



HOME OF THE LIONS
NORTH DAVIS PREPARATORY ACADEMY

Board Meeting Materials

VISION:

North Davis Preparatory Academy students develop a love of learning, experience high academic achievement, and enjoy high bi-literate proficiency.

BOARD CONSTITUTION:

- ★ We will Govern, not Manage. We will set the direction and goals for the school, but we will not micromanage the day to day administration of the school.
- ★ We will speak with "One Voice". We will recognize that our authority is only valid as a group and not as individuals. We will not use our position on the Board to promote our own personal agendas.
- ★ We will make the Spanish language a key element of our school.
- ★ We will make decisions that will keep NDPA financially stable.
- ★ We will review our Charter before making any dramatic changes to school policy.

August 6, 2025

North Davis Preparatory Academy

Board Meeting Agenda

Wednesday, August 6, 2025

Location: Elementary Library, 1765 W Hill Field Rd, Layton, UT 84041



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

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- ★ We will make decisions that will keep NDPA financially stable.
- ★ We will review our Charter before making any dramatic changes to school policy.

AGENDA

6:00 PM – INTRODUCTORY ITEMS

- Welcome and Roll Call – Monte Poll (5 minutes)
 - Pledge of Allegiance
 - School Vision
 - Board Constitution

6:05 PM – PUBLIC COMMENT (Comments will be limited to 3 minutes each)

6:05 PM – REPORTS

- Administration
 - State of the School – Ryan Robinson (30 minutes)
 - ✓ Student Achievement
 - ★ Early Learning Plan Report
 - ♣ [2024-2025 Progress](#)
 - ♣ [2025-2026 Plan](#)
 - ✓ Trust in School

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

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

- ★ Update on the Construction
- ★ Teacher Updates
- ✓ Retention of Students
- ★ [FY26 Enrollment](#)
- ✓ Compliance
- Board of Director
 - Financial Review – Cathie Hurst (2 minutes)
 - Conflict of Interest Disclosure – Dale Pfister (2 minutes)
 - Review Bios on Website – Monte Poll (1 minute)

6:40 PM – CONSENT ITEMS

- [June 25, 2025 Electronic Board Meeting Minutes](#)
- [Amended 2025-2026 School Calendar](#)

6:41 PM – VOTING ITEMS

- [Science In Action Trip Expense](#) – Ryan Robinson (2 minutes)
- [9th Grade Spain Study Aboard Trip Expense](#) – Ryan Robinson (2 minutes)
- [Property and Liability Insurance Renewal](#) – Ryan Robinson (2 minutes)
- [Amend Electronic Resources Policy](#) – Heidi Bauerle (2 minutes)
- [Amend Kindergarten Toilet Training Policy](#) – Heidi Bauerle (2 minutes)

6:51 PM – DISCUSSION ITEMS

- Calendaring Items – ALL (5 minutes)
 - Schedule an Electronic Board Meeting in September (if needed for LEA-S)
 - Next PreBoard Meeting – September 16th
 - Next Board Meeting – October 1st

6:56 PM – CLOSED SESSION to discuss the character, professional competence, or physical or mental health of an individual and/or to discuss deployment of security personnel, devices, or systems pursuant to Utah Code 52-4-205(1)(a)(f) [IF NEEDED]

7:00 PM – ADJOURN

UPCOMING CALENDAR ITEMS

October

LEA-Specific Educator Licenses (Due Oct 1)
 Coldwater Creek Annual Payment (Due Nov 1)
 SLT Committee Membership (Due Oct 20)
RFP for IT Service Provider (Exp. November 2025)
Sex Ed/Maturation Curriculum [if changing]

December

Audit Review
 2025-2026 School Fee Schedule (1st Public Viewing)
 2025-2026 School Calendar
 Winter Bonus

February

2025-2026 School Fee Schedule (2nd Public Viewing)
 Annual Open Meetings Act Training
Building Evaluation Budget Review (every even year)
 Board Vacancies
 Technology Purchase

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Curriculum Purchases (2 Public Comment Periods)

March

School LAND Trust Plan
SLT Training Assurances
Comprehensive Guidance Review
Positive Behavior Plan Review*

May

Audit Engagement Letters
2025-2026 TSSA Plan
Capital Improvements
Curriculum Renewals
Prepare for Principal's Evaluation
Science-In-Action Expenditures
Property & Liability Insurance Renewal
Principal Bonus/Salary

June

2024-2025 Final Amended Budget
2025-2026 Annual Budget
2025-2026 Sex Ed Instruction Committee
Title IX Athletics Reporting [if you have athletics in your Jr. High]
Mental Health Screening Determination
Annual Policies Review
Fraud Risk Assessment/Ethical Behavior
Set 2025-2026 Board Meeting Schedule
Ratify Board Members & Terms
Ratify Board Officers
Board Member Agreement
Principal/AW Evaluation

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**EARLY LEARNING PLAN 2024-2025****LEA Name: North Davis Preparatory Academy****Date of Expected Local Board Approval: August 7th, 2024****Submission of Early Learning Plan:**

- Submission on or before August 1st: For ELP **approval**, submit the following to earlylearning@schools.utah.gov **by August 1st**.
 - ELP Plan as a WORD document
- Plan approval added to Local Board agenda by August 1 to have approval completed by September 1
- All Revisions submitted **no later than September 1st by 5 p.m.**

SECTION A: EARLY LITERACY

List your evidence-informed core curriculum program(s) and evidence-based intervention program(s)/strategies for grades K-3 literacy along with the year published or edition.

SB 127: Districts and charters are required to provide instructional materials that are evidence-informed for core instruction and evidence-based for intervention and supplemental instruction.

***Evidence-Informed Curriculum(s)** (defined in SB 127 as: (i) is developed using high-quality research outside of a controlled setting in the given field, and (ii) includes strategies and activities with a strong scientific basis for use)

***Evidence-based** is defined in SB 127 as: means that a strategy demonstrates a statistically significant effect, of at least a 0.40 effect size, on improving student outcomes based on: (i) strong evidence from at least one well-designed and well-implemented experimental study or (ii) moderate evidence from at least one well-designed and well-implemented quasi-experimental study.

*Resources available: [Science of Reading Evidence-Informed Core Criteria Checklist](#)
[Strong and Moderate Evidence Criteria](#)

Core program(s) with year published/edition	Intervention program(s) with year published/edition or evidence-based strategies
Amplify CKLA 2 nd Edition	95% Group Blueprint of PA (2014) 95% Group PLL (2015)

SECTION B: EARLY MATHEMATICS

1. What evidence-based curriculum is being used in tier 1 instruction and intervention instruction for K-3 mathematics?

Core program(s)	Intervention program(s) and/or strategies
Eureka Math Squared (2023)	Camelot Math Math Talks iReady

2. Describe how the following mathematical components are incorporated in tier 1 instruction in grades K-3.

Mathematical Components	Evidence-based Strategies
Conceptual Understanding: the comprehension and connection of concepts, operations, and relations.	<p>Eureka Math Squared Number Talks iReady Math Fluency through 20, number sense</p> <p>Teachers use the above programs in their classroom as they monitor students understand through daily number talks, reports and progress on Imagine Math and the tasks and activities in Fluency through 20. They provide opportunities for students to talk to each other, discover and develop an understanding of number sense.</p>
Procedural Fluency: the meaningful, flexible, accurate, and efficient use of procedures to solve problems.	<p>Eureka Math Squared Number Talks Math Fact Fluency Fluency through 20, number sense</p> <p>Teachers use the above programs to help student develop strategies when solving math problems. Strategies such as doubles plus and minus 1 & 2, making 10, finding benchmarks, gaining greater understanding of the value of digits according to the place they are in a number. This is then monitored through PM, classroom tasks, partner discussions and more.</p>

