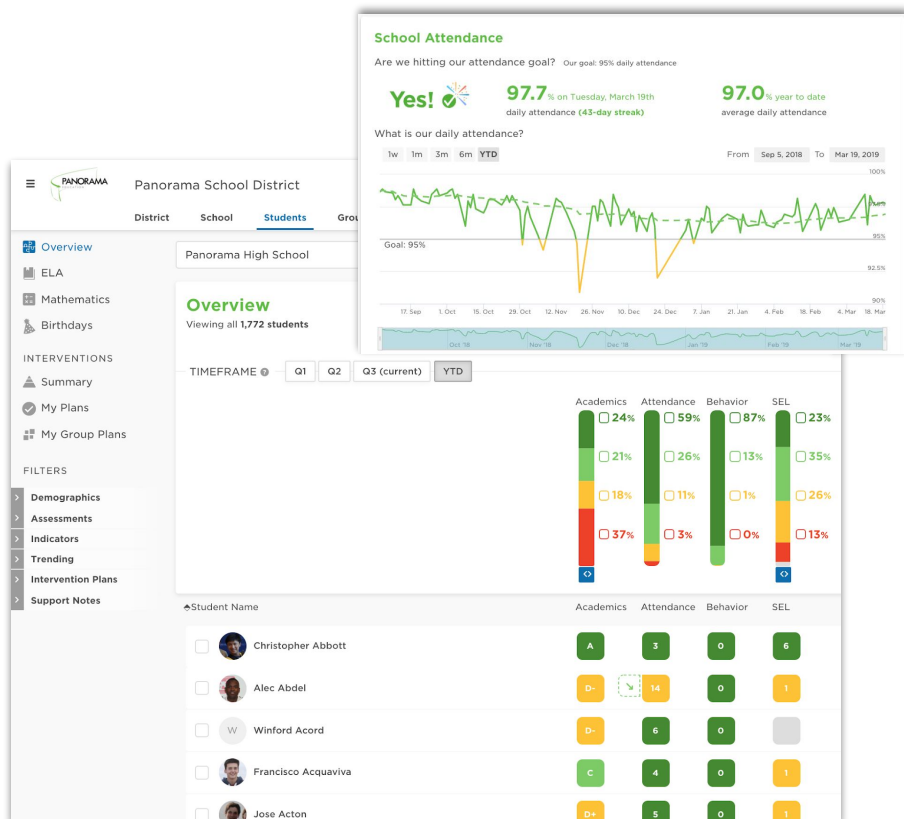


## Support Student Outcomes Across Schools

Panorama Student Success works seamlessly with your existing data systems to display a **district-wide view of student outcomes across attendance, academics, behavior, and SEL**. Understand which schools need additional resources to meet district goals, and strengthen supports across schools by creating a **menu of evidence-based interventions**.

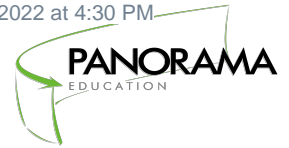
## From the Superintendent's Office to the Classroom, Align Stakeholders Around a Shared Definition of Student Success

All Panorama users will have **role-specific access** to progress data for the district, their school, and/or their classroom as defined by the District team. Cut points identifying achievement that is **“On-Track” or “At Risk”** will be customized to the district’s goals. Users will be able to **explore trends across demographics**, including grade level, Special Education status, and race/ethnicity, and **create static and “smart” groups** to monitor student growth.





# Playbook



## About Playbook

- Panorama’s online professional learning library of evidence-based and research-backed SEL interventions
- Resources from expert organizations vetted by Panorama’s team for CASEL alignment, research-backing
- Assists school leaders and educators in moving from understanding data to taking action & implementing SEL
- Easy-to-use and adaptable strategies across 10+ topics, including:



>Self-Efficacy

>Sense of Belonging



>Family Engagement

>Student Engagement

>Teacher-Student Relationships

>Adult SEL

>Growth Mindset

>Emotion Regulation



# Overview of Professional Development

**Grow educator capacity for using data effectively:** Data is only as valuable as it is actionable. With Panorama, schools and districts can grow educator capacity through professional development to realize improved engagement and effectiveness.



## Customized Learning Pathways

A "one time" session with data is not enough to improve student outcomes. Panorama provides comprehensive learning pathways comprised of workshops, ongoing support and training through facilitation guides, videos, and dedicated support.



## Onsite and Virtual Workshops

Panorama offers professional learning sessions that can be adapted with a "train the trainer" focus, and always include a facilitator guide and toolkit for each attendee. These onsite and virtual sessions ensure the ideal ratio of facilitators to learners.



## Strategic Advising

Panorama's team of advisors supports leadership teams in driving sustained change and improvement -- through executive data briefings, coaching and consultations, and system advising.

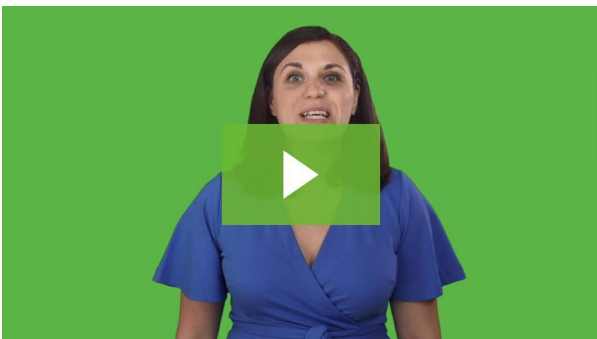
## [Prioritize a Focus Area for Your School](#)



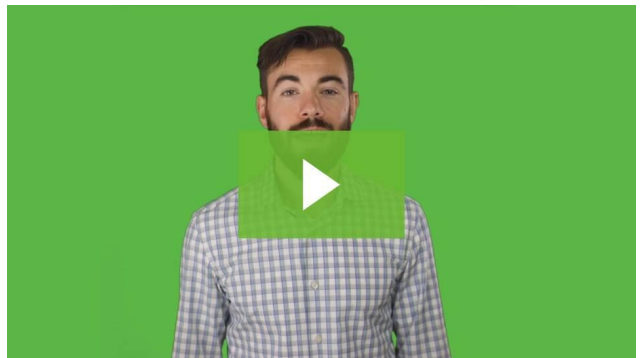
## [Explore Survey Results with an Equity Lens](#)



## [Unpack Challenging Survey Results](#)

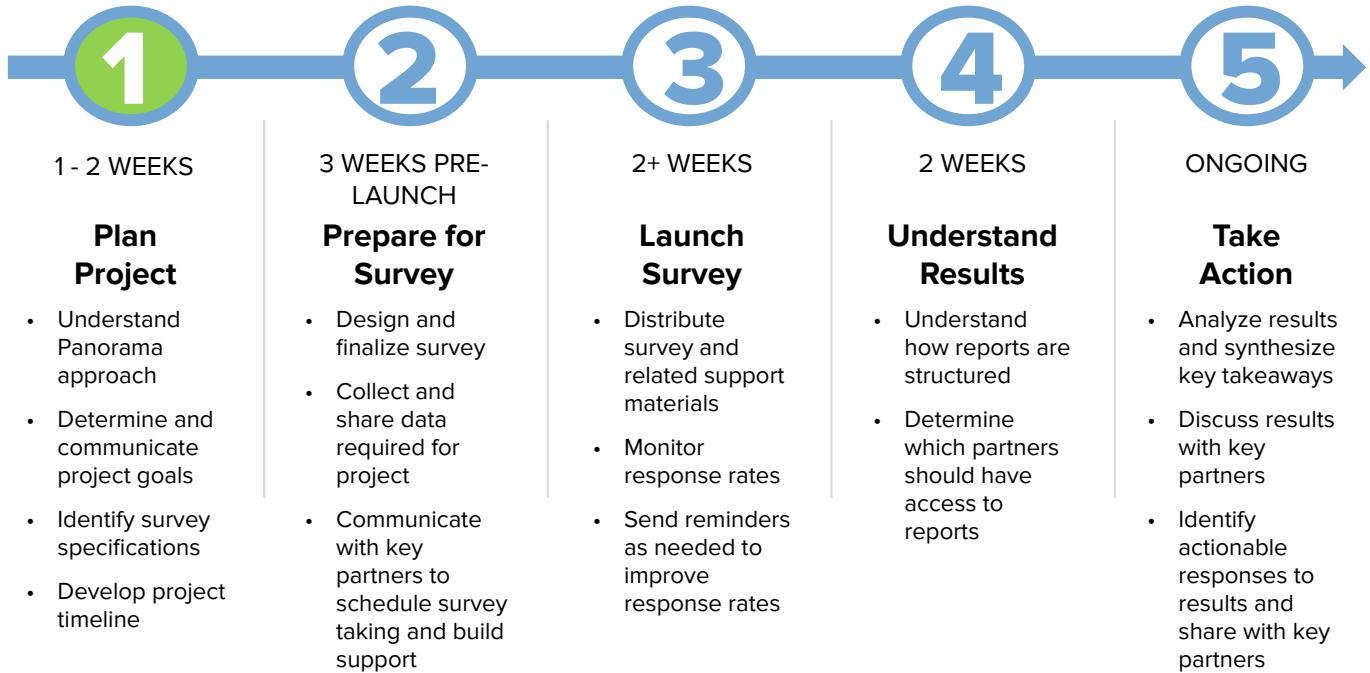


## [Provide Small Group Support with SEL Data](#)

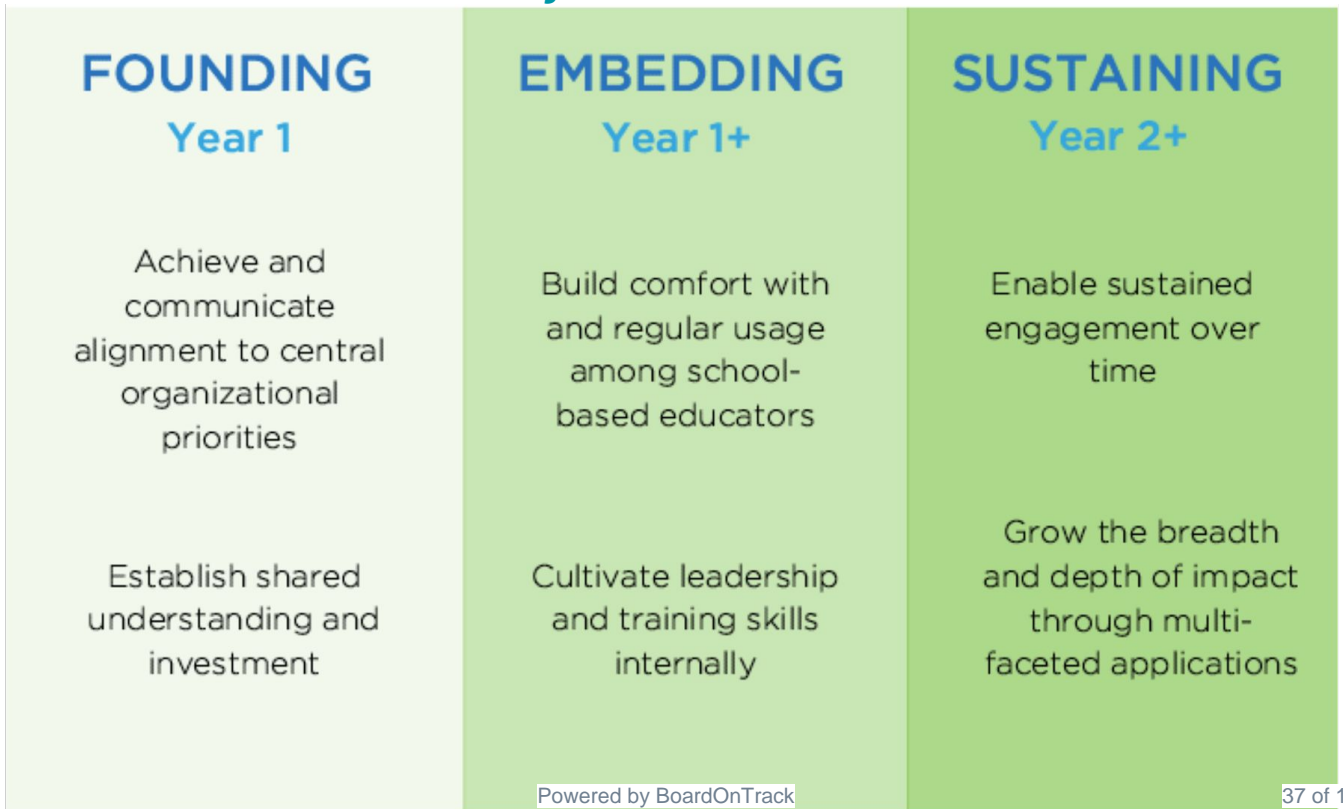




# Ogden Preparatory Academy & Panorama: Initial Surveys Launch Timeline



## Ogden Preparatory Academy & Panorama: 3-year timeline



# Partnership Options:

Survey License Fees	Project Support	Staff Development
<ul style="list-style-type: none"> <li>• Access to the Panorama platform for survey administration, analysis, and reporting</li> <li>• Unlimited survey administration (online) for the chosen stakeholder groups</li> <li>• Playbook resources available for all users</li> <li>• Intervention tracking and reporting</li> <li>• Check-ins</li> <li>• Ongoing integration of Aspire SIS &amp; standard filters into Student Success platform. Includes behavior, attendance, coursework, rosters, and demographics</li> <li>• Ongoing integration of 3 Assessments and 1 State Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Includes dedicated Client Success Manager who will work with the client's main point of contact to execute a successful implementation.</li> <li>• Manage setup and configurations</li> <li>• Platform maintenance</li> <li>• End user email support</li> <li>• Online resources</li> <li>• Data integration</li> <li>• Develop project timeline</li> <li>• Manage setup and administration of surveys</li> <li>• Customize configurations</li> <li>• Coordinate rollout of reports</li> </ul>	<ul style="list-style-type: none"> <li>• (Two) Professional Development workshops from Panorama's core offerings menu conducted by Panorama's Teaching and Learning Team (Virtual)</li> <li>• Membership in the Panorama Community, including client-only training sessions and webinars, newsletters, etc.</li> </ul>
Project Scope:	Annual Cost (1-year Partnership):	Annual Cost (3-year Partnership):
<p><b>All In Surveys + Student Success</b>  <b>Student, Adult, and Family Surveys + Check Ins + Student Success</b></p>	<p><b>\$36,100</b></p>	<p><b>\$33,612</b></p>
<p><b>Student Surveys + Student Success</b>  <b>Student Surveys + Check Ins + Student Success</b></p>	<p><b>\$31,350</b></p>	<p><b>\$29,038</b></p>



## **SOLE SOURCE STATEMENT**

*March 2022*

To whom it may concern:

I am an authorized representative of Panorama Education, Inc., and I am writing to affirm that Panorama is the sole source supplier of our proprietary platform for measuring social-emotional learning (SEL), presenting trends across SEL, attendance, academic, and behavior indicators, managing MTSS and interventions to improve student outcomes and track student progress, and monitoring progress towards graduation.

### **Introduction**

Panorama's unique product includes a data dashboard that shows key indicators of student success every day, and an intervention and progress monitoring system that ensures effective student supports are carried out with fidelity. This platform integrates social-emotional learning data gathered through secure online survey administration of Panorama's research-backed proprietary SEL measures, and includes interactive online reports and the Playbook resource library for educators. Panorama's services include implementation support, customer service, and professional development for teachers, school leaders, and district leaders.

Panorama currently supports fifteen million students annually across more than 1,500 school districts nationwide, and we proudly serve as a thought partner and leading provider in student data dashboards for MTSS, school climate and social-emotional learning. Panorama is the sole provider for such programs for three reasons:

1. Central to Ogden Preparatory Academy's vision for this program is the opportunity to combine academic, attendance, behavior, social-emotional learning, and assessment data into one platform for teachers and administrators. Panorama is the only provider able to offer one integrated school improvement and intervention solution. (While Ogden Preparatory Academy could meet some of their needs by selecting a patchwork of vendors, such an approach would leave many of their key needs unmet, and a patchwork of projects, rather than a unified initiative, would lessen the impact of this program on student outcomes.)
2. Implementing effective student interventions with fidelity is a critical component of supporting progress toward on-track graduation. Panorama's proprietary student success platform is the only solution that empowers educators to create, assign, and monitor the progress of tiered interventions and supports, and understand the overall effectiveness of interventions in the context of other key performance indicators.



3. No other vendors provide the same level of comprehensive reporting as Panorama's proprietary student success platform, which provides unique insights around student achievement and equity. Within the platform, educators can aggregate and disaggregate data at the district, school, and student levels, as well as filter data by student demographics, which helps educators create and maintain equitable learning environments.

### **Ogden Preparatory Academy Essential Functionality that is Unique to Panorama**

The following criteria are essential to a successful Student Success Dashboard as envisioned by Ogden Preparatory Academy, and Panorama is the sole source provider of a product that meets all of these needs.

#### **Data Integration**

- Ability to integrate academic, attendance, behavioral, social-emotional learning and assessment data into one dashboard
- Ability to integrate nightly with Aspire SIS and other critical data systems, such as state and district assessments
- Ability to collect and integrate school climate and social-emotional learning survey data
- Ability to provide an expert client success team that works closely with district data teams to create an efficient and customized data plan for seamless integration and has deep experience implementing similar programs with Ogden School District, Provo School District, and Weber School District

#### **Survey Content and Design**

- Research-backed, valid and reliable social-emotional learning instruments for students and teachers, aligned to the CASEL framework, that have been used at scale across the country (>500,000<sup>1</sup> responses per year)
- Social-emotional learning surveys that can be customized to match the needs of Ogden Preparatory Academy retaining validity and reliability; legacy Ogden Preparatory Academy survey items can be included for longitudinal analysis
- SEL measures translated and validated in multiple languages, to ensure an inclusive and accessible program

#### **Implementation and Administration**

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<sup>1</sup> Panorama's SEL measures are used at a much larger scale each year, but 500,000 is intended to represent a minimum threshold for this requirement.





- Access to a large, responsive customer service team with experience supporting 36 of the top 100 school districts in successfully implementing and administering similar projects
- Ability to collect data on students' social-emotional skills and competencies from both students and teachers
- Ability to collect quick perception data ("check-ins"), using either Panorama scales or questions specific to Ogden Preparatory Academy, from groups of students in between survey administrations in order to deliver frequent, rapid supports throughout the year.

### **Data Analysis and Reporting**

- Ability for Ogden Preparatory Academy educators and leaders to view SEL results alongside attendance, behavior, and academic data
- Ability to aggregate and disaggregate data at the district, school, and student levels
- Ability to organize students into groups and monitor their growth across four key indicators: on track for college/career readiness, on track for graduation, at risk, and critical
- Ability to analyze data by meaningful groups including demographics, FRPL, ELL, SPED, attendance, and academics
- Ability to group students by demographic information to understand trends and patterns
- Ability to view change-over-time data to understand student progress
- Ability to view SEL results across both student and teacher perceptions, with the ability to explore online or print
- Ability to see national benchmark comparisons with a national data set larger than 2,000,000 respondents, and the ability to compare Ogden Preparatory Academy to similar districts
- Ability to monitor progress towards Ogden Preparatory Academy specific goals via additional district-level custom reporting capabilities
- Ability to configure secure role-based permissioning to ensure that each authorized Ogden Preparatory Academy user is able to access their data and only the data to which they are authorized
- Ability to view social-emotional learning data at the student level, so that teachers and school leaders can personalize support, celebrate areas of strength, and target competencies that need improvement
- Ability to find recommended actions and practices around social-emotional learning that teachers and leaders can use in their classrooms, schools, and online from trusted SEL partners such as Open Circle, Second Step, and Character Lab

### **Interventions and Progress Monitoring**

- Ability to create intervention plans for individual students or groups of students
- Ability to assign "champions," or individual educators responsible for implementation, to intervention plans



- Ability to view progress monitoring data for each intervention, which includes an aim line for the trajectory of how each student should be progressing to meet the stated goal
- Ability to view a summary of intervention status across an entire school to determine intervention effectiveness
- Ability to create a customized intervention library for Ogden Preparatory Academy educators to find intervention strategies that best support students

Using Panorama's Student Success platform and combining our intervention and progress monitoring toolset with SEL, academic, attendance, and behavior data, Ogden Preparatory Academy educators will have a rich and centralized data source for identifying at-risk students, understanding patterns and trends, implementing tiered interventions and support, and progress monitoring to ensure the success of each and every Ogden Preparatory Academy student. This integrated, customizable approach to understanding overall student progress and growth makes Panorama, to the best of our market knowledge, the only product of its kind for measuring social-emotional learning; analyzing data across SEL, academics, attendance, behavior, and other sources; and supporting teachers and school leaders as they take action.

Please let us know if you have any questions.

Sincerely,

Katie Mallett  
Chief Operating Officer  
Panorama Education, Inc.

# Cover Sheet

## Red Apple Agreement Extension

**Section:** III. Finance  
**Item:** F. Red Apple Agreement Extension  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Project Management Agreement - OPA and Red Apple.pdf



## Project Management Agreement

### Participating Parties:

Red Apple Financial  
 433 N 1500 W  
 Marriott-Slaterville, UT 84404  
 (801)394-4140

Ogden Preparatory Academy  
 1435 Lincoln Avenue  
 Ogden, UT 84404  
 (801)627-3066

### 1. WHEREAS,

- a. **Red Apple Financial**, (herein referred to as “Consultant”) provides business and financial services to public charter schools, including project management and oversight of school building construction and charter school expansions, and
- b. **Ogden Preparatory Academy** (“client”) is expanding their existing charter school campus in Ogden, Utah to better accommodate its students, and to add a Pre-Kindergarten program. The Client will be constructing a school building to house the forecasted number of students they will serve, and
- c. Both Consultant and Client, as an amendment to their current Business Services Agreement, desire to work together with the intent of opening a satisfactory and feasible expanded school operation contemplated to open August of 2023.

### 2. THEREFORE, the parties hereby enter into this agreement on this 10th day of March 2022, to cooperatively develop a school facility for the expansion based upon the terms and conditions set forth herein.

- a. Project Description. Client authorizes Consultant to manage, oversee and work with Client in the construction and development of a new school building to accommodate Client’s desired school expansion needs. Client authorizes Consultant to perform the tasks associated with the oversight in 3 separate phases listed below. Consultant agrees to secure Client permission before moving into the next phase.
  - i. PHASE 1 – Consultant will assist Client in conducting the RFP or RFQ. Consultant will ensure those parties who have specific charter school experience are invited to participate. Consultant will arrange for interviews and make recommendations for final selection. Consultant will review contracts from RFP and RFQ respondents. Client is not obligated to follow any recommendations made by Consultant and will be solely responsible to make the final selection of all participants in the project. Once the RFP’s have been completed, a feasibility study will take place. If the Client decides, after the feasibility phase, to pursue financing for the new facility, then Phase I will be

complete.

- ii. PHASE 2 – Consultant will work with Client, Financial Advisor, Architect, and Contractor to perform all pre-construction tasks, including but not limited to facility design, Bid Set completion, permitting, utilities, pre-construction studies completion, and inspections arrangement and coordination. Client will have the final say on all decisions.
  - iii. PHASE 3 – Consultant will work with Client, Financial Advisor, Architect, and Contractor to perform all tasks related to the construction of the facility including but not limited to construction meetings, inspection submissions, submittals, RFI's, change orders, punch lists, and the occupancy permit. Client will have the final say on all decisions.
3. Fee: Client agrees to pay Consultant upon the completion of each phase for the work outlined in section “a” above, in accordance with the following schedule. In the event Client decides not to pursue the project into the next phase with Consultant, no fee will be due, provided, however, that Consultant is compensated for any work completed. Consultant shall have the right to withdraw from the project if fees are not paid by Client as agreed upon.
  - i. PHASE 1 – The fees for the completion of tasks in this phase shall be \$10,000.
  - ii. PHASE 2 – The fees for the completion of tasks in this phase shall be \$12,500
  - iii. PHASE 3 – The fees for the completion of tasks in this phase shall be \$12,500.
    - ½ of the fee will be due upon groundbreaking and the final ½ due upon receipt of occupancy permit.
4. Relationship of the Parties. Consultant and Client agree that Consultant is an independent contractor and that the relationship between the parties shall not be construed as that of employer and employee, joint venture, partnership, or any other relationship other than that of independent contractor and client under any circumstances. In performing the work, which is the subject of this Agreement, Consultant shall pay its own expenses, taxes and costs including any and all costs associated with its employees, its equipment and any other expenses it incurs in connection with the performance of Consultant work hereunder. Consultant is not the Financial Advisor, Architect, or Contractor. Client is solely responsible for its decisions and is required to perform any due diligence necessary to support those decisions. Consultant shall not be liable for Client decisions.
5. Amendments and Changes. This is the entire Agreement and understanding between the parties. This Agreement may be amended only in writing and when signed by both parties.
6. Term of Agreement. This Agreement will be in effect until October 1, 2023, or until the project has been completed, whichever is later.

7. Best Efforts. Consultant shall use best efforts to manage the construction project. Consultant does not and cannot guarantee occupancy and both parties acknowledge there may be circumstances beyond the control of the parties that could prohibit successful completion of the project. Under such circumstances that the project cannot be completed, Consultant shall have no liability for failure to manage the project to its completion.
8. Miscellaneous Term. All terms of this Agreement shall be binding on any heirs, successors and assigns of the parties hereto. This Agreement shall be governed by the laws of the State of Utah.
9. Closing Costs. The Consultant shall not be responsible for or bear any liability for any closing costs including, but not limited to: origination costs, commitment fees, mortgage and conveyance certificates, title insurance, appraisals, costs incurred to cure, correct or clear the title of any real estate owned or pledged by the borrower, and any and all attorney fees associated with this transaction.
10. Severability. Should any provision of this Agreement be held invalid, illegal, or unenforceable in any respect, such invalidity, illegality, or unenforceability shall not affect the validity, legality or enforceability of any other provision herein; provided that such invalidity does not materially prejudice either party in their respective rights and obligations contained in the valid terms, covenants or conditions.
11. Consultant not a Broker. It is herein understood by the Client that the Consultant is working in a consulting and advisory capacity only and not as a mortgage broker, loan broker, or a lease broker.
12. Corporate Authority. Persons signing below are duly authorized to execute and bind the corporation/organization to this agreement.
13. Termination. This Agreement may be terminated, with or without cause, by either party upon sixty (60) days written notice to the other party; provided that, if either party breaches any of the terms of this Agreement, the non-breaching party may, in addition to any other remedy, terminate the Agreement immediately. Upon termination or expiration of this Agreement, all amounts due shall be paid within thirty (30) days. Upon termination, any amount unpaid in this Agreement shall be prorated based on phase completion. Upon termination for any reason, Consultant shall return data or information to the Client. Any further disputes over termination shall be resolved under the laws of the State of Utah. Completion or termination of this Agreement shall have no bearing on any agreement between the two parties for business and financial services.
14. Records Administration. Consultant shall maintain or supervise the maintenance of all records

necessary to properly account for Consultant's performance and the payments made by Client to Consultant under this Agreement. These records shall be retained by Consultant for at least six (6) years after final payment, or until all audits initiated within the six (6) years have been completed, whichever is later. Consultant agrees to allow, at no additional cost, the State of Utah, federal auditors, and State Entity staff, access to all such records.

