



EARLY LIGHT
ACADEMY

Board Meeting Materials

BOARD MISSION:

AS THE BOARD OF EARLY LIGHT ACADEMY, IT IS OUR MISSION TO OVERSEE THE SCHOOL'S STRATEGIC DIRECTION AND VISION. IT IS OUR ROLE TO GOVERN AS OPPOSED TO MANAGE. ACTING WITH A UNIFIED VOICE, WE STRIVE TO SUPPORT AND ENSURE A LASTING AND SUSTAINABLE FUTURE FOR ELA. WE SEEK TO INSPIRE AND PROMOTE AN ATMOSPHERE OF INTEGRITY, TRANSPARENCY AND ACCOUNTABILITY. WE SERVE TO EMPOWER THE SCHOOL'S ADMINISTRATIVE LEADERSHIP TO EXECUTE ITS MISSION OF ACADEMIC EXCELLENCE, GROWTH AND ACHIEVEMENT.

January 21, 2026

Early Light Academy

Board of Directors Meeting Agenda

Wednesday, January 21, 2026

Location: 11709 S. Vadiana Drive, South Jordan, Utah 84009



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

SCHOOL MISSION: THE MISSION OF THE EARLY LIGHT ACADEMY IS TO DELIVER A HIGH-QUALITY EDUCATION WITH A DEEP, RICH AND ENGAGING CURRICULUM UTILIZING EFFECTIVE INSTRUCTIONAL TECHNIQUES AND EMPHASIZING HISTORY, TAKING OUR STUDENTS FROM THE STONE AGE TO THE SPACE AGE, THE INFORMATION AGE AND BEYOND.

SCHOOL VISION: EARLY LIGHT ACADEMY WILL EMPOWER STUDENTS TO BECOME LIFELONG LEARNERS AND INSPIRING LEADERS WHO KNOW THEIR ACTIONS TODAY IMPACT OUR TOMORROW.

WE ARE WHAT HISTORY BOOKS ARE MADE OF!

AGENDA

8:30 AM – INTRODUCTORY ITEMS

- Welcome & Roll Call – Jenn Lund
- Board Mission
- School Mission
- School Vision

PUBLIC COMMENT (Comments will be limited to three minutes)

REPORTS

- Eide Bailly
 - ✓ [Review FY25 Financial Statement](#) – Ken Jeppesen
- Administration
 - ✓ [Director Report](#) – Stephanie Schmidt
 - ✓ [Early Learning Reporting](#)
 - ✓ [Amended Student Conduct & Discipline Administrative Procedures](#)
- Board of Directors
 - ✓ [Financial Update](#) – Erin Winterton

SCHOOL LAND TRUST COUNCIL

- [Review SLT FY25 Final Report](#)

CONSENT ITEMS

- [November 19, 2025 Board Meeting Minutes](#)

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

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

VOTING ITEMS

- [2026-2027 School Calendar](#)
- [Gym Sound Panels Purchase](#)
- [Building A Roof Replacement](#)

DISCUSSION ITEMS

- Calendaring Items – ALL
 - ✓ Next PreBoard Meeting – March 4th @ 10:30 a.m.
 - ✓ Next Board Meeting – March 18th
 - ✓ NCSC26 New Orleans, LA June 24-26 (Wed-Fri)

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]

ADJOURN

UPCOMING CALENDAR ITEMS

March

2026-2027 School Fees (1st Public Viewing)
SLT Data Review/Identify Needs for Upcoming Plan
Review SLT FY25 Expenditures
Landscaping Service Contract [Above All annual]
2026-2027 School LAND Trust Plan (Due May 1st)
Curriculum Purchases (2 Public Comment Periods)
Board Vacancies
Annual Open Meetings Act Training
Review Positive Behavior Plan [Can email board or reapprove if changes]
Title IX Athletics Reporting [if you have athletics in your Jr. High]

May

2026-2027 School Fees (2nd Public Viewing)
2026-2027 School Fees
Annual Comprehensive Guidance Data Review
Audit Engagement Letter
2026-2027 TSSA Plan
Property & Liability Insurance Renewal
Director Evaluation Prep
Director Bonus/Salary

June

2026-2027 Annual Budget
2025-2026 Final Amended Budget
Summer Purchasing Plan
2026-2027 Sex Ed Instruction Committee
Director Evaluation
Ratify Board Members & Terms
Ratify Board Officers
2026-2027 Board Meeting Schedule
Mental Health Screening Determination *[if changed]*
Annual Policies Review
Annual Fraud Risk Assessment/Ethical Behavior

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.



November 25, 2025

To the Board of Directors
Early Light Academy
11709 Vadiana Dr.
South Jordan, UT 84009

We have audited the financial statements of Early Light Academy as of and for the year ended June 30, 2025, and have issued our report thereon dated November 25, 2025. Professional standards require that we advise you of the following matters relating to our audit.

Our Responsibility in Relation to the Financial Statement Audit under Generally Accepted Auditing Standards and *Government Auditing Standards*

As communicated in our letter dated May 20, 2025, our responsibility, as described by professional standards, is to form and express an opinion about whether the financial statements that have been prepared by management with your oversight are presented fairly, in all material respects, in accordance with accounting principles generally accepted in the United States of America. Our audit of the financial statements does not relieve you or management of its respective responsibilities.

Our responsibility, as prescribed by professional standards, is to plan and perform our audit to obtain reasonable, rather than absolute, assurance about whether the financial statements are free of material misstatement. An audit of financial statements includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's system of internal control over financial reporting. Accordingly, as part of our audit, we considered the system of internal control of Early Light Academy solely for the purpose of determining our audit procedures and not to provide any assurance concerning such internal control.

We are also responsible for communicating significant matters related to the audit that are, in our professional judgment, relevant to your responsibilities in overseeing the financial reporting process. However, we are not required to design procedures for the purpose of identifying other matters to communicate to you.

We have provided our Independent Auditor's Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards* dated November 25, 2025.

Planned Scope and Timing of the Audit

We conducted our audit consistent with the planned scope and timing we previously communicated to you.

Compliance with All Ethics Requirements Regarding Independence

The engagement team, others in our firm, as appropriate, our firm, and other firms utilized in the engagement, if applicable, have complied with all relevant ethical requirements regarding independence.

Qualitative Aspects of the Entity's Significant Accounting Practices

Significant Accounting Policies

Management has the responsibility to select and use appropriate accounting policies. A summary of the significant accounting policies adopted by Early Light Academy is included in Note 1 to the financial statements. There have been no initial selection of accounting policies and no changes in significant accounting policies or their application during 2025. No matters have come to our attention that would require us, under professional standards, to inform you about (1) the methods used to account for significant unusual transactions and (2) the effect of significant accounting policies in controversial or emerging areas for which there is a lack of authoritative guidance or consensus.

Accounting Estimates and Related Disclosures

Accounting estimates and related disclosures are an integral part of the financial statements prepared by management and are based on management's current judgments. Those judgments are normally based on knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ markedly from management's current judgments. No such sensitive accounting estimates were identified.

Financial Statement Disclosures

There were no financial statement disclosures that we consider to be particularly sensitive or involve significant judgment.

Significant Difficulties Encountered during the Audit

We encountered no significant difficulties in dealing with management relating to the performance of the audit.

Uncorrected and Corrected Misstatements

For purposes of this communication, professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that we believe are trivial, and communicate them to the appropriate level of management. Further, professional standards require us to also communicate the effect of uncorrected misstatements related to prior periods on the relevant classes of transactions, account balances or disclosures, and the financial statements as a whole. Uncorrected misstatements or matters underlying those uncorrected misstatements could potentially cause future-period financial statements to be materially misstated, even though the uncorrected misstatements are immaterial to the financial statements currently under audit. There were no uncorrected or corrected misstatements identified as a result of our audit procedures.

Disagreements with Management

For purposes of this letter, professional standards define a disagreement with management as a matter, whether or not resolved to our satisfaction, concerning a financial accounting, reporting, or auditing matter, which could be significant to the Early Light Academy, Inc. financial statements or the auditor's report. No such disagreements arose during the course of the audit.

Circumstances that Affect the Form and Content of the Auditor's Report

For purposes of this letter, professional standards require that we communicate any circumstances that affect the form and content of our auditor's report. We did not identify any circumstances that affect the form and content of the auditor's report.

Representations Requested from Management

We have requested certain written representations from management that are included in the management representation letter dated November 25, 2025.

Management's Consultations with Other Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters. Management informed us that, and to our knowledge, there were no consultations with other accountants regarding auditing and accounting matters.

Other Significant Matters, Findings, or Issues

In the normal course of our professional association with Early Light Academy, we generally discuss a variety of matters, including the application of accounting principles and auditing standards, significant events or transactions that occurred during the year, operating conditions affecting the entity, and operational plans and strategies that may affect the risks of material misstatement. None of the matters discussed resulted in a condition to our retention as Early Light Academy's auditors

This report is intended solely for the information and use of the Board of Directors and management of Early Light Academy and is not intended to be, and should not be, used by anyone other than these specified parties.

A handwritten signature in black ink that reads "Eide Bailly LLP". The signature is written in a cursive, flowing style.

Ogden, Utah

Financial Statements
June 30, 2025

Early Light Academy

Independent Auditor's Report	1
Management's Discussion and Analysis	4
Financial Statements	
Statement of Net Position	9
Statement of Activities.....	10
Balance Sheet – Governmental Funds	11
Reconciliation for Governmental Funds Balance Sheet to the Statement of Net Position	12
Statement of Revenue, Expenditures, and Changes in Fund Balance – Governmental Funds	13
Reconciliation of Governmental Funds Statement of Revenue, Expenditures, and Changes in Fund Balance to the Statement of Activities	14
Notes to Financial Statements	15
Required Suppplementary Information	
Schedule of Revenue, Expenditures, and Changes in Fund Balance – Budget and Actual – General Fund	26
Notes to Required Supplementary Information	27
Supplementary Information	
Independent Auditor's Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with <i>Government Auditing Standards</i>	28
Independent Auditor's Report on Compliance and Report on Internal Control over Compliance as Required by the <i>State Compliance Audit Guide</i>	30
Schedule of Findings and Recommendations	33



Independent Auditor's Report

The Board of Directors
Early Light Academy
South Jordan, Utah

Report on the Audit of the Financial Statements

Opinions

We have audited the financial statements of the governmental activities and the major fund of Early Light Academy, Inc. (the School) as of and for the year ended June 30, 2025, and the related notes to the financial statements, which collectively comprise the School's basic financial statements as listed in the table of contents.

In our opinion, the accompanying financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and the major fund of the School, as of June 30, 2025, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinions

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States (*Government Auditing Standards*). Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the School and to meet our other ethical responsibilities in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis and schedule of revenue, expenditures, and changes in fund balance – budget and actual – general fund and notes to the required supplementary information, as listed in the table of contents, be presented to supplement the basic financial statements. Such information is the responsibility of management and, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with GAAS, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the

information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated November 25, 2025 on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing and not to provide an opinion on the effectiveness of the School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

A handwritten signature in black ink that reads "Eide Bailly LLP". The signature is written in a cursive, flowing style.

Ogden, Utah
November 25, 2025

The discussion and analysis of the Early Light Academy's (the School) financial performance provides an overall review of financial activities for the fiscal year.

FINANCIAL HIGHLIGHTS

During fiscal year 2025, the School experienced an approximate 6.5% increase in total revenues from local, state, and federal sources. This growth was primarily driven by a 2% increase in enrollment and a 6% increase in the weighted pupil unit (WPU) and local replacement funding (LRF) compared to the previous year. The School also completed construction of an iron safety fence, purchased new cafeteria equipment, and procured approximately 500 Chromebooks. The School benefits from a highly experienced and engaged Board of Directors and Executive Director, all of whom are fiscally responsible and actively monitor School resources and expenditures.

OVERVIEW OF THE FINANCIAL STATEMENTS

This discussion and analysis serve as an introduction to the School's basic financial statements. These financial statements include three primary components:

- Government-wide financial statements
- Fund financial statements
- Notes to the financial statements

The basic financial statements consist of two kinds of statements that present different views of the School's financial activities.

Government-Wide Financial Statements (GWFS)

The GWFS (i.e., Statement of Net Position and Statement of Activities) provide readers with a broad overview of the School's finances. The government-wide statements report information about the School as a whole using accounting methods similar to those used by private-sector companies.

The Statement of Net Position provides information on all of the assets and liabilities of the School, with the difference between the two providing the net position. Increases or decreases in the net position may indicate whether the financial position of the School is improving or deteriorating, respectively.

The Statement of Activities reflects changes in net position during the fiscal year. Changes in net position are reported using the accrual basis of accounting, similar to that used by private-sector companies. Accrual basis accounting takes into account all current year related revenue and expenditures, regardless of when cash is received or paid.

The GWFS presents an aggregate view of the School's finances and contains useful long-term information as well as information for the just-completed fiscal year.

To assess the overall financial condition of the School, additional non-financial factors, such as changes in the condition of school buildings and other facilities, should be considered.

In the GWFS, the School's activities are all classified as governmental activities. Governmental activities include all regular and special education, all educational support activities, administration, custodial, maintenance, transportation, and food services. Most of these activities are supported by the State of Utah Minimum School Program. The GWFS can be found on pages 9-10 of this report.

Fund Financial Statements

Funds are accounting devices the School uses to keep track of sources of funding and spending on particular programs and to demonstrate compliance with various regulatory requirements. Fund financial statements focus on individual parts of the School. Fund statements generally report operations in more detail than the government-wide statements. This statement focuses on its most significant or "major" funds and not on the School as a whole.

The School establishes other funds, as necessary, to control and manage money for particular purposes or to show that it is properly using certain revenue.

Governmental Funds

Governmental funds account for nearly the same functions as the governmental activities. However, unlike the GWFS, governmental funds focus on near-term inflows and outflows as well as the balances left at year-end that are available for funding future basic services.

It is useful to compare information found in the governmental funds with that of the governmental activities. By doing so, readers may better understand the long-term impact of the School's near-term financing decisions.

The basic governmental funds financial statements can be found on pages 11-14 of this report.

Notes

The notes to the financial statements starting on page 15 provide further explanation of some of the information in the statements and provide additional disclosures so statement users have a complete picture of the School's financial activities and position.

Required supplementary information further explains and supports the financial statements by including a comparison of the School's budget data for the year.

Government-Wide Financial Analysis

Net position may serve as a useful indicator of an organization's financial position. The School's net financial position increased by \$548,187 in fiscal year 2025. The growth in financial position was the result of increased enrollment and state funding compounded with the efficient and effective budgeting and monitoring of finances by the Executive Director and Board of Directors.

	2025	2024
Assets		
Current and other assets	\$ 6,289,981	\$ 5,684,730
Capital assets	15,681,545	16,017,998
Total assets	<u>\$ 21,971,526</u>	<u>\$ 21,702,728</u>
Liabilities		
Current and other liabilities	\$ 1,256,738	\$ 1,167,367
Long-term liabilities	21,426,861	21,795,621
Total liabilities	<u>22,683,599</u>	<u>22,962,988</u>
Net Position		
Net investment in capital assets	(5,745,316)	(5,777,623)
Restricted	3,016,474	3,159,159
Unrestricted	<u>2,016,769</u>	<u>1,358,204</u>
Total net position	<u>\$ (712,073)</u>	<u>\$ (1,260,260)</u>

A portion of the School's net position is the investments in capital assets (i.e., buildings, land, furniture and equipment, computers, construction-in-progress, capital improvements, and SBITA) and the related debt used to acquire those assets still outstanding. These capital assets provide services to students; consequently, these assets are not available for future spending. The negative net investment in capital assets is due to cumulative depreciation of the respective capital assets exceeding the cumulative principal repayments on the related long-term debt. Restricted net position is restricted for debt service and program restrictions. The remaining portion of the School's net position is unrestricted.

Governmental Activities

Changes in Net Position – The table below shows the changes in net position for the fiscal years 2025 and 2024. The School relies on state and federal support for 95% of its governmental activities for the year ended June 30, 2025. The School had total revenue of \$12,254,288 and total expenses of \$11,706,101 during the year ended June 30, 2025. The School had an increase in net position of \$548,187 during the year ended June 30, 2025. As previously mentioned, the increase in net position was due to the increase in enrollment and state funding compounded with the efficient and effective budgeting and monitoring of finances by the Executive Director and Board of Directors.

Early Light Academy
Management's Discussion and Analysis
June 30, 2025

	<u>2025</u>	<u>2024</u>	<u>Change</u>
Revenue			
Program revenue			
State and federal aid	\$ 11,648,128	\$ 10,914,083	\$ 734,045
Charges for services	203,591	197,118	6,473
Earnings on investments	216,610	232,508	(15,898)
Other local revenue	185,959	113,349	72,610
Insurance proceeds	-	51,664	(51,664)
Total revenue	<u>12,254,288</u>	<u>11,508,722</u>	<u>745,566</u>
Expenses			
Instructional	6,513,587	6,423,867	89,720
Support services			
Students	619,054	718,339	(99,285)
Staff assistance	204,349	127,680	76,669
General	18,710	14,300	4,410
School administration	848,271	842,711	5,560
Central services	673,195	584,026	89,169
Operation and maintenance of facilities	1,369,907	1,169,075	200,832
Transportation	24,690	18,410	6,280
School food services	410,579	372,108	38,471
Interest and other costs	1,023,759	1,045,222	(21,463)
Total expenses	<u>11,706,101</u>	<u>11,315,738</u>	<u>390,363</u>
Change in Net Position	<u>\$ 548,187</u>	<u>\$ 192,984</u>	<u>\$ 355,203</u>

Governmental Funds

The focus of the School's governmental funds is to provide balances of spendable resources and to provide data on near-term inflows and outflows.