<p>Strategic and Adaptive Mathematical Thinking: the ability to formulate, represent, and solve mathematical problems with the capacity to justify the logic used to arrive at the solution.</p>	<p>Eureka Math Squared Number Talks Exemplars iReady Math Fluency through 20, number sense</p> <p>Students not only have to get the “answer” correct but on classroom tasks they work to prove why the answer is what it is. They have to come up with multiple ways to prove their answer. Pictures, standard algorithms, story problems, etc.</p>
<p>Productive Disposition: the attitude of a student who sees mathematics as useful and worthwhile while exercising a steady effort to learn mathematics.</p>	<p>Eureka Math Squared Number Talks Exemplars iReady Math Fluency through 20, number sense</p> <p>Having students use and apply their skills in new and real environments allows us to assess if students are gaining the skills we teaching. Teachers do this when integrating math into social studies, reading, and other areas of instruction to help students see how this skill is used.</p>

SECTION C: LOCAL GOALS

Goals must be measurable, address current performance gaps in student math and/or literacy data, and include specific strategies for improving outcomes.

Videos to support goal writing: [Analyzing Data and Identifying Areas of Need](#) and [Writing Goals](#)

Goal Sentence Frame:

By **[date]**, **[who is responsible]** will **[what will change and by how much--measurable]** by **[how--which evidence-based strategy(ies) will be used]** to **[why—for what purpose]**.

1. Early Mathematics Goal *(required)*

By end of year 2025, NDPA will maintain the percentage of 2nd grade students at or above benchmark on the Acadience Math Computation from BOY to EOY by providing ongoing PD and instructional coaching to second grade teachers, including observations and feedback on the implementation of the Eureka Math Squared, Math Fact Fluency routines to maintain the number of students that master Computation. These students will also receive the recommended amount of iReady to supplement instruction and to support their Numeracy needs. To ensure the foundational numeracy skills to increase enthusiasm and success in academic settings.

2. Early Literacy or Mathematics Goal *(required)*

☒ Literacy Goal

☐ Mathematics Goal

By end of year 2025, NDPA will increase the percentage of 1st grade students at or above benchmark on Acadience Reading Nonsense Word Fluency, Correct Letter Sounds (NWF/CLS) by 15% from BOY to EOY by providing ongoing PD (including LETRS training) and instructional coaching to all 1st grade teachers, including observations and feedback on the implementation of the explicit PA and phonics routines to maintain benchmark students. The intervention of 95% group PA instruction and blending instruction will be given during intervention push-in block. These students will also receive recommended amount from a Tier 2 provider for literacy to supplement instruction and to support their literacy needs. To ensure the foundational language skills to increase enthusiasm and success in academic settings.

General Assurances: Check the boxes below.

☐ The LEA assures that it is in compliance with State Code [53E-4-307.5](#), [53G-7-218](#), [53E-3-521](#) and Utah Board Rule [R277-406](#) applicable to this program.

☒ The LEA has adopted high quality instructional materials and intervention programs aligned with the effective research regarding the science of reading and the LEA's reading strategies meet the criteria in Section [53G-11-303](#).

☒ The Early Learning Plan submitted will be reviewed and approved by your local board in an open, public meeting.

By submitting this form, I certify the information I provided on and in connection to this application is true, accurate and complete. I also understand that any false statements on this application I file with the Utah State Board of Education may be grounds for corrective action.

Response Summary:

Thank you for submitting an Early Learning Plan for your Local Education Agency (LEA).

This plan provides the Utah State Board of Education (USBE) with information regarding your LEA's early literacy and early mathematics curriculum, established goals, and the implementation of the four components of mathematics instruction as required by Utah State Code 53G-7-218, 53E-3-521, and Board Rule R277-406.

We appreciate your collaborative efforts between LEA literacy and mathematics leaders in the development of this plan.

Q2. LEA Name

North Davis Preparatory Academy

Q3. LEA Literacy Leader First and Last Name(s)

Tiffany Coleman

Q4. LEA Literacy Leader Email Address(es)

tcoleman@northdavisprep.org

Q5. LEA Mathematics Leader First and Last Name(s)

Tiffany Coleman

Q6. LEA Mathematics Leader Email Address(es)

tcoleman@northdavisprep.org

Q7. Please list your LEA Superintendency/Leadership that should be included in goal outcome communications.

Please include their first and last name(s), title(s), and email address(es).

Ryan Robinson rrobinson@northdavisprep.org, Misty Meacham mmeacham@northdavisprep.org, Jessica Bryant jbryant@northdavisprep.org

Q9. Select your evidence-informed core curriculum program(s) for grades K-3 literacy along with the year published or edition.

***Evidence-Informed Curriculum(s) (defined in SB 127 as: (i) is developed using high-quality research outside of a controlled setting in the given field, and (ii) includes strategies and activities with a strong scientific basis for use)**

[SB 127 \(2022\) Early Literacy Outcomes Improvement](#)

More than one box may be selected.

- CKLA (Amplify Core Knowledge Language Arts) 2nd Ed.

Q10. Select your evidence-based intervention program(s)/strategies for grades K-3 literacy along with the year published or edition.

****Evidence-based is defined in SB 127 as: means that a strategy demonstrates a statistically significant effect, of at least a 0.40 effect size, on improving student outcomes based on: (i) strong evidence from at least one well-designed and well-implemented experimental study or (ii) moderate evidence from at least one well-designed and well-implemented quasi-experimental study.***

[SB 127 \(2022\) Early Literacy Outcome Improvement](#)

For example: 95% Phonics Lesson Library 1st Edition, Read 180 Reading 2022, etc.

***Software programs are not considered eligible intervention curriculum for tier 2 and tier 3 instruction.**

You are able to select more than one.

- 95% Group Phonics Lesson Library 1st Ed.
- 95% Group Phonological Awareness 1st Ed.
- Other (Please add your evidence-based instructional materials below.):
I-Ready

Q11. List the evidence-informed core curriculum being used in tier 1 K-3 mathematics instruction.

For example: Eureka Math Squared, iReady Classroom Mathematics 2024, etc.

Eureka Math Squared

Q12. List the evidence-informed intervention programs/strategies used for grades K-3 mathematics interventions.

For example: Building Fact Fluency Kits, Kickstart Number Sense for Targeted Math Interventions, Bridges Interventions, etc.

***Software programs are not considered eligible intervention curriculum for tier 2 and tier 3 instruction.**

I-Ready
Math Talks
Camelot Math

Describe how the following mathematical components are incorporated in tier 1 instruction in grades K-3.

Support Document: [Components of Early Mathematics Resources](#)

Q32. Conceptual Understanding: the comprehension and connection of concepts, operations, and relations.

For example: Incorporate evidence based strategies like implementing mathematical tasks that promote reasoning and problem solving, facilitating meaningful mathematical discourse, engaging students in number talks

Eureka Math Squared

Number Talks

iReady Math

Fluency through 20, number sense

Teachers use the above programs in their classroom as they monitor students understand through daily number talks, reports and progress on I-Ready and the tasks and activities in Fluency through 20. They provide opportunities for students to talk to each other, discover and develop an understanding of number sense.