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Signed \_\_\_\_\_ Date \_\_\_\_\_  
Debbie Deem, Director  
Ogden Preparatory Academy

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Signed \_\_\_\_\_ Date \_\_\_\_\_  
Jeff Biesinger, Director of Charter Development  
Red Apple Financial

# Cover Sheet

## Administrative Board Report

**Section:** IV. Administrative Report  
**Item:** A. Administrative Board Report  
**Purpose:** Discuss

**Submitted by:**

**Related Material:**

Administrative Board Report 03.10.2022.pdf

Curriculum\_Evaluation\_Rubric\_-\_Sheet1.pdf

K-5\_Math\_Curriculum\_Adoption.pdf

Ogden Preparatory Academy 230558 School AER Report.pdf

Exit Report Presentation Ogden Preparatory Academy 230558 REMOTE AER for Ogden

Preparatory Academy. .pdf

MOY Data Summary FY22.pdf





# OGDEN PREPARATORY ACADEMY

## Monthly Administrative Board Report

Date: March 10, 2022

### Events

#### 1. Recent Events

- a. Feb 17-18: Family Conferences
- b. Feb 21: Presidents Day, no school

#### 2. Upcoming Events

- a. March 11: Virtual Day - Data dive/planning for teachers and staff
- b. March 17: Last day of 3rd quarter
- c. March 18: No School
- d. April 4-8: Spring Break

### Academics

#### 1. Extended Learning

- a. Afterschool Opportunities
  - i. Junior High: Drop-in program for students. Student athletes are required to attend should they fall below eligibility requirements. We have three after-school tutors and average about 15 students per session, not including student athletes. The tutors have refined the process of how they work with students and are finding more success. Mr. Zundel tracks the amount of time in tutoring and how that impacts grades.
  - ii. Elementary:
    - 1. Maintaining numbers
- b. Summer Jumpstart Academy
  - i. In the beginning stages of planning for summer learning program(s).

#### 2. Mid-year Assessments

- a. [Data Report](#)
- b. WIDA testing will complete March 10
  - i. Assessment measures annual progress in English Language Proficiency
  - ii. We currently have 294 students who will be tested.

#### 3. Fridays at the Junior High

- a. Teachers are appreciating the time to work with students in a smaller setting.

For those who are required to attend and don't, we are making personal phone calls to families.

#### 4. Accreditation

- a. Thank you to the Board Members who participated in the Accreditation Panel!
- b. We received the detailed Accreditation Report from Cognia (attached).
  - i. We received passing scores of either "Improving" or "Impacting" on ALL domains and sub measures!
  - ii. Total score (IEQ): 341
    1. 5-year average of all schools assessed: 278.34 – 283.33
    2. *"An IEQ of 275+ indicates the institution is reaching the impact level and is engaged in practices that are sustained over time and are becoming ingrained in the culture of the institution."*
  - iii. The Accreditation Team had a lot of positive things to say about OPA. A few highlights included:
    1. Use of data in decision making
    2. Institution-wide leadership focus and opportunities
    3. Equity and inclusion for all students
    4. Innovative and rigorous lesson planning
  - iv. The team identified one areas of potential improvement:
    1. Narrow the number of programs or initiatives. In doing so, provide more follow-up training and PD on important initiatives to ensure actions and processes are implemented with fidelity and confidence by teachers and staff on all levels.
    2. Admin recently met at our March Monthly Meeting to review the report and brainstorm ideas on how to make improvements in this area.

#### 5. Scheduling for FY23

- a. The Junior High is moving to a 5x5 schedule in order to allow students to attend Math and ELA daily. Jr High leadership is currently revising the bell schedule and making a plan to communicate the change to students and families.
- b. The counselors will be helping students select their courses for next year in March.

#### 6. Elementary Schedule FY23

- a. Strong focus on as much uninterrupted instruction as possible in order to maximize core instruction
- b. Specials
  - i. Grades K-4 - 30 minutes per day
  - ii. Grades 5-6 - 45 minutes per day
- c. Spanish
  - i. Grades K-3 - 30 minutes, twice per week
    1. Complete focus on oral language acquisition
    2. Conversations!
  - ii. Grades 4-6 Exposure - 45 minutes, twice per week

- iii. Grades 4-6 Intensive - 45 minutes, 4 days per week
  - 1. One class per grade
  - 2. Social studies
- iv. EOY Assessments
  - 1. Grades 3-9 will take AAPPL assessment
    - a. Interpersonal Learning and Speaking
    - b. Students given individual scores, levels, next steps
    - c. Will play a role in creating grade 4-6 classes
- 7. Elementary Math (K-5) Curriculum Adoption Plan
  - a. Three highly rated programs have been selected to review and evaluate
  - b. An adoption committee has formed and an evaluation rubric has been created
  - c. Sample kits are currently with the committee members for use

### Signature Programs

- 1. AVID (Advancement Via Individual Determination)
  - a. All ninth graders visited the OWTC to explore options for high school and post high school career paths.. We have scheduled a career day for all students and will be asking for presenters.
- 2. LIA (Latinos in Action)
  - a. The LIA conferenced is scheduled for Wednesday, March 9 at WSU
- 3. Leader in Me
  - a. Schoolwide Goals
    - i. Reading - 80% of students will read 20 minutes, 5 days per week
    - ii. Math - 80% of students will complete the weekly grade level-recommended time on a school math program (i-Ready, Zearn, etc.)
  - b. LIM lessons taught weekly in every classroom
- 4. OPA Athletics
  - a. The girls basketball season has ended. Boys soccer and boys baseball will be beginning soon.

### Finance and Compliance

- 1. Submissions
  - a. School Land Trust Final Report for FY21.
  - b. STEM Grant for Math Software, i-Ready for FY23.
  - c. Kitchen Equipment Grant. Proofer cabinet and tables for the JH kitchen; Oven, Hood, Refrigerators, Freezer, Serving Tables, Sinks for the new kitchen.
- 2. Finance
  - a. PTIF 01/01-01/31:
    - i. Ending Balance: \$2,674,000.97
    - ii. Interest earned January: \$885.65
    - iii. Transfers: none

- b. S&P review meeting was held March 1. The review team was very pleased with the information we provided on our financial outlook. They commented on the strength of our 2021 finances. They will send a final report.
- c.

**Operations**

1. COVID and Quarantines
  - a. Continue to follow the WMHD and UDOH guidelines.
    - i. We have testing kits and N95 masks available for students and staff.
    - ii. Interruptions due to COVID have been minimal.
2. Human Resources
  - a. USBE audited our APPEL program. The APPEL program is how we support and verify that teachers needing certification outside a University program are meeting the certification requirements.
    - i. Stephanie Wright did a fabulous job putting together a website to showcase our documentation for the employees we recommended for licensure.
    - ii. We recommended 4 employees through the APPEL Program: Tara Hoffman, Zach Ordonez, Jessica Sotelo, and Ramiro Ceja. All these candidates had extensive experience and education and needed the final step to get their license.
    - iii. Moving forward, there were a few items of improvement in documenting evidence for future candidates. We have already implemented systems to support the implementation of those suggestions. The APPEL program is new to Utah and this audit was helpful in fine tuning our processes.
  - b. Donors Choose. We now have a district landing page for our teachers’ projects: <https://www.donorschoose.org/ogdenprep>. We had 14 teachers receive funded projects in February for a receipt of over 150 items.
3. Facilities Update
  - a. Pavilion - Coordinating with contractors to begin the work.
  - b. Sound System - Electrical has been updated; parts are on order.
4. Food Service
  - a. Free lunch and breakfast continues through the end of the school year.
  - b. Summer lunch requires in person offerings. Students must be present.
5. Enrollment
  - a. FY22 Current numbers and Enrollment Plan (as of 03/04/2022)
    - i. We opened re-enrollment, and the secretaries have been working with families to assist in completion. Beckie Reisen has been running the lottery for openings.

Grade	K	1	2	3	4	5	6	7	8	9	All
-------	---	---	---	---	---	---	---	---	---	---	-----

October 1	104	96	100	109	96	100	110	105	112	105	1037
Mar 4, 2022	101	95	98	107	96	99	104	105	113	102	1020
FY21 March 10, 2021	95	92	100	98	92	104	96	109	103	111	1000
Enrollment for FY23	79	100	91	99	108	96	98	108	104	114	997
Goal enrollment	100	100	100	100	100	105	105	110	110	110	1040
Lottery Pull target	105	110	110	110	110	115	115	120	120	120	1135

b. Annual Withdrawals

- i. 2017: 76
- ii. 2018: 70
- iii. 2019: 58
- iv. 2020: 77
- v. 2021: 94
- vi. 2022 to date: 64

c. FY22 Lottery as of 03/04/2022

OGDEN PREPARATORY ACADEMY						
Grade	I	A	GWL	SWL	TWL	FWL
K	32	104	23	9	0	0
1	1	40	1	0	0	0
2	1	44	1	0	0	0
3	3	31	2	1	0	0
4	0	31	0	0	0	0
5	3	26	2	1	0	0
6	5	22	3	2	0	0
7	2	52	2	0	0	0
8	1	34	1	0	0	0
9	0	20	0	0	0	0
<b>Totals:</b>	<b>48</b>	<b>404</b>	<b>35</b>	<b>13</b>	<b>0</b>	<b>0</b>

d. FY23 Lottery as of 03/04/2022

OGDEN PREPARATORY ACADEMY						
Grade	I	A	GWL	SWL	TWL	FWL
K	0	93	0	0	0	0
1	1	13	1	0	0	0
2	1	4	1	0	0	0
3	1	8	1	0	0	0
4	1	4	1	0	0	0
5	0	4	0	0	0	0
6	2	3	2	0	0	0
7	1	17	1	0	0	0
8	0	2	0	0	0	0
9	0	1	0	0	0	0
<b>Totals:</b>	<b>7</b>	<b>149</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>0</b>

6. FY22 Student Retention:

FY21 Grade	FY22 Grade	# Students Re-Enrolled FY21	FY20 Ending Enrollment	% Re-Enrolled
0	1	72	92	78.26%
1	2	85	93	91.40%
2	3	94	101	93.07%
3	4	82	98	83.67%
4	5	86	92	93.48%
5	6	97	104	93.27%
6	7	81	95	85.26%
7	8	94	108	87.04%
8	9	96	100	96.00%
		<b>787</b>	<b>883</b>	<b>89.13%</b>

FY21: 91.21%

FY20: 86.8%

FY19: 87.74%

Curriculum Evaluation Rubric	Note: All curriculums we are evaluating are either currently highly rated, or connected to a highly rated curriculum on edreports - meaning it is a newer or enhanced version of an already highly rated curriculum.							
Name of Curriculum:					Rating:			
					1 - Limited			
					2-Adequate			
Evaluator:					3-Clearly Evident			
					4- Exceeds Expectation			
Standards Alignment:	1	2	3	4	Comments			
Units are aligned to Utah Core Standards								
Standards are clearly listed within teacher materials.								
Materials match the rigor needed to meet the standard.								
Teacher Supports								
Teacher resources provide support through annotations strategies, and methodologies of instruction.								
Teacher resources contain full, adult-level explanations, examples, and/or online resources of concepts, practice, and manipulative activities.								
Teacher can easily access student/class information.								
Multi-Lingual Learner supports for teachers.								
Face to Face Training								

<b>Instructional Supports</b>					
Language routines and targets are listed.					
Prerequisite Skills are connected and listed.					
Conceptual Models are included.					
Manipulatives use is included.					
Differentiation is offered inside the lessons.					
Inquiry Tasks with multiple entries are offered.					
Discourse Opportunities					
Real World Connections Made					
Intervention Component					
Extension Component					
<b>General Usability</b>					
Content organization is logical by topic.					
Font size and layout is pleasing to the user.					
Pacing Guide is realistic.					
<b>Student Usability</b>					
Curriculum is or can meet then exceed the depth of knowledge level of the majority of our students. (Rigorous, but not overwhelming)					
Standards in a student friendly language.					
Spanish language resources are offered.					
Students can navigate resources with ease.					



Tasks/Launches etc. apply to a diversity of student interest.								
Appropriate amount of guided and independent work .								
Family friendly (family supports offered)								
<b>Assessment</b>								
Multiple types of assessments (tasks, open-ended questions, formative and summative), are provided for assessing student learning and informing instructional decision-making for each topic.								
Assessments are standard driven, and rigorous.								
<b>Questions</b>	1 - 10							
On a scale of 1 to 10, how excited are you about this product at the first look?								
On a scale of 1 to 10, how excited are you about this product over time? (Like a month later)								
On a scale of 1 to 10 how excited are you to tell your CTT about this product?								



# Exit Report

for

# Ogden Preparatory Academy

# We know schools because we're in schools.

Cognia™ is a global nonprofit that has the knowledge to help schools improve outcomes for all learners.

# What is Accreditation?

An international protocol for institutions committed to systematic and sustainable improvement:

- Builds capacity of your institution to improve and sustain student learning
- Stimulates and improves effectiveness and efficiency throughout your institution



# The role of the Engagement Review Team

- Gather first-hand information to evaluate your institution's performance against the Cognia Performance Standards:
  - Interview stakeholder groups
  - Review documentation you provided
  - Observe and assess the quality of learning environments to gain insights about teaching and learning
- Provide feedback to your institution that helps to focus and guide your improvement journey

# Interviews = 35+

<b>Governing Authority</b>	<b>School Leader</b>	<b>Professional Staff</b>	<b>Student</b>	<b>Parent</b>
<b>3</b>	<b>7</b>	<b>10</b>	<b>8</b>	<b>2</b>

# General Findings

- 1) Ogden Preparatory Academy Charter School educators develop and share adaptive leadership models with wide survey data and feedback loops

# General Findings

- 2) Strong cultural and inclusive environment with equity and opportunities for each learner.



# General Findings

- 3) Dynamic lesson planning with rigor and innovation in student projects and assessments

# General Findings

- 4) High satisfaction in a positive school culture results in high support for educators with cheerful relationships

# Team Reflections

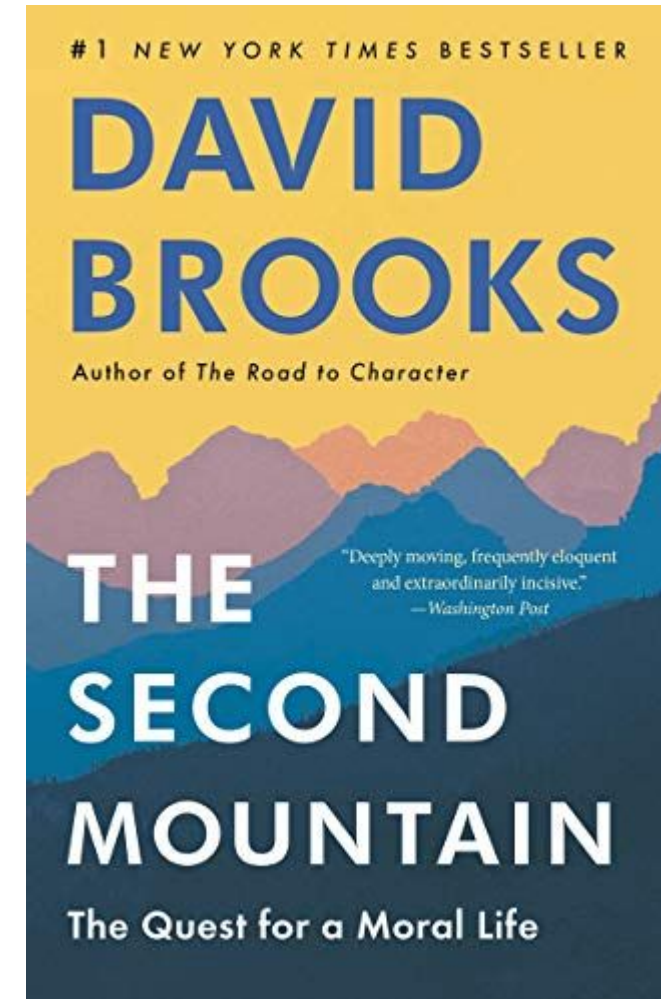


# The Second Mountain

“You don’t climb the second mountain the way you climb the first mountain. You conquer your first mountain. You identify the summit, and you claw your way toward it.

You are conquered by your second mountain. You surrender to some summons, and you do everything necessary to answer the call and address the problem or injustice that is in front of you.

On the first mountain you tend to be ambitious, strategic, and independent. On the second mountain you tend to be relational, intimate, and relentless. They have aligned their life toward some ultimate good.” — David Brooks



# Coming next

- Written report to Cognia within 10 business days
- Final report in workspace in about 30 business days
  - Ratings of each Standard
  - Ratings of each classroom observation item, if applicable
  - Index of Education Quality™ (IEQ™) Score
  - Narrative describing themes
- Questions about the report—contact me

Continuing Your Improvement Journey  
Contact your regional director  
to learn how Cognia can  
provide support

# Knowledge is Opportunity



[cognia.org](https://cognia.org)



## **K-5 Math Curriculum Adoption**

Three curriculums have been selected to be reviewed as potential new math curriculums for grades K-5. They are all currently highly rated or connected to a highly rated curriculum on [edreports](#). These include:

- [Ready Math](#)
- [Eureka Math<sup>2</sup>](#)
- [EnVision Math](#)

We have an adoption committee, which includes one member from each grade-level team. They will be reviewing and evaluating each curriculum. We currently have sample kits from all three curriculums and are in the process of distribution. The committee worked collaboratively to design a [rubric](#) to use in their evaluation. Some priorities include teacher support, varied instructional support, multilingual learners support and digital components. So far everyone is very enthusiastic about finding the curriculum that is the best fit for OPA's teachers and students.