General Fund – The general fund is the general operating fund for the School. At the end of the current fiscal year, the general fund balance is \$5,496,481 which is an increase of \$507,974 from the prior year. The general fund balance has increased as the School experienced a 6.5% increase in total revenue but did not have any major capital projects during fiscal year 2025, except for the completion of its security fence.

Expenditures for general School purposes totaled \$11,746,316 which is a decrease of \$270,290 from the prior year. Total expenditures for fiscal year 2025 decreased from the prior year, as the School did not initiate any major capital projects, unlike in the previous year. Excluding capital projects and other capital purchases, the School's expenditures increased due to staff salary raises and higher general operating costs.

General fund salaries totaled \$5,747,916, while the associated fringe benefits of retirement, social security, unemployment, workers compensation, health, dental, and vision added \$1,572,780 to arrive at 62% of the School's general fund expenditures.

Budgetary Highlights

The School adopts an original budget in June for the subsequent year.

Actual expenditures in the general fund were \$507,262 less than the amended budget. The budget was prepared with a conservative approach for revenues and budgeted for additional year-end expenditures, if they had been needed, which they were not.

Capital Assets

The School has invested \$21,438,294 in a wide range of capital assets, but primarily in land, buildings, and capital improvements. The total accumulated depreciation and amortization on these assets amounts to \$5,756,749. There were capital asset additions of \$307,368 for fiscal year 2025. Additional information regarding the School's capital assets can be found in Note 3 to the basic financial statements.

Long-Term Debt

Long-term debt consists of outstanding tax-exempt bonds totaling \$21,426,861, net of discount, with rates ranging from 4.25% to 5.75%. The bonds mature at various dates ranging from July 2046 to July 2050. The School is required to meet certain covenants including debt coverage and cash available as defined by their bonds payable agreement. See Note 5 to the basic financial statements for more information about long-term debt.

Requests for Information

This financial report is designed to provide our citizens, taxpayers, customers, and investors and creditors with a general overview of the School's finances and to demonstrate the School's accountability for the money it receives. If you have questions about this report or need additional financial information, contact the School at 11709 S Vadiana Dr, South Jordan, Utah 84009, or by phone at 801-302-5988.

Early Light Academy
Statement of Net Position
June 30, 2025

	<u>Governmental Activities</u>
Assets	
Cash and investments	\$ 3,347,164
Restricted cash and investments	2,753,196
State receivables	101,810
Federal receivables	72,356
Other receivables	7,455
Prepaid expenses	8,000
Capital assets (not subject to depreciation)	1,620,666
Capital assets (net of accumulated depreciation)	13,970,422
Right to use subscription-based IT assets (SBITA) (net of accumulated amortization)	<u>90,457</u>
Total assets	<u>21,971,526</u>
Liabilities	
Accounts payable	125,441
Accrued liabilities	668,059
Accrued interest	463,238
Long-term liabilities	
Due within one year - bonds payable	390,000
Due in more than one year - bonds payable	<u>21,036,861</u>
Total liabilities	<u>22,683,599</u>
Net Position	
Net investment in capital assets	(5,745,316)
Restricted for	
Educator professional time	24,966
Food service	238,312
Debt service	2,753,196
Unrestricted	<u>2,016,769</u>
Total net position	<u><u>\$ (712,073)</u></u>

Early Light Academy
Statement of Activities
Year Ended June 30, 2025

Functions/Programs	Expenses	Program Revenue		Net Revenue (Expense) and Changes in Net Position
		Charges for Services	Operating Grants and Contributions	
<i>Governmental activities</i>				
Instructional	\$ 6,513,587	\$ -	\$ 6,498,743	\$ (14,844)
Support services				
Students	619,054	-	-	(619,054)
Staff assistance	204,349	-	-	(204,349)
General	18,710	-	-	(18,710)
School administration	848,271	-	-	(848,271)
Central services	673,195	-	-	(673,195)
Operation and maintenance of facilities	1,369,907	-	-	(1,369,907)
Transportation	24,690	-	-	(24,690)
School food services	410,579	203,591	98,230	(108,758)
Interest and other costs	1,023,759	-	-	(1,023,759)
Total governmental activities	<u>\$ 11,706,101</u>	<u>\$ 203,591</u>	<u>\$ 6,596,973</u>	<u>(4,905,537)</u>
General Revenue				
Grants and contributions not restricted to specific programs				
State aid				5,060,364
Local revenue				176,750
Earnings on investments				216,610
Total general revenue				<u>5,453,724</u>
Change in Net Position				548,187
Net Position, Beginning of Year				<u>(1,260,260)</u>
Net Position, End of Year				<u>\$ (712,073)</u>

Early Light Academy
Balance Sheet – Governmental Funds
June 30, 2025

Assets		
Cash and investments	\$	3,347,164
Restricted cash and investments		2,753,196
State receivables		101,810
Federal receivables		72,356
Other receivables		7,455
Prepaid expenses		8,000
		<hr/>
Total assets	\$	<u>6,289,981</u>
Liabilities and Fund Balance		
Liabilities		
Accounts payable	\$	125,441
Accrued liabilities		668,059
		<hr/>
Total liabilities		<u>793,500</u>
Fund Balance		
Nonspendable		
Prepaid expenses		8,000
Restricted for		
Educator professional time		24,966
Food service		238,312
Debt service		2,753,196
Unassigned		2,472,007
		<hr/>
Total fund balance		<u>5,496,481</u>
	\$	<u><u>6,289,981</u></u>

Early Light Academy
Reconciliation for Governmental Funds Balance Sheet to the Statement of Net Position
June 30, 2025

Total Fund Balance - Governmental Funds	\$ 5,496,481
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The cost of capital assets (land, buildings, furniture and equipment, computers, construction-in-progress, capital improvements, and SBITA) purchased or constructed is reported as an expenditure in governmental funds. The statement of net position includes those capital assets among the assets of the School as a whole. The cost of those capital assets is allocated over their estimated useful lives (as depreciation and amortization expense) to the various programs reported as governmental activities in the statement of activities. Because depreciation and amortization expense does not affect financial resources, it is not reported in government funds.

Costs of capital assets	21,438,294	
Depreciation and amortization expense to date	<u>(5,756,749)</u>	
		15,681,545

Long-term liabilities applicable to governmental activities are not due and payable in the current period and therefore are not reported as fund liabilities. All liabilities, both current and long-term, are reported in the statement of net position. Balances at year end are:

Long-term liabilities		
Bonds payable	(21,426,861)	
Accrued interest	<u>(463,238)</u>	
		<u>(21,890,099)</u>

Net Position	\$ <u><u>(712,073)</u></u>
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Early Light Academy

Statement of Revenue, Expenditures, and Changes in Fund Balance – Governmental Funds

Year Ended June 30, 2025

	<u>General</u>
Revenue	
State aid	\$ 11,322,300
Federal aid	325,830
Earnings on investments	216,610
School fees	111,889
School lunch sales	203,591
Other local sources	74,070
	<u>12,254,290</u>
Total revenue	<u>12,254,290</u>
Expenditures	
Instructional	<u>6,513,587</u>
Support services	
Students	619,054
Staff assistance	204,349
General	18,710
School administration	848,271
Central services	673,195
Operation and maintenance of facilities	726,087
Transportation	24,690
	<u>3,114,356</u>
Total support services	<u>3,114,356</u>
Non-instructional	
School food services program	410,579
Capital outlay	307,368
	<u>717,947</u>
Total non-instructional	<u>717,947</u>
Debt service	
Principal	375,000
Interest and other costs	1,025,426
	<u>1,400,426</u>
Total debt service	<u>1,400,426</u>
Total expenditures	<u>11,746,316</u>
Net Change in Fund Balance	507,974
Fund balance, Beginning of Year	<u>4,988,507</u>
Fund balance, End of Year	<u><u>\$ 5,496,481</u></u>

Early Light Academy
Reconciliation of Governmental Funds Statement of Revenue, Expenditures,
and Changes in Fund Balance to the Statement of Activities
Year Ended June 30, 2025

Total Net change in Fund Balance - Governmental Funds	\$ 507,974
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Amounts reported for governmental activities in the statement of activities are different because:

Capital outlay is reported in governmental funds as expenditures. However, in the statement of activities, the cost of those assets is allocated over their estimated useful lives as depreciation and amortization expense. This is the amount by which depreciation and amortization expense exceeded capital outlay during the fiscal year:

Capital outlay	307,368	
Depreciation and amortization expense	<u>(643,820)</u>	
		(336,452)

The governmental funds report repayment of long-term liability payments as expenditures and the effect of premiums and discounts when debt is first issued, whereas these amounts are deferred and amortized in the statement of activities. Interest is recognized as an expenditure in the governmental activities when it is due. In the statement of activities, interest expense is recognized as it accrues, regardless of when it is due. The net effect of these differences in the treatment of bonds and related items is as follows:

Repayment of bonds payable principal	375,000	
Amortization of bond discount	(6,240)	
Change in accrued interest	<u>7,905</u>	
		<u>376,665</u>

Change in Net Position of Governmental Activities	<u>\$ 548,187</u>
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Note 1 - Summary of Significant Accounting Policies

Early Light Academy (the School) was formed in 2009 and is a nonprofit institution organized under the nonprofit corporation laws of the State of Utah. The School was organized by a group of parents, teachers, and community leaders to provide an educational opportunity in South Jordan, Utah, that was not governed by the local school district. The School was founded on the premise that parents, as partners in the learning process, lead to success for each child. Every parent is asked to be involved with the school either through committees or through volunteering time in the classroom or with other needs the school may have as they arise. The School provides the following activities: education, encompassing instruction, student and staff support activities, and facilities maintenance and operation. Supporting services include general and administrative services, which are overall entity-related administrative costs.

The financial statements of the School have been prepared in conformity with accounting principles generally accepted in the United States of America (GAAP) as applied to local government units. The Governmental Accounting Standards Board (GASB) is the accepted standard-setting body for establishing governmental accounting and financial reporting principles. The more significant accounting policies of the School are described below.

Financial Reporting Entity

The School follows GASB in determining the reporting entity and component units. The financial reporting entity consists solely of the primary government. Accordingly, the financial statements include all funds and agencies of the primary government whose budgets are controlled or whose boards are appointed by the School's Board of Directors (the Board).

The accounts of the School are organized and operated on the basis of funds. A fund is an independent fiscal and accounting entity with a self-balancing set of accounts. Fund accounting segregates funds according to their intended purpose and is used to aid management in demonstrating compliance with finance-related legal and contractual provisions. The minimum number of funds is maintained consistent with legal and managerial requirements.

The funds of the School are classified as governmental funds. The fund classifications and a description of each existing fund type follow:

Governmental Funds

Governmental funds are used to account for the School's general government activities, including the collection and disbursement of specific or legally restricted monies, the acquisition or construction of general fixed assets, and the servicing of general long-term debt. The general fund is considered a major fund.

Governmental funds include:

General fund – the primary operating fund of the School accounts for all financial resources, except those required to be accounted for in other funds.

Measurement Focus and Basis of Accounting

Government-Wide Financial Statements (GWFS)

The statement of net position and the statement of activities display information about the reporting government as a whole.

The statement of net position and the statement of activities were prepared using the economic resources measurement focus and the accrual basis of accounting. Revenue, expenses, gains, losses, assets, and liabilities resulting from exchange and exchange-like transactions are recognized when the exchange takes place. Revenue, expenses, gains, losses, assets, and liabilities resulting from nonexchange transactions are recognized in accordance with the requirements of GASB Statement No. 33 *Accounting and Financial Reporting for Nonexchange Transactions* in the GWFS.

Program Revenue

Program revenue included in the statement of activities are derived directly from the program itself or from parties outside the School's citizenry, as a whole; program revenue reduces the cost of the function to be financed from the School's general revenue. Program revenue includes charges to students or applicants who purchase, use, or directly benefit from the goods or services provided by the given function.

Governmental Funds

The accounting and financial reporting treatment applied to a fund is determined by its measurement focus. Governmental fund types use the flow of current financial resources measurement focus and the modified accrual basis of accounting. Under the modified accrual basis of accounting, revenue is recognized when susceptible to accrual defined as measurable and available. Measurable means the amount of the transaction can be determined, and available means collectible within the current period or soon enough thereafter to pay liabilities of the current period. The School considers all revenue available if they are collected within 90 days after year-end. Expenditures are recorded when the related fund liability is incurred, except for unmatured principal and interest on general long-term debt, which is recognized when due, and certain compensated absences and claims and judgments which are recognized when the obligations are expected to be liquidated with expendable available financial resources. With this measurement focus, only current assets and current liabilities and deferred outflows and inflows of resources, as applicable, are generally included on the balance sheet. Operating statements of these funds present increases and decreases in fund balance.

The governmental funds use the following practices in recording revenue and expenditures:

Revenue

Entitlements and shared revenue (which include state equalization and state revenue sharing) are recorded as unrestricted grants-in-aid at the time of receipt or earlier if the susceptible to accrual criteria are met. Expenditure-driven grants are recognized as revenue when the qualifying expenditures have been incurred and all other grant requirements have been met and the susceptible to accrual criteria have been met.

Other receipts become measurable and available (collected within 90 days of year-end) when cash is received by the School and are recognized as revenue at that time. The School's period of availability is 90 days subsequent to year end.

Expenditures

Expenditures are generally recorded when the related fund liability is incurred. General capital asset acquisitions are reported as expenditures in governmental funds. The School has employees who do not work year-round, but receive salary payments on a monthly basis; salaries earned, but unpaid, have been accrued as of June 30, 2025.

Restricted Cash and Investments

Cash and investments restricted for debt service is cash and investments set aside for bonds payable reserve requirements.

Investments

Investments are recorded at fair value in accordance with GASB Statement No. 72, *Fair Value Measurement and Application*. Accordingly, the change in fair value of investments is recognized as an increase or decrease to investment assets and investment income.

Receivables

All receivables are shown net of any allowance for uncollectible amounts. No allowances for uncollectible items have been recorded as of June 30, 2025.

Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates, and those differences could be material.

Capital Assets

Capital assets are recorded at historical cost and depreciated over their estimated useful lives (excluding salvage value). Donated capital assets are recorded at their estimated acquisition value at the date of donation. Estimated useful lives are management's estimate of how long the asset is expected to meet service demands. The School's capitalization threshold is \$5,000. The cost of normal maintenance and repairs not adding to the value of the asset or materially extending asset lives are not capitalized. Straight-line depreciation is used based on the following estimated useful lives:

Buildings	39 years
Furniture and equipment	7 years
Computers	5 years
Capital improvements	20 years

Right to use subscription-based IT assets are recognized as the subscription commencement date and represent the School's right-to-use the underlying IT asset for the subscription term. Right-to-use subscription IT assets are measured at the initial value of the subscription liability plus any payments made to the vendor at the commencement of the subscription term, less any subscription incentives received from the vendor at or before the commencement of the subscription term, plus any capitalizable initial implementation costs necessary to place the subscription asset into service. Right-to-use subscription-based IT assets are amortized over the shorter of the subscription term or useful lives of the underlying asset using the straight-line method. The amortization period is 5 years.

Long-Term Liabilities

For government-wide reporting, material premiums and discounts are deferred and amortized over the life of the debt using the straight-line method, which approximates the effective interest method. Debt is reported net of the applicable premium or discount. Issuance costs are expensed as incurred.

For fund financial reporting, premiums and discounts as well as issuance costs are recognized in the period the debt is issued. The face amount of debt issued is reported as other financing sources. Premiums received on debt issuance are reported as other financing sources while discounts on debt issuances are reported as other financing uses. Issuance costs, even if withheld from the actual net proceeds received, are reported as debt service expenditures.

Restricted Net Position

For the government-wide statement of net position, net position is reported as restricted when constraints placed on net position use is either:

Externally imposed by creditors (such as debt covenants), grantors, contributors, or laws or regulations of other governments;

Imposed by law through constitutional provisions or enabling legislation.

It is the School's policy to consider restricted-net position to have been depleted before unrestricted-net position is applied.

Fund Balances of Fund Financial Statements

The governmental fund financial statements present fund balance based on classifications that comprise a hierarchy based primarily on the extent to which the School is bound to honor constraints on the specific purposes for which amounts in the respective governmental funds can be spent. The classifications used in the governmental fund financial statements are as follows:

Nonspendable: This classification includes amounts that cannot be spent because they are either (a) not in spendable form or (b) are legally or contractually required to be maintained intact. The School has historically shown prepaids as being nonspendable as these items are not expected to be converted to cash or are not expected to be converted to cash within the next year.

Restricted: This classification includes amounts for which constraints have been placed on the use of the resources either (a) externally imposed by creditors (such as through a debt covenant), grantors, contributors, or laws or regulations of other governments or (b) imposed by law through constitutional provisions or enabling legislation. Debt service resources are to be used for future servicing of the general obligations and are restricted through debt covenants.