Q33.

Procedural Fluency: the meaningful, flexible, accurate, and efficient use of procedures to solve problems.

For example: Implement fluency building components of evidence-based mathematics curricular programs (e.g. Building Fact Fluency Kits), Implement evidence-based fluency strategies that promote meaningful, flexible, accurate, and efficient procedures. (e.g. build procedural fluency from conceptual understanding, games that promote fluency, number talks)

The use of regular timed testing will NOT be approved as research shows it is ineffective and damaging.

Eureka Math Squared
Number Talks
Math Fact Fluency
Fluency through 20, number sense

Teachers use the above programs to help student develop strategies when solving math problems. Strategies such as doubles plus and minus 1 & 2, making 10, finding benchmarks, gaining greater understanding of the value of digits according to the place they are in a number. This is then monitored through PM, classroom tasks, partner discussions and more.

Q34. Strategic and Adaptive Mathematics Thinking: the ability to formulate, represent, and solve mathematical problems with the capacity to justify the logic used to arrive at the solution.

For example: Implement evidence-based strategies including engaging students in the Standards for Mathematical Practice in the Utah Core Mathematics Standards, engaging in rigorous mathematical tasks.

Eureka Math Squared
Number Talks
Exemplars
iReady Math
Fluency through 20, number sense

Students not only have to get the “answer” correct but on classroom tasks they work to prove why the answer is what it is. They have to come up with multiple ways to prove their answer. Pictures, standard algorithms, story problems, etc.

Q35. Productive Disposition: the attitude of a student who sees mathematics as useful and worthwhile while exercising a steady effort to learn mathematics.

For example: Implement evidence-based strategies including goal setting, supporting positive mathematical experiences, promoting positive mathematical mindsets.

Eureka Math Squared
Number Talks
Exemplars
iReady Math
Fluency through 20, number sense

Having students use and apply their skills in new and real environments allows us to assess if students are gaining the skills we teaching. Teachers do this when integrating math into social studies, reading, and other areas of instruction to help students see how this skill is used.

Q8. The state growth goal requires 60% of first through third grade students to make typical, above typical, or well above typical growth from beginning of year to the end of the year as measured by Pathways of Progress on the Acadience Math assessment.

Per [53G-7-218](#) and [R277-406](#), an LEA that fails to meet the State Growth Goal in Math MUST participate in the USBE Math System of Support.

- We understand the expectation for meeting the State Growth Goal for math and agree to participate in the USBE Math System of Support if our LEA fails to meet the goal as outlined above.

Your LEA is responsible for creating two goals that are specific to your LEA, measurable, address current performance gaps in students' mathematics proficiency based on data, and include specific strategies for improving outcomes. (53G-7-218)

Please answer the questions below to generate your goal.

Q14. Goal 1:

What is your LEAs last day of school?

May 21st, 2026

Q16. What grade level will this goal focus on?

- Second Grade

Q19. What Acadience Math measure will your goal focus on? (e.g. composite, NNF, computation)

Acadience Math Computation

Q21. What is the target increase in the percentage of students scoring at or above benchmark from the beginning of the school year to the end of the school year?

- Maintain (for LEAs who have historically seen a negative change from BOY to EOY)

Q22. How will you achieve this goal? What evidence-based strategies will you implement?

By end of year 2026, NDPA will maintain the percentage of 2nd grade students at or above benchmark on the Acadience Math Computation from BOY to EOY by providing ongoing PD and instructional coaching to second grade teachers, including observations and feedback on the implementation of the Eureka Math Squared, Math Fact Fluency routines to maintain the number of students that master Computation. These students will also receive the recommended amount of iReady to supplement instruction and to support their Numeracy needs. To ensure the foundational numeracy skills to increase enthusiasm and success in academic settings.

Your LEA is responsible for creating two goals that are specific to your LEA, measurable, address current performance gaps in students' mathematics proficiency based on data, and include specific strategies for improving outcomes. (53G-7-218)

Please answer the questions below to generate your goal.

Q2. Goal 2:

What is your LEAs last day of school?

May 21st, 2026

Q3. What grade level will this goal focus on?

- First Grade

Q4. What Acadience Math measure will your goal focus on? (e.g. composite, NNF, computation)

Acadience Math Computation

Q5. What is the target increase in the percentage of students scoring at or above benchmark from the beginning of the school year to the end of the school year?

- Maintain (for LEAs who have historically seen a negative change from BOY to EOY)

Q6. How will you achieve this goal? What evidence-based strategies will you implement?

By end of year 2026, NDPA will maintain the percentage of 1st grade students at or above benchmark on the Acadience Math Computation from BOY to EOY by providing ongoing PD and instructional coaching to first grade teachers, including observations and feedback on the implementation of the Eureka Math Squared, Math Fact Fluency routines to maintain the number of students that master Computation. These students will also receive the recommended amount of iReady to supplement instruction and to support their Numeracy needs. To ensure the foundational numeracy skills to increase enthusiasm and success in academic settings.

Q31. The LEA assures that it is in compliance with State Code [53E-4-307.5](#), [53G-7-218](#), [53E-3-521](#) and Utah Board Rule [R277-406](#) applicable to this program.

- Agree

Q32. The LEA has adopted high quality literacy instructional materials and intervention programs aligned with the effective research regarding the science of reading and the LEA's reading strategies meet the criteria in Section [53G-11-303](#).

- Agree

Q33. Our LEA assures that we will complete and submit the Goal Attainment Survey by July 15, 2026.

- Agree

Q39. Our LEA assures that we will present the outcomes of our Early Learning Plan and attainment of our goals to our school board in an open and public meeting as required in [R277-406](#).

- Agree

Embedded Data:

N/A

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North Davis Preparatory Academy

 Rep

▼ 2025 **2026**  2027

Enrollment	Status	Race	Sex	Advisors	+ Registered 19					+ Enroll	
Grade:											
	K	1	2	3	4	5	6	7	8	9	Total
Active	99	116	111	100	97	109	111	92	96	71	1002
Effective 8/13/2025											

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North Davis Preparatory Academy Electronic Board Meeting Minutes Wednesday, June 25, 2025

Zoom Meeting: <https://us02web.zoom.us/j/85305089842?from=addon>

Meeting ID: 853 0508 9842

Mobile: (669) 900-9128



In Attendance: Monte Poll, Maggie Arave, Rita Brock,

Excused: Dale Pfister, Clint Heiner,

Others in Attendance: Ryan Robinson, Cathie Hurst, Dawn Kawaguchi,

VISION:

North Davis Preparatory Academy students develop a love of learning, experience high academic achievement, and enjoy high bi-literate proficiency.

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- ★ We will make decisions that will keep NDPA financially stable.
- ★ We will review our Charter before making any dramatic changes to school policy.

MINUTES

9:06 AM – INTRODUCTORY ITEMS

- Welcome and Roll Call – Monte Poll

There was no PUBLIC COMMENT.