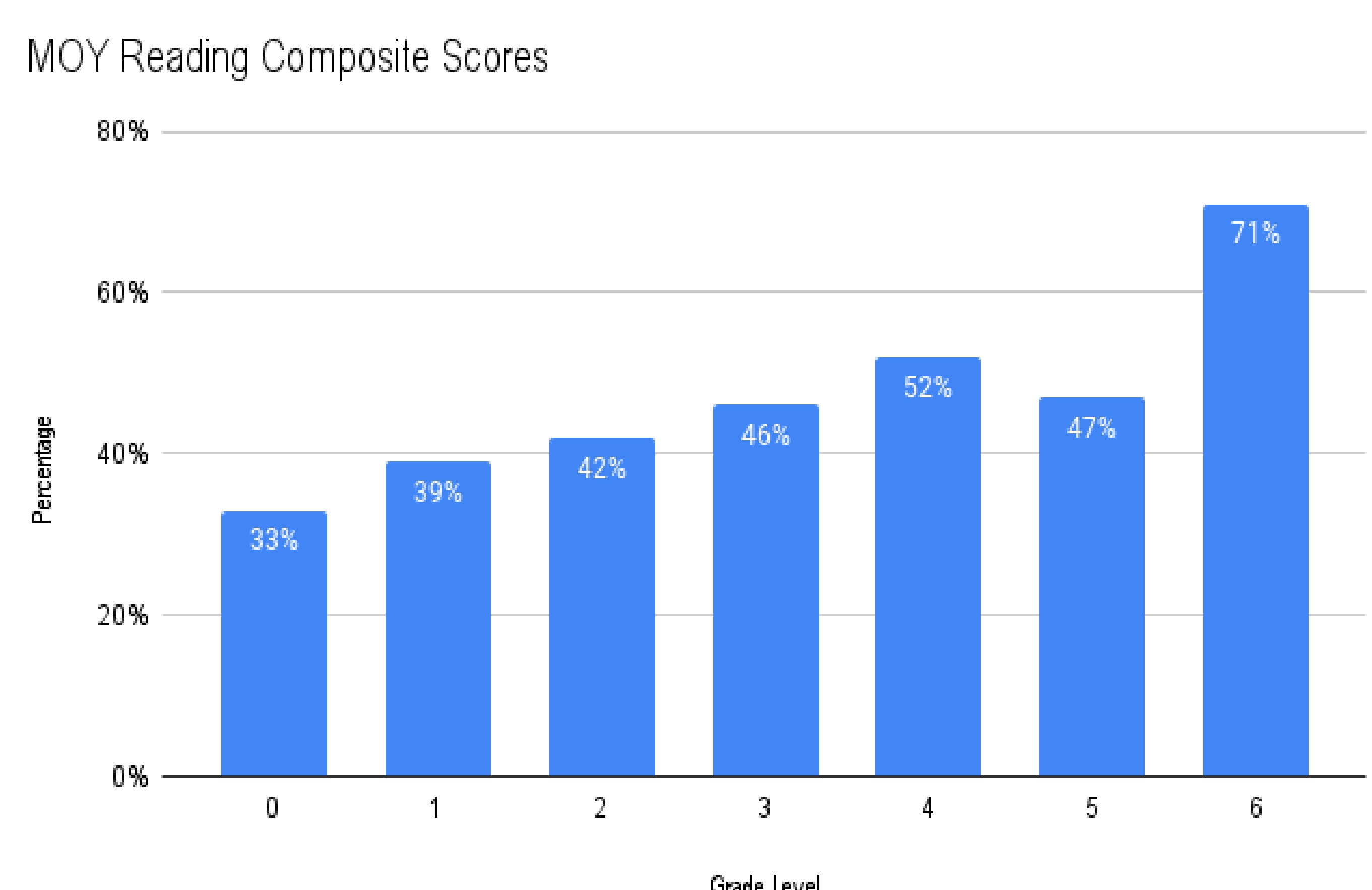


# Reading Data

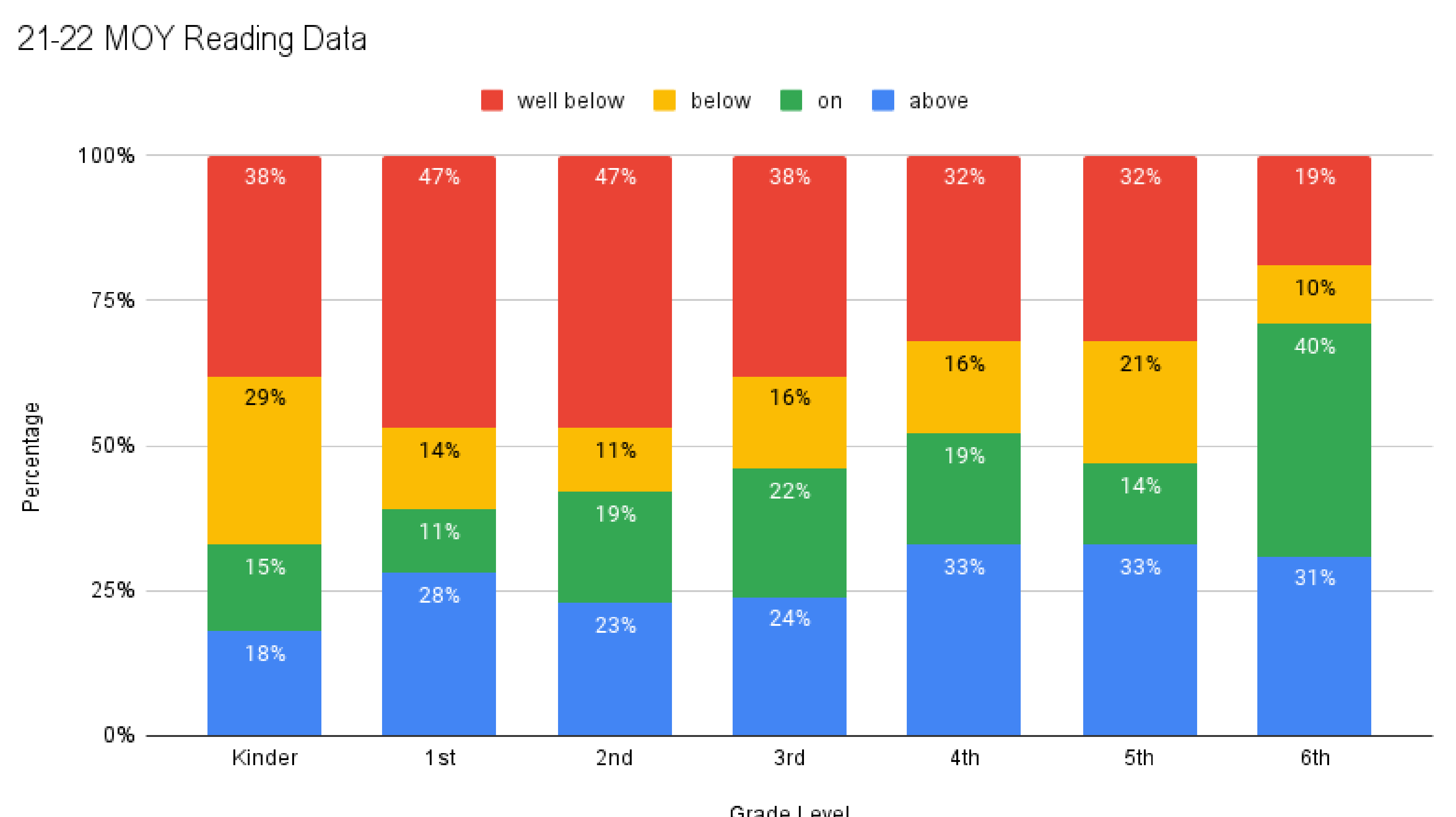
Ogden Preparatory Academy

Report time frame: MOY, 2022

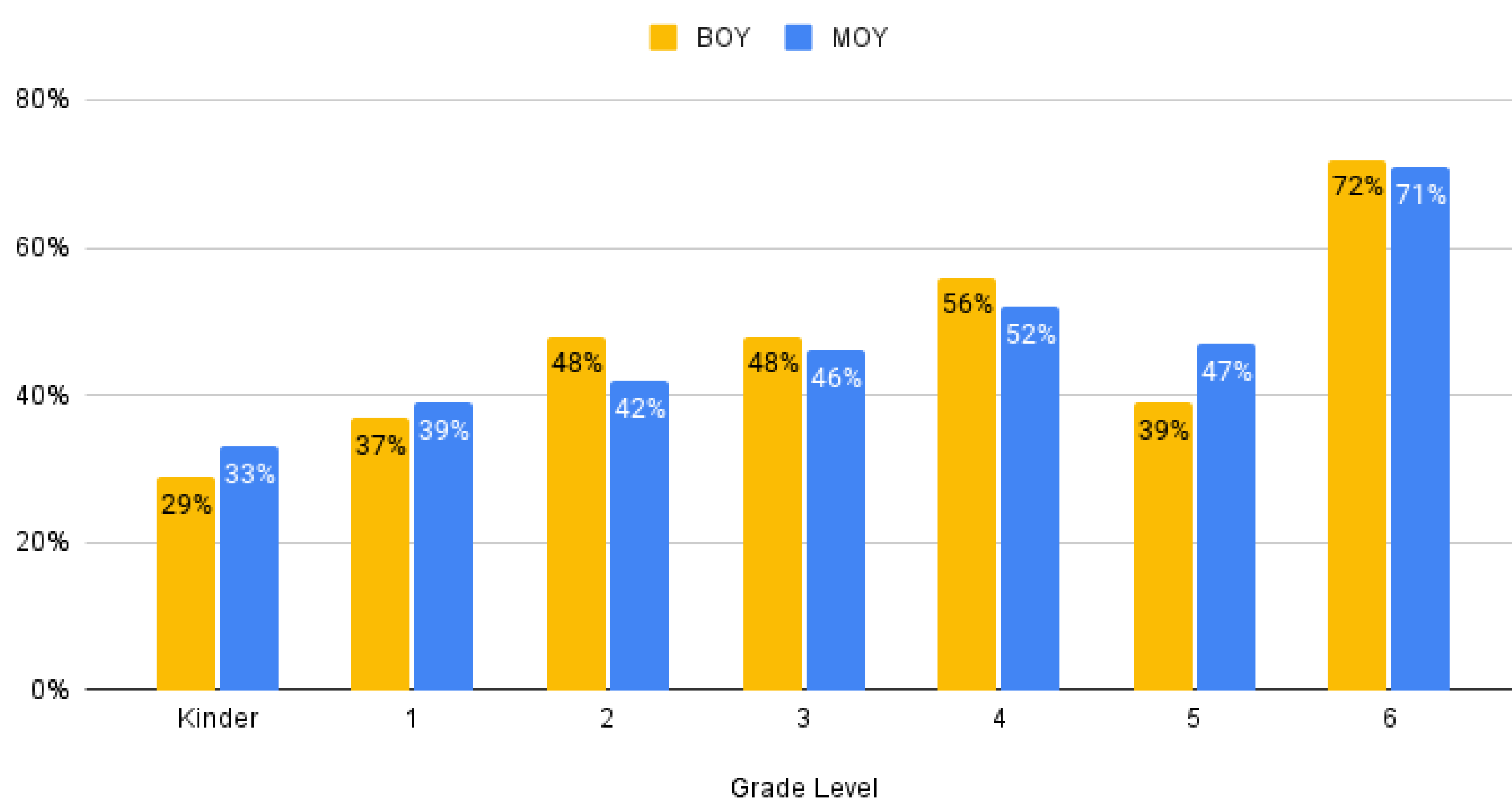
## Reading Proficiency



## Composite Breakdown

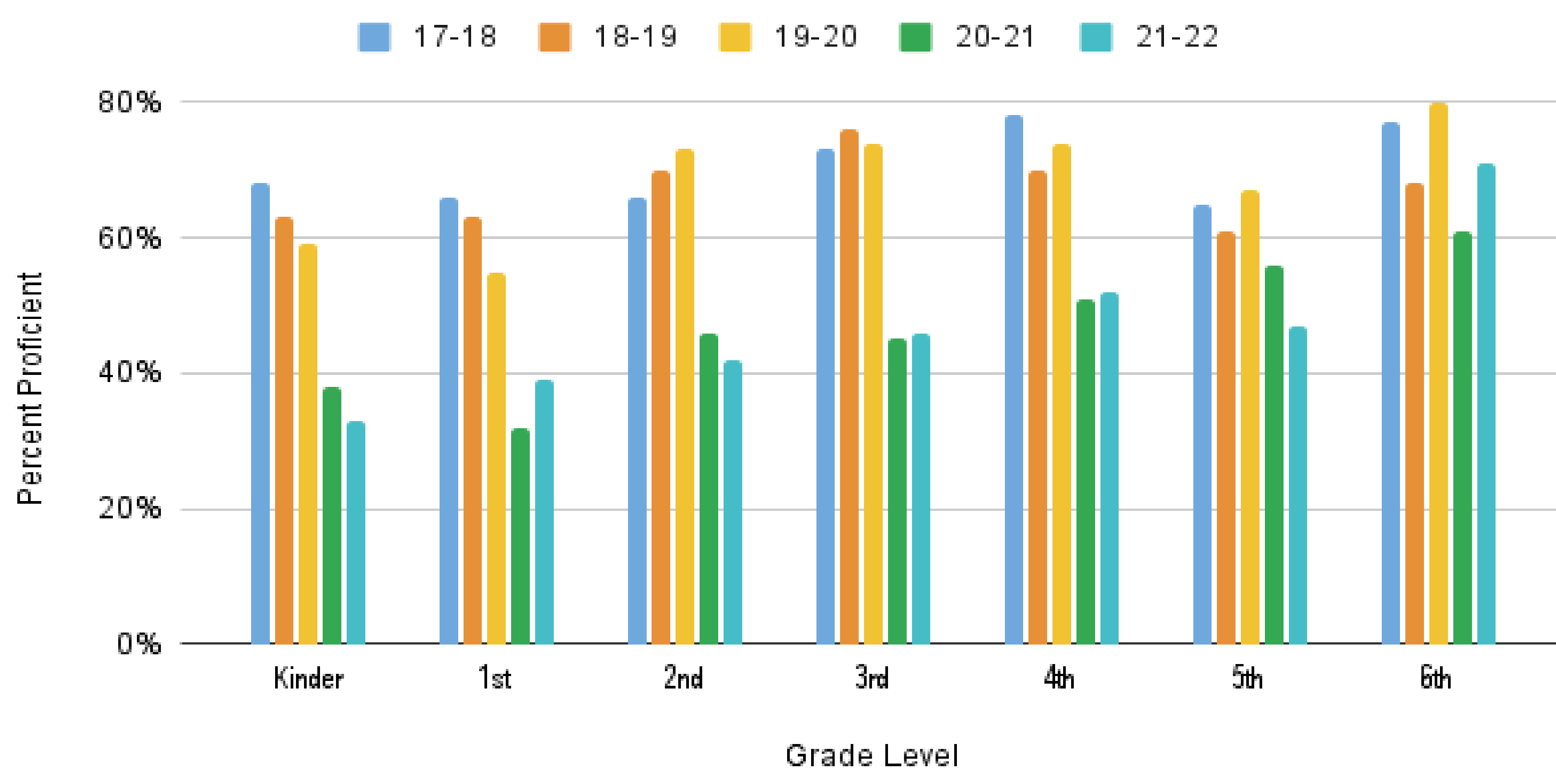


## 21-22 BOY to MOY Reading Proficiency



## Longitudinal Data

### MOY Reading Proficiency



## BOY - MOY Proficiency

	BOY	MOY	BOY	MOY	BOY	MOY	BOY	MOY	BOY	MOY
	17-18		18-19		19-20		20-21		21-22	
Kinder	42%	68%	31%	63%	38%	59%	46%	38%	29%	33%
1st	56%	66%	48%	63%	53%	55%	21%	32%	37%	39%
2nd	69%	66%	71%	70%	72%	73%	55%	46%	48%	42%
3rd	71%	73%	68%	76%	68%	74%	67%	45%	48%	46%
4th	78%	78%	66%	70%	69%	74%	58%	51%	56%	52%
5th	61%	65%	56%	61%	65%	67%	52%	56%	39%	47%
6th	76%	77%	67%	68%	82%	80%	64%	61%	72%	71%

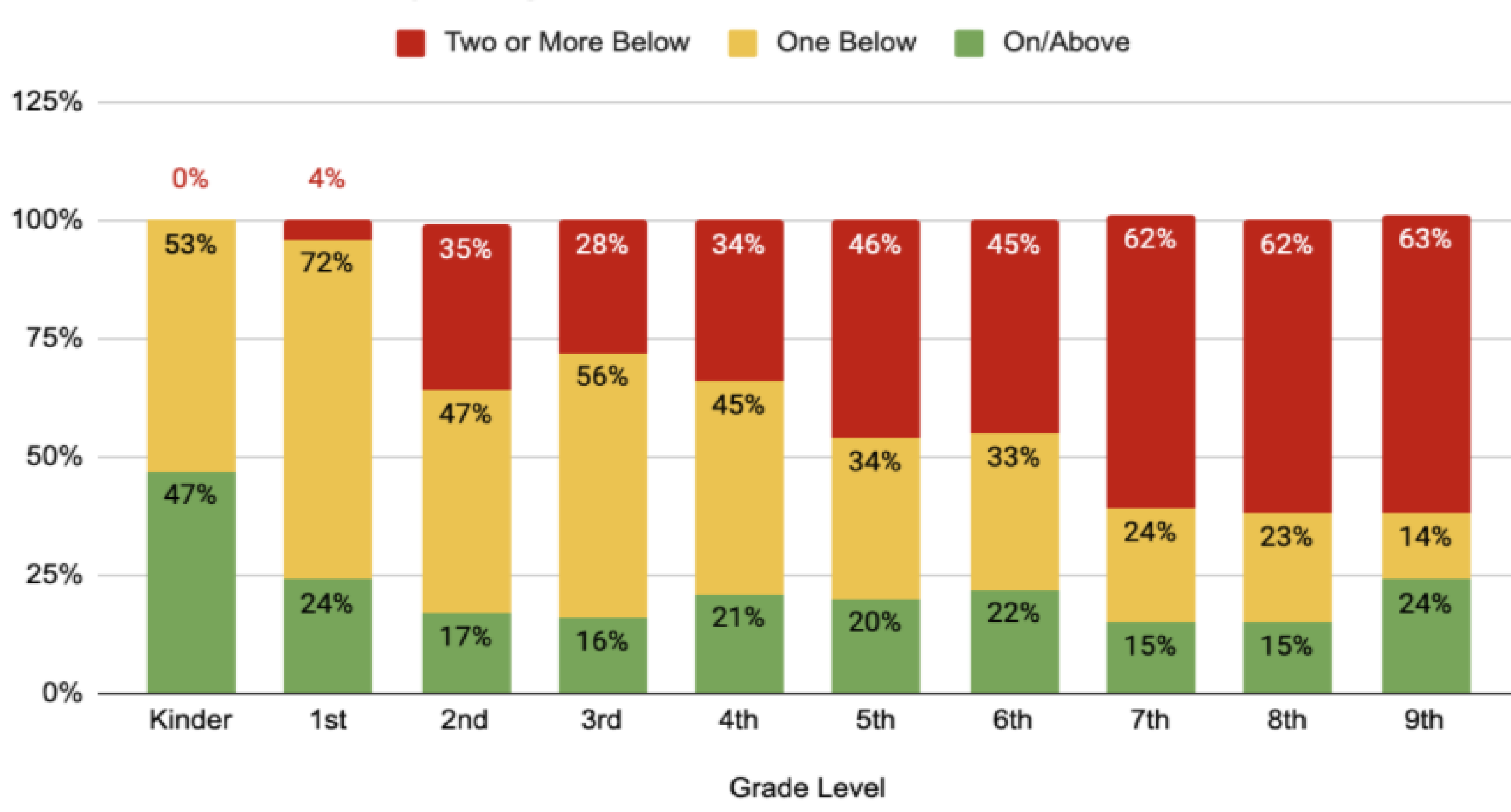
# Math Data

Ogden Preparatory Academy

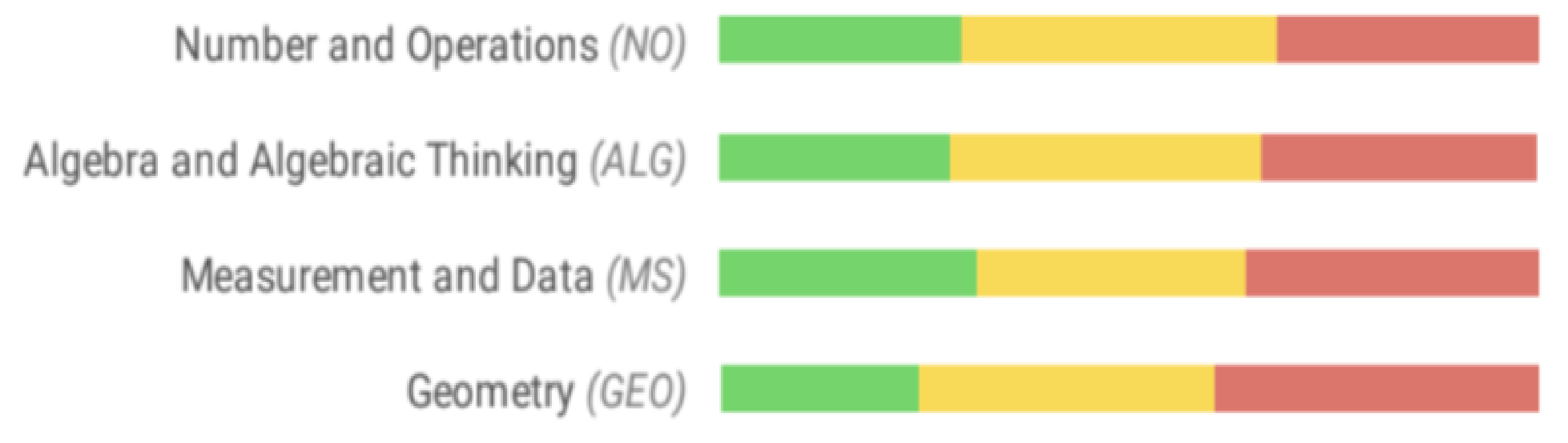
Report time frame: MOY, 2022

## i-Ready Diagnostic

### 21-22 MOY i-Ready Diagnostic Data

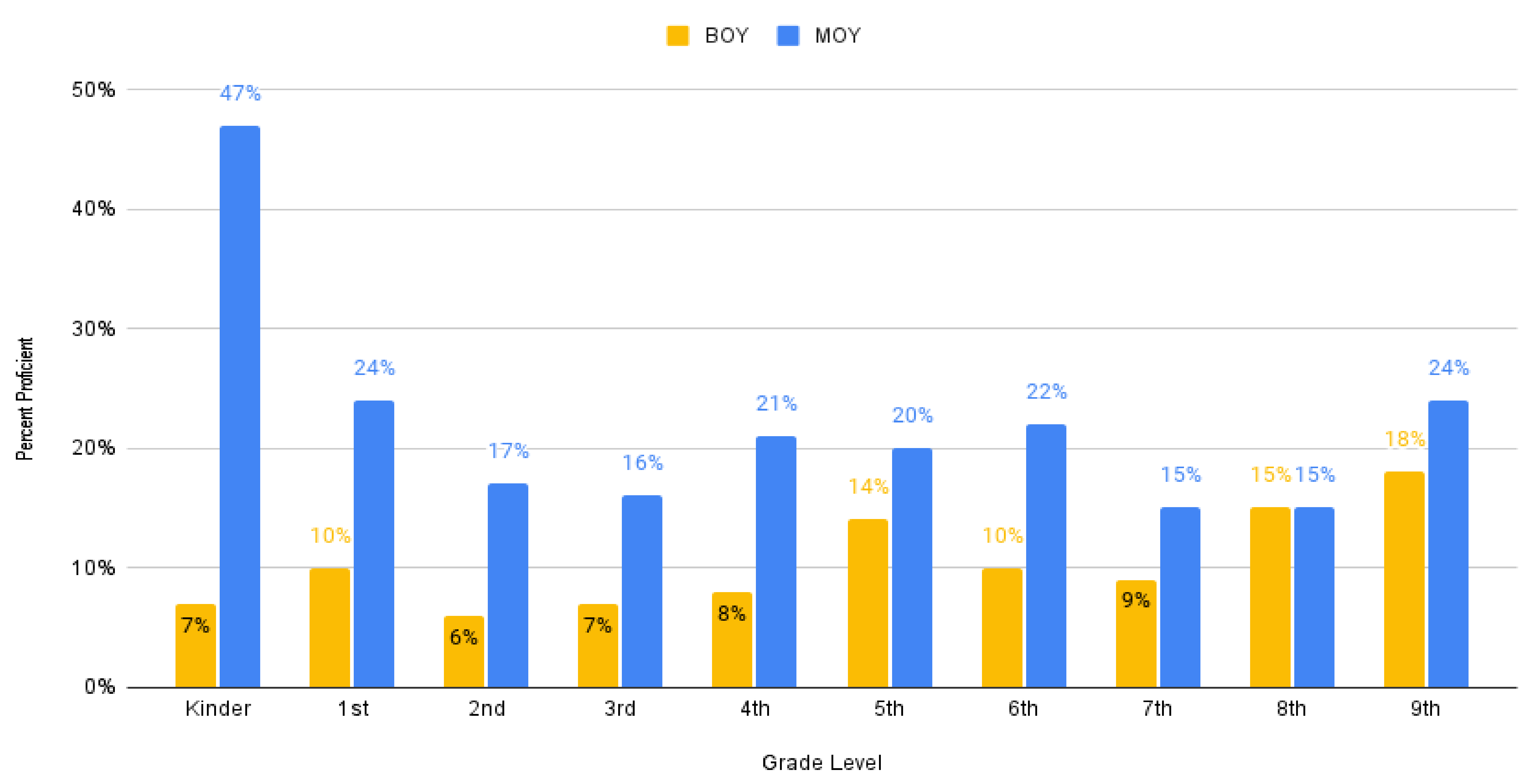


### Overall Placement

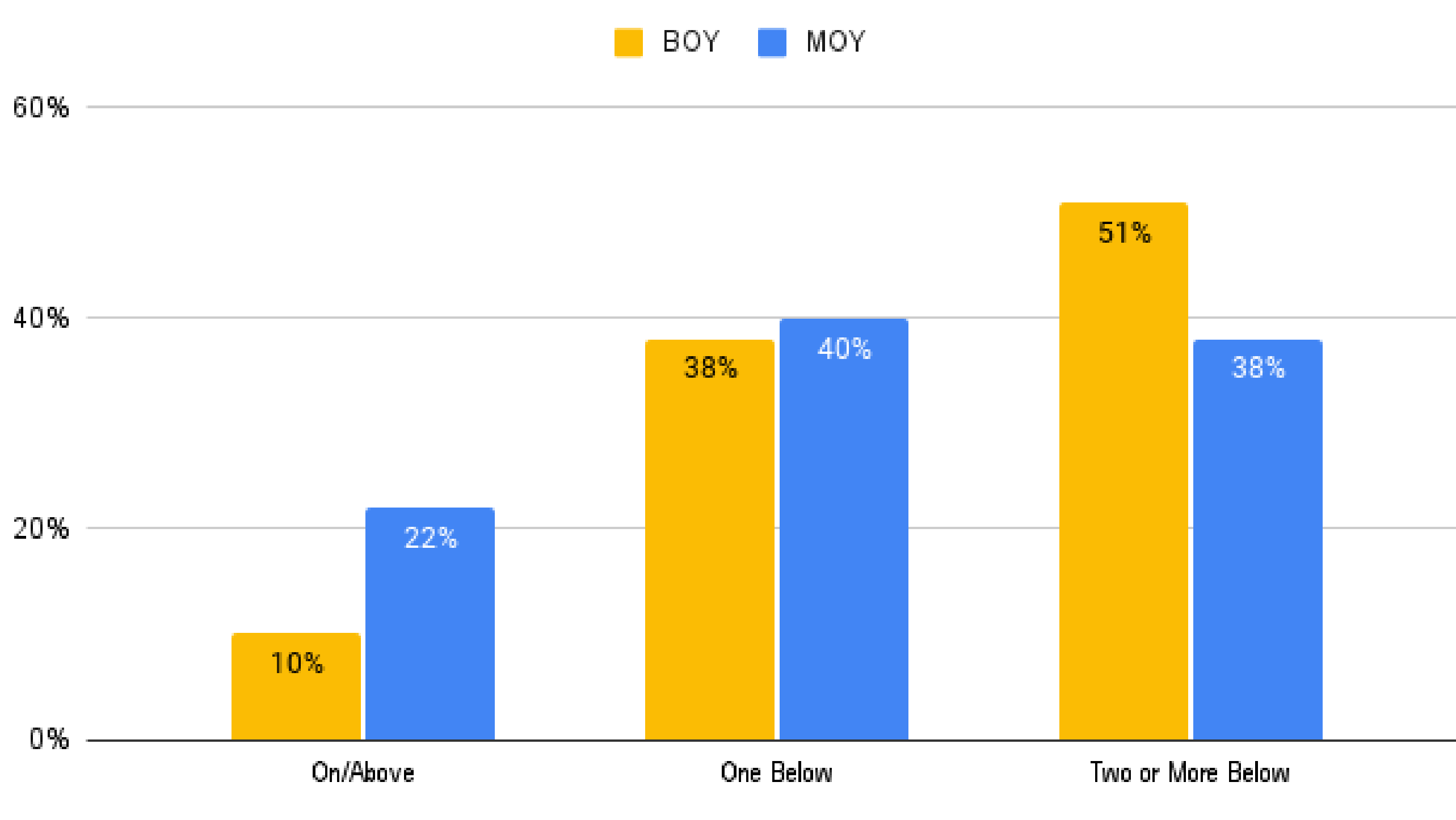


## Growth

### iReady Diagnostic : BOY to MOY Math Proficiency



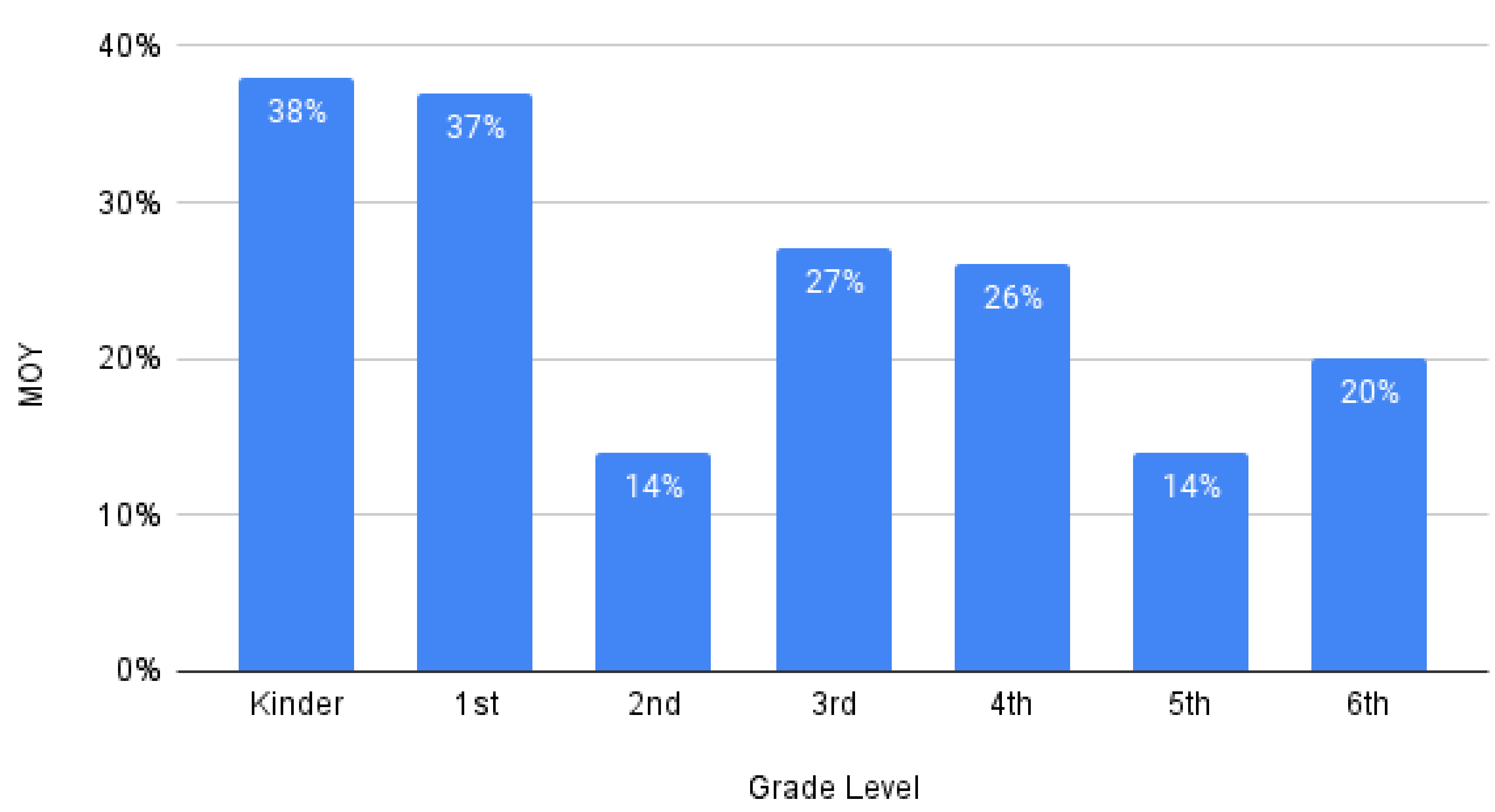
### i-Ready Diagnostic: BOY to MOY Overall Placement



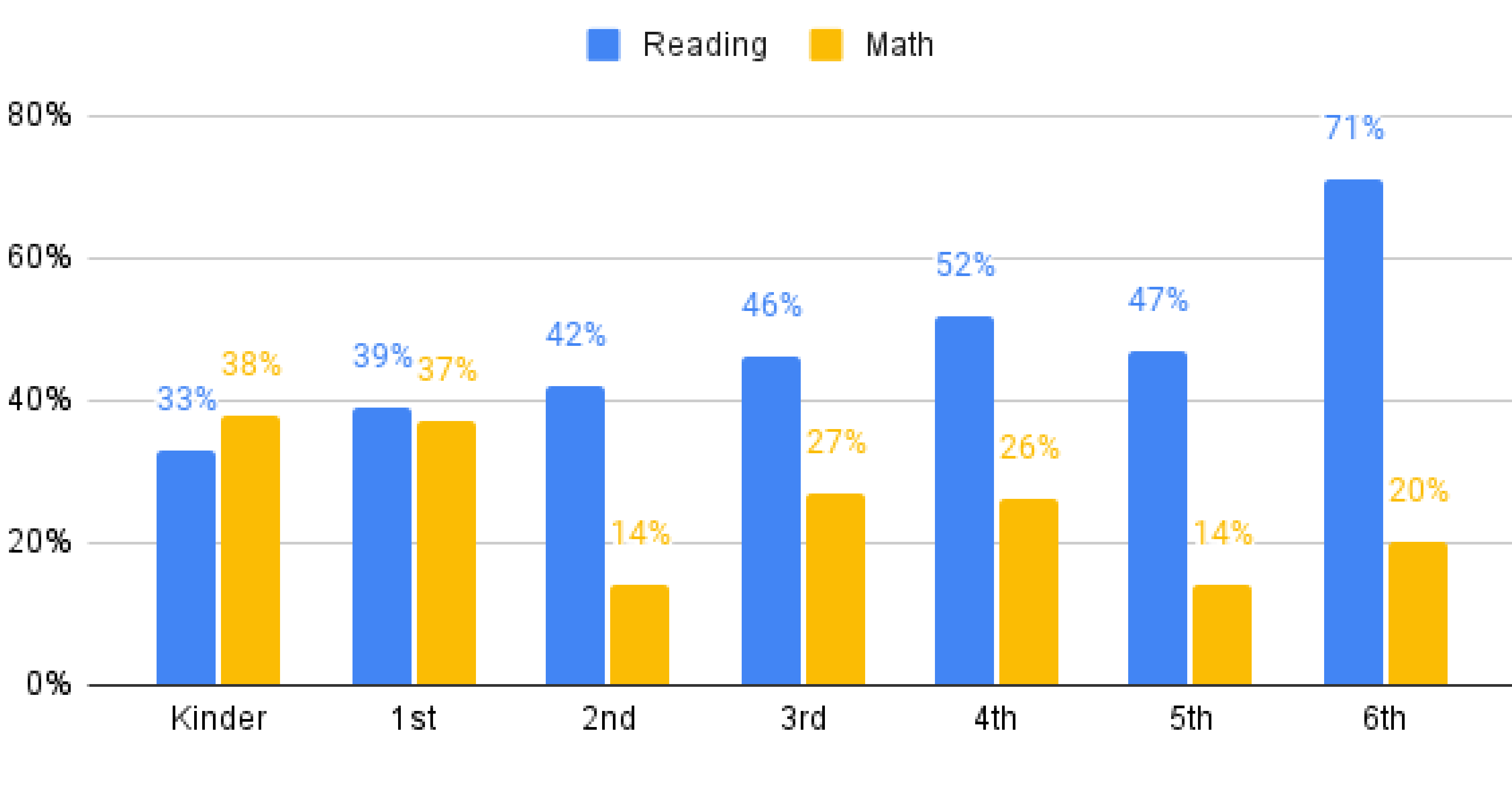
	BOY	MOY
Tier 3	51%	38%
Tier 2	38%	40%
Tier 1	10%	22%

## Acadience Math

### MOY Acadience Math Proficiency



### MOY Reading and Math Proficiency Comparison





# Ogden Preparatory Academy

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Ogden, Utah

**February 1-3, 2022**

**School Accreditation Engagement Review**

230558



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## Cognia Continuous Improvement System

Cognia defines continuous improvement as "an embedded behavior rooted in an institution's culture that constantly focuses on conditions, processes, and practices to improve teaching and learning." The Cognia Continuous Improvement System (CIS) provides a systemic, fully integrated solution to help institutions map out and navigate a successful improvement journey. In the same manner that educators are expected to understand the unique needs of every learner and tailor the education experience to drive student success, every institution must be empowered to map out and embrace their unique improvement journey. Cognia expects institutions to use the results and the analysis of data from various interwoven components for the implementation of improvement actions to drive education quality and improved student outcomes. While each improvement journey is unique, the journey is driven by key actions. The findings of the Engagement Review Team are organized by the ratings from the Cognia Performance Standards Diagnostic and the Levels of Impact within the i3 Rubric: Initiate, Improve, and Impact.