Committed: This classification includes amounts that can be used only for specific purposes pursuant to constraints imposed by formal action by the Board. These amounts cannot be used for any other purpose unless the Board removes or changes the specified use by taking the same type of action (resolution) that was employed when the funds were initially committed.

Assigned: This classification includes amounts that are constrained by the Board's intent to be used for a specific purpose but are neither restricted nor committed. This intent can be expressed by the Board or by the Board delegating this responsibility to the Executive Director or their designee through the budgetary process.

Unassigned: This classification includes the residual fund balance for the general fund and the amount established for minimum funding.

The School has a policy to use restricted fund balances first, followed by committed resources and then assigned resources, as appropriate opportunities arise, but reserves the right to selectively spend unassigned resources first to defer the use of these other classified funds.

Grants and Other Intergovernmental Revenue

Federal and state reimbursement-type grants are recorded as intergovernmental revenue when the related expenditures/expenses are incurred and, in the governmental funds, when the revenue meets the availability criterion.

Note 2 - Cash and Investments

At June 30, 2025, the School's cash and investments consisted of the following:

Cash			
Insured		\$ 367,246	
Uninsured and not collateralized		<u>1,354,787</u>	
Total balance of deposits		<u>\$ 1,722,033</u>	
	<u>Rating</u>	<u>Fair Value</u>	<u>Investment Maturities</u>
Investments			
PTIF	Unrated	<u>\$ 4,378,327</u>	Less than 1 year
Total cash and investments		<u>\$ 6,100,360</u>	

The State of Utah Money Management Council has the responsibility to advise the State Treasurer about investment policies, promote measures and rules that will assist in strengthening the banking and credit structure of the state, and review the rules adopted under the authority of the State of Utah Money Management Act (the Act) that relate to the deposit and investment of public funds.

The School follows the requirements of the Act (Utah Code, Title 51, Chapter 7) in handling its depository and investment transactions. The Act requires the depositing of School funds in a qualified depository. The Act defines a qualified depository as any financial institution whose deposits are insured by an agency of the federal government and which has been certified by the State Commissioner of Financial Institutions as meeting the requirements of the Act and adhering to the rules of the Utah Money Management Council.

The Act defines the types of securities authorized as appropriate investments for the School's funds and the conditions for making investment transactions. Investment transactions may be conducted only through qualified depositories, certified dealers, or directly with issuers of the investment securities.

Statutes authorize the School to invest in negotiable or nonnegotiable deposits of qualified depositories and permitted negotiable depositories; repurchase and reverse repurchase agreements; commercial paper that is classified as "first tier" by two nationally recognized statistical rating organizations; bankers' acceptances; obligations of the United States Treasury including bills, notes, and bonds; obligations, other than mortgage derivative products, issued by U.S. government sponsored enterprises (U.S. Agencies) such as the Federal Home Loan Bank System, Federal Home Loan Mortgage Corporation (Freddie Mac), and Federal National Mortgage Association (Fannie Mae); bonds, notes, and other evidence of indebtedness of political subdivisions of the state; fixed rate corporate obligations and variable rate securities rated "A" or higher, or the equivalent of "A" or higher, by two nationally recognized statistical rating organizations; shares or certificates in a money market mutual fund as defined in the Act; and the Utah State Public Treasurers' Investment Fund.

The Utah State Treasurer's Office operates the Public Treasurers' Investment Fund (PTIF). The PTIF is available for investment of funds administered by any Utah public treasurer and is not registered with the SEC as an investment company. The PTIF is authorized and regulated by the Act (Utah Code, Title 51, Chapter 7). The Act established the Money Management Council which oversees the activities of the State Treasurer and the PTIF and details the types of authorized investments. Deposits in the PTIF are not insured or otherwise guaranteed by the State of Utah, and participants share proportionally in any realized gains or losses on investments.

The PTIF operates and reports to participants on a fair value basis. The income, gains, and losses of the PTIF, net of administration fees, are allocated based upon the participant's average daily balance. The fair value of the PTIF investment pool is approximately equal to the value of the pool shares.

Fair Value of Investments

The School measures and records its investments using fair value measurement guidelines established by generally accepted accounting principles. These guidelines recognize a three-tiered fair value hierarchy, as follows:

- Level 1: Quoted prices for identical investments in active markets;
- Level 2: Observable inputs other than quoted market prices; and
- Level 3: Unobservable inputs.

The investments consist only of PTIF funds which are classified as Level 2. The PTIF funds use the application of the June 30, 2025, fair value as calculated by the Utah State Treasurer to the School's average daily balance in the Fund. The School currently has no assets that qualify for Level 1 or 3 investments. The following table illustrates the investments by the appropriate levels for the School:

	Total	Quoted Prices in Active Markets (Level 1)	Other Observable Inputs (Level 2)	Unobservable Inputs (Level 3)
June 30, 2025				
PTIF	\$ 4,378,327	\$ -	\$ 4,378,327	\$ -

Custodial Credit Risk

For deposits and investments, custodial credit risk is the risk that, in the event of the failure of the counterparty, the School will not be able to recover the value of its deposits, investments, or collateral securities that are in the possession of an outside party. The School's policy for managing custodial credit risk is to adhere to the Act. The Act requires all deposits of the School to be in a qualified depository, defined as any financial institution whose deposits are insured by an agency of the federal government and which has been certified by the Commissioner of Financial Institutions as meeting the requirements of the Act and adhering to the rules of the Utah Money Management Council.

Credit Risk

Credit risk is the risk that an issuer or other counterparty to an investment will not fulfill its obligations. The School's policy for reducing its exposure to credit risk is to comply with the Act, as previously discussed.

Concentration of Credit Risk

Concentration of credit risk is the risk of loss attributed to the magnitude of the School's investment in a single issuer. The School's policy for reducing this risk of loss is to comply with the Rules of the Money Management Council. Rule 17 of the Money Management Council limits investments in a single issuer of commercial paper and corporate obligations to 5-10% depending upon the total dollar amount held in the portfolio.

Interest Rate Risk

Interest rate risk is the risk that changes in interest rates will adversely affect the fair value of an investment. The School's policy for managing its exposure to fair value loss arising from increasing interest rates is to comply with the Act. Section 51-7-11 of the Act requires that the remaining term to maturity of investments may not exceed the period of availability of the funds to be invested. The Act further limits the remaining term to maturity on all investments in commercial paper, bankers' acceptances, fixed rate negotiable deposits, and fixed-rate corporate obligations to 270 days - 15 months or less. The Act further limits the remaining term to maturity on all investments in obligations of the United States Treasury; obligations issued by U.S. government sponsored enterprises; and bonds, notes, and other evidence of indebtedness of political subdivisions of the state to five years. In addition, variable rate negotiable deposits and variable rate securities may not have a remaining term to final maturity exceeding three years.

Note 3 - Capital Assets

A summary of activity in the capital assets is as follows:

	<u>June 30, 2024</u>	<u>Additions</u>	<u>Deletions</u>	<u>Transfers</u>	<u>June 30, 2025</u>
Capital assets, not subject to depreciation					
Land	\$ 1,563,718	\$ -	\$ -	\$ -	\$ 1,563,718
Construction-in-progress	163,045	-	-	(106,097)	56,948
Total capital assets, not subject to depreciation	<u>1,726,763</u>	<u>-</u>	<u>-</u>	<u>(106,097)</u>	<u>1,620,666</u>
Capital assets, being depreciated					
Buildings	17,586,564	-	-	-	17,586,564
Furniture and equipment	464,119	107,912	(65,721)	-	506,310
Computers	199,413	79,216	-	-	278,629
Capital improvements	1,069,029	120,240	-	106,097	1,295,366
Total capital assets being depreciated	<u>19,319,125</u>	<u>307,368</u>	<u>(65,721)</u>	<u>106,097</u>	<u>19,666,869</u>
Less accumulated depreciation for					
Buildings	(4,721,780)	(450,938)	-	-	(5,172,718)
Furniture and equipment	(166,505)	(56,526)	65,721	-	(157,310)
Computers	(113,512)	(48,981)	-	-	(162,493)
Capital improvements	(146,702)	(57,224)	-	-	(203,926)
Total accumulated depreciation	<u>(5,148,499)</u>	<u>(613,669)</u>	<u>65,721</u>	<u>-</u>	<u>(5,696,447)</u>
Total capital assets, subject to depreciation	<u>14,170,626</u>	<u>(306,301)</u>	<u>-</u>	<u>106,097</u>	<u>13,970,422</u>
Net capital assets	<u>15,897,389</u>	<u>(306,301)</u>	<u>-</u>	<u>-</u>	<u>15,591,088</u>
Right-to-use SBITA being amortized	150,759	-	-	-	150,759
Less accumulated amortization	(30,151)	(30,151)	-	-	(60,302)
Net right-to-use SBITA	<u>120,608</u>	<u>(30,151)</u>	<u>-</u>	<u>-</u>	<u>90,457</u>
Total capital assets, net	<u>\$16,017,997</u>	<u>\$ (336,452)</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$15,681,545</u>

Depreciation and amortization expense was charged to the operation and maintenance of facilities function of the School.

Note 4 - SBITA

The School has entered into an SBITA contract for educational software. The School paid for the software at the beginning of the contract, and there are no future principal and interest payments required.

Note 5 - Long-Term Liabilities

A summary of activity for the long-term liabilities is as follows:

	Balance at June 30, 2024	Additions	Retirements	Balance at June 30, 2025	Due Within One Year
Bonds payable	\$ 21,880,000	\$ -	\$ (375,000)	\$ 21,505,000	\$ 390,000
Bond discount	(84,379)	-	6,240	(78,139)	-
	<u>\$ 21,795,621</u>	<u>\$ -</u>	<u>\$ (368,760)</u>	<u>\$ 21,426,861</u>	<u>\$ 390,000</u>

Long-term liabilities as of June 30, 2025, consist of the following:

Series 2022 Bonds issued during fiscal year 2022 for \$7,870,000. The bonds bear a variable interest rate ranging from 4.25% to 5.75%. Variable annual principal and semi-annual interest payments are required through July 2050. The proceeds were used to purchase a school building and refinance previous bonds.	\$ 7,780,000
Series 2017 Bonds have rates between 4.50% and 5.11%. Issued during fiscal year 2017 for \$16,200,000, variable annual principal and interest payments are required through July 2046. The bonds were sold at a discount which is being amortized using the effective interest rate method over the life of the bonds. The proceeds were used to purchase a school building.	13,725,000
	21,505,000
Bond discount, net	(78,139)
	<u>\$ 21,426,861</u>

The annual requirements to pay principal and interest on the outstanding long-term liabilities is as follows:

<u>Years Ending June 30,</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2026	\$ 390,000	\$ 1,009,838	\$ 1,399,838
2027	415,000	991,769	1,406,769
2028	430,000	972,963	1,402,963
2029	455,000	953,588	1,408,588
2030	480,000	931,288	1,411,288
2031-2035	2,785,000	4,278,388	7,063,388
2036-2040	3,555,000	3,521,713	7,076,713
2041-2045	4,525,000	2,553,581	7,078,581
2046-2050	6,950,000	1,145,288	8,095,288
2051-2052	1,520,000	32,300	1,552,300
	<u>\$ 21,505,000</u>	<u>\$ 16,390,716</u>	<u>\$ 37,895,716</u>
Total			

The School is required to meet certain debt covenants including debt service coverage and cash available as defined by their bonds payable agreements.

Note 6 - Concentrations

The School's principal source of support is state and federal-based support revenue. For the year ended June 30, 2025, these funding sources accounted for approximately 95% of all revenue.

Note 7 - Benefit Plan

The School has a defined contribution retirement plan covering all full-time, salaried employees. The plan is administered by Helpside, an outsourcing company that the School has contracted with to perform its payroll and retirement functions. Eligible employees may contribute into an account at their option and discretion. The School does match up to 100% of employee contributions that do not exceed 5% of the employee's salary. For the year ending June 30, 2025, the School made matching contributions of \$171,244.

Required Supplementary Information
June 30, 2025

Early Light Academy

Early Light Academy

Schedule of Revenue, Expenditures, and Changes in Fund Balance – Budget and Actual – General Fund Year Ended June 30, 2025

	Budgeted Amounts		Actual	Variance with
	Original	Final	Amounts	Final Budget- Positive (Negative)
Revenue				
State aid	\$ 11,218,988	\$ 11,487,221	\$ 11,322,300	\$ (164,921)
Federal aid	343,893	371,117	325,830	(45,287)
Earnings on investments	228,000	210,000	216,610	6,610
School fees	60,000	112,168	111,889	(279)
School lunch sales	190,000	203,405	203,591	186
Other local sources	34,500	71,875	74,070	2,195
Total revenue	12,075,381	12,455,786	12,254,290	(201,496)
Expenditures				
Instructional	6,528,661	6,817,611	6,513,587	304,024
Support services				
Students	722,411	676,196	619,054	57,142
Staff assistance	155,398	231,249	204,349	26,900
General	14,300	20,000	18,710	1,290
School administration	845,142	797,742	848,271	(50,529)
Central services	628,500	652,644	673,195	(20,551)
Operation and maintenance of facilities	675,200	669,661	726,087	(56,426)
Transportation	15,000	28,230	24,690	3,540
Facilities acquisition and construction services	358,922	186,743	-	186,743
Total support services	3,414,873	3,262,465	3,114,356	148,109
Non-instructional				
School food services program	573,300	458,385	410,579	47,806
Capital outlay	-	307,368	307,368	-
Total non-instructional	573,300	765,753	717,947	47,806
Debt service				
Principal	375,000	375,000	375,000	-
Interest and other costs	1,031,749	1,032,749	1,025,426	7,323
Total debt service	1,406,749	1,407,749	1,400,426	7,323
Total expenditures	11,923,583	12,253,578	11,746,316	507,262
Net Change in Fund Balance	\$ 151,798	\$ 202,208	\$ 507,974	\$ 305,766

Note 1 - Basis of Budgeting

The School follows these procedures in establishing the budgetary data reflected in the financial statements.

1. The School's Executive Director is appointed as the budget officer. Before June 1 of each year, the budget officer shall prepare a tentative budget, with supporting documentation, to be submitted to the Board.
2. The tentative budget and supporting documents shall include the following items:
 - a. The revenue and expenditures of the preceding fiscal year,
 - b. The estimated revenue and expenditures of the current fiscal year,
 - c. A detailed estimate of the essential expenditures for all the purposes for the next succeeding fiscal year, and
 - d. The estimated financial condition of the School at the close of the fiscal year.
3. The tentative budget shall be filed with the School's Executive Director for public inspection at least 15 days before the date of the tentative budget's proposed adoption by the Board.
4. Before June 30 of each year, the Board of Directors will adopt a budget for the next fiscal year.
5. By the sooner of July 15 or 30 days of adopting a budget, the Board will file a copy of the adopted budget with the state auditor and the State Board of Education.

Supplementary Information
June 30, 2025

Early Light Academy



**Independent Auditor's Report on Internal Control over Financial Reporting and on Compliance
and Other Matters Based on an Audit of Financial Statements Performed
in Accordance with *Government Auditing Standards***

The Board of Directors
Early Light Academy
South Jordan, Utah

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States (*Government Auditing Standards*), the financial statements of the governmental activities and the major fund of Early Light Academy (the School), as of and for the year ended June 30, 2025, and the related notes to the financial statements, which collectively comprise the School's basic financial statements and the related notes to the financial statements and have issued our report thereon dated November 25, 2025.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the School's financial statements will not be prevented or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that were not identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the result of that testing and not to provide an opinion on the effectiveness of the School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

A handwritten signature in black ink that reads "Erik Bailly LLP". The signature is written in a cursive, flowing style.

Ogden, Utah
November 25, 2025



**Independent Auditor's Report on Compliance and Report on Internal Control over Compliance
as Required by the *State Compliance Audit Guide***

The Board of Directors
Early Light Academy
South Jordan, Utah

Report on Compliance

We have audited Early Light Academy's (the School) compliance with the applicable state compliance requirements described in the *State Compliance Audit Guide*, issued by the Office of the Utah State Auditor, for the year ended June 30, 2025.

State compliance requirements were tested for the year ended June 30, 2025, in the following areas:

Budgetary Compliance
Fraud Risk Assessment
Crime Insurance for Public Treasurers
Internal Control Systems
Public Education Programs

Opinion on Compliance

In our opinion, the School complied, in all material respects, with the state compliance requirements referred to above for the year ended June 30, 2025.

Basis for Opinion

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States (*Government Auditing Standards*); and the *State Compliance Audit Guide* (Guide), issued by the Office of the Utah State Auditor. Our responsibilities under those standards and the *State Compliance Audit Guide* are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the School and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion. Our audit does not provide a legal determination of the School's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the state requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to the School's government programs.

Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the School's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the Guide will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the School's compliance with the requirements of the government program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the Guide, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the School's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of the School's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Guide but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Other Matters

The results of our auditing procedures disclosed an instance of noncompliance, which is required to be reported in accordance with the Guide and which is described in the accompanying schedule of findings and recommendations as item 2025-A. Our opinion on compliance is not modified with respect to this matter.

Government Auditing Standards requires the auditor to perform limited procedures on the School's response to the noncompliance findings identified in our audit described in the accompanying schedule of findings and recommendations. The School's response was not subjected to the other auditing procedures applied in the audit of compliance, and accordingly, we express no opinion on the response.