CONSENT ITEMS

- June 4, 2025 Board Meeting Minutes – There was no further discussion. **Monte Poll made a motion to approve the consent items. The roll call votes were as follows:**
 - Monte Poll – Aye**
 - Maggie Arave – Aye**
 - Rita Brock – Aye****Motion passed unanimously.**

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VOTING ITEMS

- 2024-2025 Final Amended Budget – Cathie Hurst reported no modifications to the originally noticed budget, apart from a **\$50,000 increase in wages**. She added that though the bond closing is scheduled for late July it has been included in this version in anticipation of the associated bond-funded projects that are already underway. These figures will be reviewed and adjusted during the fiscal year 2026 “true-up” process, based on actual bond transactions and project progress. Cathie stated that a **\$250k allocation under “Other Financing Sources”** has been established, funded entirely from surplus reserves, ensuring that the budget remains balanced. Cathie concluded to report that once bond closings and project activities are finalized, she will revise the budget accordingly to reflect actual expenditures and financing results.
- 2025-2026 School Budget – There was no further discussion. See above for discussion.

Monte Poll made a motion to approve the following items.

- **Approve the 2024-2025 Final Amended Budget; and**
- **Approve the Proposed Annual Operating Budget for the 2025-2026 School Year.**

The votes were as follows:

Monte Poll – Aye

Maggie Arave – Aye

Rita Brock – Aye

Motion passed unanimously.

DISCUSSION ITEMS

- Calendaring Items – Monte Poll
 - Next PreBoard Meeting – July 22nd @ 1 p.m.
 - Next Board Meeting – August 6th
 - Monte reminded the members to notify Dawn in advance if they can’t attend the next meeting so that we can plan accordingly.

9:14 AM – Monte Poll made a motion to ADJOURN. The roll call votes were as follows:

Monte Poll – Aye

Maggie Arave – Aye

Rita Brock – Aye

Motion passed unanimously.

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NDPA Board of Director's Meeting Wednesday, August 6, 2025

Consent Item: *Amend 2025-2026 School Calendar*

Issue

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

Background

The 2025-2026 school calendar was originally approved at the February 5th board meeting. We have been having our new teachers come in the day before the rest of the teachers for a Quality Teaching Day. However, we haven't had our calendar reflect that information. To make sure that the teachers' daily rate is reflected correctly, we are adding the day on the calendar. This change does not make any changes to the calendar for student required days or hours.

This calendar still meets the required 180 days and meets the required 990 hours with a total of 998.5 hours for the elementary and 1001.17 for the Jr. High.

Recommendation

It is recommended the board approve the Amended 2025-2026 School Year Calendar.

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K-4 Building
1765 West Hill Field Road
Layton, Utah 84041
801-547-1809 (Office)
801-547-1649 (Fax)



5-9 Building
1591 West Hill Field Road
Layton, Utah 84041
801-336-3601 (Office)
801-336-3605 (Fax)

Daily School Schedule

AM Kinder	Mon - Thur	8:30am - 11:30am	Fri	8:30am - 10:30am
PM Kinder	Mon - Thur	12:00pm - 3:00pm	Fri	11:00am - 1:00pm
1-6 Grades	Mon - Thur	8:30am - 3:00pm	Fri	8:30am - 1:00pm
7-9 Grades	Mon - Thur	8:20am - 3:10pm	Fri	8:20am - 1:10pm

NORTH DAVIS
PREPARATORY ACADEMY

2025-2026 School Year

www.northdavisprep.org

SEMESTER DATES by Terms

TERM 1: August 13 - October 15	46 Days
TERM 2: October 21 - December 19	42 Days
TERM 3: January 6 - March 13	48 Days
TERM 4: March 16 - May 21	44 Days
TOTAL SCHOOL DAYS	180 Days

JULY 2025							AUGUST 2025							SEPTEMBER 2025							YEAR AT A GLANCE		
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	August 6	No School For Students	Quality Teaching Day for NEW Teachers
		1	2	3	4	5	3	4	5	6	7	8	9	7	8	9	10	11	12	13	August 7 - 12	No School For Students	Quality Teaching Day for ALL Teachers
6	7	8	9	10	11	12	10	11	12	13	14	15	16	14	15	16	17	18	19	20	August 7	Save the Date	7-9 Registration/Back to School Night (1-9)
13	14	15	16	17	18	19	17	18	19	20	21	22	23	14	15	16	17	18	19	20	August 13	First Day of Term	First Day of School 1st-9th (Term One)
20	21	22	23	24	25	26	24	25	26	27	28	29	30	21	22	23	24	25	26	27	August 13 - 15	Early Release	Early Out Day (Grades 1-9)
27	28	29	30	31			31							28	29	30					August 13 - 19	No Kinder Classes	Kinder Assessment Week (By Appointment)
																					August 18	Save the Date	Kinder Back to School Night 6-8
																					August 20	Kindergarten - First Day	Kindergarten First Day of Attendance
																					September 1	No School	Labor Day
																					September 24 - 25	Early Release	Parent Teacher Conferences 1:30-8:00 pm
																					September 26	Early Release	Parent Teacher Conferences 1:30-4:00 pm
																					October 16 - 17	No School	Fall Break
																					October 20	No School For Students	Teacher PD (Legislative Day)
																					October 21	First Day of Term	Term Two Begins
																					November 24	No School	Teacher Comp Day
																					November 25 - 28	No School	Thanksgiving Recess
																					December 22	No School	Teacher Comp Day
																					December 23 - January 2	No School	Winter Break
																					January 5	No School For Students	Teacher PD (Legislative Day)
																					January 6	First Day of Term	Term Three Begins
																					January 19	No School	Martin Luther King's Day
																					February 11 - 12	Early Release	Parent Teacher Conferences 1:30-8:00 pm
																					February 13	No School For Students	Teacher PD (Legislative Day)
																					February 16	No School	President's Day
																					March 16	First Day of Term	Term Four Begins
																					March 30	No School	Teacher Comp Day
																					March 31 - April 3	No School	Spring Break
																					April 24	No School For Students	Teacher PD (Legislative Day)
																					May 21	Last Day of Attendance	Term Four Ends (Early Release Day)
																					May 22	No School For Students	Quality Teaching Day for ALL Teachers

Board Approved Date 2-05-25

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

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

2025-2026 NDPA Elementary

MONTH	STUDENT DAYS PER MONTH	FULL DAYS	EARLY RELEASE DAYS	TEACHER COMP DAYS	LEGISLATIVE PD DAYS	NEW TEACHERS ONLY WORK DAYS	ALL TEACHERS ONLY WORK DAYS	TEACHER DAYS PER MONTH
August	13	8	5			1	4	18
September	21	15	6					21
October	21	16	4		1			21
November	16	12	3	1				16
December	16	12	3	1				16
January	19	14	4		1			19
February	19	13	5		1			19
March	21	16	4	1				21
April	19	16	2		1			19
May	15	11	4				1	16
June	0							0
Total Days	180	133	40	3	4	1	5	186
Total Hours	998.50	798.00	160.00	16.50	24.00	N/A	N/A	N/A

STUDENT HOUR CALCULATIONS	STUDENT FULL DAYS	STUDENT EARLY RELEASE DAYS
Start	8:30 AM	8:30 AM
End	3:00 PM	1:00 PM
Elapsed Time	390.00	270.00
Passing Time		
Lunch	30	30
Total Minutes	360.00	240.00
EMPLOYMENT AGREEMENT INFORMATION		
DAYS	NEW TEACHERS	RETURNING TEACHERS
Start Date	8/6/25	8/7/25
End Date	5/22/26	5/22/26
24-25 Work Days	185	185
25-26 Work Days	186	185
Difference	1	0