### Initiate

The first phase of the improvement journey is to **Initiate** actions to cause and achieve better results. The elements of the Initiate phase are defined within the Levels of Impact of Engagement and Implementation. Engagement is the level of involvement and frequency of stakeholders in the desired practices, processes, or programs within the institution. Implementation is the process of monitoring and adjusting the administrations of the desired practices, processes, or programs for quality and fidelity. Standards identified within Initiate should become the focus of the institution's continuous improvement journey toward the collection, analysis, and use of data to measure the results of engagement and implementation. Enhancing the capacity of the institution in meeting these Standards has the greatest potential impact on improving student performance and organizational effectiveness.

### Improve

The second phase of the improvement journey is to gather and evaluate the results of actions to **Improve**. The elements of the **Improve** phase are defined within the Levels of Impact of Results and Sustainability. Results come from the collection, analysis, and use of data and evidence to demonstrate attaining the desired result(s). Sustainability is results achieved consistently to demonstrate growth and improvement over time (a minimum of three years). Standards identified within Improve are those in which the institution is using results to inform their continuous improvement processes and to demonstrate over time the achievement of goals. The institution should continue to analyze and use results to guide improvements in student achievement and organizational effectiveness.

### Impact

The third phase of achieving improvement is **Impact**, where desired practices are deeply entrenched. The elements of the **Impact** phase are defined within the Level of Impact of Embeddedness. Embeddedness is the degree to which the desired practices, processes, or programs are deeply ingrained in the culture and operation of the institution. Standards identified within Impact are those in which the institution has demonstrated ongoing growth and improvement over time and has embedded the practices within its culture. Institutions should continue to support and sustain these practices that yield results in improving student achievement and organizational effectiveness.





## Cognia Performance Accreditation and the Engagement Review

Accreditation is pivotal in leveraging education quality and continuous improvement. Using a set of rigorous research-based standards, the Cognia Accreditation Process examines the whole institution—the program, the cultural context, and the community of stakeholders—to determine how well the parts work together to meet the needs of learners. Through the accreditation process, highly skilled and trained Engagement Review Teams gather first-hand evidence and information pertinent to evaluating an institution's performance against the research-based Cognia Performance Standards. Review teams use these Standards to assess the quality of learning environments to gain valuable insights and target improvements in teaching and learning. Cognia provides Standards that are tailored for all education providers so that the benefits of accreditation are universal across the education community.

Through a comprehensive review of evidence and information, our experts gain a broad understanding of institution quality. Using the Standards, the review team provides valuable feedback to institutions, which helps to focus and guide each institution's improvement journey. Valuable evidence and information from other stakeholders, including students, also are obtained through interviews, surveys, and additional activities.

## Cognia Standards Diagnostic Results

The Cognia Performance Standards Diagnostic is used by the Engagement Review Team to evaluate the institution's effectiveness based on the Cognia Performance Standards. The diagnostic consists of three components built around each of three Domains: **Leadership Capacity**, **Learning Capacity**, and **Resource Capacity**. Results are reported within four ranges identified by color. The results for the three Domains are presented in the tables that follow.

Color	Rating	Description
Red	Insufficient	Identifies areas with insufficient evidence or evidence that indicated little or no activity leading toward improvement
Yellow	Initiating	Represents areas to enhance and extend current improvement efforts
Green	Improving	Pinpoints quality practices that are improving and meet the Standards
Blue	Impacting	Demonstrates noteworthy practices producing clear results that positively impact the institution

Under each Standard statement is a row indicating the scores related to the elements of Cognia's i3 Rubric. The rubric is scored from one (1) to four (4). A score of four on any element indicates high performance, while a score of one or two indicates an element in need of improvement. The following table provides the key to the abbreviations of the elements of the i3 Rubric.

Element	Abbreviation
Engagement	EN
Implementation	IM
Results	RE
Sustainability	SU
Embeddedness	EM





## Leadership Capacity Domain

The capacity of leadership to ensure an institution's progress toward its stated objectives is an essential element of organizational effectiveness. An institution's leadership capacity includes the fidelity and commitment to its purpose and direction, the effectiveness of governance and leadership to enable the institution to realize its stated objectives, the ability to engage and involve stakeholders in meaningful and productive ways, and the capacity to implement strategies that improve learner and educator performance.

Leadership Capacity Standards											Rating
1.1	The institution commits to a purpose statement that defines beliefs about teaching and learning, including the expectations for learners.										Impacting
	EN:	4	IM:	3	RE:	3	SU:	3	EM:	3	
1.2	Stakeholders collectively demonstrate actions to ensure the achievement of the institution's purpose and desired outcomes for learning.										Improving
	EN:	3	IM:	3	RE:	3	SU:	3	EM:	3	
1.3	The institution engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.										Improving
	EN:	3	IM:	3	RE:	3	SU:	3	EM:	3	
1.4	The governing authority establishes and ensures adherence to policies that are designed to support institutional effectiveness.										Improving
	EN:	3	IM:	3	RE:	3	SU:	3	EM:	2	
1.5	The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.										Improving
	EN:	3	IM:	3	RE:	3	SU:	3	EM:	3	
1.6	Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.										Improving
	EN:	3	IM:	3	RE:	3	SU:	3	EM:	2	
1.7	Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.										Impacting
	EN:	4	IM:	4	RE:	4	SU:	3	EM:	2	
1.8	Leaders engage stakeholders to support the achievement of the institution's purpose and direction.										Improving
	EN:	3	IM:	3	RE:	3	SU:	3	EM:	3	
1.9	The institution provides experiences that cultivate and improve leadership effectiveness.										Impacting
	EN:	4	IM:	4	RE:	3	SU:	3	EM:	2	
1.10	Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.										Improving
	EN:	3	IM:	3	RE:	3	SU:	3	EM:	3	





## Learning Capacity Domain

The impact of teaching and learning on student achievement and success is the primary expectation of every institution. An effective learning culture is characterized by positive and productive teacher/learner relationships, high expectations and standards, a challenging and engaging curriculum, quality instruction and comprehensive support that enable all learners to be successful, and assessment practices (formative and summative) that monitor and measure learner progress and achievement. Moreover, a quality institution evaluates the impact of its learning culture, including all programs and support services, and adjusts accordingly.

Learning Capacity Standards											Rating
2.1	Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the institution.										Impacting
	EN:	4	IM:	4	RE:	3	SU:	3	EM:	4	
2.2	The learning culture promotes creativity, innovation, and collaborative problem-solving.										Impacting
	EN:	4	IM:	3	RE:	3	SU:	3	EM:	3	
2.3	The learning culture develops learners' attitudes, beliefs, and skills needed for success.										Impacting
	EN:	4	IM:	4	RE:	3	SU:	3	EM:	3	
2.4	The institution has a formal structure to ensure learners develop positive relationships with and have adults/peers who support their educational experiences.										Impacting
	EN:	4	IM:	4	RE:	3	SU:	3	EM:	3	
2.5	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.										Improving
	EN:	4	IM:	3	RE:	3	SU:	3	EM:	2	
2.6	The institution implements a process to ensure the curriculum is aligned to standards and best practices.										Impacting
	EN:	4	IM:	4	RE:	3	SU:	3	EM:	3	
2.7	Instruction is monitored and adjusted to meet individual learners' needs and the institution's learning expectations.										Impacting
	EN:	4	IM:	3	RE:	4	SU:	3	EM:	3	
2.8	The institution provides programs and services for learners' educational futures and career planning.										Improving
	EN:	4	IM:	3	RE:	3	SU:	3	EM:	2	
2.9	The institution implements processes to identify and address the specialized needs of learners.										Impacting
	EN:	4	IM:	4	RE:	3	SU:	3	EM:	3	
2.10	Learning progress is reliably assessed and consistently and clearly communicated.										Impacting
	EN:	4	IM:	3	RE:	3	SU:	3	EM:	3	





Learning Capacity Standards											Rating
2.11	Educators gather, analyze, and use formative and summative data that lead to the demonstrable improvement of student learning.										Impacting
	EN:	4	IM:	4	RE:	3	SU:	3	EM:	3	
2.12	The institution implements a process to continuously assess its programs and organizational conditions to improve student learning.										Impacting
	EN:	4	IM:	3	RE:	3	SU:	3	EM:	3	

## Resource Capacity Domain

The use and distribution of resources support the stated mission of the institution. Institutions ensure that resources are distributed and utilized equitably, so the needs of all learners are adequately and effectively addressed. The utilization of resources includes support for professional learning for all staff. The institution examines the allocation and use of resources to ensure appropriate levels of funding, sustainability, organizational effectiveness, and increased student learning.

Resource Capacity Standards											Rating
3.1	The institution plans and delivers professional learning to improve the learning environment, learner achievement, and the institution's effectiveness.										Impacting
	EN:	4	IM:	4	RE:	3	SU:	3	EM:	3	
3.2	The institution's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.										Impacting
	EN:	4	IM:	4	RE:	3	SU:	3	EM:	3	
3.3	The institution provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.										Impacting
	EN:	4	IM:	4	RE:	3	SU:	3	EM:	4	
3.4	The institution attracts and retains qualified personnel who support the institution's purpose and direction.										Improving
	EN:	4	IM:	3	RE:	3	SU:	3	EM:	2	
3.5	The institution integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.										Impacting
	EN:	4	IM:	4	RE:	4	SU:	3	EM:	4	
3.6	The institution provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the institution.										Impacting
	EN:	4	IM:	3	RE:	3	SU:	3	EM:	3	
3.7	The institution demonstrates strategic resource management that includes long-range planning and use of resources in support of the institution's purpose and direction.										Improving
	EN:	3	IM:	3	RE:	3	SU:	3	EM:	3	







Resource Capacity Standards										Rating
3.8	The institution allocates human, material, and fiscal resources in alignment with the institution's identified needs and priorities to improve student performance and organizational effectiveness.									Improving
	EN:	3	IM:	3	RE:	3	SU:	3	EM:	

## Assurances

Assurances are statements that accredited institutions must confirm they are meeting. The Assurance statements are based on the type of institution, and the responses are confirmed by the Accreditation Engagement Review Team. Institutions are expected to meet all Assurances and are expected to correct any deficiencies in unmet Assurances.

Assurances Met		
YES	NO	If No, List Unmet Assurances by Number Below
X		

## Accreditation Status and Index of Education Quality®

Cognia will review the results of the Accreditation Engagement Review to make a final determination concerning accreditation status, including the appropriate next steps for your institution in response to these findings. Cognia provides the Index of Education Quality (IEQ) as a holistic measure of overall performance based on a comprehensive set of standards and review criteria. This formative tool for improvement identifies areas of success and areas in need of focus. The IEQ comprises the Standards Diagnostic ratings from the three Domains: Leadership Capacity, Learning Capacity, and Resource Capacity. The IEQ results are reported on a scale of 100 to 400 and provide information about how the institution is performing compared to expected criteria. Institutions should review the IEQ in relation to the Findings from the review in the areas of Initiate, Improve, and Impact. An IEQ score below 250 indicates that the institution has several areas within the Initiate level and should focus their improvement efforts on those Standards within that level. An IEQ in the range of 225–300 indicates that the institution has several Standards within the Improve level and is using results to inform continuous improvement and demonstrate sustainability. An IEQ of 275 and above indicates the institution is beginning to reach the Impact level and is engaged in practices that are sustained over time and are becoming ingrained in the culture of the institution.

Below is the average (range) of all Cognia Improvement Network (CIN) institutions evaluated for accreditation in the last five years. The range of the annual CIN IEQ average is presented to enable you to benchmark your results with other institutions in the network.

<b>Institution IEQ</b>	<b>341.00</b>	<b>CIN 5 Year IEQ Range</b>	<b>278.34 – 283.33</b>
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## Insights from the Review

The Engagement Review Team engaged in professional discussions and deliberations about the processes, programs, and practices within the institution to arrive at the findings of the team. These findings are organized around themes guided by the evidence, with examples of programs and practices, and suggestions for the institution's continuous improvement efforts. The Insights from the Review narrative should provide contextualized information from the team's deliberations and analysis of the practices, processes, and programs of the institution organized by the levels of Initiate, Improve, and Impact. The narrative also provides the next steps to guide the institution's improvement journey in its efforts to improve the quality of educational opportunities for all learners. The findings are aligned to research-based criteria designed to improve student learning and organizational effectiveness. The feedback provided in the Accreditation Engagement Review Report will assist the institution in reflecting on its current improvement efforts and to adapt and adjust their plans to continuously strive for improvement.

The Cognia Accreditation Engagement Review for Ogden Preparatory Academy (OPA) Charter School was conducted in February 2022 during the coronavirus pandemic. The on-site review occurred remotely to engage in the school's mission: "To provide a challenging curriculum where academic excellence, character development, and individual growth are nurtured in a safe and happy environment that involves the active participation of students, teachers, parents, and community members. OPA displays an extremely positive, nurturing environment for students to grow and learn as they develop the skills necessary to become tomorrow's leaders. There are strong academic expectations and experiences, bilingual exposure, leadership roles, and commitment to community. Since 2003, stakeholders and most importantly students have gained confidence and a sense of self-worth to prepare them to face the challenges in a competitive world. The review focused on leadership, learning, and resource capacities. During the review, the team identified the following themes.

**Ogden Preparatory Academy Charter School educators develop and share adaptive leadership models with wide survey data and feedback loops.** Ogden Preparatory Academy Charter School's core mission and vision statements are used as the foundation of all continuous improvement planning with diverse leadership opportunities from multiple stockholders who share openly and transparently. The teams show trust and dedication to follow through with ownership in the common vision of engagement from the focus group conversations. Artifacts like the plans, data analysis tools and more demonstrate the depth of their survey tools and how teams frequently meet to analyze the data points and put them to action. As one school leader shared, "If a decision is going to be made, we survey students, teachers, and parents to get input and keep everyone engaged."

All school goals and individual goals are aligned with the school improvement plan and charter in impressive ways to gather and act upon data with a self-correcting feedback loop. As leaders shared in their focus group, "Our contribution as leaders is focused on data collection and disaggregation by looking at core competencies and asking how can we make them better? We want to make all these data analysis systems to benefit kids. We're revisiting everything after the pandemic and how the world has changed around retention and shortages struggles. We've made great strides to support our teams in analyzing data and giving teams opportunities to move based on it all."

Surveys from stakeholder groups like students, teachers, and families seek overarching advice and appeal topics as well as specific details like questions such as, "The school vision and direction are clear to me." These surveys are given twice each school year, once in the fall and once in the spring. Survey results are analyzed in multiple ways: individually by building supervisors, by the





administrative team, and by the Board. A review of the survey questions is also part of the administrative evaluation process showing how built-in these routines have become.

The teams analyze a variety of survey data at monthly and quarterly strategic meetings. They also report up to the board regarding progress related to action items generated from survey discussions. Most surveys are generated internally through a platform called Qualtrix. OPA also partners with other platforms such as the West Ed CALL survey, provided by the Utah State Board of Education. Survey analysis and action steps are listed on meeting notes from monthly strategic meetings and quarterly meetings. Some steps are also transferred to the project management system called Trello. OPA uses a variety of survey tools to provide policymakers and leaders with fresh and relevant data.

The school's Executive Summary revealed the leadership program called "The Leader in Me," a school-wide initiative based on Steven Covey's "7 Habits of Highly Effective People." This initiative also ties in with students having respect for themselves and others. The leadership aspect fits with both the mission of character development and the vision of developing leaders. Administrators stated, "This program helps build a positive culture and revolves around 7 Habits. Teachers weekly are given a lesson to do. Students and teachers use the common language and it's become ingrained in the school culture with a lighthouse team to set wildly important goals and track those in the Eagle News." Wildly important goals narrow the focus to most important work on what teams want to significantly improve. The ambition teams identify the most important objective that will not be achieved unless it gets special attention.

Overall, school leaders noted, "We give staff and students the opportunity to lead, and all of our programs foster empowerment. Our team leadership model transition helps empower teachers and involve them more." Documents reviewed by the team revealed the programs train teachers to build leadership roles within their classrooms and throughout the school. In grades K-6, students are explicitly taught the 7 Habits and practice using them in and out of the classroom. Teacher representatives serve on the Lighthouse team, which selects and implements school goals and coordinates the implementation of the Leader in Me. With these programs and approaches, the review team encourages the institution to continue to find and deepen experiences that cultivate and improve leadership effectiveness.

**The cohesive school culture and inclusive environment provide equity and opportunities for each learner.** Proud of the diversity, Ogden Preparatory Academy Charter School serves a demographic where 74% are classified as Hispanic; 62% qualify as economically disadvantaged; 29% receive language services and 12% receive special education services. OPA achieves rich cultural inclusion with students who receive the resources they need so they are prepared for success. The board members reflected on the strong community, "We're so proud of the community we have with all stakeholders. Our big thing is that we're so inclusive of students. We keep inclusion at the top of the list."

Celebrating strong language skills is a huge deal at OPA. Evidence provided to the Engagement Review Team indicated that given the diverse backgrounds and needs of students, OPA provides several different ways for students to experience bilingual education. At the elementary building, parents place students into one of two language paths with either Spanish exposure or intensive. In exposure, students learn the language through research-based methods, for example, having the teacher speak in Spanish for all or most of the instruction. In the intensive program, students learn grade-level content typically science or social studies in the language of Spanish. Approximately 25% of each grade is in the intensive program and 75% of each grade is on the exposure path.

Access to incredible life experiences is also a key part of the equity work at OPA. As the only junior high school in the state whose students compete in triathlons to students who participate in the school





science fair, there are so many activities that students and families can attend: art nights, literacy nights, Day of the Dead celebration, Cinco de Mayo celebration and more. Students have had many opportunities to travel locally, around the country, and overseas before COVID. Board members said, "Our population doesn't often have an opportunity to get out of the region or state so we do as much as we can." A sampling of just some of the field trip opportunities students have gone on in the last few years include North Fork Environmental Center, Mars Desert Research Station, the Oregon coast, and even Spain for students in the 9th grade to travel and study for a week at the University of Salamanca.

Additionally, students have also contributed to the community through a variety of community service projects. Students often do several fundraisers per year for community organizations and charities such as Heifer International, Leukemia and Lymphoma Society, Ogden Rescue Mission, and Lantern House Homeless Shelter. Students have also adopted a section of the Ogden River Trail. The school is encouraged to continue school-wide opportunities for learners to have equitable opportunities to develop skills and achieve the content and learning priorities.

**Educators prepare and execute dynamic lessons with rigor and innovation demonstrated in student projects and assessments.** To ensure creativity, innovation, and collaborative problem-solving in student learning and part of the improvement plan, employees at OPA develop and complete individualized professional education pathways to guide their growth throughout the year. The instructional staff at OPA work in grade-level professional learning communities called Collaborative Teacher Teams (CTTs). At least quarterly, these teams engage in organized data dives that feed up to administration. Administration reviews the data dives and subsequent plans for each team and works to support improvement in instruction and student learning.

Teams also support high standards with common curriculum maps that include the school-endorsed curriculum, common assessments, and benchmarks with plans for interventions. Maps are stored in team drives and can be accessed by team members, administration, new hires, and others. Teachers take time throughout the year to improve these maps using guided protocols. The maps feature common, research-based curriculum programs like Reading Wonders and Reveal Math. They also show intervention programs such as iReady and Waterford, all aligned with the Utah Core. Teachers shared, "All our curriculum is standards-aligned with project-based learning. We look at standards and design units around the standards. Assessments are project-based with a variety of standards that fall into a unit that you design. These are living documents as we might need re-teaching and changes and we have lots of choices and freedom with our curriculum as long as we meet the standard."

A core part of the high assessment outcomes to improve each student's trajectory is the School Transformation Team (STT). The STT is composed of leaders across various grade levels and subject areas. These leaders meet with the administration at least monthly to discuss a variety of topics from scheduling to student achievement. Members of the STT feed down to their grade or departmental teams and then provide feedback up to administration. These processes ensure that instruction is monitored and adjusted to meet individual learners' needs and the institution's learning expectations.

One additional creative local program among many is the Latinos in Action (LIA), a service-based program that allows students to explore Latino heritage while serving their school community. Since 2016, LIA students participate in an elective class and are held to high academic standards. Students tutor elementary students in reading and math, and they also create community events such as Trunk or Treat with real-world relevant service-learning based opportunities to make the world better.



With all these opportunities, OPA is encouraged to continue to develop and monitor the formal structure to ensure learners develop positive relationships with educators and peers who support their educational experiences.

**High satisfaction in a positive school culture results in high support for educators with cheerful relationships.** The OPA culture and guiding beliefs showcase incredibly strong examples in the way a school operates. The supportive and cheerful culture encompasses all the attitudes, expected behaviors, and values that impact how the school operates effectively.

One example of the positive culture is the Responsibility-Centered Discipline (RCD) approach designed to help students learn to take responsibility for their actions, behavior, and academic success. At OPA, RCD is based on four expectations: Be Safe; Be Prepared; Be Responsible; and Be Respectful. The students become well versed in these expectations in every area of the building. The program establishes clear expectations because it is an integral RCD concept to have clear expectations in place. Leadership teams noted, "RCD discipline program pushes responsibility to students. We've seen an uptick in discipline, but teachers were ready to jump right back in as we returned to in-person learning. We have great classroom procedures because RCD lays clear expectations and framework."

To build the future-focused culture, Advancement via Individual Determination (AVID) targets students in the academic middle who have the motivation and potential to go to college even while facing financial, socio-economic, or personal barriers. AVID has allowed OPA to address several important groups in the school, including ethnic minorities, English Language Learners, and students who qualify for the free and reduced lunch program. AVID allows OPA to fulfill its vision and mission of holding all students to a challenging curriculum while still addressing the specific needs of the school population. AVID strategies are taught and implemented school-wide; this means all teachers learn AVID's best practices and use them in their classrooms. Leaders shared, "AVID is school-wide; it impacts our entire instruction, leadership, culture, and systems. We seek to eliminate the opportunity gap and prepare all for post-secondary success with equity, access to accelerated courses. We collect the best practice instructional strategies and use them consistently. Culturally, AVID conveys a strong message of individual capability and preparing for that. Systems wide, we get a lot of data to review around AVID."

The school-to-home connections at OPA are remarkable. Families noted, "We volunteer a lot. Teachers care about students. We are very involved in the school because they meet kids' individual needs. We chose OPA and continue to do so because of the opportunities it gave our children." Another shared, "We've been very happy. I recommend it all the time. I talk up OPA with my friends and random people."

One area of potential growth could be narrowing the number of programs or initiatives. Rather than having several with mixed results, the school could focus on fewer with more depth. Teachers noted, "We could maybe focus on one or two of those things more often and not get tied down into so many programs. Communication and working on fewer things at a time might improve things." Teams also noted, "It's sometimes hard to apply all of the professional learning. Some teachers need some other steps between the professional development and expectation of application. In order for it to make impactful change, we need personalized support, maybe one-on-one to help get it going." The institution is encouraged to provide programs that ensure all staff members and stakeholders have the knowledge and skills to improve student performance and organizational effectiveness.

In conclusion, the insights identified by the Engagement Review Team celebrate major successes along with the rest of the findings from the review as part of the school's continuous improvement





process. These details provide the next steps to guide the improvement journey in its efforts to improve quality and opportunities for each learner.

Much success has been achieved for the students and stakeholders, and greater success awaits as the school continues its quest toward improvement. Considerations of the information contained in this report, including the element and Cognia Improvement Standards ratings along with the suggestions for further study, will support these efforts to make the school even better.

## Next Steps

Upon receiving the Accreditation Engagement Review Report, the institution is encouraged to implement the following steps:

- Review and share the findings with stakeholders.
- Develop plans to address the areas for improvement identified by the Engagement Review Team.
- Use the findings and data from the report to guide and strengthen the institution's continuous improvement efforts.
- Celebrate the successes noted in the report.
- Continue the improvement journey.