Report on Internal Control over Compliance

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent or to detect and correct noncompliance with a state compliance requirement on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a state compliance requirement will not be prevented or detected and corrected on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a state compliance requirement that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

Purpose of this Report

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control and compliance and the results of that testing based on the requirements of the Guide. Accordingly, this report is not suitable for any other purpose. However, pursuant to *Utah Code* Title 63G, Chapter 2, this report is a matter of public record, and as such, its distribution is not limited.



Ogden, Utah
November 25, 2025

2025-A Crime Insurance for Public Treasurers

Criteria: The Crime Insurance for Public Treasurers guidelines require the governing body to have a certain amount of crime insurance coverage based on the budgeted gross revenue for the previous fiscal year.

Condition: The School's crime insurance coverage did not meet the minimum insurance threshold as required.

Cause: The School's crime insurance coverage did not meet the minimum insurance threshold as required.

Effect: The School failed to comply with the guidelines of the Crime Insurance for Public Treasurers.

Recommendation: We recommend that the School increase their current crime insurance coverage to be in compliance with the minimum insurance coverage required.

Management Response: Management agrees with this finding and plans to increase their current crime insurance coverage to be in compliance with the minimum insurance coverage required.



DIRECTOR'S REPORT

January 21, 2026

The mission of the Early Light Academy is to deliver a high-quality education with a deep, rich and engaging curriculum utilizing effective instructional techniques and emphasizing history, taking our students from the Stone Age, to the Space Age, the Information Age and Beyond.

ELA will empower students to become lifelong learners and inspiring leaders who know their actions today impact our tomorrows.

- Highlights

- Science Fair - 24 7th-9th grade projects moving onto the regional fair and 3 5th grade projects are moving on!
- Hearts of Gold - The school raised a total of \$11,026.67!
- ELA Girls Basketball won the state championship for the first time ever in ELA history!
- Lottery for 26/27 - We're excited to see that families are seeking out our school for these big milestones in their student's education!
 - We have 62 brand new families that have already applied for **Kindergarten** for the upcoming school year and we haven't even opened the lottery yet! Very impressive since a lot of first time parents don't even realize how early you can apply for school!
 - The lottery for **7th grade** (first year of junior high) has 90% brand new families in it!
- Utah Mammoth Day - Our amazing elementary PE teacher, Mrs. Lindsay, brought street hockey to our school and they were coached by Utah

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Mammoth representatives. We were one of only 40 schools that were selected in the state of Utah. The kids had a blast!



- The link below sends people to a survey and if Early Light Academy gets the most votes then they will come back in May and do a "Tusky Day" which will be a fun action packed field day that they will put on:)

https://qualtrics.teamseg.com/jfe/form/SV_3COerYZt1IW3Eyi

To say thanks from Mammoth Hockey, they've created discounted sections at upcoming Mammoth games to share with teachers and staff! Let me know if you want the link to the tickets.

- 9th Grade Musical - *The Adams Family* just closed. We have such great talent here!
- Reports
 - FY25 and FY26 Early Learning Plans
 - Student Conduct and Discipline Administrative Procedures

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ELA's ANNUAL GOALS 2025-2026

ELARISE

Goal Area	Specific Indicators
#1- Own and Share our Story	<ul style="list-style-type: none"> ● By April 2026, Early Light Academy will design and install at least one semi-permanent, student-accessible display in each building that highlights key moments, figures, or themes from local, national, or school history—making history visibly integrated into the learning environment across campus. ● By December 1, 2025, Early Light Academy will develop and implement a written social media strategy that outlines platform use, content types, posting frequency, and engagement goals in order to increase community awareness, celebrate student learning, and strengthen stakeholder connection—measured by at least a 25% increase in follower engagement by the end of the 2026-2027 school year. ● Starting in October 2025, Early Light Academy will provide a minimum of monthly school-wide communications to stakeholders in both English and the second most commonly spoken language among families, ensuring accessible and inclusive engagement throughout the 2025–2026 school year.
#2- Build Instructional Capacity and Professional Excellence of ELA Educators	<ul style="list-style-type: none"> ● By the end of 25-26 school year, ELA will hold two PCBL-centered PD's ● PCBL Implementation: <ul style="list-style-type: none"> ○ Teacher clarity for Junior High <ul style="list-style-type: none"> ■ By the end of October 2025, all junior high teachers will have a YLP directly aligned to standards ■ By the end of October 2025, all junior high teachers will have a standardized aspire template ■ By the end of October 2025, a standardized proficiency scale will be established for both core and foundation junior high classes ■ By the end of 25-26 school year teachers will have created standards-based proficiency scales for at least 50% of their standards in one content area ○ Teacher clarity for Elementary <ul style="list-style-type: none"> ■ By the end of October 2025, teachers will have created grade-level, standards-based year-long plans for language arts ■ By the end of October 2025, the elementary team will create a grading template in Aspire for K-6

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	<ul style="list-style-type: none"> ■ By the end of the 25-26 school year, elementary teachers across all grades will implement tiered interventions and focus groups during the Language Arts block ● Create an Internal Processes Handbook <ul style="list-style-type: none"> ○ By Dec 1, 2025, common template(s) to build the Early Light Academy Master Processes Book will be created for use by all personnel ○ By the end of the 25-26 school year, all Leadership roles will be articulated with descriptors linked to the roles and responsibilities document
#3- Deliver an ELA-branded Education	<ul style="list-style-type: none"> ● Create “Journey of a Phoenix” <ul style="list-style-type: none"> ○ By the end of the 2025-2026 school year, the PCBL Coalition will present draft components of the “Journey of the Phoenix” framework to the full Early Light Academy staff for structured feedback. ● Acadience Proficiency Rate Goal <ul style="list-style-type: none"> ○ By 3rd grade, 70% of ELA students will be reading at grade level. ○ 60% of ELA students in grades K–3 will meet or exceed typical or above typical growth targets ● Increase our State Assessment Achievement by 1% over last year in Science, Math and Language Arts RISE scores
#4- Financial	<ul style="list-style-type: none"> ● By June 2026, maintain student enrollment at a minimum of 1,020 students by implementing targeted recruitment and retention strategies ● Days COH - end fiscal year at 95 days ● Maintain 1.1 or better debt ratio

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EARLY LEARNING PLAN 2024-2025

LEA Name: Early Light Academy

Date of Expected Local Board Approval: August 21, 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
Wonders (2023)	Heggerty (2022) <ul style="list-style-type: none"> • Kindergarten • 1st Grade • 2nd Grade
Heggerty (2022)	Really Great Reading (Phonics Instruction)

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<ul style="list-style-type: none"> Kindergarten 1st Grade 	<ul style="list-style-type: none"> Kindergarten: Countdown (2017) 1st: Blast (2014) 2nd: HD Word (2015) 3rd Grade HD Word (2015)
Really Great Reading (Phonics Instruction) <ul style="list-style-type: none"> Kindergarten: Countdown (2017) 1st: Blast (2014) 2nd: HD Word (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
McGraw-Hill "My Math", ST Math (K-2), Reflex Math (1-3), ALEKS (3)	Math centers that gamify math knowledge and skills and apply deliberate practice (effect size 0.79), peer-to-peer learning (effect size 0.53) and play (effect size 0.50)

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>ST Math & Math Manipulatives:</p> <p>ST Math engages students in activities that teach foundational concepts visually. This allows students to tackle unfamiliar math problems, recognize patterns in math, and build conceptual understanding.</p> <p>Math manipulatives provided with our My Math program aid our teachers in their Tier I instruction. Students engage in this type of practice in whole-group as well as small group instruction.</p>
Procedural Fluency: the meaningful, flexible, accurate, and efficient use of procedures to solve problems.	<p>"My Math" gives students opportunities to practice skills through examples (I do), Guided Practice (we do) and Independent Practice (you do). These opportunities are completed during the school day with support from teachers. In addition, "My Math" performance tasks can be used for students to practice what they have learned to solve multi-step problems in real world situations.</p> <p>ST Math provides students with the opportunity to practice newly acquired skills before moving forward on to the next skills on their journey. Reflex math practice promotes basic fact fluency (addition, subtraction, multiplication and division) through their various game platforms.</p>

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	ALEKS creates a personalized learning path that both tracks and addresses instructional gaps and new grade level content.
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.	During Tier I instruction, students use manipulatives, white boards, and physical movement to represent and justify their learning. Teachers use the ST Math program in conjunction with the My Math curriculum. At the beginning of the year teachers create a scope and sequence in ST Math that matches their My Math scope and sequence. This allows students to work at their pace while discovering math through logic experiences. This program also allows students to learn from their mistakes. Performance Tasks provided with the My Math Program allows students to put their learning into practice, and also allows students to move at their own pace and show what they have learned at their own levels. The Performance Tasks provide more open-ended questions and reflective tasks for students. It also allows teachers to give partial credit based on student work. These tasks also allow for advanced students to explore more and dig deeper into the mathematical thinking. Both Reflex and ALEKS give students the opportunity to show mastery of grade level problem types.
Productive Disposition: the attitude of a student who sees mathematics as useful and worthwhile while exercising a steady effort to learn mathematics.	Teachers will use the My Math “Math in My World” starters in their Tier I instruction. Each starter introduces a relatable real-world problem that needs to be solved and allows teachers and students to engage in mathematical conversations in large and small groups.

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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 May 30, 2025, 1st grade teachers at Early Light Academy, with the support of the school administration, instructional coaches, grade level teams, paraprofessionals, the Special Education department, and other school personnel, will maintain the percentage of 1st grade students who score at or above benchmark on the Acadience Math computation submeasure from BOY to EOY by receiving professional learning, job embedded instructional coaching, classroom observations and feedback on the implementation of providing targeted and evidenced based interventions (located in our My Math curriculum) that align to a student's specifically identified learning gaps to increase the likelihood of students scoring at or above benchmark at the end of the year.

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

☒ Literacy Goal

☐ Mathematics Goal

By May 30, 2025, 2nd Grade Teachers at Early Light Academy, with the support of Administration, Instructional Coach, Grade Level Teams, Paraprofessionals, Special Education Department, and other school personnel, will maintain the percentage of 2nd Grade students who are scoring at or above benchmark on Acadience Reading in the submeasure of Accuracy from BOY to EOY by providing ongoing professional learning and job embedded instructional coaching with all 2nd Grade Teachers, by providing ongoing professional learning and job embedded instructional coaching with all 2nd grade teachers, including classroom observations and feedback on implementation of explicit phonics routines to increase the likelihood of students scoring at or above benchmark at the end of the year.

General Assurances: Check the boxes below.

X 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.

X 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](#).

X 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.

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

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

Early Light Academy

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

Anna Lynn

Q4. LEA Literacy Leader Email Address(es)

alynn@earlylightacademy.org

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

Keith Phinney

Q6. LEA Mathematics Leader Email Address(es)

kphinney@earlylightacademy.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).

Amy Bird - Elementary Principal - abird@earlylightacademy.org

Ann Henrie - Elementary Assistant Principal - ahenrie@earlylightacademy.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.

- Wonders 2023
- Heggerty Phonemic Awareness 2022
- Phonics Suite Materials - Really Great Reading (Countdown, Blast, HD Word)

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.

- Other (Please add your evidence-based instructional materials below.):
Heggerty Phonemic Awareness 2022 (reteach in small group); Phonics Suite Materials - Really Great Reading (Countdown, Blast, HD Word; reteach in small group); i-Ready Teacher Toolbox Intervention materials to provide targeted support in literacy. Literacy Paraprofessionals will implement these resources to address foundational skill gaps and close specific grade-level learning deficiencies. All intervention instruction will be tailored to meet the individual needs of each student, with a focus on accelerating progress toward grade-level proficiency.

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.

iReady Classroom Mathematics 2024

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.**

Math centers that gamify math knowledge and skills and apply deliberate practice (effect size 0.79), peer-to-peer learning (effect size 0.53) and play (effect size 0.50)

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

Math manipulatives aid our teachers in their Tier I instruction. Students engage in this type of practice in whole-group as well as small-group instruction in order to tie math concepts into tangible activities.

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.

i-Ready Classroom mathematics gives students opportunities to practice skills through examples (I do), Guided Practice (we do), and Independent Practice (you do). These opportunities are completed during the school day with support from teachers. i-Ready's math activities promote discourse in addition to performance tasks that can be used for students to practice what they have learned to solve multi-step problems in real-world situations. i-Ready's "Fluency Flight" math practice promotes basic fact fluency (addition, subtraction, multiplication, and division) through their various game platforms. Students will also use i-Ready's "My Path", which creates a personalized learning path that both tracks and addresses instructional gaps and new grade-level content.

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.

During Tier I instruction, i-Ready uses a try, discuss, and connect format. Students "try" problems on their own using manipulatives, whiteboards, and physical movement to represent their understanding. Teachers will give students time to pair and "discuss" their answers and the process used to arrive at their answers. After pair and share, teachers will facilitate classwide discussions to "connect" student understanding.

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.

Students will engage in math activities that connect to real-life experiences through the use of i-Ready "Develop" lesson starters during Tier I instruction. Each starter presents a relatable, real-world problem that encourages students to see mathematics as meaningful and relevant. These problems encourage collaborative discussions, allowing students to share their thinking and see how math connects to real-life situations they encounter every day. This consistent exposure helps students build confidence, persistence, and a positive attitude toward learning mathematics.

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 LEA's last day of school?

5/29/2026

Q16. What grade level will this goal focus on?

- First Grade

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

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 May 29, 2026, 1st-grade teachers at Early Light Academy, supported by school administration, instructional coaches, grade-level teams, paraprofessionals, the Special Education department, and other school staff, will maintain the percentage of students scoring at or above benchmark on the Acadience Math computation submeasure from BOY to EOY. To achieve this, teachers will implement evidence-based strategies embedded in the i-Ready Math curriculum, including targeted small-group instruction, scaffolded practice, and data-driven differentiation. Ongoing professional learning, job-embedded coaching, classroom observations, and timely feedback will support the consistent implementation of this approach. Interventions will be aligned to individual student learning needs, increasing the likelihood of end-of-year benchmark attainment.

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?

5/29/2026

Q3. What grade level will this goal focus on?

- Second Grade

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

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 May 29, 2026, 2nd-grade teachers at Early Light Academy, supported by school administration, instructional coaches, grade-level teams, paraprofessionals, the Special Education department, and other school staff, will maintain the percentage of students scoring at or above benchmark on the Acadience Math computation submeasure from BOY to EOY. To achieve this, teachers will implement evidence-based strategies embedded in the i-Ready Math curriculum, including targeted small-group instruction, scaffolded practice, and data-driven differentiation. Ongoing professional learning, job-embedded coaching, classroom observations, and timely feedback will support the consistent implementation of this approach. Interventions will be aligned to individual student learning needs, increasing the likelihood of end-of-year benchmark attainment.

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

[Back to Agenda](#)

Updated Student Conduct & Discipline **Administrative Procedures Summary**

SB 170 from the 2025 legislative session and corresponding revisions to USBE rule R277-608 (effective November 2025) brought about changes to the rules and requirements related to the use of emergency safety interventions (physical restraint and seclusion) with students. These new rules and requirements have been built into the Student Conduct and Discipline Policy. Other updates and clarifications have also been added to the policy to increase its compliance with new and existing laws and updates to USBE rules, including those related to due process for student disciplinary actions, reinstatement of students after suspension, reintegration plans, administrative student conduct and discipline plans (plan requirements have decreased), corporal punishment, and state reporting requirements for suspensions and expulsions.

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.



EARLY LIGHT ACADEMY

Student Conduct & Discipline Administrative Procedures

These procedures are established pursuant to the Student Conduct and Discipline Policy adopted by the School's Board of Directors.

1. PURPOSE, BELIEFS, AND PHILOSOPHY

1.1 Purpose

The purpose of Early Light Academy's (the "School") Student Conduct and Discipline Policy is to help all students develop positive relationships with other students and adults, take responsibility for their actions and learning, and develop the self-discipline necessary to create an environment that is characterized by physical and emotional safety in order to enhance learning for everyone.

The School will foster a School and community-wide expectation of good citizenship for students and a sense of responsibility in the School community for rules and standards of behavior.

The School will promote and require:

- student responsibility for learning and behavior in all grades;
- student conduct that produces a proper learning environment and respect for the personal, civil, and property rights of all members of the School community;
- parents of all students to assume proper responsibility for their students' behavior and to cooperate with School authorities in encouraging student self-discipline and discouraging behavior that is disruptive to the School's educational program.

1.2 Beliefs and Expectations

The School's beliefs and expectations set a positive and inviting culture for dealing with student behavior issues.