2025-2026 NDPA Jr. High

MONTH	STUDENT DAYS PER MONTH	FULL DAYS	EARLY RELEASE DAYS	TEACHER COMP DAYS	LEGISLATIVE PD DAYS	NEW TEACHERS ONLY WORK DAYS	ALL TEACHERS ONLY WORK DAYS	TEACHER DAYS PER MONTH
August	13	8	5			1	4	18
September	21	15	6					21
October	21	16	4		1			21
November	16	12	3	1				16
December	16	12	3	1				16
January	19	14	4		1			19
February	19	13	5		1			19
March	21	16	4	1				21
April	19	16	2		1			19
May	15	11	4				1	16
June	0							0
Total Days	180	133	40	3	4	1	5	186
Total Hours	1001.17	798.00	162.67	16.50	24.00	N/A	N/A	N/A

STUDENT HOUR CALCULATIONS	STUDENT FULL DAYS	STUDENT EARLY RELEASE DAYS
Start	8:20 AM	8:20 AM
End	3:10 PM	1:10 PM
Elapsed Time	410.00	290.00
Passing Time	16	12
Lunch	34	34
Total Minutes	360.00	244.00
EMPLOYMENT AGREEMENT INFORMATION		
DAYS	NEW TEACHERS	RETURNING TEACHERS
Start Date	8/6/25	8/7/25
End Date	5/22/26	5/22/26
24-25 Work Days	185	185
25-26 Work Days	186	185
Difference	1	0

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

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

NDPA Board of Director's Meeting Wednesday, August 6, 2025

Action Item: *Ciencia En Utah Spain Trip Expenditures*

Issue

The board approves all expenses and purchases over \$25,000.

Background

Ciencia en Utah has become a signature event at NDPA, engaging more than 60 students from 4th through 6th grade in an immersive exploration of STEM and the Spanish language—two of our core values: biliteracy and a love of learning. Our annual STEM Fair, held each April, serves as a culminating experience that builds student confidence through formal presentations. Each year, a select group of students is given the extraordinary opportunity to travel to Spain, where they share their projects with peers at a partner school.

The **CEU–Spain Trip** will include eight students, one teacher, one administrator, and parent chaperones. During the week-long journey, the group will visit Toledo, Madrid, and several culturally significant sites. The pricing estimates below are based on data from the past five trips, with a modest buffer included to accommodate any unforeseen expenses.

Item	Amount
Airfare	20,000
Lodging	5,000
Food	4,150
Transportation	1,300
Excursions/Activities/Tours	2,850
Insurance	800
Emergency Fund	900
Total	\$35,000

Recommendation

It is recommended that the board approve the Ciencia En Utah Spain trip expenditures not to exceed \$35,000.

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

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

NDPA Board of Director's Meeting Wednesday, August 6, 2025

Action Item: *9th Grade Spain Study Abroad Trip*

Issue

The board approves all expenses and purchases over \$25,000.

Background

NDPA is proud to offer a study abroad opportunity in Spain, continuing our commitment to global education and cultural immersion. For the 2025–2026 school year, we anticipate participation from **31 students and 6 faculty chaperones**.

Under the leadership of Kim Lovell, a comprehensive, credit-bearing course has been developed to enrich the experience. The curriculum integrates Spanish history, culture, and language, while fostering meaningful personal connections with Spain—the grantor of NDPA's International Spanish Academy designation.

The estimated cost per participant is approximately \$3,400, resulting in a total projected budget of \$125,800 to fully fund the trip. This cost includes:

- Airfare
- Lodging
- Meals
- Museum and activity tickets
- Transportation
- Engagement with local exchange families who provide cultural guidance and support

This international experience directly supports NDPA's mission and vision by promoting a love of learning, experience high academic achievement, and enjoy high bi-literate proficiency.

Recommendation

It is recommended that the board approve the 9th Grade Spain Study Abroad Trip not to exceed not to exceed \$140,000.

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

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

NDPA Board of Director's Meeting Wednesday, August 6, 2025

Action Item: *Property & Liability Insurance Renewal*

Issue

The school is required by law to have adequate insurance coverage.

Background

The school has carried general liability, property & casualty, directors & officers, educators legal liability, hired and non-owned auto, crime, and umbrella coverage through Cincinnati Insurance Company for several years. Cincinnati has offered a renewal quote for these coverages in the amount of \$32,506. The school's insurance broker, Terry Smith with Key Financial Group provided the renewal quote outlining the school's coverages and renewal premiums that is contained in the board meeting materials.

Recommendation

It is recommended that the Board approve the renewal of the school's insurance policies with Cincinnati Insurance Company.

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

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

PREMIUM SUMMARY

The Cincinnati Insurance Company

Named Insured: North Davis Preparatory Academy

Address: 1765 W HILL FIELD RD
LAYTON, UT 84041

Agency: Key Financial Group, LLC

Proposed Policy Period: 07/01/2025 - 07/01/2026

Coverage	Premium
Commercial Auto	\$1,052
Property	\$17,060
Crime	\$350
General Liability	\$8,894
Cyber Risk Liability	\$635
Umbrella	\$4,278
Terrorism	\$237
Total Annual Premium	\$32,506.00

Ask your agent about various billing and payment options.

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

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

NDPA Board of Director's Meeting Wednesday, August 6, 2025

Action Item: *Amended Electronic Resources Policy*

Issue:

Amending the Electronic Resources Policy.

Background:

SB 178 from the 2025 legislative session prohibits students from using cellphones, smart watches, or emerging technologies at school during classroom hours unless:

- It is to respond to an imminent health or safety threat, to respond to a school-wide emergency, to use the SafeUT Crisis Line, for a student's IEP or Section 504 accommodation Plan, or to address a medical necessity; or
- The school establishes a policy that allows the students to use cellphones, smart watches, or emerging technologies during classroom hours.

The Electronic Resources Policy has been revised to address the exceptions noted above.

Recommendation:

It is recommended that the Board approve the Amended Electronic Resources Policy.

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

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

North Davis Preparatory Academy

Electronic Resources Policy



PURPOSE

North Davis Preparatory Academy (the “School”) recognizes the value of computer and other electronic resources to facilitate student learning and help the School’s employees accomplish the School’s mission. The School has therefore made substantial investments to establish a network and provide various electronic resources for its students’ and employees’ use. Because of the potential harm to students and the School from misuse of these resources, the School requires the safe and responsible use of computers; computer networks, including e-mail and the Internet; and other electronic resources. This policy is intended to ensure such safe and responsible use and to comply with Utah Administrative Code Rule R277-495, [Utah Code § 53G-7-227](#), [Utah Code § 53G-7-1001 et seq.](#), the Children’s Internet Protection Act, and other applicable laws.

Electronic Devices and School Electronic Resources

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

Internet Safety

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

Student Acceptable Use of School Electronic Resources

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

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

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

Staff Acceptable Use of School Electronic Resources

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

Review and Approval

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



Electronic Resources

Administrative Procedures

These procedures are established in order to comply with and implement the Electronic Resources Policy adopted by the School's Board of Directors.

Electronic Devices/Resources

Definitions

“**Electronic device**” means a device that is used for audio, video, or text communication or any other type of computer or computer-like instrument including but not limited to: a cellphone or smart-phone, a smart or electronic watch, a tablet, or a virtual reality device.