## Team Roster

The Engagement Review Teams are comprised of professionals with varied backgrounds and expertise. To provide knowledge and understanding of the Cognia tools and processes, all Lead Evaluators and Engagement Review Team members are required to complete Cognia training. The following professionals served on the Engagement Review Team:

Team Member Name	Brief Biography (Lead Evaluator Only)
<p><b>Lucas Shivers,</b> Lead Evaluator</p>	<p>As Manhattan-Ogden USD 383 director of elementary education in Kansas, Dr. Shivers channels his life-long passion for positive student and staff development to build the core values of student-centered learning, responsible character development, and adaptive leadership to facilitate growth for every student as a champion and advocate for innovative instruction.</p> <p>As a former fourth, fifth, and sixth grade teacher in Topeka, Abilene, and Shawnee Mission, Dr. Shivers has shared opportunities and leadership experience in curriculum, instruction, assessment, special education, student engagement, and systems of interventions.</p> <p>He earned a dual Bachelor of Science degree at K-State in elementary education and agricultural communications, with a minor in leadership studies. He completed a master's degree in educational administration and building-level leadership from Emporia State in 2007. In 2012, he finished an Ed.D. in educational leadership and policy studies from KU to empower data-driven, research-based leadership for school districts to succeed with instruction and learning for diverse student needs.</p> <p>During the pandemic, he led a team of 50 educators and 900 students in a K-6 remote learning year with rigorous and dynamic instruction. He has served on multiple Cognia Review Teams across the US.</p>
<p><b>Anne Bills</b></p>	<p>Assistant Director</p>
<p><b>Mootaz Koriem</b></p>	<p>Dean of Students</p>





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# Cover Sheet

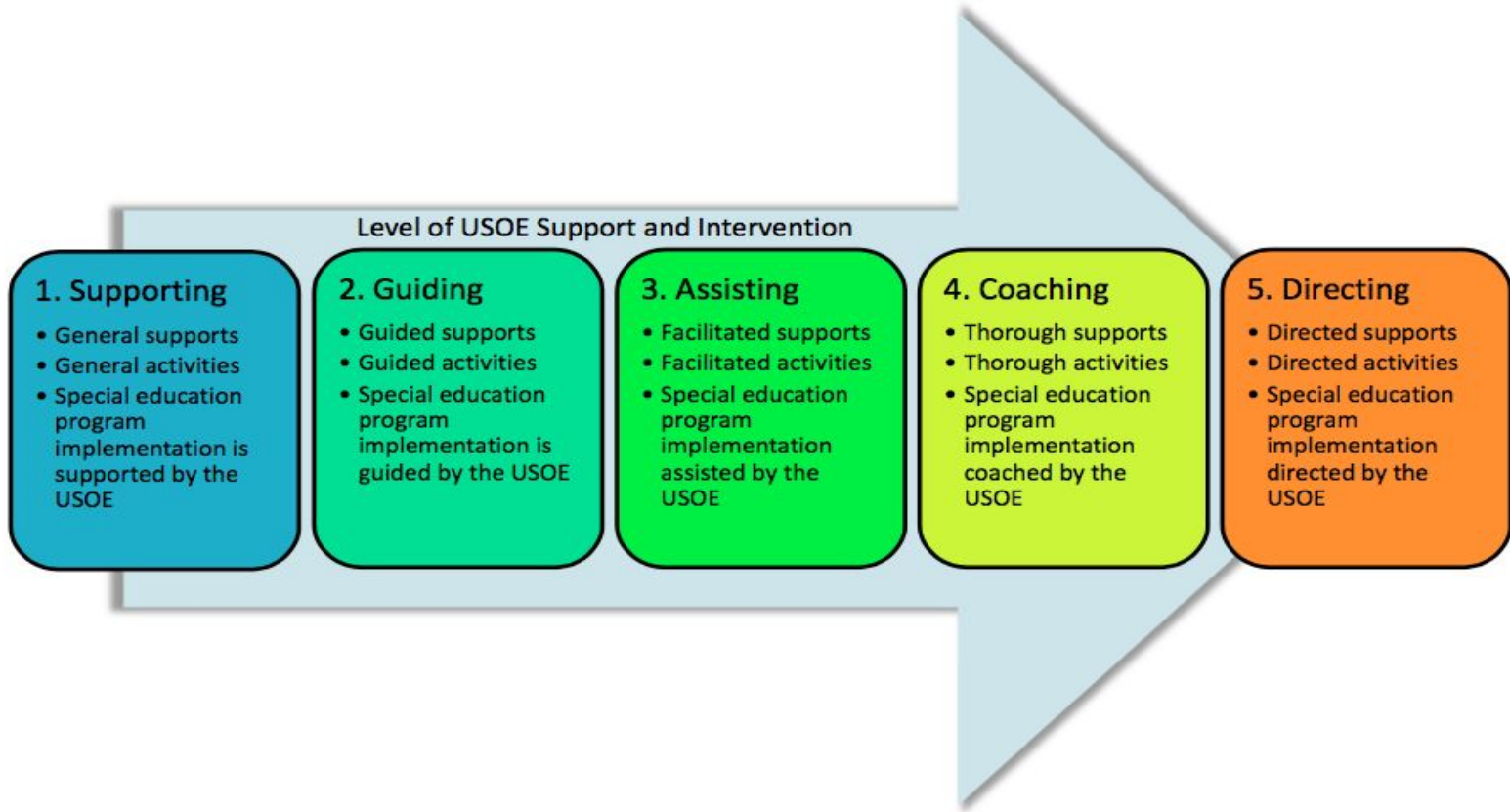
## Special Education Annual Report

<b>Section:</b>	IV. Administrative Report
<b>Item:</b>	B. Special Education Annual Report
<b>Purpose:</b>	Discuss
<b>Submitted by:</b>	
<b>Related Material:</b>	Board presentation- RDA letter FY 22.pdf

# Special education compliance

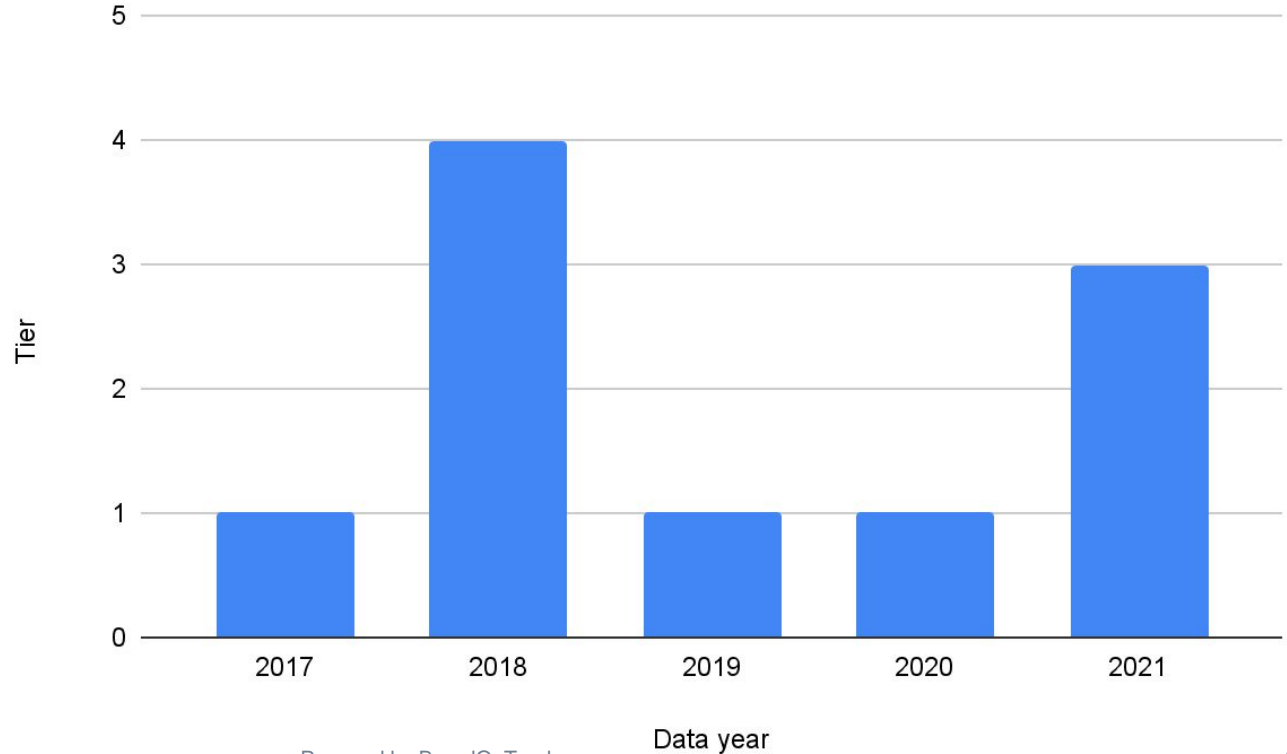
Historical scores and current data  
FY22

# Special Education Program Implementation Monitoring Tiers



# OPA RDA tier data

OPA's 2019 risk score was related to dropout rate and proficiency in Math and ELA.

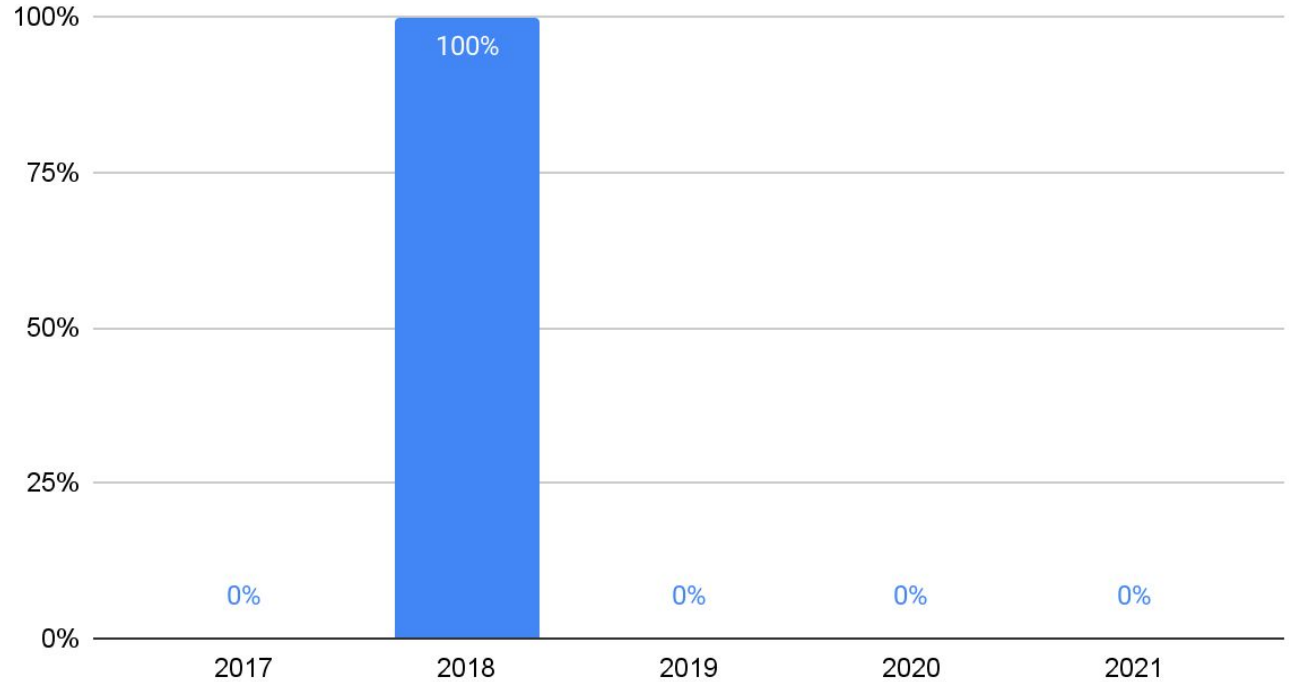


# Indicator 1- Percent of students graduating

Because OPA only goes to 9th grade, this indicator has not affected us.

# Indicator 2- percent of students dropping out

Dropout is calculated by the number of students who did not graduate when leaving OPA (0) and the number of students who did not return and were not picked up by another school by Sept 30 divided by the total number of students we graduated (0).



# Indicator 3A- State assessment participation

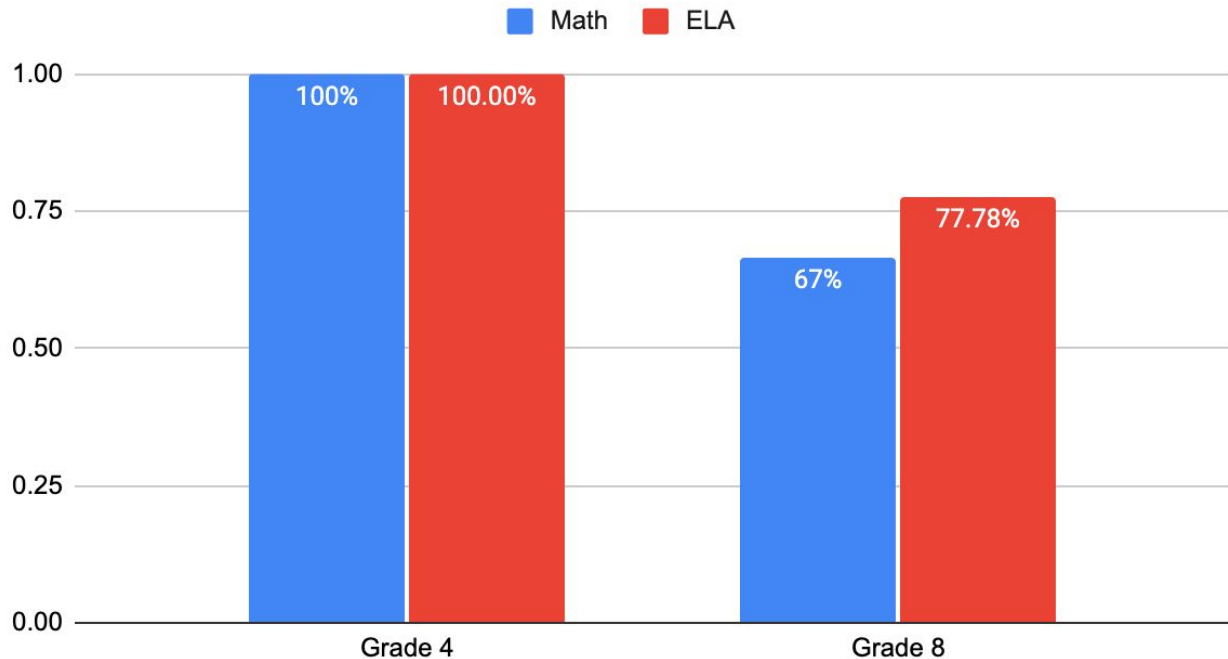
For the 2021 data, the USBE only looked at data for 4th and 8th grade in regard to participation and proficiency.

In addition, data was broken out into RISE and DLM data.

8th grade participation closely resembles online vs. in-person

Students opting out may affect this score.

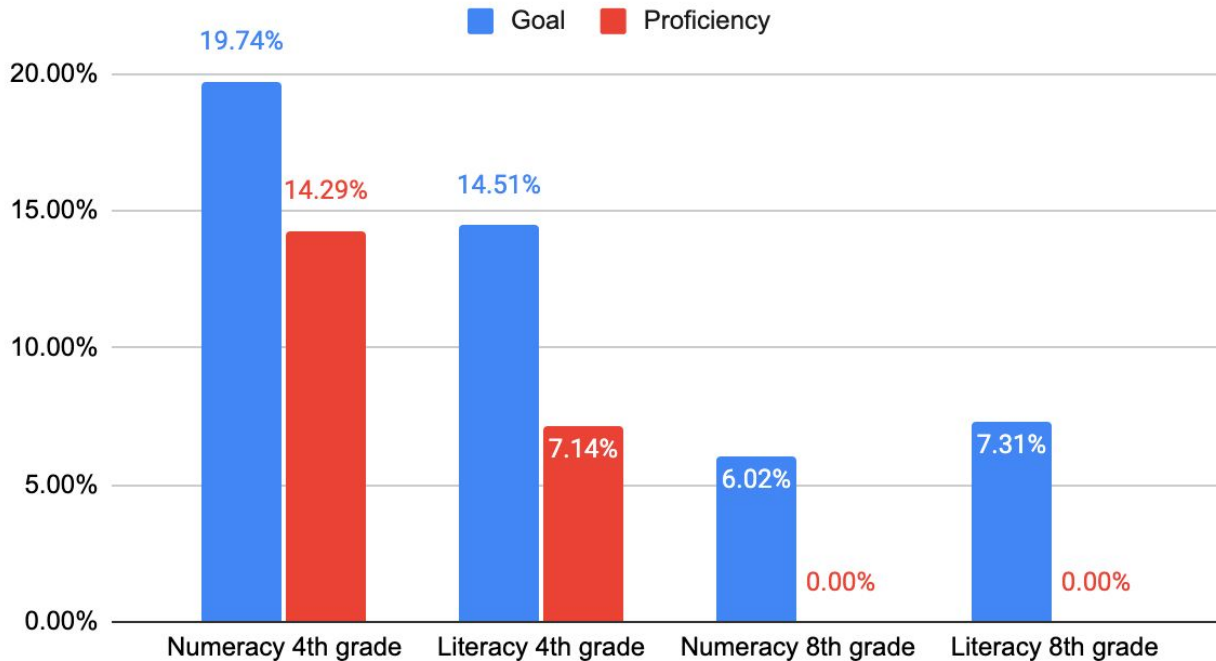
OPA's RISE participation (State goal >95%)





# Indicator 3b- State assessment proficiency

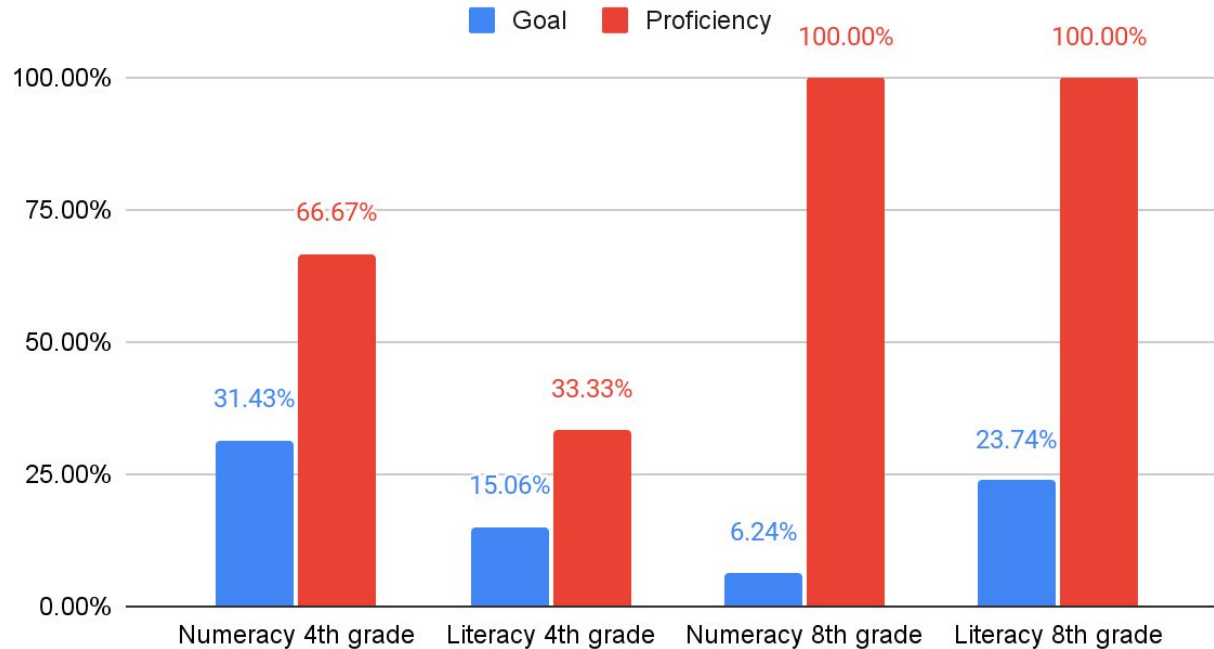
State goals vs. OPA proficiency- RISE only



RISE and DLM were disaggregated for this measure, and only grade 4 and 8 were identified for analysis by the state. In previous years, higher rates of proficiency mirrored the use of DLM data as well as grade 3-8 data.

# Indicator 3c- State alternate assessment proficiency

Alternate assessment State goals vs. OPA proficiency

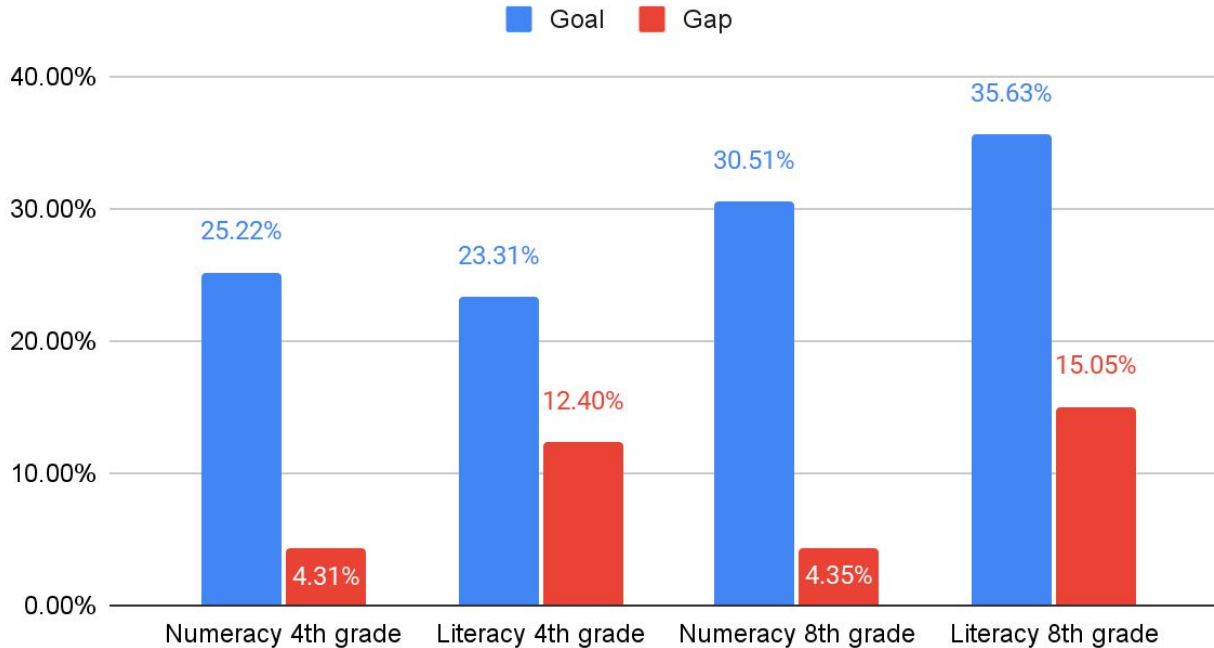


RISE and DLM were disaggregated for this measure, and only grade 4 and 8 were identified for analysis by the state.

Students on the alternate assessment are taught using the Essential Elements, and the test functions very differently than the RISE

# Indicator 3d- Gap calculation (gened vs. sped)

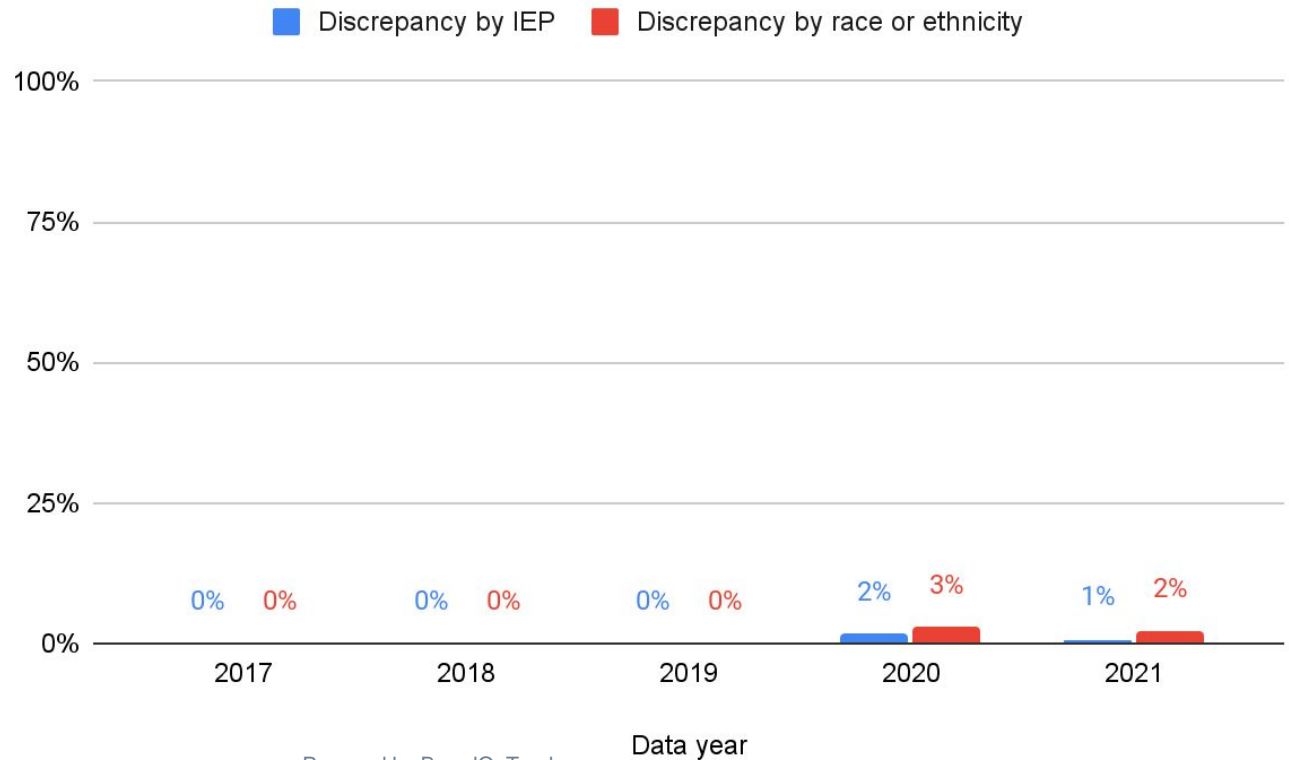
## Gap calculation



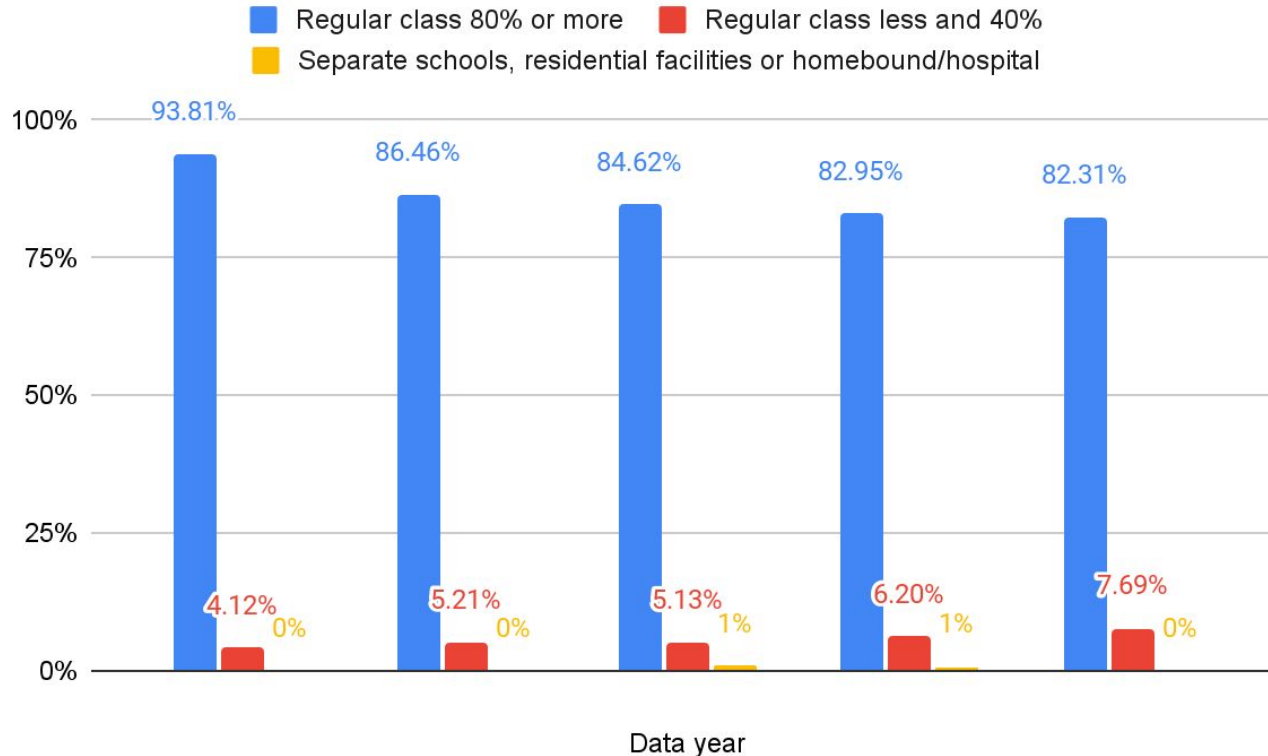
This is a new calculation this year- all calculated gaps should be BELOW the state goal. (we win!)