Beliefs:

- Punishment alone will not change behavior
- Much aggressive behavior is a relationship problem, not a behavior problem
- Adults must model the behaviors they expect from the students
- We expect conflicts, and we expect conflicts to be resolved and relationships mended

Expectations:

- Students will show respect for other students

- Students will show respect for adults
- Students will show respect for the building
- Adults will show respect for students
- Students will develop self-discipline

1.3 Procedural Philosophy

The School recognizes that establishing a procedural philosophy consistent with the desired positive school environment is as important as following legal and due process procedures. The School's policy and procedures set forth appropriate legal and due process procedures and will be followed within the context of the procedural philosophy outlined below:

Procedures:

When students are involved in conflicts with other students, they will, when appropriate:

- Work together to resolve the conflict
- Work to repair the relationship and build trust
- Be subject to additional consequences if they exhibit unsafe behaviors during the conflict

When students are involved in a conflict with, or feel they have been treated unfairly by, a member of the staff or a volunteer, they will:

- Report their feelings to their parent or to the administrator or counselor, who will work together to set up a conference with the student, the parent, an administrator or counselor, and/or the adult involved in order to resolve the conflict and mend the relationship

When students flagrantly disregard the safety of others, show blatant disrespect to others, or consistently behave in a disrespectful or unsafe way:

- The student will be subjected to consequences and positive behavior support to ensure that the student will make better choices in the future. Consequences might include:
 - In-School Suspension
 - Out-of-School Suspension
 - Expulsion
 - Restitution
 - Repayment for damages
- The student will work to earn back the trust of the School community by actions such as:
 - Genuine apology to injured or affected parties
 - Demonstration of appropriate behaviors following the incident
 - Repair or replace any damaged items

Due process to protect the rights of students will include:

- All students will be treated with dignity and respect as they go through correction procedures. The administration will see to it that their rights are protected through the process. If parents feel their student has not been treated fairly, they may address those concerns in accordance with these procedures or the School's Grievance Policy, as applicable.

- Parents will be notified when students are involved in situations that are deemed to be serious.
- Parents and students will be notified of the expectations, possible consequences, and the procedures involved at the beginning of each school year.

2. ENVIRONMENT

2.1 Safe School Environment

It is the School's policy to promote a safe and orderly school environment for all students and employees. Accordingly, the School holds all students, employees, and other adults to the highest standards of behavior in the classroom, on School grounds, in School vehicles, and during School-sponsored activities. Criminal acts or disruptive behavior of any kind will not be tolerated, and any individual who engages in such activity will be subject to disciplinary action, criminal prosecution, or both.

2.2 Discrimination Prohibited

It is the School's policy to provide equal educational and employment opportunity for all individuals. Therefore, the School prohibits all discrimination on the basis of race, color, religion, sex, age, national origin, disability, citizenship status, or genetic information. Complaints of discrimination or unfair application of the policy or these procedures should be submitted pursuant to the School's Grievance Policy.

3. DEFINITIONS

3.1 Suspension

For purposes of the policy and these procedures, suspension means: (a) an in-school suspension that is a temporary removal of a student from the student's regular classroom for disciplinary reasons for at least half a school day but remains under the direct supervision of School personnel; or (b) an out-of-school suspension that is the removal of a student from School grounds for disciplinary reasons unless the student removed is: (i) served solely under a Section 504 plan, where an out-of-school suspension is the excluding of the student from school for disciplinary purposes for one day or longer; or (ii) a student with disabilities under the Individuals with Disabilities Education Act, where an out-of-school suspension is the temporary removal of the student from the student's regular school for disciplinary reasons to another setting.

A student who is suspended for ten (10) or fewer school days may, at the Executive Director's discretion, have access to homework, tests, and other schoolwork through a home study program, but will not be allowed to attend classes or participate in any School activities during the period of suspension.

A student who is suspended for more than ten (10) school days shall be provided, or at least offered, alternative education services by the School, but such students will not be allowed to attend classes or participate in any School activities during the period of suspension.

3.2 Expulsion

For purposes of the policy and these procedures, expulsion means a disciplinary removal from the School for more than ten (10) school days without an offer of alternative education services. An expulsion may be for a fixed or indefinite period of time. If a student is expelled from the School, that student's status as an enrolled student of the School is terminated. Expelled students are excluded from all School programs or activities for the period of expulsion.

3.3 Change of Placement for Students with Disabilities under IDEA and Section 504

For purpose of the removal of a student with a disability from the student's current educational placement, a "change of placement" occurs if (a) the removal is for more than ten (10) consecutive school days or (b) the student is subjected to a series of removals that constitute a pattern because they total more than ten (10) school days in a school year or because of factors such as the length of each removal, the total amount of time the student is removed, and the proximity of the removals to one another. Any "change of placement" requires compliance with the procedures outlined in Section 10.

3.4 Disruptive Student Behavior

For purposes of the policy and these procedures, "disruptive student behavior" means the behavior identified as grounds for suspension or expulsion described in Section 4.1, below.

3.5 Parent

For purposes of the policy and these procedures, "parent" means (i) a custodial parent of a school-age child; (ii) a legally appointed guardian of a school-age child; or (iii) any other person purporting to exercise any authority over the child which could be exercised by a person described above.

3.6 Qualifying Minor

For purposes of the policy and these procedures, "qualifying minor" means a school-age child who: (i) is at least nine years old; or (ii) turns nine years old at any time during the school year.

3.7 School Year

For purposes of the policy and these procedures, "school year" means the period of time designated as the school year by the Board of Directors (the "Board") in the calendar adopted each year.

3.8 School-age Child

For purposes of the policy and these procedures, "school-age child" means a minor who: (i) is at least six years old but younger than 18 years old; and (ii) is not emancipated.

4. GROUNDS FOR SUSPENSION, EXPULSION, OR CHANGE OF PLACEMENT

4.1 Suspension

4.1.1 A student may be suspended from School for the following reasons:

[a] frequent or flagrant willful disobedience, defiance of proper authority, or disruptive behavior, including, but not limited to: fighting; gang activity; noncompliance with School dress code; harassment, including sexual, racial, or religious harassment; the use of foul, profane, vulgar or abusive language; or other unreasonable and substantial disruption of a class, activity, or other function of the School;

[b] willful damage to or defacement of School property;

[c] behavior or threatened behavior that poses an immediate and significant threat to the welfare, safety, or morals of other students or School personnel or to the operation of the School;

[d] possession, distribution, control, use, sale, or arranging for the sale of an alcoholic beverage as defined in Utah Code Ann. § 32B-1-102;

[e] possession, distribution, control, use, sale, or arranging for the sale of cigars, cigarettes, electronic cigarettes, or tobacco, as defined by Utah Code Ann. § 76-10-101;

[f] possession, distribution, control, use, sale, or arranging for the sale of contraband, including but not limited to real, look-alike or pretend weapons, fireworks, matches, lighters, alcohol, tobacco, mace, pepper spray, laser pointers, pornography, illegal drugs and controlled substances, drug paraphernalia, or any other material or item that has caused or will imminently cause substantial disruption to school operations;

[g] inappropriate use or possession of electronic devices in class or in any other way that substantially disrupts the educational environment;

[h] any criminal activity;

[i] any serious violation involving weapons, drugs, or the use of force, including those actions prohibited in Section 4.1.2 below, that threatens harm or causes harm to the School or School property, to a person associated with the School, or property associated with any such person, regardless of where it occurs;

[j] bullying or hazing as defined in Utah Code Ann. § 53G-9-601 and/or the School's Bullying and Hazing Policy;

[k] excessive hugging, kissing, or other public displays of affection determined by the Executive Director to be inappropriate or disruptive to the learning of others; or

[l] sluffing, as defined in the School's Attendance Procedures.

4.1.2 A student shall be suspended or expelled from School for:

[a] a serious violation affecting another student or a staff member, or a serious violation occurring in a School building, in or on School property, or in conjunction with a School-sponsored activity, including:

(i) the possession, control, or actual or threatened use of a real weapon, explosive, or noxious or flammable material;

(ii) the actual use of violence or sexual misconduct, including but not limited to such violence or sexual misconduct related to hazing;

(iii) the actual or threatened use of a lookalike weapon with intent to intimidate another person or to disrupt normal School activities; or

(iv) the sale, control, or distribution of a drug or controlled substance as defined in Utah Code Ann. § 58-37-2, an imitation controlled substance defined in Utah Code Ann. § 58-37b-2, or drug paraphernalia as defined in Utah Code Ann. § 58-37a-3;

[b] the commission of an act involving the use of force or the threatened use of force which if committed by an adult would be a felony or class A misdemeanor; or

[c] making a false report of an emergency at the School or another school under Utah Code Ann. § 76-9-202(2)(d).

4.2 Expulsion

A student may be expelled from School for any violation listed under Section 4.1 of these procedures if the violation is serious or persistent.

4.3 Weapons – Mandatory Expulsion for One Year – Utah Code Ann. § 53G-8-205(2)(b); 20 U.S.C. § 7151

4.3.1 Any student who commits an act for which mandatory suspension or expulsion is provided under Section 4.1.2, above, involving a real or lookalike weapon, explosive, or noxious or flammable material shall be expelled from School and all School programs and activities for a period of not less than one (1) year, subject to the following:

[a] Within forty-five (45) days after the expulsion, the student shall appear before the Case Management Team (“CMT”), which shall be comprised of the Executive Director, a Board member, and a teacher selected by them, accompanied by a parent; and

[b] The CMT shall determine:

(i) what conditions must be met by the student and the student's parent for the student to return to School;

(ii) if the student should be placed on probation in a regular school setting consistent with Utah Code Ann. § 53G-8-208, and what conditions must be met by the student in order to ensure the safety of students and faculty at the School; and

(iii) if it would be in the best interest of both the School and the student to modify the expulsion term to less than a year, conditioned on approval by the Board and giving highest priority to providing a safe school environment for all students.

[c] For purposes of the policy and these procedures, the term "firearm", "explosive", and "noxious or flammable material" include but are not limited to: guns, starter pistols, cap guns, bombs, bullets and ammunition, gasoline or other flammable liquids, mace, pepper spray, matches, and lighters.

4.3.2 Students with Disabilities under IDEA and Section 504

Whenever a student receiving special education and related services under the Individuals with Disabilities Education Act ("IDEA") or Section 504 of the Rehabilitation Act is determined to have carried a weapon to School or a School-sponsored activity, the procedures outlined in Section 10 of these procedures must be followed.

4.4 Drugs and Controlled Substances – Mandatory Suspension or Expulsion – Utah Code Ann. § 53G-8-205(2)(a)

4.4.1 A student shall be suspended or expelled from the School for any of the following reasons:

[a] use, control, possession, distribution, sale, or arranging for the sale of an illegal drug or controlled substance (which includes alcohol), an imitation controlled substance, or drug paraphernalia in a School building, in a School vehicle, on School property, or in conjunction with any School-sponsored activity;

[b] misuse or abuse, distribution, sale or arranging for the sale of prescription medication at School or a School-sponsored activity; or

[c] misuse or abuse of over-the-counter remedies, or sharing, distribution, sale, or arranging for the sale of over-the-counter remedies. A student may possess and use over-the-counter remedies at School only in amounts not to exceed the recommended daily dose including, but not limited to: aspirin, ibuprofen, Tylenol (acetaminophen), cough drops, allergy medication, cough syrup and mouthwash.

4.4.2 Students with Disabilities under Section 504

Any student identified as being disabled under either Section 504 of the Rehabilitation Act or the Americans with Disabilities Act who currently is engaging in the illegal use of drugs or alcohol shall be suspended or expelled to the same extent as non-disabled students for the possession, use, control, distribution, sale, or arrangement of the sale of illegal drugs, alcohol, or controlled substances on School property or in conjunction with any School-sponsored activity.

4.4.3 Drug Testing

[a] Any student who is reasonably suspected of violating Section 4.4 may be subject to a drug test for cause, arranged and paid for by the School.

[b] Any student who has been suspended or expelled for a violation of Section 4.4 may be required to provide a clean drug test and evidence of completion of drug assessment and/or drug counseling programs as a condition of readmission to School. Testing and counseling required as a condition of readmission rather than for the purpose of providing justification for the initial suspension or expulsion shall be arranged and paid for by the student's parent.

[c] Students who refuse to submit to required drug testing and counseling programs or to cooperate with School officials with respect to the sharing of appropriate information, may be expelled from the School.

[d] Any student who is suspended or expelled for violation of Section 4.4 may be subject to random drug testing, at any time and for any reason, for a period of one year from the date of offense. If the student tests positive, he/she may be expelled from all School programs or activities. Any student who refuses consent for random drug testing under these conditions shall be expelled from all School programs or activities.

4.4.4 Students with Disabilities under IDEA

Whenever a student receiving special education and related services under IDEA knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at School or a School-sponsored activity, the procedures outlined in Section 10 of these procedures must be followed.

4.5 Gangs

For purposes of the policy and these procedures, "gang" means any ongoing organization, association or group of three or more persons, whether formal or informal, having as one its primary activities the commission of criminal acts, which has a unique name or identifiable signs, symbols, or marks, and whose members individually or collectively engage in criminal or violent behavior to persons or property, or who create an unreasonable and substantial disruption or risk of disruption of a class, activity, program, or other function of a school.

4.5.1 Gang Activity and Apparel Prohibited

Students who engage in any form of gang activity on or about School property, or at any School-sponsored activity may be suspended or expelled under the terms of the policy and these procedures. For the purposes of the policy and these procedures, "gang activities" include, but are not limited to any of the following:

[a] Wearing, possessing, using, distributing, displaying, or selling any clothing, jewelry, apparel, emblems, badges, tattoos or manner of grooming, accessories, symbols, signs, or other thing which is evidence of membership in or affiliation with any gang;

[b] Committing any act or omission or using any speech, either verbal or nonverbal, (flashing signs, gestures, hand shakes, etc.) that demonstrates membership in or a affiliation with a gang;

[c] Soliciting others for membership in a gang;

[d] Requesting any person to pay for "protection", claiming "turf", or otherwise intimidating, bullying, retaliating against, threatening, abusing, or harassing any person;

[e] Possessing a weapon, controlled substances, drug paraphernalia, or other contraband;

[f] Committing any illegal act; or

[g] Encouraging or inciting another person to act with physical violence upon any other person or cause damage to property.

4.5.2 Confiscation of Gang Items

Subject to the search and seizure provisions of these procedures, gang paraphernalia, apparel, or weapons may be confiscated by School officials at any time.

4.5.3 Consultation with Law Enforcement Authorities

School officials shall consult with local law enforcement authorities and gang detectives whenever they have questions regarding gang-related clothing, apparel, or other gang activity.

4.6 Bullying, Cyber-Bullying, Harassment, Hazing, and Abusive Conduct

Bullying, cyber-bullying, harassment, hazing, and abusive conduct of students and employees are against federal law, state law, and School policy, and are not tolerated by the School. It is the School's intent to respond to school-related incidents by implementing prevention efforts where victims can be identified and assessed, and perpetrators educated, in order to create a safer school that provide a positive learning environment.

School administration has the authority to discipline students and employees for off-campus speech that causes or threatens a substantial disruption on campus, at School activities, or causes or threatens a significant interference with a student's educational performance or involvement in School activities.

Additional information regarding these issues are contained in the School's Bullying and Hazing Policy, which is available on the School's website.

4.7 Possession or Use of Electronic Cigarette Products

4.7.1 Students are prohibited from possessing or using electronic cigarette products, as defined by Utah Code Ann. § 76-10-101, on School property.

4.7.2 The Executive Director or their designee shall request the surrender of or confiscate electronic cigarette products as provided in Section 16 of these procedures.

4.7.3 The Executive Director will ensure that any surrendered or confiscated electronic cigarette product is destroyed or disposed of. However, the Executive Director may allow the release of any surrendered or confiscated electronic cigarette product to local law enforcement if School personnel have a reasonable suspicion that the electronic cigarette product contains an illegal substance and local law enforcement requests that the School release it to them as part of an investigation or action.

5. AUTHORITY TO SUSPEND OR EXPEL

5.1 Authority to Suspend for Ten (10) School Days or Less for Regular Education Students

The Executive Director has the authority to suspend a regular education student for up to ten (10) school days. In considering whether to suspend a student, the Executive Director shall consider all relevant factors, including but not limited to, the severity of the offense, the student's age, disability, academic status and disciplinary record, parental capabilities, and community resources.

5.2 Authority to Suspend and Duration of Suspension for Students with Disabilities

The Executive Director has the authority to suspend a student with disabilities (504 or IDEA) for not more than ten (10) consecutive school days, and additional removals of not more than ten (10) total school days in that same school year for separate incidents of misconduct as long as those removals do not constitute a pattern resulting in a change of placement. The School need not provide services during periods of removal of ten (10) days cumulative or less if services are not provided to a student without disabilities who has been similarly suspended.

5.3 Authority to Suspend for Longer than Ten (10) School Days or Expel for Regular Education Students

Subject to the requirements for due process set forth in Section 9, below, the Executive Director may suspend a regular education student for longer than ten (10) school days and up to one (1) year or expel a regular education student.

Expulsions shall be reviewed by the CMT and the conclusions reported to the Board at least once each year if the parent of the expelled student has expressed a desire for the student to return to the School.

5.3.1 Parental Responsibility

If a student is suspended for a period longer than ten (10) days or expelled, the student's parent is responsible for undertaking an alternative education plan that will ensure that the student's education continues during the period of expulsion. The parent shall work with designated School officials to determine how the student's education will continue through private education paid for by the parents, an alternative program offered by the local school district, or other alternatives

which will reasonably meet the educational needs of the student. Costs of educational services which are not provided by the School are the responsibility of the student's parent.

5.3.2 The parent and designated School officials may enlist the cooperation of the Division of Child and Family Services, the juvenile court, law enforcement, or other appropriate government agencies in determining how to meet the educational needs of the student.

5.3.3 The School shall contact the parent of each student under age 16 who has been suspended for longer than ten (10) school days or expelled from all School programs and services at least once a month to determine the student's progress if the parent of the expelled student has expressed a desire for the student to return to the School.