“**Instructional time**” means the hours during the School day designated by the School for class instruction.

“**Privately-owned electronic device**” means an electronic device that is not owned or issued by the School to a student or employee, including any emerging technology (which includes any device that has or will be able to act in place of or as an extension of an individual's cellphone).

“**School Electronic Resources**” means resources that include computers and other electronic devices and related software, hardware, the School's network and access to the Internet.

“**School**” means North Davis Preparatory Academy (NDPA) charter school

“**School day**” means the hours that make up the School day according to the School's schedule.

“**School-sponsored activities**” means field trips, curricular and extracurricular activities, and extended School-sponsored trips or activities, including School-provided transportation to and from such activities.

Responsible/Appropriate Student Use of Electronic Resources

- Students may possess or use privately-owned electronic devices at School during the School day and at School-sponsored activities to access information and communicate with others in a way that enhances the educational environment. However, teachers or advisors shall determine if privately-owned electronic devices are allowed to be possessed and/or used in their individual classrooms.

- An individual other than a student that finds or confiscates a privately-owned electronic device may search the device for the purpose of determining the device's owner.

Irresponsible/Inappropriate Student use of Electronic Resources

- Electronic devices may not be used to view, access, download, store, or transmit pornography or other obscene or inappropriate material.
- Electronic devices may not be used to bully, threaten, humiliate, embarrass, harass, or intimidate other students, teachers, volunteers, School guests, or School employees. See NDPA Bullying and Hazing Policy for additional details.
- Electronic devices may not be used in ways that violate local, state, or federal laws.
- Electronic devices may not be used during quizzes, tests, and standardized assessments except as otherwise provided herein.
- Picture taking or sound or video recording by students is prohibited in School unless authorized by a teacher or the Principal. Picture taking or sound or video recording by students is prohibited in private areas of the School such as locker rooms, counseling sessions, washrooms, and dressing areas.
- Students may not invade the privacy of others by accessing private information on others' electronic device without permission.
- Students may not send communications from another individual's personal electronic device or personal account at School or a School-sponsored activity with the intent of deceiving the receiver as to the identity of the sender.
- Students may not use School electronic resources to send communications with the intent of deceiving the receiver as to the identity of the sender.
- Students who participate in electronic communication that takes place outside the regular School day may be subject to disciplinary action if that communications substantially disrupts the educational process at school.
- In the event that one student's electronic device has been misused by another student, both students may be subject to disciplinary action.

Exceptions

The Principal may give permission for a student to possess and use a privately-owned electronic device during the School day and during School-sponsored activities for good cause, including medical reasons, if the device does not distract from the instructional or educational process and is not otherwise used inappropriately. Students may use a privately-owned electronic device to address a medical necessity.

A student may possess and use a privately-owned electronic device on active mode during the regular School day and during School-sponsored activities, including during assessments, if such an accommodation is specified in a written Section 504 plan, an Individualized Education Plan, or in connection with other legitimate circumstances determined by the Principal.

Privately-owned Electronic devices may be possessed and used in the event of an emergency during the limited period of the emergency in order to protect the safety of a student or School

employee, visitor or volunteer. This includes using a privately-owned electronic device to respond to an imminent threat to health or safety of an individual or to respond to a School-wide emergency.

Students may also use a privately-owned electronic device during the School day and during School-sponsored activities to use the SafeUT Crisis Line.

Parents may make other individualized requests for exceptions to this policy by contacting the Principal.

Procedures for determining appropriate/inappropriate use

- The Principal or designee shall conduct an appropriate investigation into alleged misuse of electronic devices.
- Privately-owned Electronic devices that are used inappropriately may be subject to search by the Principal or other individuals designated by the Principal if there is a reasonable suspicion that the device contains obscene or pornographic material or has been used to cheat or to threaten, embarrass, harass, or intimidate other students, teachers, volunteers, School guests, or School employees. School-owned electronic devices may be searched at any time by School officials, with or without cause.

Consequences for Irresponsible or Inappropriate Use of Electronic Resources

Consequences for misuse of electronic devices will be handled in accordance with the NDPA Bullying Policy and/or the NDPA Student Conduct and Discipline Policy. Both policies are clearly posted on the NDPA website. In addition, students who possess or use their privately-owned electronic device in violation of this policy may have their privately-owned electronic device confiscated, labeled, and held in a secure location by the School. The Principal, teachers, and other individuals designated by the Principal may confiscate a student's privately-owned electronic device as a result of a student's violation of this policy.

The School may contact law enforcement if School employees believe that a student has used School electronic resources in connection with a violation of criminal law.

Students are personally responsible for School electronic resources provided to them. Students and their parents/guardians may be held responsible for loss or damage to such electronic resources.

Loss or Damage of Privately-Owned Electronic Devices

The School is not responsible for loss, damage or theft of any privately-owned electronic devices. The School will make reasonable efforts to notify parents/guardians ~~that if~~ the School has confiscated a student's privately-owned electronic device ~~in its possession~~. Parents/guardians who show identification may retrieve confiscated electronic devices during School hours or by appointment. The School will retain un-retrieved privately-owned electronic devices until the end

of the School year, at which the devices will be disposed of in a manner that ensures that no data stored on the device may be retrieved.

Notice of the Policy

The School will make the Electronic Resources Policy and these procedures accessible on the School's website, including in the same location as the School's Data Governance Plan required in R277-487.

Complaints about the School's Electronic Resources Policy and these procedures or their enforcement, or complaints about observed behavior regarding the policy or these procedures, should be addressed in accordance with the School's grievance policies

Internet Safety

Definitions

Key terms are as defined in the Children's Internet Protection Act.

"Technology Protection Measure" means a specific technology that blocks or filters Internet access to visual depictions that are:

1. Obscene, as that term is defined in section 1460 of title 18, United States Code.
2. Child Pornography, as that term is defined in section 2256 of title 18, United States Code;
- or
3. Harmful to minors.

"Harmful to Minors" means any picture, image, graphic image file, or other visual depiction that:

1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

"Sexual Act" and **"Sexual Contact"** have the meanings given such terms in section 2246 of title 18, United States Code.

Access to Inappropriate Material

To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information.

Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors.

Subject to staff supervision, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes.

Inappropriate Network Usage

To the extent practical, steps shall be taken to promote the safety and security of users of the School online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications.

Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called "hacking" and other unlawful activities and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

Education, Supervision and Monitoring

It shall be the responsibility of all members of the School staff to educate, supervise and monitor appropriate usage of the online computer network and access to the Internet in accordance with this policy, the Children's Internet Protection Act, the Neighborhood Children's Internet Protection Act, and the Protecting Children in the 21st Century Act. This includes educating students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms as well as cyberbullying awareness and response.

Procedures for disabling or otherwise modifying any technology protection measures shall be the responsibility of the Principal or designated representatives.

Student Acceptable Use of School Electronic Resources

In order to use the School's electronic resources, students must be willing to abide by the rules of acceptable use. Use of the School's electronic resources is a privilege, and students have no expectation of privacy in connection with their use of the School's electronic resources.