# Indicator 4- Suspension and expulsion rates for SWD

These scores are calculated based on any disproportionality in suspension or expulsion for students with disabilities in comparison to general education peers and students with disabilities and minority status in comparison with peers. For FFY 2020 and 21, OPA exceeded the state target discrepancy rate of 0%.



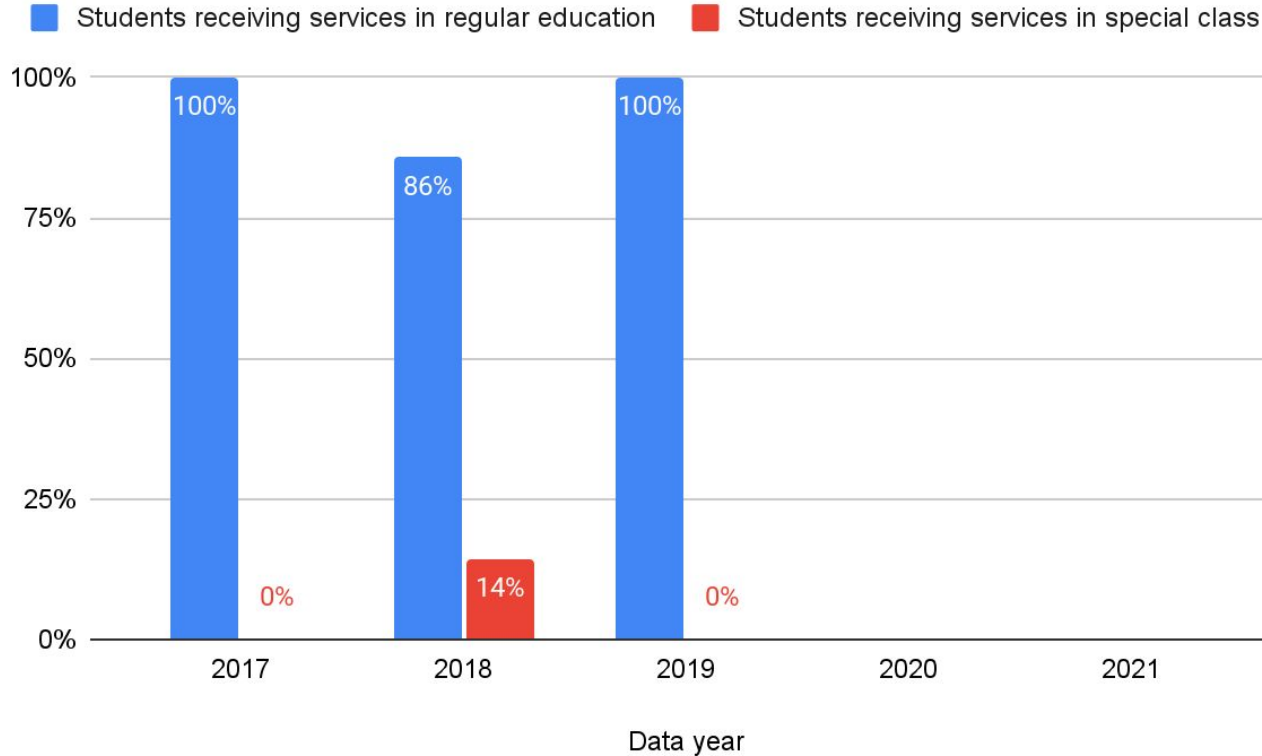
# Indicator 5: Access to the general curriculum



Data not listed in the letter is students who are in the general education setting between 41% and 79% of the time. This group comprised 9.23% of our population for 2021-2022.

One reason for the decline of “80% students” is that a larger proportion of our population are considered functional skills or require the services of the behavior unit.

## Indicator 6: Preschool settings (any students under 6)



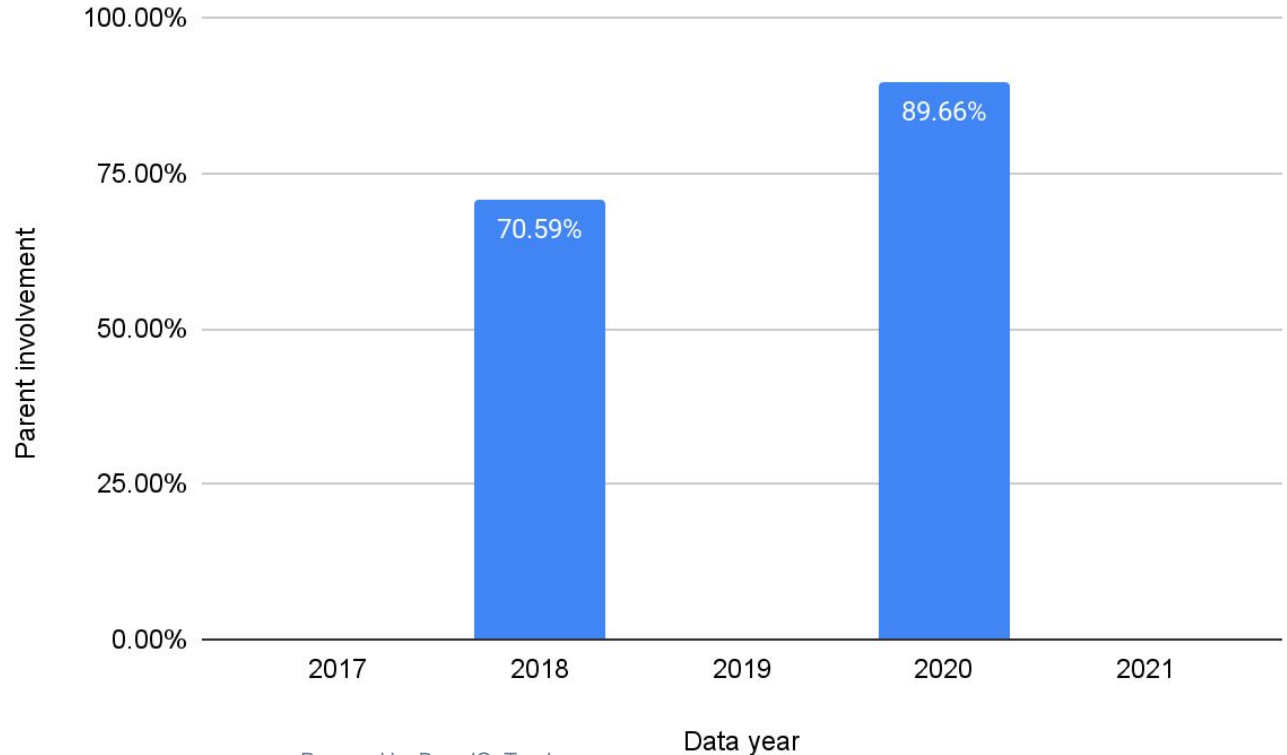
In 2021, the state moved this indicator to preschool settings only, excluding kindergarten settings. This no longer affects OPA

# Indicator 7- preschool outcomes

Each year, students moving from preschool to kinder are administered the Prekindergarten Entry and Exit Profile (PEEP), similar to the Kindergarten Entry and Exit Profile (KEEP) which OPA administers every year. Because we do not have a Prekinder program, this indicator does not affect us.

# Indicator 8: Parent involvement

On small schools like ours, the state does the parent survey every other year. Years missing data are years in which this indicator was not applicable. The state target for this is >78.38%.





# Parent survey 2019/2020 (2021 letter)

Utah Part B Parent Survey  
2019-20  
Ogden Preparatory Academy

Number of Parents Who Received the Parent Survey:	100
Number of Parents Who Completed the Parent Survey:	29
Percentage of Parents Who Completed the Parent Survey:	29.00%

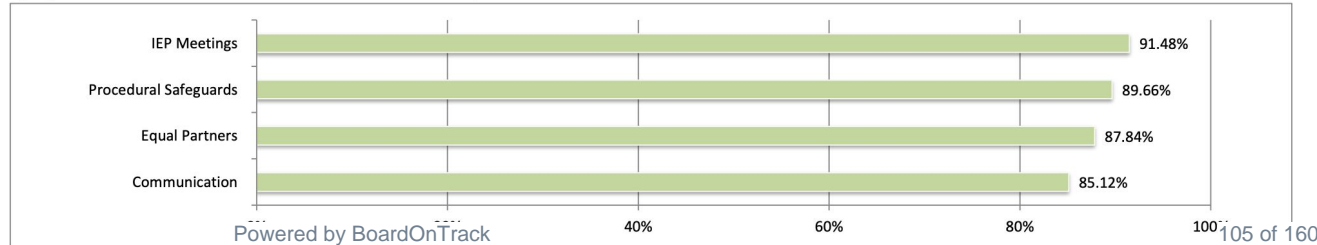
Display 1: Parent Respondents Who Had a Child at This Grade at Time of Survey		
	Number	Percent
Pre-K	0	0%
Kindergarten-Grade 3	16	55%
Grades 4-6	6	21%
Grades 7-9	7	24%
Grades 10-12	0	0%

Display 4: Parent Involvement Percentage:

Percentage of parent respondents who report that the school facilitated their involvement:













	Target Percentage for 2019-20	State % who Met Indicator	District # of Parents who Received a Score	District # of Parents who Met Indicator	District % who Met Indicator	Did the District Meet the Target?
Overall Parent Involvement	81.33%	79.12%	29	26	89.66%	YES

Display 5: Chart of mean scores for each scale. See below for explanation of each scale.



### Display 13: Response Comparison

Percent of parent respondents who selected **Ogden Preparatory Academy** - OPA Board of Directors Meeting - Agenda - Thursday March 10, 2022 at 4:30 PM

	2015-16	2016-17	2017-18	2018-19	2019-20	2019-20 Minus 2018-19
1. I work in partnership with the IEP team to develop my child's IEP.	95.24%		94.12%		96.43%	 <b>96.43%</b>
2. I feel comfortable sharing my ideas about how well special education services meet my child's needs.	95.24%		94.12%		100.00%	 <b>100.00%</b>
3. The teacher(s) keep(s) in touch with me regularly about my child's progress.	90.48%		76.47%		85.71%	 <b>85.71%</b>
4. My relationship with the staff has a positive effect on my child's education.	95.24%		93.75%		100.00%	 <b>100.00%</b>
5. Administrators are available to discuss my questions or concerns.	90.48%		94.12%		100.00%	 <b>100.00%</b>
6. My child's school helps me play an active role in my child's education.	90.48%		94.12%		92.86%	 <b>92.86%</b>
7. My child's school encourages my involvement to improve outcomes for my child.	95.24%		87.50%		96.55%	 <b>96.55%</b>
8. The school explains the options I have if I disagree with the special education process.	85.71%		81.25%		92.59%	 <b>92.59%</b>
9. The parents' rights (procedural safeguards) were explained to me so that I understood them.	90.48%		100.00%		100.00%	 <b>100.00%</b>
10. The IEP team communicates with me in my native language.	95.00%		93.75%		100.00%	 <b>100.00%</b>
11. At the IEP meeting, we discussed what classroom accommodations my child would receive.	95.00%		94.12%		100.00%	 <b>100.00%</b>
12. At the IEP meeting, we discussed how my child would participate in state and district testing.	85.00%		81.25%		86.21%	 <b>86.21%</b>

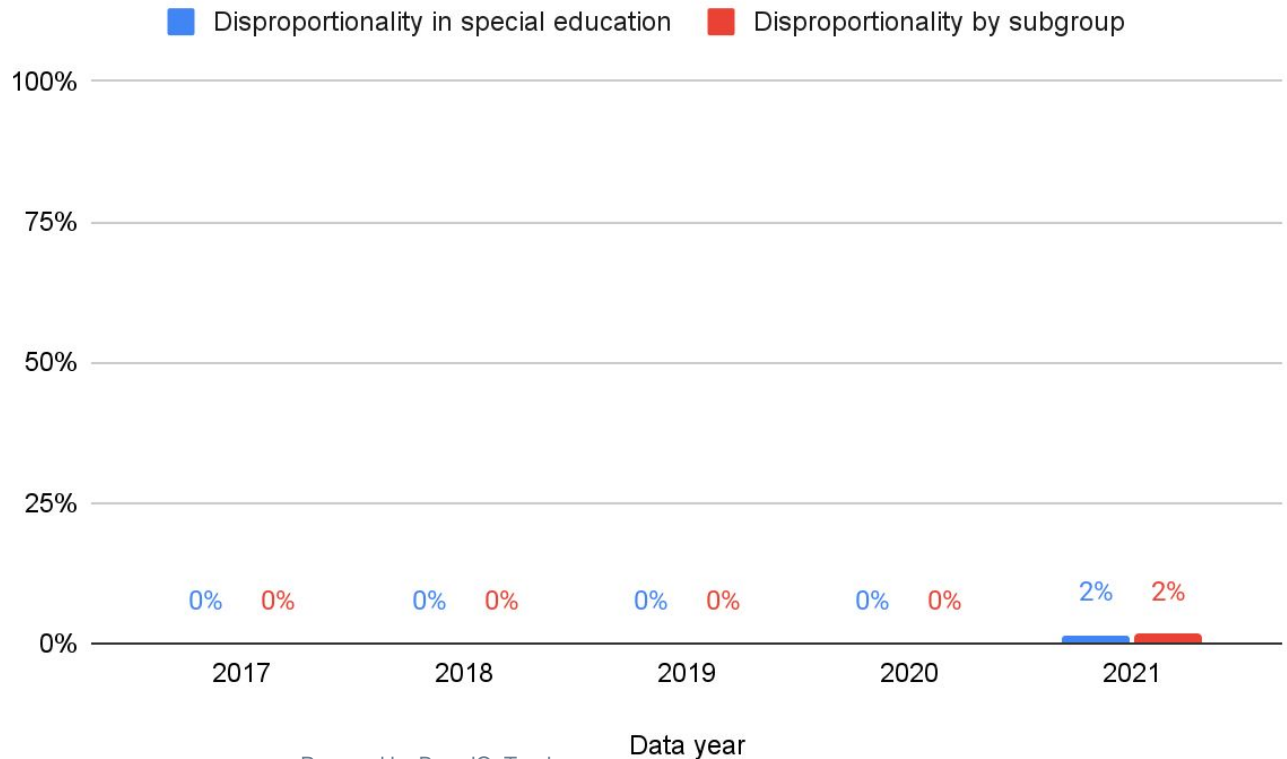
# Things we are doing to better parent involvement scores

- Utah Parent Center involvement, including trainings for parents
  - Offered 2 trainings for the 2020/2021 school year, and online-only offerings during the 2021/2022 year. OPA parents have not participated in these offerings. Ideas for marketing are welcome.
- Actively encouraging parents to return the survey
- Procedural safeguards booklets (English and Spanish)
  - Procedural safeguards summary handouts (English and Spanish)
    - Handout contains Beth Callison's contact information
- Providing information regarding helpful websites, such as [understood.org](https://www.understood.org)
- Providing information regarding WHS stabilization and mobile response services for families in crisis
- Implementation of social work services at OPA in partnership with Weber Human Services

# Indicator 9- Disproportionality

Disproportionality refers to over-identification of certain ethnic populations for special education services.

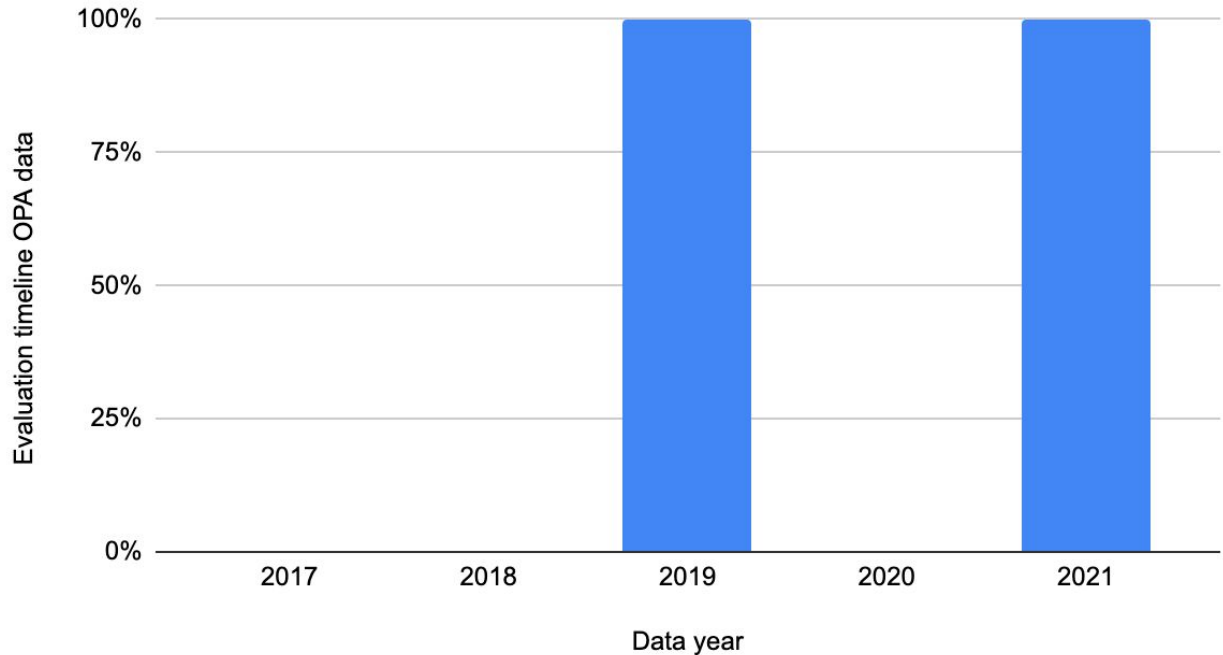
The disproportionality identified is for students who are white. This is not considered a risk factor.



# Indicator 11: Child Find/Initial Evaluation timelines

For initial evaluations, the timeline is 45 school days. For children entering foster care or at the request of DCFS, we have 30 calendar days to complete initial evaluations or reevaluations. State and federal guidelines require 100% compliance with these time limits. Blank years are years where the state office did not come in for a file review.

Evaluation timeline

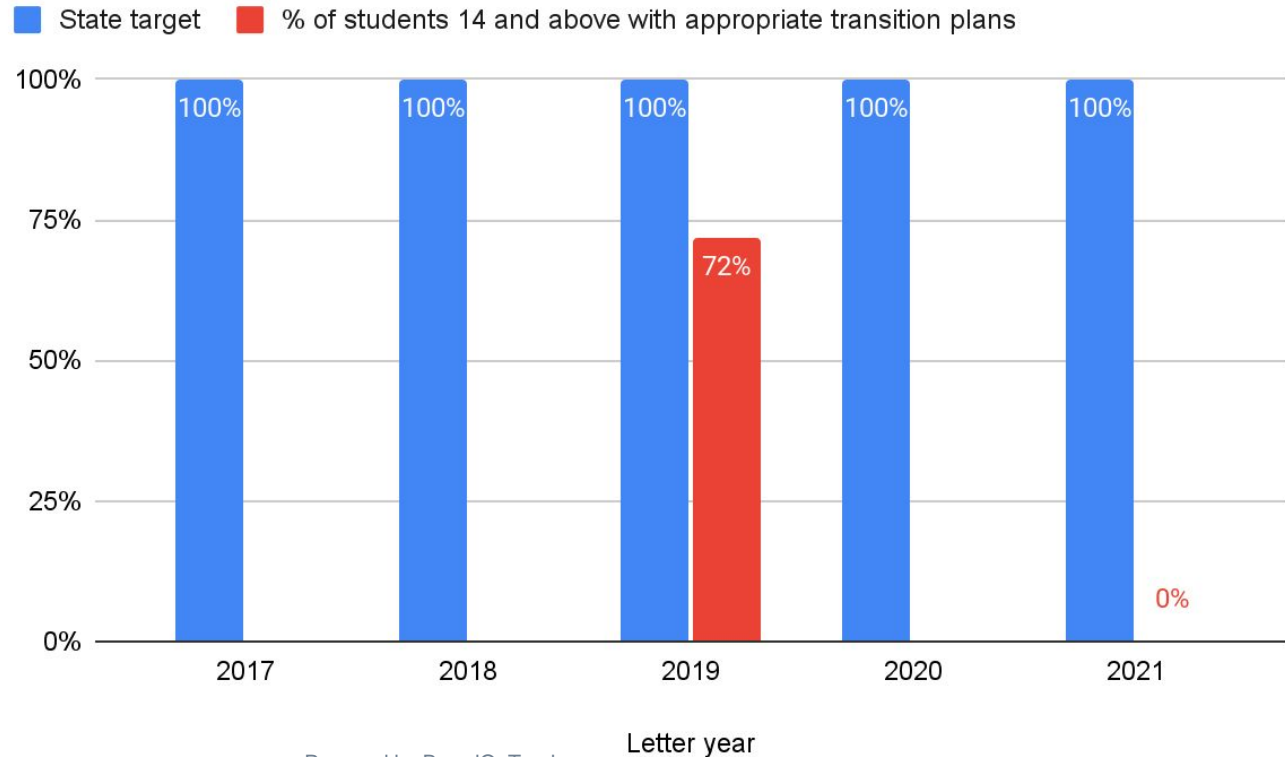


# Indicator 12: Transition from prek to k

This indicator does not currently affect OPA

# Indicator 13: Secondary transition plans

Transition planning expectations have changed significantly based on input from OSEP. OPA's numbers for 2021 were 0% due to a lack of active language in the goal writing. Our JH sped teachers have attended the appropriate changes and are at 100% for appropriate transition plans in files for student 14 and older so far this year. This year is not a monitoring year.

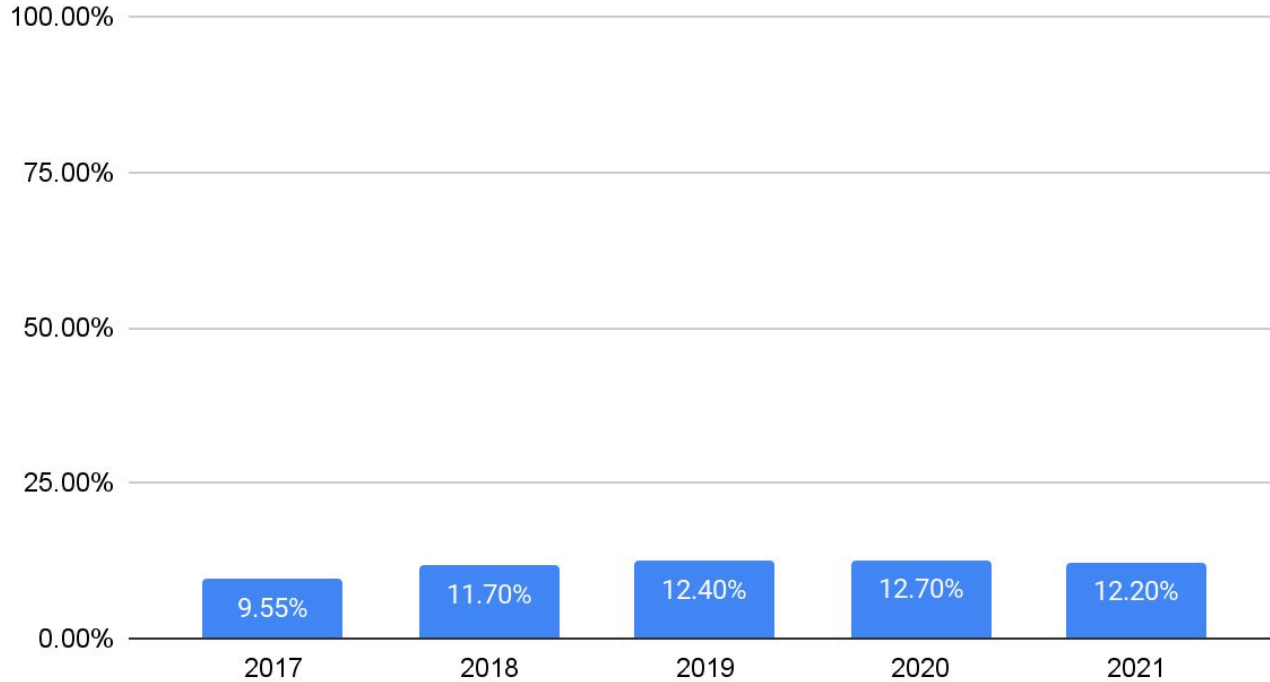


# Indicator 14: Post secondary outcomes

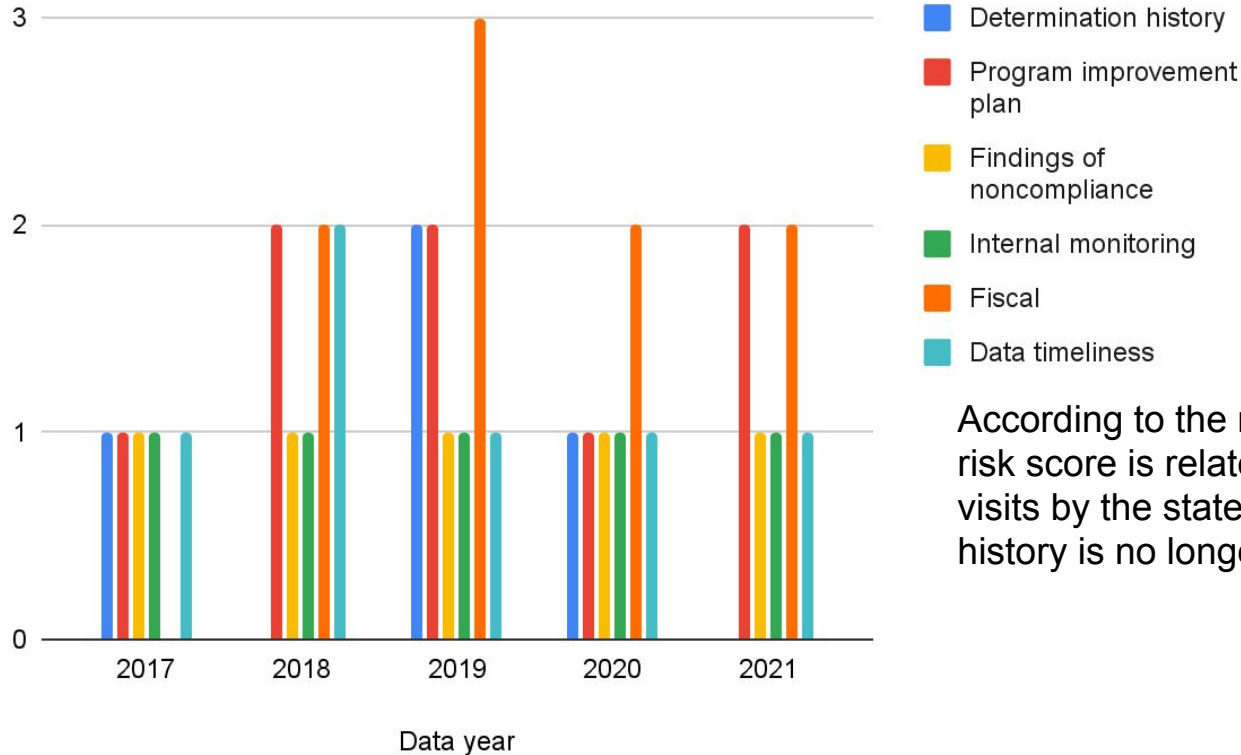
This indicator relates to students after they leave high school and does not affect OPA. In order to develop a deeper profile of how special education students function in job or college settings, the state completes a survey of students and parents one year after graduation from high school.