5.4 Authority to Institute Change of Placement for Student with Disabilities

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

5.5 Reinstatement of Students Who Have Been Suspended

In accordance with Utah Code Ann. § 53G-8-206, a suspended student may not be readmitted to the School until (a) the student and the parent have met with a designated School official to review the suspension and agreed upon a plan to avoid the recurrence of the problem; or (b) in the discretion of the Executive Director, the parent of the suspended student and the student have agreed to participate in such a meeting. This provision is subject to the requirements in Section 5.2 and 5.3.

6. PROCEDURES FOR ADDRESSING DISRUPTIVE STUDENT BEHAVIOR – Utah Code Ann. § 53G-8-210

6.1 Efforts to Resolve Disruptive Student Behavior Problems

6.1.1 Information About Resources. The School will provide to a parent of a student who engages in disruptive student behavior a list of resources available to assist the parent in resolving the student's disruptive behavior problem.

6.1.2 Procedures for Resolving Problems. The Executive Director or a teacher or counselor designated by the Executive Director will work with students who engage in disruptive student behavior according to the procedures identified in Section 7, below, in an attempt to help the student's behavior to improve and to prevent problems from escalating. Incidents of disruptive student behavior and attempts to resolve behavior issues will be documented. The notices of disruptive student behavior described in Section 6.2 and 6.3 below are issued at the discretion of the Executive Director and are not required to be issued prior to suspending or expelling a qualifying minor.

6.2 Notice of Disruptive Student Behavior

6.2.1 Authorization and Criteria. The Executive Director is authorized to issue notices of disruptive student behavior to qualifying minors who

[a] engage in “disruptive student behavior” that does not result in suspension or expulsion three times during the school year; or

[b] engage in disruptive student behavior that results in suspension or expulsion once during the school year.

6.2.2 Contents of Notice. A notice of disruptive student behavior will:

[a] require the qualifying minor and a parent of the qualifying minor to whom the notice is issued to (i) meet with School authorities to discuss the qualifying minor's disruptive student behavior; and (ii) cooperate with the Executive Director and the Board in correcting the student's disruptive student behavior; and

[b] be mailed by certified mail to, or served in person on, a parent of the qualifying minor.

6.2.3 Contesting Notice. A qualifying minor, or a qualifying minor's parent, may contest a notice of disruptive student behavior by requesting in writing, within ten (10) business days after receipt of the notice, a meeting with the CMT at which the parent and the CMT will discuss the facts related to the student's behavior, the basis of the parent's concerns with or objections to the issuance of the notice, and efforts that have been made to address the behavior problems.

6.3 Habitual Disruptive Student Behavior Notice

6.3.1 Authorization and Criteria. The Executive Director may issue a “habitual disruptive student behavior notice” to a qualifying minor who:

[a] engages in disruptive student behavior that does not result in suspension or expulsion at least six times during the school year;

[b] (i) engages in disruptive student behavior that does not result in suspension or expulsion at least three times during the school year; and (ii) engages in disruptive student behavior that results in suspension or expulsion at least once during the school year; or

[c] engages in disruptive student behavior that results in suspension or expulsion at least twice during the school year.

6.3.2 Notice to Parents. Within five (5) days after the day on which a habitual disruptive student behavior notice is issued, the Executive Director shall provide documentation to a parent of the qualifying minor who receives the notice of the efforts made by a School representative under Section 7, below.

6.4 Responses to School-Based Behavior

6.4.1 Definitions.

[a] “Mobile crisis outreach team” means a crisis intervention service for minors or families of minors experiencing behavioral health or psychiatric emergencies.

[b] “Restorative justice program” means a school-based program or a program used or adopted by a school that is designed to enhance school safety, reduce school suspensions, and limit referrals to court, and is designed to help minors take responsibility for and repair the harm of behavior that occurs in school.

[c] “Youth court” means the same as that term is defined in § 80-6-901, including that it is a diversion program that provides an alternative disposition for cases involving minors who have committed minor offenses in which youth participants, under the supervision of an adult coordinator, may serve in various capacities within the courtroom, acting in the role of jurors, lawyers, bailiffs, clerks, and judges.

6.4.2 Alternative School-Related Interventions. The Board may establish or partner with a certified youth court program or establish or partner with a comparable restorative justice program. The School may refer a student to youth court or a comparable restorative justice program in accordance with § 53G-8-211.

6.4.3 Referrals of Minors. A qualifying minor to whom a habitual disruptive student behavior notice is issued under Section 6.3.1 may not be referred to the juvenile court. The School will follow § 53G-8-211 with respect to referring a minor who is alleged to be a habitual truant or is alleged to have committed an offense on School property when School is in session or during a School-sponsored activity. In accordance with § 53G-8-211:

[a] if the alleged offense on School property is a class C misdemeanor, an infraction, or a status offense, or a minor is alleged to be a habitual truant, the minor shall be referred:

(i) to an evidence-based alternative intervention, including:

(1) a mobile crisis outreach team;

(2) youth services center, as defined in § 80-5-102;

(3) a certified youth court, as defined in § 80-6-901, or comparable restorative justice program;

(4) an evidence-based alternative intervention created and developed by the School or other governmental entities as set forth in § 53G-8-211(3)(a)(v);

(5) a tobacco cessation or education program if the offense is a violation of § 76-10-105;
or

(6) truancy mediation; or

(ii) for prevention and early intervention youth services, as described in § 80-5-201, by the

Division of Juvenile Justice and Youth Services if the minor refuses to participate in an evidence-based alternative intervention described above.

[b] Except as provided in Subsection [c] below, if a minor is alleged to have committed an offense on School property that is a class C misdemeanor, an infraction, or a status offense, the minor may be referred directly to a law enforcement officer or agency or a court only if:

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

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

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

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

[e] If a minor is alleged to be a habitual truant, the minor may be referred to a law enforcement officer or agency or a court if:

(i) the minor was previously alleged of being a habitual truant at least twice during the same school year; and

(ii) the minor was referred to an evidence-based alternative intervention, or for prevention and early intervention youth services, as described in Subsection [a] above for at least two of the previous habitual trancies.

[f] If a minor commits an offense on School grounds when School is in session or at a School-sponsored activity and that information is reported to, or known by, a School employee, the School employee shall notify the Executive Director. After receiving such a notification, the Executive Director shall notify a law enforcement officer or agency if the Executive Director may refer the offense to a law enforcement officer or agency as explained above in this Section. The Executive Director shall also notify other School personnel if the Executive Director determines that other School personnel should be informed.

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

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

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

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

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

7.1.1 Talking with the student;

7.1.2 Class schedule adjustment;

7.1.3 Phone contact with the parent;

7.1.4 Informal parent/student conferences;

7.1.5 Behavioral contracts;

7.1.6 After-school make-up time;

7.1.7 Short-term in-school suspension;

7.1.8 Short-term at-home suspensions;

7.1.9 Appropriate evaluation;

7.1.10 Home study;

7.1.11 Alternative programs; or

7.1.12 Law enforcement assistance as appropriate.

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

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

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

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

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

which the student is suspended, and the time and place for the parent to meet with the Executive Director to review the suspension.

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

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

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

8.3 The Executive Director shall document the charges, evidence, and action taken.

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

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

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

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

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

9.1 The Executive Director shall first follow the due process procedures set forth in Section 8 above. If, after following the due process procedures in Section 8, the Executive Director believes that a student should be suspended for more than ten (10) school days or expelled, the Executive Director may make the initial decision and shall meet with the student's parent to discuss the charges against the student and the proposed discipline within five (5) school days after the suspension or expulsion began. If requested in writing, the Executive Director shall also notify the non-custodial parent of the suspension or expulsion as outlined in Section 8.2 of these procedures. A suspension may not extend beyond ten (10) school days unless the student and the student's parent have been given a reasonable opportunity to meet with the Executive Director and respond to the allegations and proposed disciplinary action.

9.2 Notice to Student and Parent

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

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

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

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

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

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

9.2.6 the mailing date of the notice; and

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

9.3 Hearing Procedures

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

9.3.4 Hearing Rules

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

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

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

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

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

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

Where the student is receiving special education services or accommodations on the basis of disability under IDEA, 504 or ADA, procedures outlined in the Utah State Board of Education Special Education Rules shall be followed, including prior written notice to parents regarding their

procedural due process rights, before any long-term disciplinary action or change of placement takes place.

10.1 Required Services

10.1.1 504 and ADA Students

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

10.1.2 IDEA

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

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

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

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

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

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

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

10.3 Change of Placement Due to Student's Serious Misconduct

School officials may request an expedited due process hearing in order to change the placement of a student with a disability to an appropriate interim alternative educational setting, recommended

by the student's IEP team, for not more than forty-five (45) school days. A hearing officer may order such a change, if he/she:

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

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

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

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

10.4 Parental Notice

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

10.5 IEP Meetings for Manifestation Determination

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

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

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

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

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

(ii) Observations of the student; and

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

[b] Then determines whether:

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

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

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

10.5.5 Determination that Behavior was not Manifestation of Disability

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

10.5.6 Determination that Behavior was Manifestation of Disability

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

10.6 IEP Meetings for Functional Behavioral Assessments

10.6.1 Post-Discipline Functional Behavioral Assessments

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

10.6.2 Pre-Discipline Behavioral Intervention Plans

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

10.7 Placement During Appeals and Stay Put

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

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

11. ADMINISTRATIVE STUDENT CONDUCT AND DISCIPLINE PLAN(S)

11.1 Elements of Plan(s)

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

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

11.1.2 effective instructional practices for teaching student expectations, including;

11.1.3 systematic methods for reinforcing expected behaviors;

11.1.4 uniform and equitable methods for correcting student behavior;

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

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

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

11.2 Plan(s) Consistent with the Policy and Procedures

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

12. EXTRACURRICULAR ACTIVITIES

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

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

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

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

14. INVESTIGATIONS

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

14.1 General Investigation Guidelines for Executive Director

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

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

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

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

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

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

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

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

14.1.8 When the investigation is completed and if it is determined that disciplinary action may be in order, due process requirements must be met. Specifically, the student must be given proper notice

of the charges against him/her and the disciplinary action being recommended, as well as a fair opportunity to present his or her version of the facts.

14.2 Coordination with Law Enforcement

The Executive Director has the responsibility and the authority to determine when the help of law enforcement officers is necessary, as outlined in the policy, these procedures, and Utah State law.

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

- [a] conduct an investigation of alleged criminal conduct on the School premises or during a School-sponsored activity;
- [b] maintain a safe and orderly educational environment; or
- [c] maintain or restore order when the presence of such officers is necessary to prevent injury to persons or property.

14.2.2 Investigation of Criminal Conduct

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

- [a] The Executive Director shall request that law enforcement officers conduct an investigation during school hours and question students who are potential witnesses to the alleged criminal behavior.
- [b] The School official shall inform the student's parent as soon as possible that the student may have committed a criminal act and that law enforcement authorities will be involved in the investigation.
- [c] Unless circumstances dictate otherwise, questioning of the student by School officials shall not begin or continue until the law enforcement officers arrive.
- [d] Reasonable attempts shall be made to contact the student's parents who, unless an emergency exists, shall be given the opportunity to meet with the student and to be present with the student during questioning by law enforcement authorities.
- [e] The Executive Director shall document the contact or attempted contact with the student's parents. If the Executive Director cannot contact the student's parent, or if the parent is unable to be present with the student for questioning, the Executive Director shall be present and document generally what occurs during the interview.
- [f] The student shall not be questioned by law enforcement unless or until he/she has received Miranda warnings from the officer.

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

14.2.3 Investigation Initiated by Law Enforcement Authorities

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

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

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

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

(ii) The Executive Director shall document the circumstances warranting the investigation as soon as practical.

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

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

14.2.4 Release of Student to Law Enforcement Official

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

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

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

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

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

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

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

14.2.5 Quelling Disturbances of School Environment

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

15. INVESTIGATION OF CHILD ABUSE AND NEGLECT

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

16. SEARCHES OF PERSON OR PROPERTY

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

16.1 General Guidelines for Searches of Person or Property

16.1.1 Student Lockers

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

16.1.2 Searches of Students and Student Property

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

16.2 Searches of Personal Belongings

16.2.1 Personal belongings may be searched by School officials whenever School officials have a reasonable suspicion to believe a student is concealing evidence of a policy violation or criminal activity and the items being searched are capable of concealing such evidence. The student may be asked to open personal belongings and to turn over personal property for search by a School official. All searches of student property by School officials shall be witnessed by an objective third party (such as another teacher, or police officer) to observe that the search is not excessively intrusive.

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

16.3 Searches of Person

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

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

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

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

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

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

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

16.4 Documentation of Searches

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

16.4.1 The time, place and date of the search;

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

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

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

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

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

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

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

17.1.1 If the President of the Board is notified by the juvenile court that a current or former student of the School has been adjudicated for a serious offense or sexual crime or is notified by a law enforcement agency that a current or former student of the School has been taken into custody or detention for a serious offense or sexual crime, the President of the Board shall notify the Executive Director within three (3) days of receiving the notification.

“Serious offense” is defined in Utah Code Ann. § 80-6-103 and means the following: a violent felony as defined in § 76-3-203.5; an offense that is a violation of Title 76, Chapter 6, Part 4, Theft, and the property stolen is a firearm; or an offense in violation of Title 76, Chapter 10, Part 5 Weapons.

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

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

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

17.2 Multidisciplinary Team and Reintegration Plan

17.2.1 In addition to complying with the requirements above, the School shall, within five (5) days after receiving a notification described in Section 17.1.1 about a student, or within a reasonable time after otherwise being notified of a student committing a serious offense or sexual crime, develop a reintegration plan for the student with a multidisciplinary team, the student, and the student's parent. The multidisciplinary team should include the School, the juvenile court, the Division of Juvenile Justice and Youth Services, the School's Safety and Security Specialist, the School's Safety and Security Director, the School's Resource Officer (if any), and any other relevant party that should be involved in a reintegration plan.

17.2.2 The reintegration plan shall address:

[a] a behavioral intervention for the student;

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

[c] an academic intervention for the student; and

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

17.2.3 The School may deny admission to the student until the School completes the reintegration plan.

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

17.2.5 The School shall not reintegrate a student when:

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

[b] a student or staff member of the School is a victim of the serious offense or sexual crime or forcible felony (as defined in Utah Code Ann. § 76-2-402) committed by the student being reintegrated.

17.2.6 The School may elect to not integrate a student into the School if the student has committed,

or allegedly committed, a forcible felony. If the School elects to not integrate such a student, the School shall provide alternative education options for the student.

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

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

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

17.4 Student Discipline Records/Education Records

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

17.4.1 Disclosure of Discipline Records to Other Educators

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

17.4.2 Disclosure of Discipline Records to Other Agencies

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

18. EMERGENCY SAFETY INTERVENTIONS

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

18.1 Definitions

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

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

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

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

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

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

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

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

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

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

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

18.1.12 “Substantial bodily injury” means bodily injury, not amounting to serious bodily injury, that creates or causes protracted physical pain, temporary disfigurement, or temporary loss or impairment of the function of any bodily member or organ.

18.2 General Procedures

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

18.2.2 Key Identified School Employees shall receive comprehensive ESI training in addition to the foundational behavior support training. Comprehensive ESI training shall be completed before

a Key Identified School Employee may use an ESI with a student and annually thereafter.

18.2.3 An ESI shall:

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

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

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

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

[c] never be used as punishment or discipline;

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

[e] be documented and reported, as required.

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

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

18.3 Students with Disabilities Receiving Special Education Services

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

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

18.4 Physical Restraint

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

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

[a] in self-defense;

[b] to protect a student or another person from physical injury;

[c] to remove from a situation a student who is violent;

[d] to take possession of a weapon or other dangerous object in the possession or under the control of a student; or

[e] to protect property from being damaged, when physical safety is at risk.

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

[a] prone, or face-down;

[b] supine, or face-up;

[c] physical restraint which obstructs the airway or adversely affects the student's primary mode of communication;

[d] mechanical restraint, except for restraints required by law, including seatbelts or any other safety equipment used to secure students during transportation, protective or stabilizing restraints as prescribed by an appropriate medical or related services professional, and devices used by a law enforcement officer in carrying out law enforcement duties; or

[e] chemical restraint.

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

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

[b] 30 minutes; or

[c] when law enforcement intervenes.

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

described in Section 18.4.1.

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

18.5 Seclusion

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

18.5.2 Key Identified School Employees may use seclusion only when:

- [a] other less restrictive interventions have failed;
- [b] a staff member who is familiar to the student is actively supervising the student for the duration of the seclusion;
- [c] the student is observed at all times during the seclusion by School personnel who have received the comprehensive ESI training;
- [d] any door remains unlocked consistent with applicable fire and public safety requirements described in R392-200 and R710-4; and
- [e] the seclusion is time-limited to a maximum time of 30 minutes, per occurrence, and monitored.

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

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

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

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

[a] all witnesses;

[b] all School staff who were involved;

[c] the student who was secluded; and

[d] the parent of the student who was secluded.

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

18.5.7 The School does not allow the designation of any enclosed area in its building for the sole purpose of seclusion.

18.6 Notification of the Use of an ESI

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

[a] the student's parent; and

[b] School administration.

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

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

18.7 Documentation of the Use of an ESI

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

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

18.7.3 Within 48 hours of using an ESI on a student, the School shall notify the parent that the

parent may request a copy of any notes or additional documentation taken during the use of the ESI.