Students who abuse this privilege by actions such as damaging the School's electronic resources; violating copyrights; bullying, hazing, intimidation, humiliation, harassment and threats; accessing pornography or other obscene or inappropriate material; inappropriate language; gambling; unauthorized games; hacking; invasion of the reasonable expectations of privacy of students or employees; or other unauthorized or inappropriate use, will be subject to discipline. Violation of policies and rules regarding use of the School's electronic resources may also result in confiscation of School-issued devices and denial of access to the School's electronic resources. This may result in missed assignments, inability to participate in required assignments and assessments, and possible loss of credit or academic grade consequences.

The School may contact law enforcement if School employees believe that a student has used School electronic resources in connection with a violation of criminal law, and criminal penalties

may arise from inappropriate use of electronic resources. This applies to use of the School's electronic resources at any time and place, whether on or off School grounds.

Students are personally responsible for School electronic resources provided to them and the students and their parents/guardians may be held responsible for loss or damage to such electronic resources.

Parents play an important role in helping students understand what does and does not constitute acceptable use.

The School may establish agreements for students to sign acknowledging that they understand the rules for use of the School's electronic resources.

Staff Acceptable Use of School Electronic Resources

These procedures apply to employees' and volunteers' use of the School's electronic resources, and employees must agree to these terms as a condition of employment.

At-Will Employment

Nothing in this policy is intended to create additional rights for any employee or to otherwise alter or amend the at-will nature of the employment relationship between the School and any employee.

The School's Rights

It is the School's policy to maintain an environment that promotes safe, ethical and responsible conduct in all activities involving the use of the School's electronic resources. The School recognizes its legal and moral obligation to protect the well-being of students and to preserve the integrity of its electronic resources. The School's rights in connection with its electronic resources include but are not limited to the following:

1. All data, files, programs, and materials downloaded with or used, sent, received, or stored upon the School's electronic resources are the School's property, and the School may deal with such items as it deems appropriate.
2. The School may log network use and monitor server space utilization by users and assumes no responsibility or liability for files deleted due to violation of server space allotments.
3. The School may remove a user account on the network with or without notice.
4. The School may monitor all user activities on the School's electronic resources, including but not limited to real-time monitoring of network activity and/or maintaining a log of Internet activity for later review.
5. The School may provide internal and external controls of network usage as appropriate and feasible, including but not limited to restricting online destinations through software or other means.

6. The School may limit or restrict, with or without notice, access to the School's electronic resources for those who do not abide by this policy or other direction governing the use of the School's electronic resources.
7. The School may determine, in its sole discretion, what materials, files, information, software, communications, and other content or activity are permitted or prohibited.
8. The School may delete or remove, with or without notice, any files, programs, data or other materials from any of the School's electronic resources.
9. The School may provide additional policies or guidelines regarding acceptable use of electronic resources.

Employees' Responsibilities Regarding Students' Use of Electronic Resources

Employees who supervise students, control electronic resources, or otherwise have the ability to observe student use of School electronic resources are responsible for educating students on appropriate use of the School's electronic resources. Such employees shall make reasonable efforts to monitor such use to ensure that it is consistent with applicable rules. Employees should make reasonable efforts to become familiar with the Internet and the use of the School's electronic resources to help ensure effective monitoring, instruction, and assistance.

User Responsibilities

Use of the School's electronic resources is a privilege intended to help employees fulfill their responsibilities and promote the School's mission. In order to maintain this privilege, users must agree to comply with this policy. Users who are aware of any violation of this policy by any employee must report the violation to the Principal. Employees are responsible for any School electronic resources issued to them at all times and may be held responsible for any inappropriate use, regardless of the user.

Employees may use privately-owned electronic devices at School or at School-sponsored activities in accordance with rules and procedures established by the Principal. Employees may not use privately-owned electronic devices at School or at School-sponsored activities to access inappropriate matter.

Violation of this policy is grounds for discipline, up to and including termination. The School may also notify law enforcement as appropriate, and such actions may subject an employee to criminal penalties.

Acceptable Use

Standards for acceptable use of the School's electronic resources include but are not limited to the following:

1. All use of the School's electronic resources, including but not limited to use of computers and other electronic devices, use of e-mail, and network and Internet access must be consistent with the School's mission.

2. Network accounts are to be used only by the authorized user of the account for the authorized purpose.
3. Users must take reasonable steps to protect the privacy of students. School employees and other members of the School community and must strictly maintain the confidentiality of information regarding such individuals.
4. Use of the School's electronic resources, whether inside or outside the School, must comply with the School's employee handbook, as established from time to time.
5. Employees must comply with applicable copyright laws, ethical rules, and other applicable laws and regulations.
6. Users must exercise appropriate professional judgment and common sense when transporting files to and from school, keeping in mind copyright and other legal issues, as well as ensuring that the non-School computers to or from which files are being transferred are employing appropriate virus-control technologies.
7. Users must exhibit professionally appropriate behavior when using the School's electronic resources in order to professionally represent and preserve the image the School.
8. Users must take reasonable precautions to protect the School's electronic resources in order to reduce repair costs, maintain the integrity of the network, and protect the School's assets. Employees who damage School electronic resources may be financially responsible for the cost of repair or replacement.
9. From time to time, the School will make determinations on whether specific uses of the School's electronic resources are consistent with the intent of this policy.

Unacceptable Use

The following uses of the School's electronic resources are prohibited:

1. Excessive use of the School's electronic resources for personal matters. "Excessive use" includes but is not limited to use of electronic resources in a manner that interferes with an employee's performance of work-related responsibilities or with the functioning of the School's electronic resources.
2. Use of the School's electronic resources in connection with social networking sites for non-academic purposes is prohibited.
3. Use of the School's electronic resources for commercial or for-profit purposes.
4. Use of the School's electronic resources for product advertisement or political lobbying.
5. Personal electronic devices may only be connected to the School's network with appropriate authorization.
6. Intentionally seeking information on, obtaining copies of, or modifying files, other data, or passwords belonging to other users, or impersonating or misrepresenting other users of the School's network.
7. Unauthorized use or disclosure of personal student information in violation of R277-487 and the Family Educational Rights and Privacy Act, 34 CFR, Part 99.
8. Use of the School's electronic resources in a manner that disrupts the use of the network by others.
9. Destroying, modifying, or abusing the School's electronic resources in any way.

10. Use of the School's electronic resources in a manner that threatens or impairs the integrity or security of the network.
11. Use of the School's electronic resources for hate mail, chain letters, harassment, discriminatory remarks, and other antisocial behaviors.
12. Downloading or installation of any software, including shareware and freeware, for use on the School's electronic resources without the approval of the Principal or designee.
13. Use of any software on the School's electronic resources in violation of the applicable license or use agreement.
14. Use of the School's electronic resources to access, process, store, send or receive pornographic, sexually explicit or otherwise inappropriate material (as determined by the Principal).
15. Use of the School's electronic resources for downloading entertainment software, files or other material not related to the mission of the School. This prohibition pertains to freeware, shareware, copyrighted commercial and non-commercial software, and all other forms of software and files not directly related to the instructional and administrative purposes of the School.
16. Downloading, copying, otherwise duplicating, and/or distributing copyrighted materials without the specific written permission of the copyright owner, except that duplication and/or distribution of materials for educational purposes is permitted when such duplication and/or distribution would fall within the Fair Use Doctrine of federal copyright law.
17. Use of the School's electronic resources for any unlawful purpose.
18. Use of the School's electronic resources to intentionally access, process, store, send or receive materials containing profanity, obscenity, racist terms, or other harassing, abusive, intimidating, threatening, discriminatory or otherwise offensive language or images.
19. Use of the School's electronic resources for playing games unless it is for instructional purposes or otherwise approved by the Principal or designee.
20. Participating in activities, including but not limited to the preparation or dissemination of content, which could damage the School's professional image, reputation and/or financial stability.
21. Permitting or granting access to the School's electronic resources, including but not limited to granting use of an e-mail or network account or password, to another individual, including but not limited to someone whose access has been denied or terminated.
22. Portable data storage devices may only be used to backup or transport files and data between computers and use of such devices for the operation of unauthorized portable applications is prohibited.
23. Establishing connections to live communications, including text, voice, or video, may only be done in a manner approved by the Principal or designee.
24. Malicious use of the School's electronic resources to develop programs that harass other users or infiltrate a computer or computing system and/or damage the software components of a computer or computing system.