## Prevalence of students with disabilities within OPA currently receiving special education supports.



# Risk score determinations



According to the rubric, this elevated Fiscal risk score is related to no fiscal monitoring visits by the state since 2017. Determination history is no longer applicable.

# Findings of non compliance

OPA did have findings of non-compliance this year, due to missing medical documents identified by the monitoring process. We have put safeguards in place to ensure this does not happen in the future.

We were issued a [written letter of noncompliance in General Supervision](#) due to this. However, the definition of noncompliance was changed to all items less than 100% mid-year, so this risk score was not included in the monitoring tier calculation.

# Cover Sheet

## FY23 School Calendar

**Section:** IV. Administrative Report  
**Item:** C. FY23 School Calendar  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:**  
FY23 OPA School Calendar.pdf  
OPA School Year Days and Hours Calculations - 2022-2023.pdf



# Ogden Preparatory Academy

## 2022-2023

### School Year Calendar

Elementary School (K-6)  
1415 Lincoln Avenue  
Ogden UT 84404  
801.627.2066  
801.394.2267 (fax)

Junior High (7-9)  
1435 Lincoln Avenue  
Ogden UT 84404  
801.627.3066  
801.395.2267 (fax)

July 22						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

**OPA Mission**  
To provide a challenging curriculum where **academic excellence, character development, and individual growth** are nurtured in a safe and happy environment that involves the active participation of students, teachers, parents, and community members.

August 22						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 22						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 22						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 22						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 22						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

January 23						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 23						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March 23						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April 23						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May 23						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June 23						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

**School Hours**  
School Begins: 8:05 am  
School Ends:  
Regular Day: 3:00 pm  
Minimum Day: 12:45 pm

**OPA Website:**  
[www.ogdenprep.org](http://www.ogdenprep.org)

Scan for  
**Principal Updates**  
on the OPA Website:



- New Teacher Orientation
- Report Cards Issued
- Minimum Day
- Minimum Day/\$1 Free Dress
- Leader in Me Spirit Day
- Registration, Aug 3; 9:00 am to 7:00 pm**
- Term Dates**
- August 15 Back to School Night, Grades 1-6
- August 16-19 First week of school 1st-9th grades/ Minimum Days
- August 16-18 Kindergarten Testing
- August 16 School Starts/Term 1 Begins
- Aug 22-26 Kindergarten First Week/Min. Days
- October 24 Term 2 Begins (Term 1 reports sent 10/27)
- January 17 Term 3 Begins (Term 2 reports sent 01/19)
- March 20 Term 4 Begins (Term 3 reports sent 03/23)
- May 26 Last Day of School
- No School**
- September 5 Labor Day
- October 20-21 Fall Break
- November 21-25 Thanksgiving Break
- December 19-30 Winter Break
- January 16 MLK Day
- February 20 Presidents' Day
- March 17 Student Holiday
- April 3-7 Spring Break
- Virtual Learning Days (no in-person learning)**
- October 14 March 10
- January 6 May 12
- Teacher Professional Development**
- August 8-11 P.D. (student holiday)
- October 24 P.D. (student holiday)
- March 16 P.D. (student holiday)
- Family-Teacher Conferences**
- Thursday: 1 pm - 7 pm; Friday 8 am - 12 pm**
- October 6-7 Family-Teacher Conferences
- February 16-17 Family-Teacher Conferences
- April 27 Family-Teacher Conferences: 4 pm to 6 pm

*Fridays of each week are minimum days for students with Professional Development sessions for teachers, unless otherwise noted.*

# Ogden Preparatory Academy

2022-2023

## Calculations for Days and Hours

Type of Day	Schedule	Number of days	Hours/Day*	Total Hours/Day Type
Regular Day	8:05 am - 3:00 pm	135	6.4	866.3
Minimum Day	8:05 am - 12:45 pm	35	4.2	145.8
Remote Learning Day		4	4.2	16.8
Parent Teacher Conference	Counted as min. day	2	4.2	8.3
Professional Development**	Counted as regular day	4	6.4	25.7
<b>Total:</b>		<b>180</b>		<b>1062.9</b>
Required:		180		990

\* Hours/day does not include time at lunch.

\*\* 4 days are counted as school days; however, 6 days are included in the schedule.

# Cover Sheet

## FY23 School Land Trust Plan

**Section:** IV. Administrative Report  
**Item:** D. FY23 School Land Trust Plan  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** FY23 School Land Trust Plan.pdf



# Ogden Preparatory Academy

## School Land Trust Plan

### 2022-2023

**Critical Need**

The critical need for OPA is in Math, specifically with our ELL and SWD subgroups.

**Goals:**

1. 70% of Junior High students will meet or exceed their typical growth goal on the math diagnostic tool.
2. 80% of Elementary students will meet or exceed their typical growth goal on the math diagnostic tool.

**Academic Areas:**

Mathematics

**Measurements:**

1. A math diagnostic will be given BOY, MOY, and EOY. Typical growth goals will be set for each student after the BOY diagnostic. Results from the EOY diagnostic will determine if the goals are met.

**Action Plan Steps:**

1. We will employ a Math Coach to work with all math teachers to improve tier 1 instruction.
2. We will employ 3 math intervention paraprofessionals, 2 at the elementary and 1 at the JH, to provide tier 2 and tier 3 interventions.
3. We will employ an additional math teacher to enable students to have math instruction everyday in grades 7 through 9.
4. We will purchase a math curriculum for grades K-5 that is aligned with the Utah Core Standards to increase collaboration and improve tier 1 instruction.

**Expenditures:**

Category	Description	Estimated Cost
People and Professional Development	Certified Math Teacher; Certified Level 4 Math Coach; Three Math intervention paraprofessionals	\$136,000



Books and Technology	Math Curriculum	\$20,000
<b>Total</b>		<b>\$156,000</b>

# Cover Sheet

## OPA Salary Schedules

**Section:** IV. Administrative Report  
**Item:** E. OPA Salary Schedules  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** FY23 OPA Salary Schedules - Admin.pdf  
FY23 OPA Salary Schedules - Kitchen.pdf  
FY23 OPA Salary Schedules - Coaching\_Specialists.pdf  
FY23 OPA Salary Schedules - Secretary.pdf  
FY23 OPA Salary Schedules - TA & Subs.pdf  
FY23 OPA Salary Schedules - Teachers.pdf

## OPA Administration Salary Schedule

Step	Executives	Program Directors; Deans; VP
1	\$100,000	\$70,000
2	\$103,000	\$72,100
3	\$106,090	\$74,263
4	\$109,273	\$76,491
5	\$112,551	\$78,786
6	\$115,927	\$81,149
7	\$119,405	\$83,584
8	\$122,987	\$86,091
9	\$126,677	\$88,674
10	\$130,477	\$91,334
11	\$134,392	\$94,074
12	\$138,423	\$96,896
13	\$142,576	\$99,803
14	\$146,853	\$102,797
15	\$151,259	\$105,881
16	\$155,797	\$109,058
17	\$160,471	\$112,329
18	\$165,285	\$115,699
19	\$170,243	\$119,170

Schedule
----------

120 hours PTO  
Summer hours as negotiated/needed

Stipends
----------

\$100 per evening activity supervision  
Other assignments as negotiated

Bonus
-------

Executives  
Up to 5% of salary as approved by the Board  
Administration:  
Determined by Principals and Director

## OPA Academic Coaches/Specialists Salary Schedule

Step	Hourly	
1	\$20.00	PTO
2	\$20.60	Average weekly hours
3	\$21.22	
4	\$21.85	Schedule
5	\$22.51	Determined by supervisor
6	\$23.19	
7	\$23.88	Bonus - Determined by Administration
8	\$24.60	Returning Bonus
9	\$25.34	Christmas Bonus
10	\$26.10	
11	\$26.88	Pay Calculation
12	\$27.68	Full-time salary based on hourly wage.
13	\$28.52	
14	\$29.37	
15	\$30.25	
16	\$31.16	
17	\$32.09	
18	\$33.06	
19	\$34.05	
20	\$35.07	
21	\$36.12	
22	\$37.21	
23	\$38.32	
24	\$39.47	
25	\$40.66	
26	\$41.88	
27	\$43.13	
28	\$44.43	
29	\$45.76	
30	\$47.13	
31	\$48.55	
32	\$50.00	

## OPA Kitchen Staff Salary Schedule

Step	Hourly	Part Time Salary	Full Time Salary (Managers)
1	\$14.00	\$14,868	\$27,000
2	\$14.42	\$15,314	\$28,000
3	\$14.85	\$15,773	\$29,000
4	\$15.30	\$16,247	\$30,000
5	\$15.76	\$16,734	\$31,000
6	\$16.23	\$17,236	\$32,000
7	\$16.72	\$17,753	\$33,000
8	\$17.22	\$18,286	\$34,000
9	\$17.73	\$18,834	\$35,000
10	\$18.27	\$19,399	\$36,000
11	\$18.81	\$19,981	\$37,000
12	\$19.38	\$20,581	\$38,000
13	\$19.96	\$21,198	\$39,000
14	\$20.56	\$21,834	\$40,000
15	\$21.18	\$22,489	\$41,000
16	\$21.81	\$23,164	\$42,000
17	\$22.47	\$23,859	\$43,000
18	\$23.14	\$24,575	\$44,000
19	\$23.83	\$25,312	\$45,000
20	\$24.55	\$26,071	\$46,000
21	\$25.29	\$26,853	\$47,000
22	\$26.04	\$27,659	\$48,000
23	\$26.83	\$28,489	\$49,000
24	\$27.63	\$29,343	\$50,000
25	\$28.46	\$30,224	\$51,000
26	\$29.31	\$31,130	\$52,000
27	\$30.19	\$32,064	\$53,000
28	\$31.10	\$33,026	\$54,000
29	\$32.03	\$34,017	\$55,000
30	\$32.99	\$35,037	\$56,000
31	\$33.98	\$36,089	\$57,000
32	\$35.00	\$37,171	\$58,000

Schedule
----------

Full Time Salary: 80 hours PTO

Part Time Salary: 59 hours PTO

Bonus (amount determined by Administration)
---

Returning Bonus

Christmas Bonus

## OPA Secretarial Staff Salary Schedule

Step	Hourly	Salary
1	\$18.00	\$30,000
2	\$18.45	\$30,750
3	\$18.91	\$31,519
4	\$19.38	\$32,307
5	\$19.87	\$33,114
6	\$20.37	\$33,942
7	\$20.87	\$34,791
8	\$21.40	\$35,661
9	\$21.93	\$36,552
10	\$22.48	\$37,466
11	\$23.04	\$38,403
12	\$23.62	\$39,363
13	\$24.21	\$40,347
14	\$24.81	\$41,355
15	\$25.43	\$42,389
16	\$26.07	\$43,449
17	\$26.72	\$44,535
18	\$27.39	\$45,649
19	\$28.07	\$46,790
20	\$28.78	\$47,960
21	\$29.50	\$49,158
22	\$30.23	\$50,387
23	\$30.99	\$51,647
24	\$31.76	\$52,938
25	\$32.56	\$54,262
26	\$33.37	\$55,618
27	\$34.21	\$57,009
28	\$35.06	\$58,434
29	\$35.94	\$59,895
30	\$36.84	\$61,392
31	\$37.76	\$62,927
32	\$38.70	\$64,500

Schedule
----------

Salary: 80 hours PTO

Summer hours determined annually

Bonus (amount determined by Administration)
---

Returning Bonus

Christmas Bonus

## OPA Teaching Assistants Salary Schedule

Step	Hourly
1	\$16.00
2	\$16.48
3	\$16.97
4	\$17.48
5	\$18.01
6	\$18.55
7	\$19.10
8	\$19.68
9	\$20.27
10	\$20.88
11	\$21.50
12	\$22.15
13	\$22.81
14	\$23.50
15	\$24.20
16	\$24.93
17	\$25.68
18	\$26.45
19	\$27.24
20	\$28.06
21	\$28.90
22	\$29.76
23	\$30.66
24	\$31.58
25	\$32.52
26	\$33.50
27	\$34.51
28	\$35.54
29	\$36.61
30	\$37.71
31	\$38.84
32	\$40.00

PTO
-----

Average weekly hours

Schedule
----------

Determined by supervisor

Bonus - Determined by Administration
--------------------------------------

Returning Bonus

Christmas Bonus

Pay Calculation
-----------------

Full-time salary based on hourly wage.

### OPA Teachers Salary Schedule

Step	LEA Specific or No License	AEL	PEL
1	\$43,500	\$48,000	\$50,000
2	\$44,000	\$48,750	\$51,000
3	\$44,500	\$49,500	\$52,000
4	\$45,000	\$50,250	\$53,000
5	\$45,500	\$51,000	\$54,000
6	\$46,000	\$51,750	\$55,000
7	\$46,500	\$52,500	\$56,000
8	\$47,000	\$53,250	\$57,000
9	\$47,500	\$54,000	\$58,000
10	\$48,000	\$54,750	\$59,000
11	\$48,500	\$55,500	\$60,000
12	\$49,000	\$56,250	\$61,000
13	\$49,500	\$57,000	\$62,000
14	\$50,000	\$57,750	\$63,000
15	\$50,500	\$58,500	\$64,000
16	\$51,000	\$59,250	\$65,000
17	\$51,500	\$60,000	\$66,000
18	\$52,000	\$60,750	\$67,000
19	\$52,500	\$61,500	\$68,000
20	\$53,000	\$62,250	\$69,000
21	\$53,500	\$63,000	\$70,000
22	\$54,000	\$63,750	\$71,000
23	\$54,500	\$64,500	\$72,000
24	\$55,000	\$65,250	\$73,000
25	\$55,500	\$66,000	\$74,000
26	\$56,000	\$66,750	\$75,000
27	\$56,500	\$67,500	\$76,000
28	\$57,000	\$68,250	\$77,000
29	\$57,500	\$69,000	\$78,000
30	\$58,000	\$69,750	\$79,000
31	\$58,500	\$70,500	\$80,000
32	\$59,000	\$71,250	\$81,000

Schedule

---

80 hours PTO

Bonus - Determined by Administration

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Returning Bonus

Christmas Bonus

Non-OPA Experience upon hire

---

Experience \* 0.5

Advanced Education

---

3 steps

Step Increase

---

No License \$500

AEL \$750

PEL \$1,000



# Cover Sheet

## FY23 Fee Schedule

<b>Section:</b>	V. Policies
<b>Item:</b>	A. FY23 Fee Schedule
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	7.16.POL Fee Schedule.pdf



**Official Policy  
of  
Ogden Preparatory Academy**

**7. Students**

**7.16.POL Fee Schedule**

**Effective/Revision Date:** 07/14/2021

**Page 1 of 4**

<b>Fee Name</b>	<b>Amount</b>
<b>Course/Grade Related Fees (Curricular)</b>	
Endurance Training/year <i>VASA membership; Sports program pays balance of membership.</i>	\$8.00/month; \$72/year
Credit Recovery <i>(not to be waived)</i>	\$25/semester
Advanced Placement Testing Fees <i>(not to be waived)</i>	Varies by test
<b>Personal Discretionary Expenses/Miscellaneous Optional Purchases (not to be waived)</b>	
PE Uniform Shirt - 1 item	8.00
PE Uniform Shirt - 2 items	15.00
Yearbook Elementary, <b>Soft Cover</b>	<del>145.00</del>
<b>Yearbook Elementary, Hard Cover</b>	<b>18.00</b>
Yearbook Junior High	20.00 <i>(<del>2015.00 if purchased at registration</del>)</i>
Class Change Fee	10.00
Replacement Name Tag*	5.00
Replacement Planner*	5.00
Replacement Earbuds*	5.00
Replacement or Repair for Chromebook**	<b>Up to \$260</b> <del>200.00</del>
Lost or damaged books	Cost of book

<b>Extracurricular Opportunities</b>	
School Dances	Varies \$1-\$5
Lagoon School Day	Varies \$45-\$55
Uniform Free Day	\$1
<b>Expeditionary Learning Opportunities (Co-Curricular)</b>	
Spain Field Trip** <i>Air and bus travel; lodging; food; tuition; tour guides; entrance fees</i>	3,000.00
West Coast Science Expedition** <i>Fuel expenses; entrance fees; lodging fees; supplies; tours</i>	300.00
Southern Utah Science Expedition** <i>Fuel expenses; entrance fees; lodging fees; supplies; tours</i>	100.00

\*Work alternatives to payment are available.

\*\* Amounts reflect maximums; individual amounts may vary depending on actual costs, student count, trip fees, and fundraising revenues.

**Fee Limits**

**Curricular Course Related Fees**

Per Student : \$75  
Per Family: \$150

**Personal Discretionary Expenses Miscellaneous Optional Purchases**

No Limits

**Expeditionary Learning Opportunities**

1. No Limits
2. Service Requirements:
  - a. Science Expeditionary Learning Opportunities (Oregon and Escalante): Each trip has a 2 hour service project requirement for all attendees.
  - b. Spain Trip:
    - i. All attendees must participate in group planned service and fundraising activities. No more than 20 hours.
    - ii. Individual fundraising opportunities are also provided. Hours may vary.

<b>7.16.POL Fee Schedule</b>	
Effective/Revision Date: 07/14/2021	Page 2 of 4

<b>Student Device (chromebook) Repair Costs</b>	
<ul style="list-style-type: none"> <li>• <i>Part costs are wholesale costs and may be subject to change based on availability.</i></li> <li>• <i>These costs are based on the device being reparable in house. Additional costs or replacement may be required for extensive damages.</i></li> <li>• <i>Repairs will only be made if the cost is less than replacement.</i></li> </ul>	
<b>Item</b>	<b>Amount</b>
Casing	\$20.00 <del>\$30.00</del>
Battery	\$25.00 <del>\$23.00</del>
Radiator	\$22.00 <del>\$17.00</del>
WiFi Card	\$25.00
Motherboard	\$150.00 <del>\$160.00</del>
Speakers	\$20.00 <del>\$13.00</del> /pair
USB Board (if applicable)	\$35.00
Trackpad	\$35.00 <del>\$44.00</del>
Keyboard	\$60.00 <del>\$90.00</del>
Display Bezel	\$20.00 <del>\$16.00</del>
Display	\$130.00 <del>\$160.00</del>
Camera	\$15.00 <del>\$13.00</del>
Keys	\$0.10/each <del>\$10.74</del>
Labor	\$40.00/hour

Document History

Approved: unknown

Revised: 06/16/2016

06/14/2017 *Added: Ultimate Frisbee, Environmental Science, Biology, Weight Training; Equalized electives; Simplified/increased yearbook; Removed robotics.*

07/19/2017 *Changed the PE shirt fee to \$8, made the PE shorts optional.*

06/13/2018 *Changed the Endurance Training Fee to \$8/month; \$72/year due to VASA membership costs*

06/12/2019 *Added Credit Recovery at \$25/semester. Removed Grade level fees to increase transparency.*

<b>7.16.POL Fee Schedule</b>	
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- Added Student and Family maximums.*
- Added additional fees to make the schedule more inclusive.*
- 08/15/2019** *Reduced the cost of Junior High Yearbook to reflect actual costs.*
- Added replacement earbud costs.*
- 03/19/2020** *Removed course specific charges except Endurance Training and Weight training facility fees. Added one grade level fee. Added spend plan information, and service and fundraising requirements for trips.*
- 05/21/2020** *Increased grade level fee to account for chromebook check out. Increased individual and family maximums to correspond to grade level fee increase.*
- 03/11/2021** *Added Chromebook repair costs, adjusted some fees as needed, and corrected trip descriptions.*
- 07/14/2021** *Removed class fees and sports fees.*

## Legal References

<b>7.16.POL Fee Schedule</b>	
Effective/Revision Date: 07/14/2021	Page 4 of 4

# Cover Sheet

## OPA Benefit Handbook

<b>Section:</b>	V. Policies
<b>Item:</b>	B. OPA Benefit Handbook
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	OPA - Benefits Handbook.pdf



# OGDEN PREPARATORY ACADEMY

## Benefits Handbook

Established: April 21, 2016

Updated: March, 2021

Updated: March, 2022

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ACADEMY**

## Benefits Handbook

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## Contacts

Accounting/Payroll and Benefits Questions:

**Debbie Deem**

[ddeem@ogdenprep.org](mailto:ddeem@ogdenprep.org)

**Ext. 2111**

Health Insurance/HRA Insurance Agent (For technical questions or coverage advocacy)

### **Keyes Benefits**

*Contact:* Jeff Bryant

*Address:* 5075 S 1500 W

Riverdale, UT 84405

*Phone:* 801.392.5752

*Email:* [jeff@Jeffreyhbryant.com](mailto:jeff@Jeffreyhbryant.com)

401K

### **Trautmann, Maher & Associates**

Help Desk: 888-700-0808





## OGDEN PREPARATORY ACADEMY

# Benefits Handbook

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## Payroll

### *Salaries*

- ❖ Salary amounts are calculated and disbursed according to the schedule in the employee agreement..
- ❖ Salary amount is disbursed in 1/24<sup>th</sup> increments prorated over the full 12 months of the year.
- ❖ Employees who are not returning and who have completed a full=school year of service, will receive the last paycheck according to the schedule in the employee agreement..
- ❖ If an employee leaves before the end of the school year, they will be paid on a prorated basis, based on the amount of school days worked (i.e. if an employee worked 80 out of the 185~~0~~ days - the employee will receive  $80/185 = 43.2\%$  of their annual salary).

### *Pay Periods*

- ❖ Pay periods are semi-monthly: the first of the month through the 15<sup>th</sup>, and the 16<sup>th</sup> through the end of the month.
- ❖ Employees will be paid on the 5<sup>th</sup> and 20<sup>th</sup> of each month following the respective pay period.
- ❖ Holidays & Weekends – If the 5<sup>th</sup> or 20<sup>th</sup> falls on a holiday or weekend, direct deposit amounts will be available on the day before the holiday or weekend. If the employee does not have direct deposit, their paycheck will be placed in their employee box.
- ❖ Direct Deposit is encouraged. To obtain or change direct deposit, submit a voided check or bank provided form along with the Direct Deposit form to the HR office (Deposit slips and other banking items sometimes have different routing numbers and usually will not work).

## Personal Leave

### *Personal Time Off (PTO)*

- ❖ Personal Time off is managed in hours.

### *Salaried Employees*

- ❖ Accrued monthly, August through May. at a rate of the average daily hours per month.¶
- ❖ Full-time, salaried employees receive a total of 80 hours of personal leave (8 hours per school calendar month) each school year. Part-time, salaried employees receive a prorated amount based



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on full time equivalent (FTE).

- ❖ Unused personal time off
  - 40 hours of unused, accrued, personal time off shall be rolled over from year-to-year (or an amount equivalent to ½ the total amount accrued in 1 year.)
    - If an employee anticipates the need for additional time off in an upcoming year, they may request for additional PTO hours be rolled forward with the following conditions:
      - Receive administrative approval,
      - Anticipated leave qualifies under FMLA,
      - Additional rolled leave shall be used only for the anticipated event. Any additional rolled leave shall be paid out at \$10 per hour.
    - Additional unused hours will be paid out at the set payout a rate of \$10 per hour.
  - If an employee leaves before the end of the school year,
    - The amount of personal time off will be prorated based on months, or any partial months, worked. (Example: if an employee works August 15 to October 10, they will receive 24 hours personal time off.)
    - Any unused personal time off shall be forfeited. Personal leave may not be used to extend the last day of work.
- ❖ ~~Personal time off is managed in hours used and remaining are displayed in hours and can be viewed on the OPA Dashboard.~~
- ❖ ~~PTO Overage: The employee’s calculated hourly rate of pay shall be deducted from the employee’s paycheck for each hour of leave PTO overage. Hourly rate of pay, for salaried full-time employees, shall be calculated using the following formula: Salary/Agreement hours. (Full-time employees work 1440 hours/year; hours worked shall be prorated based on FTE.)~~1440.

**Hourly Employees**

- ❖ Accrued monthly, August through May. at a rate of one half (½) the average daily hours per month. (Employees working 29.5 hours/week, shall accrue 3 hours/month.)
- ❖ Unused personal time off shall be paid at employee’s hourly rate after the agreement completion.
- ❖ If an employee leaves before the end of the school year,
  - The amount of personal time off will be prorated based on months, or any partial months, worked.
  - Previously paid hours exceeding the prorated allocation shall be withheld from the final paycheck.
  - Any unused personal time off shall be forfeited. Personal leave may not be used to extend the last day of work.



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- ❖ Other personal time off benefits do not apply to hourly employees.¶¶

#### ***Bereavement:***

In the event of a death of a member of an employee's or an employee's spouse's family, **including miscarriage or stillbirth**, an employee may be excused, without a PTO deduction, for **up to** the following days as needed for travel and funeral arrangements:

1. Five days for a member of the immediate family.
2. Four days for parents or step-parents.
3. Three days for siblings, in-laws or grandchild.
4. Two days for grandparent or siblings in-law.
5. One day for Uncle, Aunt, Cousin, Niece or Nephew.

Bereavement days shall be consecutive and in conjunction with services. Additional days may be added if travel necessitates additional time. **Upon a** written request, the Principal may approve additional leave for extenuating circumstances.

Bereavement leave is intended to be used for making arrangements for and attending funeral services and emergency-type business transactions related to the death.

#### ***Misuse of PTO***

Misuse of PTO shall result in corrective action, which will include forfeiture of salary during the time of misuse and paying the full cost of the substitute. Repeated misuse shall be cause for dismissal.