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

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

18.8 Emergency Safety Intervention (ESI) Committee

18.8.1 The School shall establish an ESI committee that includes:

[a] at least one administrator;

[b] at least one parent of a student enrolled in the School, appointed by the School's Executive Director;

[c] at least one licensed educational professional with behavior support training and knowledge in both state law and the School's conduct and discipline policies related to ESIs; and

[d] at least one other licensed educator.

18.8.2 The ESI committee shall:

[a] meet often enough to monitor the use of ESIs within the School;

[b] determine and recommend professional learning needs;

[c] develop policies for processes to resolve concerns regarding the use of ESIs; and

[d] ensure that each emergency incident where a School employee uses an ESI is documented in the School's student information system and reported annually to the State Superintendent of Schools through UTREx.

18.9 ESI Records and Reporting

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

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

19. CORPORAL PUNISHMENT

“Corporal punishment” means the intentional infliction of physical pain upon the body of a student as a disciplinary measure. Corporal punishment at the School is prohibited. School employees may not inflict or cause the infliction of corporal punishment upon a student. School personnel who inflict or cause the infliction of corporal punishment on a student will be subject to discipline up to and including termination. School personnel who have been disciplined for the infliction of corporal punishment upon a student may appeal the disciplinary action in accordance with the School’s Grievance Policy.

20. TRAINING

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

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

20.3 The Executive Director shall be responsible for informing students, parents, and staff of the terms of the policy, these procedures, and the Student Conduct and Discipline Plan(s), including the procedures outlined for investigation and resolution of violations.

21. REPORTING ON SUSPENSIONS AND EXPULSIONS

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

21.2 The School shall submit all required incident, infraction, and discipline data, including suspensions and expulsions consistent with R277-484. The School shall submit any yearly and comprehensive updates no later than June 30th of each year.

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

22. POLICY AND PLAN DISSEMINATION AND REVIEW

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

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

[Back to Agenda](#)

Early Light Academy Statement of Financial Position As of 12/31/2025

	Period Ending 12/31/2025	Period Ending 12/31/2024
	Actual	Actual
Assets & Other Debits		
Current Assets		
Operating Cash	\$ 3,885,264	\$ 3,259,773
Accounts Receivables	11,917	27,111
Total Current Assets	3,897,181	3,286,884
Restricted Cash	2,560,369	2,559,008
Net Assets		
Fixed Assets	21,438,293	21,196,646
Depreciation	(5,756,748)	(5,178,649)
Total Net Assets	15,681,545	16,017,997
Total Assets & Other Debits	\$ 22,139,095	\$ 21,863,889
Liabilities & Fund Equity		
Current Liabilities	\$ 118,598	\$ 19,536
Long-Term Liabilities	21,426,861	21,795,621
Fund Balance	(712,073)	(1,260,261)
Net Income	1,305,709	1,308,993
Total Liabilities & Fund Equity	\$ 22,139,095	\$ 21,863,889

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.

Early Light Academy Statement of Activities

7/1/2025 - 12/31/2025

	Annual June 30, 2026	Year-to-Date December 31, 2025	
	Budget	Actual	% of Budget
Net Income			
Income			
Revenue From Local Sources	501,090	296,621	59.2 %
Revenue From State Sources	12,118,637	6,165,002	50.9 %
Revenue From Federal Sources	356,186	35,159	9.9 %
Total Income	12,975,913	6,496,782	50.1 %
Expenses			
Instruction/Salaries	6,114,760	2,413,386	39.5 %
Employee Benefits	1,761,587	683,762	38.8 %
Purchased Prof & Tech Serv	1,081,821	532,577	49.2 %
Purchased Property Services	590,350	158,999	26.9 %
Other Purchased Services	604,755	276,323	45.7 %
Supplies & Materials	603,998	336,502	55.7 %
Property	327,000	336,046	102.8 %
Debt Services & Miscellaneous	1,447,565	916,715	63.3 %
Total Expenses	12,531,836	5,654,310	45.1 %
Total Net Income	444,077	842,472	

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[Back to Agenda](#)

ELA SLT PLAN 24-25	BUDGET	ACTUAL	VARIANCE
Technology Purchases			
1. Replace aged-out Chromebooks and iPads with test-compatible Chromebooks that better support digital literacy instruction and extend device longevity and cost-efficiency. (\$30,600.00)	30,600.00	32,410.00	1,810.00
2. Purchase Chromebooks from Onward (former IT Company who was managing those devices). (\$47,610.00)	47,610.00	46,805.00	(805.00)
3. Install a Smartboard to enhance interactive instruction, assess data, and provide consistent delivery of state-aligned curriculum in both Language Arts and Math. (\$6,000)	6,000.00	4,304.96	(1,695.04)
4. Implement the Swivl and tripod system to improve lesson delivery, allow for lesson recording, and facilitate more effective teacher reflection and professional development—ultimately leading to better instructional practices. (\$2,670)	2,670.00	2,723.00	53.00
5. License Securly maximize classroom instructional time, improve student monitoring, and keep students focused on learning tasks. Securly and Securly Elementary (\$6000.00)	6,000.00	14,419.23	8,419.23
6. Extend our Panorama contract to provide teachers and staff with integrated, real-time data that informs targeted academic interventions and supports early identification of students at risk of falling behind. Panorama and Panorama Behavior (\$6390.00)	6,390.00	6,545.60	155.60
7. Purchase Apple Pencils to enable teachers to support interactive digital instruction (\$1,650.00)	1,650.00	-	(1,650.00)
Curriculum Purchases			
1. Capti Assess (ReadBasix) assessment provides Lexile scores for students in grades 3–9 and identifies specific skill gaps in reading that directly contributes to improved performance on end-of-year Acadience and RISE assessments. (\$5000.00)	5,000.00	4,300.00	(700.00)

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.

2. Really Great Reading Teacher Presentation Tool Subscriptions and Reading Playgrounds: These resources offer structured, research-based literacy instruction with built-in scaffolds for differentiated learning. (\$10,000)	10,000.00	9,158.00	(842.00)
3. A modern, standards-aligned updated Health Curriculum contributes to a more focused learning environment and support academic persistence, especially critical for improving outcomes in Math and Language Arts. (\$2500.00)	2,500.00	2,339.23	(160.77)
4. Peekapak (SEL platform for grades K–5) Social-emotional learning is deeply connected to academic success integrating SEL with literacy-based lessons, reinforcing Language Arts skills while helping students build resilience, empathy, and self-regulation. (\$7,000)	7,000.00	7,000.00	-

Classroom Supply Purchases

1. Heart Rate Monitors for Physical Education provide valid, data-driven assessments of student effort and exercise intensity, which positively impact students’ ability to learn and perform academically. (\$4,000.00).	4,000.00	4,982.11	982.11
2. Updated PE Equipment (Grades K–6) to encourage regular consistent physical activity is linked to improved brain health, attention, and memory—key contributors to academic growth. Equipment purchased will be basketballs, volleyballs, soccer balls, hula hoops, dodgeball, hockey sets, sports ladder ball game set, floor hockey balls, and jump ropes. (\$7,500)	7,500.00	3,927.31	(3,572.69)
3. Art Supplies for Classroom Instruction enhance critical thinking, communication, and collaboration by building transferable skills that strengthen literacy and problem-solving, core components of success in both Language Arts and Math assessments. Art supplies purchased will be paints, brushes, crayons, colored pencils, glue, storage cabinets, Great Artist Program fee, paper, plastic bins for storage. (\$6,000)	6,000.00	4,080.16	(1,919.84)

7th Grade Academic Field Trip

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.

1. The 7th grade field trip to Canyonlands Field Institute offers students a hands-on, standards-aligned learning experience that supports the 7th grade Science SEED standards, particularly in the Geology strand. Because the Language Arts summative assessment includes science-based content, this experience also strengthens foundational skills in critical thinking, collaboration, and engagement; key drivers of academic success across subject areas. (\$5,500)

5,500.00	5,849.36	349.36
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148,420.00	148,843.96	423.96
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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.

Early Light Academy at Daybreak Final Report 2024-2025

2024 - 2025

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Financial Proposal and Report

This report is automatically generated from the approved School Plan (entered in spring of 2024), Amendments, and the LEA's data entry of the School LAND Trust expenditures coming from the Utah Public Education Finance System (UPEFS).

Description	Planned Expenditures (entered by the school)	Amended Expenditures (entered by the school)	Actual Expenditures (entered by the LEA)	
Carry-Over from 2023-2024	\$0.00	\$0.00	\$0.00	
Distribution for 2024-2025	\$148,843.96	\$0.00	\$148,843.96	
Total Available for Expenditure in 2024-2025	\$148,843.96	\$0.00	\$148,843.96	
Salaries and Benefits	\$48,000.00	\$0.00	\$0.00	
Contracted Services	\$0.00	\$0.00	\$155.60	
Professional Development	\$0.00	\$0.00	\$0.00	
Student Transportation Field Trips	\$5,500.00	\$0.00	\$5,849.36	
Books Curriculum Subscriptions	\$24,500.00	\$0.00	\$22,458.00	
Technology Related Supplies	\$50,120.00	\$0.00	\$5,102.96	
Hardware, etc.	\$0.00	\$0.00	\$79,215.00	
Remaining Funds (Carry-Over to 2025-2026)	\$723.96		\$0.00	

Description	Planned Expenditures (entered by the school)	Amended Expenditures (entered by the school)	Actual Expenditures (entered by the LEA)	
Software	\$0.00	\$0.00	\$22,734.23	
Technology Device Rental	\$0.00	\$0.00	\$0.00	
Video Communication Services	\$0.00	\$0.00	\$0.00	
Repair Maintenance	\$0.00	\$0.00	\$0.00	
General Supplies	\$20,000.00	\$0.00	\$13,328.81	
Services Goods Fees	\$0.00	\$0.00	\$0.00	
Other Needs Explanation	\$0.00	\$0.00	\$0.00	
Non Allowable Expenditures	\$0.00	\$0.00	\$0.00	
Total Expenditures	\$148,120.00	\$0.00	\$148,843.96	
Remaining Funds (Carry-Over to 2025-2026)	\$723.96		\$0.00	

Goal #1

close

Goal Statement

close

Early Light Academy will improve student outcomes in State end-of-year Acadience and RISE assessments over the next 3 years with a goal to increase proficiency in all grade levels by an additional 1% each year in the areas of Language Arts and Math.

Academic Area

close

- English/Language Arts
- Mathematics

Measurements

[close](#)

Measurements

This is the measurement identified in the plan to determine if the goal was reached.

Early Light Academy will improve student outcomes in State end-of-year Acadience and RISE assessments over the next 3 years with a goal to increase proficiency in all grade levels by an additional 1% each year in the areas of Language Arts and Math.

Please choose one of the following two options to complete the Measurements section:

1. Explain how academic performance was improved or not, and describe how the before and after measurement data supports the improvement.
2. Explain how academic performance was improved or not, and attach measurement data from before and after plan implementation in the Attachments Section below. (If you choose this option, please put a note in your explanation to "see attached document").

Action Plan Steps and Expenditures

[close](#)

These are the Action Steps identified in the plan to reach the goal:

Action Plan Steps for Technology:

1. Accreditation showed Student Engagement has become a major factor affecting student learning and growth. While implementing the new Utah English Language Arts Core standards, we have identified the need to replace "Aged-out" technology, including Chromebooks and Smartbooks, to support state-approved curriculum and state testing platforms that keep us in compliance with legislation (such as SB 127) and, at the same time, technologically supports programs that engage our students in 21st-century learning opportunities. "Aged-out" iPads (generation 5 and 6) need to be replaced with older Chromebooks (non-testable) to support the learning taking place in the Digital Literacy K-6 Special. These labs have been found to

maintain usability with our current programs for much longer than the iPads, proving more cost-effective.

1. Technology: Purchase a Second Swivel and Tripod for the purchase of Teacher Observations along with an annual Subscription to the Reflectivity App (Expenditure = \$2670.00)
2. Technology: Purchase a new SmartBoard for the Conference Room and lift two additional Smartboards (75" SMART MX275 with a fixed mount, and installation) (Expenditure = \$6,000)
3. Technology: Purchase additional Chromebooks/Chromebook carts (1) to rotate new testable computers into the classrooms. (Expenditure = \$30,600.00)
2. In addition to purchasing new devices, we will purchase teacher licenses for the Securly and EHall Pass Platforms. The EHall Pass platform will empower teachers to maximize instructional time by helping to manage the amount of time students are in and out of the classroom; while Securely allows teachers to guide lessons, monitor student progress, and keep the focus on learning.
 1. Technology: Securely student computer management system (Expenditure = \$3,900.00)
 2. Technology: EHall Pass replaces the paper hall passes with a digital system that tracks students' time in and out of the classroom helping teachers and administrators maximize in-class learning time (Expenditure = \$2,000.00)
3. We will extend our contract with Panorama into this next school year with licenses that will allow all school personnel appropriate access to integrated data from multiple sources, providing educators with real-time trends so that they can intervene at the first sign that a student is struggling.
 1. Technology: Panorama: This is a software platform that combines academic, behavior and attendance goals and data into one dashboard, giving the school a holistic picture of the student. This provides school personnel with important information that guides implementation of support for each individual student. (Expenditure = \$3,300.00)
4. "Aged-out" teacher iPads will be replaced with 9th Generation iPads for teachers to access their smartboards from all classroom areas and then supported with Apple Pencils.
 1. Technology: Purchase 15 1st Generation Apple Pencils to add to classroom IPAD instruction. These Apple Pencils will keep teachers from being tied to the front of their classroom during instruction, able to more easily move about the room and assess student learning and engagement (Expenditure = \$1650.00)

Action Plan Steps for Professional Development:

5. PCBL professional development for Administration, Leadership, and teachers. We will take a team to Quest Academy in West Haven, UT, to observe their practices of PCBL in action. We will provide substitute teachers to make this possible. Each teacher will participate in Professional Development related to the implementation of the PCBL learning model. This will

entail attending a Professional Development or observing a teacher in the classroom who is instructing in the PCBL Framework. They will complete this a minimum of two times throughout the school year. We will provide substitute teachers to make this possible. We would also include the cost of training materials and classroom supplies to implement PCBL practices.

1. (Professional Development = \$35,000.00)

6. A combined team of school Leadership and Classroom Teachers will be attending the 2024 Gifted and Talented Conference for training to be implemented into their classrooms in the 2024-2025 school year. These classrooms will be a "Next Step" extension of the GATE (Gifted and Talented program) that is growing and thriving) at Early Light Academy.

1. Professional Development: A team of teachers will participate in June 2024 in the Gifted and Talented conference to receive training related to the implementation of Tier 1 enrichment that will enhance the PCBL model and improve Gifted and Talented instruction. They will attend a 2-day conference and receive a stipend for attending. (Expenditure = \$3,000.00)

7. In The Ideal Team Player professional development, we will explore the topics of what is means to be "Hungry", "Humble", and "Smart" through a series of videos, and some fun, interactive, (team and individual) exercises. We will reinforce our support and understanding of the components of a high-performing team, and in the process, cultivate more effective habits that enhance our ability to communicate more effectively, to listen empathically, and to seek out a diversity of thoughts, ideas, and solutions.

1. Professional Development: Ideal Team Player training (Expenditures = \$10,000.00)

Action Plan Steps for Curriculum:

8. As our knowledge of the Science of Reading has increased the past 2 years, we recognize the need to assess reading in new ways. We will purchase licenses for the "Capti Assess (ReadBasix)" assessment, a diagnostic reading assessment, based on the Science of Reading, to inform instruction and intervention that will include the Lexile measures teachers are familiar with.

1. Curriculum: Purchase the "Capti Assess (ReadBasix)" assessment with 730 student licenses. This assessment will continue to provide teachers and leadership with a Lexile score for students in grades 3-9 as well as diagnose holes in students' reading skills in the areas of decoding and word recognition, vocabulary, morphology, sentence processing, reading efficiency, and reading comprehension (Expenditure = \$5,000.00)

9. As we continue to implement our Wonders Basal (Language Arts Curriculum), we need to continue to supplement the Phonics component. Purchasing the Really Great Reading Teacher Presentation Tool Subscriptions and Reading Playgrounds supports our teachers in providing comprehensive Literacy Instruction.

1. Curriculum: Really Great Reading Teacher Presentation Tool Subscriptions and Reading Playgrounds (Expenditure = \$10,000.00)

10. We will update our health curriculum. Health education plays a pivotal role in improving community well-being by promoting knowledge and healthy practices across all age groups.

1. Curriculum: Health Curriculum (Expenditures = \$2,500.00)

11. Purchasing the Peekapak program will give us a comprehensive SEL platform in grades K-5 that reinforces our Literacy standards. This narrative-based social-emotional learning experience empowers educators to facilitate engaging life skills lessons in the classroom, students to take ownership of their learning, and families to reinforce well-being at home.

1. Curriculum: Purchase of Peekapak SEL program Kindergarten - Grade 5. Peekapak is aligned with ELA standards and will help meet those content standards for those grade levels (Expenditures = \$7,000.00)

Action Plan for Classroom Supplies:

12. We will purchase Heart Rate monitors for our Physical Education Classrooms. Heart Rate Monitors are valid forms of Assessment. They are the most valid way a teacher can measure effort and exercise intensity with students. This takes away the guessing game of determining whether or not your students are actually exerting themselves in class.