Disclaimer

1. The School cannot be held responsible for information that is retrieved via the network.

2. Pursuant to the Electronic Communications Privacy Act of 1986 (18 U.S.C. § 2510, et seq.), notice is hereby given that there are no facilities provided by the School's system for sending or receiving private or confidential electronic communications. System administrators have access to all mail and will monitor messages. Messages relating to or in support of illegal activities will be reported to the appropriate authorities.
3. The School is not responsible for any damage users may suffer, including loss of data resulting from delays, non-deliveries, or service interruptions caused by the School's negligence or your errors or omissions.
4. Use of any information obtained is at the user's own risk.
5. The School makes no warranties (expressed or implied) with respect to:
 - o The content of any advice or information received by a user, or any costs or charges incurred as a result of seeing or accepting any information;
 - o Any costs, liability, or damages caused by the way the user chooses to use his or her access to the network.
6. The School reserves the right to change its policies and rules at any time.

Privacy

Use of and access to the School's electronic resources is provided to employees as a tool for the School's business. The School reserves the right to monitor, inspect, copy, review, store or remove, at any time, without prior notice, any and all usage of the School's electronic resources such as the network and the Internet, including but not limited to e-mail, as well as any and all materials, files, information, software, electronic communications, and other content transmitted, received or stored in connection with this usage. All such information, content, and files are the property of the School. Employees should have no expectation of privacy regarding them. Network administrators may review files and intercept communications for any reason, including but not limited to maintaining system integrity and ensuring employees are using the system consistently with this policy.

Training

The School will provide, within the first 45 days of each school year, a school-wide or in-classroom training to employees and students that covers:

- The contents of the Electronic Resources Policy and these procedures;
- The importance of digital citizenship;
- The School's conduct and discipline related consequences as related to a violation of the Electronic Resources Policy and these ~~rules~~ procedures;
- The School's general conduct and discipline policies;
- The benefits of connecting to the Internet and utilizing the School's Internet filters while on School property; and
- Any specific rules governing the permissible and restricted uses of privately-owned electronic devices while in a classroom.

Each educator who allows the use of a privately-owned electronic device in the classroom must clearly communicate to parents and students the conditions under which the use of such a device is allowed.

The School will provide an annual notice to all parents of the location of information for in-home network filtering options (<https://consumerprotection.utah.gov/edu/filtering.html>) as provided for in Utah Code § ~~76-10-1231~~76-5c-402.

NDPA Board of Director's Meeting Wednesday, August 6, 2025

Action Item: *Amending Kindergarten Toilet Training Policy*

Issue:

Amending the Kindergarten Toilet Training Policy.

Background:

HB 76 from the 2025 legislative session amended the toilet training requirement to apply to all students before enrolling in public school, not just kindergarten students. HB 76 also amended the exemption to this requirement, specifying that there should be an exemption from the requirement for a student who is not able to be toilet trained before enrolling “because of a condition that is subject to federal child find requirements or described in an IEP or Section 504 accommodation plan” (previously the law did not refer to child find requirements).

The Kindergarten Toilet Training Policy has been renamed the “Toilet Training Policy” and has been revised to apply to all students before they enroll. The revisions also contemplate the administration establishing administrative procedures to address steps the school must take in the event a student is not toilet trained. Such steps are no longer required to be in a policy.

Recommendation:

It is recommended that the Board approve the Amended Kindergarten Toilet Training Policy including updating the policy name to “Toilet Training Policy”.

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

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

North Davis Preparatory Academy

~~Kindergarten~~ Toilet Training Policy



PURPOSE

The purpose of this policy is to establish the toilet training requirements for ~~kindergarten~~ students at North Davis Preparatory Academy (the “School”).

DEFINITIONS

“Toilet trained” means that a student can:

- (a) communicate the need to use the bathroom to an adult;
- (b) sit down on a toilet;
- (c) use the toilet without assistance;
- (d) undress and dress as necessary; and
- (e) tend to personal hygienic needs after toileting.

If an accident occurs, a “toilet trained” child can independently tend to hygienic needs and change clothes.

A student is not “toilet trained” if the student does not meet the criteria above or has accidents with sufficient frequency to impact the educational experience of the student or the student’s peers, as determined by ~~an LEA~~ the School.

POLICY

General Rule

As required by Utah Code § 53G-7-203 and R277-631, the School shall not enroll a student ~~in kindergarten~~ unless the student is toilet trained.

Exceptions

~~, with the following exception: t~~ The School may enroll a student who is not able to be toilet trained ~~if the student’s developmental delay is a result of a condition addressed by~~ because of a suspected disability that:

- (a) is subject to federal child find requirements; or
- (b) is described in an IEP or Section 504 plan.

Assurance

The School shall, as part of its ~~kindergarten~~-enrollment process, require the parent of an incoming ~~kindergarten~~ student to complete an assurance as to whether the student is toilet trained.

Administrative Procedures

The Principal shall establish administrative procedures regarding steps that School shall take in the event a student is not toilet trained.

Enrolled Kindergarten Students Who Lack Toilet Training

~~In the event a kindergarten student is enrolled in the School and lacks toilet training, the School shall:~~

- ~~(a) consider whether the student's delay in toileting capability may be a sign of a disability that could impact the student's education, including initial evaluation consistent with the School's child find obligations, if appropriate; and~~
- ~~(b) refer the student and the student's parents to a School social worker or School counselor, if any, and to the School's Principal to:
 - ~~(i) provide additional family supports and resources; and~~
 - ~~(ii) create an individualized plan to address the student's needs.~~~~

Individualized Plan for Kindergarten Students Who Lack Toilet Training

~~The individualized plan referenced above may, as appropriate and at the Principal's discretion, require an enrolled kindergarten student to either attend less than the student's regular school day or not attend any of the school day until the student is toilet trained.~~

~~If the student is permitted to continue attending school as part of the student's individualized plan, the School may allow the student's parent or the parent's adult designee to toilet train the student during the school day. If the student is not permitted to continue attending school as part of the student's individualized plan, the School shall coordinate with the student's parents to reintegrate the student back into school, as appropriate, once the student has become toilet trained. Prior to reintegrating a student back into school under such circumstances, the School may require the student's parent to complete another assurance that the student is toilet trained.~~

~~If a parent of an enrolled kindergarten student who is not toilet trained is unwilling or unable to make or complete an individualized plan within a reasonable amount of time, or if an enrolled student who does not have an IEP or Section 504 plan addressing their developmental delay condition is otherwise unable to become toilet trained within a reasonable amount of time, the School may unenroll the student from the School.~~