#### ***Absence Excused by Doctor***

Any employee absent for more than **5** consecutive **school** days or requiring extended absences shall provide administration with a physician's note detailing reason and duration of absence.

## Eligibility

- ❖ Full-time employees employed by Ogden Preparatory Academy prior to September 1, 2016 shall be eligible for benefits beginning September 1, 2016.
- ❖ Full-time employees employed by Ogden Preparatory Academy after September 1, 2016 shall be eligible for benefits on the 1st of the month immediately after the employee's start date. (Example: a full-time employee who starts working on October 14th, shall be eligible for benefits on or after November 1.)



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## Benefits Handbook

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## Health Insurance and Health Waiver

### *Health Insurance*

- ❖ Ogden Preparatory Academy will contribute to an employee's medical policy premiums according to the following schedule for any employee eligible for benefits and electing to enroll in the insurance offered by the school.
  - Single – \$300/per month.
  - Employee and Children only - \$650/per month.
  - Employee and Spouse - \$650/per month.
  - Family - \$900/per month.

### *Health Insurance Waiver Option*

- ❖ Employees who have health insurance coverage through other means shall receive a \$250 monthly waiver stipend, not to exceed \$3,000 annually..
- ❖ Waiver stipends shall be paid out in conjunction with scheduled paychecks.



## OGDEN PREPARATORY ACADEMY

### Benefits Handbook

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## Retirement Plan (401k)

Ogden Preparatory Academy offers a self-directed 401k matching plan to all full-time salaried employees. All part-time employees may contribute to their 401k without a match from the school.

### *Employer Contributions*

- ❖ **Self-directed** – Ogden Preparatory Academy has contracted with a financial consultant to set up and manage a 401k for the school's employees.
- ❖ **Ogden Preparatory Academy will match an employee contributions up to an amount equal to 3%, 4% or 6%** of a full-time employee's base salary to the employee's 401k plan out of the school's funds.
  - **3%** for the first 2 years of full-time OPA employment
  - **4%** for the 3rd and 4th years of full-time OPA employment
  - **6%** for OPA employment beyond 4 years
- ❖ For the purposes of the 401K, a year is defined as full-time employment for a minimum of 138 school days of the current year. Partial years (fewer than 138 school days) will not be combined over separate years to form full years.
- ❖ 2 years of part-time OPA employment shall be equivalent to 1 year of full-time employment. Years counted shall be truncated to the nearest whole number of employed years. (ex. A full-time employee who was previously working for 5 part-time years, shall be counted as having 2 ( $5/2 = 2.5$ , truncates to 2) years full-time employment for the purposes of 401K matching funds.)
- ❖ **Vesting Schedule** – The school has an automatic vesting schedule.
  - All funds contributed or matched are fully vested (owned by the employee) at the time of contribution (immediately).
- ❖ All funds contributed by the school are in the form of a **traditional 401k** (i.e. funds used at retirement are taxable).
- ❖ All matching percentages are reviewed by the Ogden Preparatory Academy Board of Directors annually, and are subject to change due to budget constraints.

### *Employee Contributions*

- ❖ Employees can contribute to their retirement accounts in a traditional 401k or in a Roth 401k.
  - **Traditional 401k** – contributions are withheld pre-tax (i.e. lowers income and tax liability)



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for the current year). Funds used at retirement are taxable at the current tax rate.

- **Traditional 401k** is recommended for individuals who are planning on retiring and having a low taxable income at the point when they would be drawing down their retirement. **-Traditional saves money now**
- **Roth 401k** – contributions are withheld after-tax (i.e. the employee pays the tax now). Funds (principal and interest) used at retirement are not taxed.
  - **Roth 401k** is Recommended for individuals who are planning on having higher taxable income when they draw down their retirement. Also, taxes usually increase over time, so this option would lock in the amount of tax one would pay on future income. **-Roth saves money at retirement**

## Dental and Vision

Dental and vision plans are available to all full-time salaried employees. All premiums are paid by the employee through paycheck deductions.

- ❖ Premiums are paid through a pop plan that will save tax dollars (i.e. lower one's income for tax calculations).

## Life Insurance

**Life insurance** is provided to all full-time salaried employees free of cost to employees.

- ❖ Benefits include:
  - \$50,000 of life insurance
  - \$5,000 to \$50,000 of accidental death or dismemberment depending on the situation
  - \$2,000 of dependent life insurance for spouse or dependants
- ❖ Voluntary Life is also available; additional costs shall be paid by the employee for any additional elections for the employee and/or family members.



## OGDEN PREPARATORY ACADEMY

### Benefits Handbook

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## Supplemental Insurances

Employees can elect to have voluntary life insurance premiums deducted from their paycheck pre-tax. Employees may elect to use supplemental insurances through Aflac or Allstate; however, premiums will not be pre-tax.

## FMLA (Family Medical Leave Act)

- ❖ Ogden Preparatory Academy participates in FMLA which secures the right of employees to take up to 12 weeks of unpaid time off and have their job held for them.
  - An employee cannot take more than 12 consecutive weeks off. ~~A-If they would like to use PTO,~~ any paid time off used ~~shall~~<sup>would</sup> be included in the 12 week period.
  - Ogden Preparatory Academy will continue to pay for benefits according to the employee's benefit option without seeking reimbursement.
  - Employee shall determine how personal time off shall be used while on leave.
  - Employee will be charged for any time used after personal leave is expended according to the school's Personal Leave procedures as outlined in this document.
- ❖ To qualify for FMLA, an employee, or an immediate family member, ~~must~~<sup>would</sup> be experiencing a "serious health condition" which prevents the employee from performing assigned responsibilities.
- ❖ FMLA personal time off must be authorized by school administration.
- ❖ See the Ogden Preparatory Academy FMLA policy for additional information.

## Termination

All benefit payments will cease on the termination date. Benefit dollars shall not be prorated upon termination.



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**COBRA** (Consolidated Omnibus Budget Reconciliation Act)

Ogden Preparatory Academy participates in COBRA. COBRA provides a way for departing employees to keep their health insurance benefits until they have a chance to secure new health insurance. Departed employees can elect to have COBRA coverage for up to 18 months after leaving the school by applying and then paying the exact amount the school is billed for the employee's health insurance premium.



# Cover Sheet

## Policy Updates

<b>Section:</b>	V. Policies
<b>Item:</b>	C. Policy Updates
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	1.03.POL_Board_Job_Descriptions.pdf 1.04.POL_General_Responsibilities.pdf 2.03.POL_Records_Management_Policy.pdf 8.04.POL_Family_Education_Rights_and_Privacy_Policy.pdf 3.12.POL_Budget_and_Title_1_Policy_DRAFT.pdf 6.09.POL_Grievance_Policy_(Staff).pdf



# OGDEN PREPARATORY ACADEMY

## Official Policy

### 1. School Board Operations

#### 1.03.POL Board Job Descriptions

**Effective/Revision Date:** 06/26/2013

**Page 1 of 5**

### PURPOSE

The Board is responsible for ensuring the successful academic program of Ogden Preparatory Academy (OPA). This includes assuring the school's program of instruction and operation are faithful to the terms of its Charter, and that the finances are managed to assure a viable organization. The Board's primary role is "Governance", which encompasses legal responsibilities, general oversight, planning and policy-making, and meeting fiduciary requirements. The Board only has authority when it votes as a group. No single member has authority for the Board as a whole.

### GENERAL RESPONSIBILITIES

The following principles should guide all members:

- **Duty of Care:** A Board member shall exercise reasonable care when he/she makes a decision as a steward of OPA.
- **Duty of Loyalty:** A Board member must give undivided allegiance to the organization when making decisions. Members must avoid decisions that perceptually, or actually, create any type of personal gain.
- **Duty of Obedience:** This requires a Board member to be faithful to the school's mission. He/she must act in a way that is consistent with the central goals of the school. The basis of the rule lies in the public's trust that the school will manage funds and create policies to fulfill its mission.

### Board Member Responsibilities:

1. Determine and fulfill the mission and purpose of OPA.
  - a. Create, review, understand, and support the vision and mission statement which:
    - i. Serves as a guide to organizational planning and setting priorities among competing demands for scarce resources.
    - ii. Is a vehicle for assessing program activities to ensure that the organization is not drifting away from its original purpose.

2. Select the OPA Director.
  - a. Adopt a clear job description for the Director.
  - b. Undertake a careful search process to find the most qualified individual.
  - c. Oversee and approve contract negotiation and renewal.
3. Support and review the performance of the OPA Director.
  - a. Provide frequent, constructive, and objective feedback.
  - b. Assist when Board members overstep prerogatives or misunderstand their roles.
  - c. Provide compliments for exceptional accomplishments.
  - d. Provide for an annual written performance review based on agreed upon objectives established at the beginning of each school year.
4. Ensure effective improvement planning.
  - a. Approve annual school improvement plans that include concrete, measurable goals consistent with the Charter and accountability plan.
  - b. Assure the budget supports annual goals and objectives.
5. Manage resources effectively.
  - a. Approve and regularly monitor the annual budget.
  - b. Provide for an independent annual audit by a qualified CPA.
  - c. Ensure adequate insurance is in force to cover students, staff, visitors, the Board and the assets of the school.
6. Enhance Ogden Preparatory Academy's public standing.
  - a. Service as ambassadors, advocates and community representatives of the school.
  - b. Ensure that no Board member represents her/himself as speaking on behalf of the Board unless specifically authorized to do so.
7. Ensure legal and ethical integrity and maintain accountability.
  - a. Establish policies to guide the school's Board members and staff.
  - b. Develop, maintain and strictly adhere to adequate personnel policies and procedures (including grievance policies).
  - c. Adhere to the provisions of the school's Bylaws and Articles of Incorporation.
  - d. Adhere to local, state and federal laws and regulations that apply to the school.
  - e. Ensure compliance with all federal state and local government regulations.
8. Recruit and orient new Board members and assess Board performance.
  - a. Define Board membership needs in terms of skill, experience and diversity.
  - b. Cultivate, check the credentials of and recruit prospective nominees.
  - c. Provide for new Board member orientation.
  - d. Conduct an annual evaluation of the full Board.

~~Ogden Preparatory Academy Board of Directors~~  
~~OFFICER and Committees~~ **JOB DESCRIPTIONS**

~~There should be a solid match between the interests, skills, and preferences of the board member and the requirements of the committee/positions they join.~~

<b>1.03.POL Board Job Descriptions</b>	
Effective/Revision Date: 06/26/2013	Page 2 of 5

Some of the Board Officer responsibilities may be performed in an open Board meeting with a Board quorum or in a Board work session.

### Board Chair

1. Works with the OPA Business Director Principal and Board members to develop the agendas for Board of Directors meetings, and presides at these meetings.
2. In consultation with other Board officers, appoints volunteers to leadership positions, ~~chair of B~~board committees as determined necessary, and cultivates leadership succession.
3. ~~Works with the Board of Directors, in accordance with the charter school's bylaws and mission, to establish and maintain systems for:~~
  - a. ~~Providing guidance for Planning the organization's human and financial resources and setting priorities for future development.~~
  - b. ~~Reviewing operational effectiveness and setting priorities for future development.~~
  - c. ~~Ensuring the legal and ethical standard.~~
  - d. ~~Hiring and evaluating the OPA school's Executive Director.~~
  - e. ~~Developing and maintaining an effective Bboard culture.~~
  - f. ~~Developing an effective pipeline of future leaders of the Bboard.~~
4. Manages the development of the Board in order to help it work more effectively and efficiently.
  - a. Developing and maintaining an effective Board culture.
  - b. Developing an effective pipeline of future leaders of the Board.
5. ~~Works with the Principal and other board officers to develop both immediate and long-term goals.~~
6. Communicates effectively with and supports the Business Director Principal in his/her job as manager of the school. In this capacity, focuses on ensuring that the Board governs rather than manages.
7. Works with any the Board Committees Chairs and the Business Director Principal to keep apprised of committee work and to ensure that committees have the resources needed to do their job. ~~W~~Also, works to ensure effective and efficient communications between the committees and the Board.
8. Ensure, or cause to be kept at a place as the Board directs, a book of the minutes of all meetings of the Board are kept and published in addition to, the corporation's Articles of Incorporation and Bylaws, with amendments, and the OPA Charter.
9. Ensure Board members participate in all required trainings.

### Board Vice Chair

- ~~I~~n the Chair's is absenceabsent, the Vice Chair will perform all the Chair's duties and, when so acting, shall have all of the Chair's powers and be subject to the same restrictions.
- Supports and challenges the Chair in all his/her responsibilities to ensure organizational priorities and governance concerns are addressed in the most effective and efficient manner.

## 1.03.POL Board Job Descriptions

Effective/Revision Date: 06/26/2013

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- Works with the chair to assist in developing the agendas.
- Advises the Chair on appointing volunteers to key leadership positions, ~~including positions like Chair of Board committees.~~
- ~~Assists the Chair by taking the responsibility of communicating with Committee Chairs.~~
- Other such powers and such other duties as the Board may prescribe.

#### Secretary

- ~~The Secretary will keep, or cause to be kept at a place as the Board directs, a book of minutes of all meetings of the Board, the corporation's Articles of Incorporation and Bylaws, with amendments, and the Charter.~~
- ~~The Secretary will have such other powers and perform such other duties as the Board may prescribe.~~
- ~~Conduct yearly training on the Open & Public Meeting Act.~~

#### Board Treasurer/Financial Coordinator/Assistant

1. In collaboration with the ~~OPA Business Administration Director and Business Manager~~ charter school executive director and business manager:
  - a. Assist and advise in preparing an annual budget for the charter school.
  - b. Develop and annually revise a three-year financial forecast and develop long-range financial plans based on the forecast.
  - c. Review all non-budgeted expenditures
2. Review ~~all grant proposals and when necessary, and recommend action by the Board.~~
3. ~~Review all non budgeted expenditures and inform the Board.~~
4. ~~Annually submit objectives as part of the planning and budgeting process.~~
5. ~~Annually evaluate its work as a committee and the objectives it has committed itself to and report results on same to the Board of Directors.~~
6. ~~Ensure the completion of~~ Arrange for an annual audit with submission of same to the Board.
7. ~~Ensure~~ Arrange for a monthly report of financial results for the most recent current period is made to the Board.

#### Board Committees

- Committees shall be established by the Board as needed.
- Committee chairs shall be appointed by the Board Chair with Board Member input.
- Board members shall work with OPA Administration in committees as needed.

#### Academic Excellence Committee

ff

~~It is important to note that this is a governance function, not a management function, and it is anticipated that the school leader will have a great deal of input into the work and composition of this committee. The committee's main role is to assure that academic excellence is defined, and that the Board approves annual goals to attain academic excellence.~~

- ~~Define and continue to refine what academic excellence means for our charter school.~~

### 1.03.POL Board Job Descriptions

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- ~~Ensure that all Board members understand the key charter promises we have made to our community and to our authorizer.¶¶~~
- ~~Work with the school leadership to devise clear and consistent ways to measure progress towards stated goals.¶¶~~
- ~~Work with school leadership to share with the Board annual successes, barriers to reaching academic excellence, and strategies to overcome these barriers.¶¶~~
- ~~Arrange for Board training on issues related to academic oversight and academic achievement, as needed.¶¶~~
- ~~With the full board, create specific measurable goals for the year as part of planning process.¶¶~~

#### ~~Board Development Committee¶¶~~

~~¶¶~~

- ~~Study the current composition of the Board of Directors to determine current skills and experience;¶¶~~
- ~~Identify skills and experience needed on the Board.¶¶~~
- ~~Recruit members to serve as members of the Board. ¶¶~~
- ~~Review annually the procedures for Board recruitment.¶¶~~
- ~~Aid new members by conducting orientation and training.¶¶~~
- ~~Provide ongoing training at the Board meetings.¶¶~~
- ~~Assist in the planning of the annual Board retreat.¶¶~~
- ~~Assist with the annual Board self-evaluation.¶¶~~
- ~~Annually submit objectives, which may require training sessions, seminars, travel or miscellaneous training materials for the Board as part of the planning and budgeting process.¶¶~~
- ~~Annually evaluate its work as a committee and the objectives it has committed itself to and report on same to the Board of Directors.¶¶~~
- ~~Report to the Board of Directors at regular meetings of the Board in a manner determined by the Board.¶¶~~

~~¶¶~~

#### Document History

Approved: 06/26/2013

#### Legal References

### **1.03.POL Board Job Descriptions**

Effective/Revision Date: 06/26/2013

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# Official Policy of Ogden Preparatory Academy

## 1. School Board Operations

### 1.04.POL General Responsibilities

**Effective/Revision Date:** 06/26/2013

**Page 1 of 3**

### Board of Directors General Responsibilities

The Board is responsible for ensuring the successful academic program of Ogden Preparatory Academy (OPA). This includes assuring the school's program of instruction and operation are faithful to the terms of its charter, and that the finances are managed to assure a viable organization. The Board's primary role is "Governance", which encompasses legal responsibilities, general oversight, planning and policy-making, and meeting fiduciary requirements. The Board only has authority when it votes as a group. No single member has authority for the Board as a whole.

The following principles should guide all members:

**Duty of Care:** a Board member shall exercise reasonable care when he/she makes a decision as a steward of OPA.

**Duty of Loyalty:** A Board member must give undivided allegiance to the organization when making decisions. Members must avoid decisions that perceptually, or actually, create any type of personal gain.

**Duty of Obedience:** This requires a Board member to be faithful to the school's mission. He/she must act in a way that is consistent with the central goals of the school. The basis of the rule lie in the public's trust that the school will manage funds and create policies to fulfill its mission.

#### Responsibilities:

1. Determine and fulfill the mission and purpose of OPA.
  - a. Create and periodically review the vision and mission statement which:
    - i. Serves as a guide to organizational planning and setting priorities among competing demands for scarce resources.
    - ii. Is a vehicle for assessing program activities to ensure that the organization is not drifting away from its original purpose.
  - b. Understand and support the mission statement.
2. Select the administrator.
  - a. Adopt a clear job description for the administrator.

- b. Undertake a careful search process to find the most qualified individual.
  - c. Oversee and approve contract negotiation and renewal.
- 3. Support and renew the performance of the Administrator.
  - a. Provide frequent, constructive and objective feedback.
  - b. Assist when Board members overstep prerogatives or misunderstand their roles.
  - c. Provide compliments for exceptional accomplishments.
  - d. Provide for an annual written performance review based on agreed upon objectives established at the beginning of each school year.
- 4. Ensure effective organizational planning.
  - a. Approve an annual organizational plan that includes concrete, measurable goals consistent with the charter and accountability plan.
  - b. Assure the budget supports annual goals and objectives.
- 5. Ensure adequate resources.
  - a. Approve and regularly monitor annual budget.
  - b. Set fundraising targets and goals if the school participates in fundraising outside the parent organization.
  - c. Assist in carrying out the development plan.
- 6. Manage resources effectively.
  - a. Monitor budget implementation through periodic financial reports.
  - b. Approve accounting and personnel policies.
  - c. Provide for an independent annual audit by a qualified CPA.
  - d. Ensure adequate insurance is in force to cover students, staff, visitors, the Board and the assets of the school.
- 7. Determine, monitor and strengthen the programs and services.
  - a. Assure programs and services are consistent with the mission and the charter.
  - b. Approve measurable organizational outcomes.
  - c. Approve annual, attainable Board and management level goals.
  - d. Monitor progress in achieving the outcomes and goals.
  - e. Assess the quality of the program and services.
- 8. Enhance Ogden Preparatory Academy's public standing.
  - a. Service as ambassadors, advocates and community representatives of the school.
  - b. Ensure that no Board member represents her/himself as speaking on behalf of the Board unless specifically authorized to do so.
  - c. Set and review goals of an annual public relations program.
- 9. Ensure legal and ethical integrity and maintain accountability.
  - a. Establish policies to guide the school's Board members and staff.
  - b. Develop, maintain and strictly adhere to adequate personnel policies and procedures (including grievance policies).
  - c. Adhere to the provisions of the school's Bylaws and articles of incorporation.
  - d. Adhere to local, state and federal laws and regulations that apply to the school.
  - e. Ensure compliance with all federal state and local government regulations.
- 10. Recruit and orient new Board members and assess Board performance.
  - a. Define Board membership needs in terms of skill, experience and diversity.

**1.04.POL General Responsibilities**



- b. Cultivate, check the credentials of and recruit prospective nominees.
- c. Provide for new Board member orientation.
- d. Conduct an annual evaluation of the full Board.

Document History

Approved: 06/26/2013

Legal References

<b>1.04.POL General Responsibilities</b>	
Effective/Revision Date: 06/26/2013	Page 3 of 3



**Official Policy  
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Ogden Preparatory Academy**

**2. Administration**

**2.03.POL Records Management Policy**

**Effective/Revision Date:** 12/14/2007

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**Purpose**

To provide guidelines on appropriate procedures on records management.

**Policy**

In regards to records management, Ogden Preparatory Academy will follow all State and Federal laws and guidelines.

Document History

Approved: 12/14/2007

Legal References

none



# OGDEN PREPARATORY ACADEMY

## Official Policy

### 3. Fiscal Management

#### 3.12.POL Budget and Title 1 Policy

**Effective/Revision Date:**

**Page 1 of 2**

## POLICY

Ogden Preparatory Academy (“the “School”) will comply with the budgeting requirements of Utah law, including but not limited to Utah Code Title 53G, Chapter 7, Part 3.

The School’s Director, working alongside the Business Manager, is appointed as the budget officer. Before June 30 of each year, the budget officer shall finalize the current year budget and develop, prepare, and present a tentative budget, with supporting documentation, to be submitted to the Board of Directors.

The supporting documents shall include the following items:

1. The revenues and expenditures of the current fiscal year;
2. The estimated financial condition of the School at the close of the current fiscal year;
3. The estimated revenues and expenditures of the next fiscal year.

Before June 30 of each year, the Board of Directors shall adopt a budget for the next fiscal year. By July 15 or 30 days from adopting a budget, the budget officer shall file a copy of the adopted budget with the state auditor and the Utah State Board of Education (“USBE”).

## MAINTENANCE OF EFFORT

Because the School receives federal funds, including Title I, Part A funds, the School is obligated to comply with certain maintenance of effort (“MOE”) requirements. The School adopts this policy in order to ensure that the School complies with MOE requirements.

The School will not use applicable federal funds to reduce the level of expenditures from state and/or local funds for the education of students below the level of those expenditures for the preceding fiscal year. Unless an exception applies or a waiver is

granted and taking into account allowable reductions, the School will budget from state and/or local funds at least the same total spent for that purpose from the same state and/or local funds source(s) for the most recent prior year for which information is available.

The School acknowledges that if MOE requirements are not satisfied, then the USBE may penalize the School by reducing the School's federal funding by a proportional amount the following year.

**Document History**

Approved: *Origination of policy*

**Legal References**

Utah Code Title 53G, Chapter 7, Part 3

<b>3.11.POL Budget and Title 1 Policy</b>	
Effective/Revision Date:	Page 2 of 2



# OGDEN PREPARATORY ACADEMY

## Official Policy

### 6. Human Resources

#### 6.09.POL Grievance Policy (Staff)

Effective/Revision Date: 08/14/2012

Page 1 of 3

### PURPOSE

The purpose of this policy is to ensure staff members understand how to pursue a grievance at Ogden Preparatory Academy (OPA). The following policy applies to the redress of grievances concerning the personnel of Ogden Preparatory Academy.

### POLICY

It is the expectation of the School that employees shall communicate professionally and civilly with colleagues and school personnel.

Furthermore, it is the expectation of the School that employees will resolve grievances with colleagues and school personnel with civility, and in accordance with board and school policies.

If an employee you have a concern with a teacher or any staff member of OPA, the following steps shall be followed:

1. Items involving teachers, staff members, or administration must first be addressed with the individual(s) directly involved.
2. If the employee you is not satisfied that the feel the issue is not adequately addressed or resolved at this level, then the employee you may address their your concern with the administrator who is the direct supervisor of the OPA employee involved.
  - a. That administrator is considered a neutral mediator and is responsible to meet with all involved parties including the teacher or staff member involved.
  - b. After meeting with all parties the administrator may facilitate a group meeting with all involved parties where a decision will be made. If necessary, the administrator may consult with the Board and where necessary a decision will be held until the entire Board can meet to make a decision.
3. If the grievance involves a member of administration, the employee shall present their concern to the HR Director or the Building Principal.

4. If the issue remains unresolved, ~~or the specific issue concerns the administration,~~ a written complaint must be filed with the Board of Directors by sending an email to all members of the Board of Directors through [board@ogdenprep.org](mailto:board@ogdenprep.org).
  - a. Once an issue or complaint is sent to the Board, the Board ~~Chair~~president may assign another member of the ~~B~~board to take charge and mediate the issue.
  - b. That Board member is considered a neutral mediator and is responsible to meet with all involved parties including the teacher, staff member or administrator involved.
  - c. After meeting with all parties the Board member may facilitate a group meeting with all involved parties, where a decision will be made. If necessary, the Board member may consult with other members of the Board and where necessary a decision will be suspended until the entire Board can meet to make a decision.
  - d. All issues that have come up during the time since the last Board meeting will be reviewed by the assigned Board member for the benefit of the entire Board of Directors.
5. Written summaries, prepared by the assigned mediator (Board member or administrator) as well as all supporting communications or documentation will be retained ~~by the Board~~ as record of grievance activities and audit purposes. These summaries will include the initial complaint, the name of the person initiating the complaint, the OPA employee or Board member involved, the name of the mediator, record of all meetings held as well as the resolution or action taken. ~~All records will be retained for three (3) years.~~ records will be retained permanently in the employee's personnel file.

#### PROHIBITION OF HARRASSMENT, DISCRIMINATION, BULLYING OR RETRIBUTION

The procedures and rights of the School's Harrassment and Discrimination Policy shall apply to any grievance determined to be governed by the Policy.

~~ROPA, its Board of Directors, administrators and staff have adopted a no tolerance bullying policy for the students of the school. In a similar fashion,~~ retribution of any kind towards anyone utilizing this grievance process to express their concerns will be considered bullying and will not be tolerated. Any employee of OPA determined to be acting in a retributive manner ~~thusly~~ may be subject to immediate disciplinary action.

#### Document History

Approved: 08/14/2012

#### Legal References

<b>6.09.POL Grievance Policy (Staff)</b>	
Effective/Revision Date: 08/14/2012	Page 2 of 3

**6.09.POL Grievance Policy (Staff)**

Effective/Revision Date: 08/14/2012

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**Official Policy  
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**8. Parents and Community**

**8.04.POL Family Education Rights and Privacy Policy**

**Effective/Revision Date:** 10/15/2015

**Page 1 of 1**

**Policy**

The purpose of this policy is to encourage positive parental involvement in the education of children attending Ogden Preparatory Academy (the "School"). The School will comply with State and federal laws concerning family educational rights and privacy including, but not limited to, the federal Family Educational Rights and Privacy Act and the Utah Educational Rights and Privacy Act.

The School's Principal will establish administrative procedures that provide standards for the protection of private information within the curriculum and other school activities and in the administration of psychological or psychiatric examinations, tests, or treatments, or any survey, analysis or evaluation of students. The procedures will also address the management of student educational records.

Document History

Approved: 10/15/2015

Legal References