1. Classroom Supplies: These heart rate monitors will be used in conjunction with our required physical education standards to monitor the level of physical rigor students are experiencing during physical education classes - Heart Rate Monitors (24) (Expenditure = \$4000.00)

13. We will purchase and update PE Equipment for PE classes Kindergarten through 6th Grade. Single sessions of and long-term participation in physical activity improve cognitive performance and brain health related to attention and memory facilitating learning.

1. Classroom Supplies: Update PE Equipment for Kindergarten through 6th grade Specials. Single sessions of and long-term participation in physical activity improve cognitive performance and brain health related to attention and memory facilitating learning. (Expenditures = \$10,000.00)

14. We will use funds to purchase necessary supplies and support arts instruction in our classrooms. The collaborative nature of the arts encourages students to work with others, builds their communication skills, and teaches them how to work through conflicts. The arts also provide a platform for children to express their emotions, helping them cultivate empathy, self-awareness, and confidence; all important components of a successful PCBL framework.

1. Classroom Supplies: (Expenditures = \$6,000.00)

Action Plan for Academic Field Trips:

15. We will have 7th Grade Students attend team-building activities sponsored by the Canyonlands Field Institute at the beginning of their Junior High Experience at Early Light Academy. Activities also focus on Team Building and Leadership tied to Maslow's Hierarchy, helping students to begin the year feeling connected and safe to their school environment.

1. Academic Field Trip: 7th Grade Team Building activities sponsored by the Canyonlands Field Institute. Activities are tied to the 7th grade Science SEEDs standards, specifically the Geology strand. Activities also focus on Team Building and Leadership tied to Maslow's Hierarchy, helping students to begin the year feeling connected and safe to their school environment. (Expenditures = \$5,500.00)

Were the Action Steps (including any approved Funding Changes described below) implemented and associated expenditures spent as described?

Yes

Digital Citizenship/Safety Principles Component close

No

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Expendable items that are consumed, wornout or lose identity through use (paper, science and art supplies), food for a cooking class, a field trip, or a parent night (consistent with LEA policy)	\$20,000.00
Admission, transportation to and from school. Transportation for school related activities provided by LEAs, public carriers, parents, students	\$5,500.00
Technology related supplies < \$5,000 each - devices, computers, E-readers, flash drives, cables, monitor stands	\$50,120.00
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	\$48,000.00
Books, Ebooks, online curriculum/subscriptions	\$24,500.00
Total:	\$148,120.00

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
5	0	0	2024-04-10

Plan Amendments

Approved Amendment #1

Submitted By:

Stephanie Schmidt

Submit Date:

2025-06-17

Admin Reviewer:

Paula Plant

Admin Review Date:

2025-07-28

LEA Reviewer:

Erin Winterton BA

LEA Approval Date:

2025-07-28

Board Approval Date:

2024-10-16

Number Approved:

Number Not Approved:

Absent:

Council Vote Date:

Explanation for Amendment:

[Back to Agenda](#)

Early Light Academy Board of Directors Meeting Minutes Wednesday, November 19, 2025

Location: 11709 S. Vadiana Drive, South Jordan, Utah 84009



In Attendance: Jenn Lund, Candice Mitchell (via Zoom), Ann Khong, Ashley Leishman, Penny Ramirez,

Excused: Brett Crockett,

Others in Attendance: Stephanie Schmidt, Erin Winterton, Heidi Bauerle, Anna Lynn, Dawn Kawaguchi,

SCHOOL MISSION: THE MISSION OF THE EARLY LIGHT ACADEMY IS TO DELIVER A HIGH-QUALITY EDUCATION WITH A DEEP, RICH AND ENGAGING CURRICULUM UTILIZING EFFECTIVE INSTRUCTIONAL TECHNIQUES AND EMPHASIZING HISTORY, TAKING OUR STUDENTS FROM THE STONE AGE TO THE SPACE AGE, THE INFORMATION AGE AND BEYOND.

SCHOOL VISION: EARLY LIGHT ACADEMY WILL EMPOWER STUDENTS TO BECOME LIFELONG LEARNERS AND INSPIRING LEADERS WHO KNOW THEIR ACTIONS TODAY IMPACT OUR TOMORROW.

WE ARE WHAT HISTORY BOOKS ARE MADE OF!

MINUTES

8:40 AM – INTRODUCTORY ITEMS

- Welcome & Roll Call – Jenn Lund

There was no PUBLIC COMMENT.

SCHOOL LAND TRUST COUNCIL

- Review SLT Timeline – Director Schmidt reviewed the SLT Program Timeline provided by USBE. The principal assurances have been done by Director Schmidt.
- SLT Board Training Assurance – All board members have completed the annual council and board training prior to this meeting.
- Review SLT FY26 Plan Implementation – Anna Lynn reviewed the FY26 SLT plan which included details on the student population being served and the rationale behind fund allocation. The board reviewed the plan and discussed upcoming deadlines, including a final report due on March 1st for the previous year's spending.
- There was a discussion on the funding of paraprofessionals.

Anna Lynn was excused at 9:03 a.m.

REPORTS

- **Administration**
 - ✓ Director Report – Stephanie Schmidt shared updates on various school activities, including sports achievements, Culture Fair, and the Veterans Day program, and mentioned the positive feedback from the Beverly Taylor Sorensen Arts

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.

Foundation. Additionally, she provided an overview of recent safety training and emergency operations planning, noting the school's progress in implementing safety measures. Director Schmidt discussed safety protocols and crisis management, emphasizing the importance of preparation and practice. She mentioned that the board would be welcome to assist during emergencies, particularly in roles like traffic control. She also provided an update on the mid-cycle Cognia accreditation review, highlighting three areas of improvement focused on professional development, learner engagement, and instructional practices. Director Schmidt explained that the school has developed a written professional development plan to address these areas and ensure continuity of operations in case of changes or events. She presented a report on professional development and teacher evaluation processes, highlighting the use of tools like ELEOT evaluations and the Portrait of an ELA Educator for continuous improvement. Director Schmidt discussed the need to formalize processes for program evaluations and action research to support organizational improvement. She also shared updates on Title I funding for ELA, including the implementation of research-based programs and SHINE stipends for educators in high-demand subjects. Finally, Director Schmidt explained the addition of administrative procedures for Toilet Training, which now applies to students beyond kindergarten emphasizing the need for clear communication and documentation in IEPs or 504 plans to address toileting issues related to disabilities. She also highlighted the importance of maintaining student dignity and involving relevant authorities if issues are not disability related.

- **Board of Directors**

- ✓ *Financial Update* – Erin Winterton reviewed the financials as of October 31st noting a strong cash position with a recommendation to transfer \$500,000 to the PTIF account due to favorable interest rates. She also explained that certain expenses, such as audit fees and safety plan costs, were running high but were expected due to specific circumstances. Erin is forecasting 110 days cash on hand by the end of the year. She focused on reviewing the budget trends, highlighting that most categories are under budget, except for lawn care services and equipment rental, which are slightly over budget due to necessary repairs and reclassification.

CONSENT ITEMS

- *October 16, 2025, Electronic Board Meeting Minutes* – There was no further discussion. **Jenn Lund made a motion to approve the consent items. Ann Khong seconded the motion. The roll call votes were as follows:**

Jenn Lund – Aye

Candice Mitchell – Aye

Ann Khong – Aye

Ashley Leishman – Aye

Penny Ramirez – Aye

Motion passed unanimously.

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VOTING ITEMS

- Kensington Theatre Company Agreement – Director Schmidt provided an overview of the partnership with Kensington Theatre Company (KTC) concerning the use of theater facilities. She invited Erin to outline the financial arrangement, who explained that KTC “pays” \$4,100 per month through a trade account. These funds are allocated toward facility enhancements and the acquisition of updated equipment for the theater. Director Schmidt emphasized that ELA-sponsored events will take precedence over KTC performances, and the stage must remain available for ELA programming during KTC’s scheduled use. She further noted that the agreement is set for renewal over a 10-year term, with provisions allowing ELA to purchase equipment from KTC. Additionally, the agreement includes a clause permitting either party to terminate the arrangement at any time.
- Hotline Complaint Policy – Director Schmidt reviewed the Hotline Complaint Policy. She stated that it requires a statement on the website and training for the board and administration.
- Amended Instructional Materials Policy – Director Schmidt reviewed the amended Instructional Materials Policy which updates the code citations due to the recent legislative session renumbering various parts of the criminal code.
- Amended Paid Parental & Postpartum Recovery Leave Policy – Director Schmidt reviewed the recommended amended Paid Parental & Postpartum Recovery Leave Policy. It has been revised to clarify that the maximum paid postpartum recovery leave period is 15 contract days and the maximum paid parental leave period is 3 calendar weeks. There was a discussion on how FMLA works in conjunction with this type of leave.

Jenn Lund made a motion to approve the following:

- ✓ **Approve the Kensington Theatre Company Agreement and authorize the Board President to sign on behalf of the School;**
- ✓ **Approve the Hotline Complaint Policy;**
- ✓ **Approve the Amended Instructional Materials Policy; and**
- ✓ **Approve the Amended Paid & Postpartum Recovery Leave Policy.**

Ashley Leishman seconded the motion. The roll call votes were as follows:

**Jenn Lund – Aye
Candice Mitchell – Aye
Ann Khong – Aye
Ashley Leishman – Aye
Penny Ramirez – Aye**

Motion passed unanimously.

DISCUSSION ITEMS

- Calendaring Items – ALL
 - ✓ Next PreBoard Meeting – January 7th @ 10:30 a.m.
 - ✓ Winter Social on January 9th @ 6 p.m. with information is forthcoming
 - ✓ Next Board Meeting – January 21st
 - ✓ NCSC26 New Orleans, LA June 24-26 (Wed-Fri)

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

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10:09 AM – Jenn Lund made a motion to enter into a 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) at Early Light Academy. Ashley Leishman seconded the motion. The roll call votes were as follows:

Jenn Lund – Aye

Candice Mitchell – Aye

Ann Khong – Aye

Ashley Leishman – Aye

Penny Ramirez – Aye

Motion passed unanimously.

10:33 AM – Jenn Lund made a motion to exit the closed session and ADJOURN. Ann seconded the motion. The roll call votes were as follows:

Jenn Lund – Aye

Candice Mitchell – Aye

Ann Khong – Aye

Ashley Leishman – Aye

Penny Ramirez – Aye

Motion passed unanimously.

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.

**Early Light Academy
Board of Directors
Closed Session Statement
Wednesday, November 19, 2025**

Location: 11709 S. Vadiana Drive, South Jordan, Utah 84009




CLOSED SESSION SWORN STATEMENT:

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

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

Signed on the 19 day of November, 2025, at South Jordan, Utah.


Jenn Lund
Board Chair

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

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ELA Board of Director's Meeting Wednesday, January 21, 2026

Action Item: *2026-2027 School Calendar*

Issue:

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

Background:

The format of the 2026-2027 school calendar is very similar to the current year's calendar. Below are some dates of interest and/or comparison with JSD.

- First Day of School is August 18th. JSDs is August 19th.
- Fall Break is October 19-23 which is the same as JSD.
- Thanksgiving Recess is November 25-27 which is the same as JSD.
- Winter Recess is December 21 – January 1 which is the same as JSD.
- Spring Break is March 26 – April 2 which is the same as JSD.
- Last Day of School is May 28th. JSDs is June 4th

This calendar meets the required 180 days and is over the required 990 hours with a total of 1,049.08 hours for the elementary and 1,001.77 for the Jr. high.

Recommendation:

It is recommended that the Board approve the 2026-2027 school calendar.

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

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11709 S. Vadania Drive
 South Jordan, UT 84009
 P: (801) 302-5988
 F: (801) 727-0773
www.EarlyLightAcademy.org



EARLY LIGHT ACADEMY

2026-2027 School Year

Quarters	Days
1st Quarter: August 17 - October 16	44
2nd Quarter: October 26 - January 15	47
3rd Quarter: January 19 - March 25	47
4th Quarter: April 5 - June 3	42
Total	180

★★ EARLY OUT EVERY FRIDAY ★★ EARLY OUT EVERY FRIDAY ★★ EARLY OUT EVERY FRIDAY ★★ EARLY OUT EVERY FRIDAY ★★

AUGUST 2026							SEPTEMBER 2026							OCTOBER 2026							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 - 7	No Students	Quality Teaching Day for New Teachers			
						1			1	2	3	4	5					1	2	3	August 10 - 14	No Students	Quality Teaching Day for All Teachers			
2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10	August 17	Information	Back School Night 5:00 - 7:00 p.m.			
9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17	August 17	No Students	Teacher Professional Development - Legislative Day			
16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24	August 18	Term 1	First Day of School for GRADES 1-9			
23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31	August 18 - 24	By Appointment	Kindergarten Testing			
30	31																				August 24	Kinder ONLY	Meet the Teacher Night 6:00 - 7:00 p.m.			
NOVEMBER 2026							DECEMBER 2026							JANUARY 2027							August 25	Kinder ONLY	First Day of School for KINDERGARTEN			
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	September 7	No School	Labor Day			
1	2	3	4	5	6	7			1	2	3	4	5						1	2	September 24	Information	Fall Conference 4:00 - 7:30 p.m.			
8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9	September 25	Information	Fall Conference 1:30 - 5:00 p.m. ★ EARLY OUT★			
15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	15	16	September 28	No School	Teacher Comp Day			
22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23	October 19 - 23	No School	Fall Break			
29	30						27	28	29	30	31			24	25	26	27	28	29	30	October 26	Term 2	2nd Quarter Begins			
														31							October 26 - 30	School Traditions	Spirit & Red Ribbon Week			
FEBRUARY 2027							MARCH 2027							APRIL 2027							November 12	School Traditions	Culture Fair 5:00 - 7:00 p.m.			
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	November 13	Virtual Learning	Virtual Wellness Day			
	1	2	3	4	5	6		1	2	3	4	5	6					1	2	3	November 25 - 27	No School	Thanksgiving Recess			
7	8	9	10	11	12	13	7	8	9	10	11	12	13	4	5	6	7	8	9	10	December 7	School Traditions	School Founders Day Observed - Happy Birthday ELA!!			
14	15	16	17	18	19	20	14	15	16	17	18	19	20	11	12	13	14	15	16	17	Dec 21 - Jan 1	No School	Winter Recess			
21	22	23	24	25	26	27	21	22	23	24	25	26	27	18	19	20	21	22	23	24	January 4	No Students	Teacher Professional Development - Legislative Day			
28							28	29	30	31				25	26	27	28	29	30		January 18	No School	Martin Luther King Jr. Day			
																					January 19	Term 3	3rd Quarter Begins			
MAY 2027							JUNE 2027							JULY 2027							January 29	School Traditions	Day in History			
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	February 4	Information	Winter Conference 4:00 - 7:30 p.m.			
						1			1	2	3	4	5					1	2	3	February 5	Information	Winter Conference 1:30 - 5:00 p.m. ★ EARLY OUT★			
2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10	February 8 - 11	School Traditions	Hope & Kindness Week			
9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17	February 12	No School	Teacher Comp Day			
16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24	February 15	No School	Presidents' Day			
23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31	March 5	Virtual Learning	Virtual Wellness Day			
30	31																				March 26 - April 2	No School	Spring Break			
																								April 5	Term 4	4th Quarter Begins
																								April 12 - 16	School Traditions	College Week
																								April 23	No School	Teacher Comp Day
																								May 20	School Traditions	History Fair 5:00 - 7:00 p.m.
																								May 27	School Traditions	9th Grade Promotion
																								May 28	End Term 4	Last Day of School ★EARLY OUT★
																								May 31	No School	Memorial Day
																								June 1 - 2	No Students	Teacher Professional Development - Legislative Day

DAILY SCHOOL SCHEDULE		
Grade	Daily Schedule	ALL Fridays/Early Out Day
AM Kindergarten	8:25 am to 11:35 am	8:25 am to 10:30 am
Elementary & Jr. High	8:25 am to 3:10 pm	8:25 am to 1:00 pm

DAILY SCHOOL SCHEDULE

Grade	Daily Schedule	ALL Fridays/Early Out Day
AM Kindergarten	8:25 am to 11:35 am	8:25 am to 10:30 am
Elementary & Jr. High	8:25 am to 3:10 pm	8:25 am to 1:00 pm

Board Approval Date:

Early Light Academy Elementary 2026-2027

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	11	8	2		1	2	5	18
September	21	15	5	1				21
October	17	13	4					17
November	18	15	3					18
December	14	11	3					14
January	19	14	4		1			19
February	19	14	4	1				19
March	19	17	2					19
April	20	16	3	1				20
May	20	16	4					20
June	2				2			2
Total Days	180	139	34	3	4	2	5	187
Total Hours	1049.08	868.75	138.83	16.50	25.00	N/A	N/A	N/A

STUDENT HOUR CALCULATIONS	STUDENT FULL DAYS	STUDENT EARLY RELEASE DAYS
Start	8:25 AM	8:25 AM
End	3:10 PM	1:00 PM
<i>Elapsed Time</i>	405.00	275.00
Passing Time	0	0
Lunch	30	30
Total Minutes	375.00	245.00
EMPLOYMENT AGREEMENT INFORMATION		
DAYS	NEW TEACHERS	RETURNING TEACHERS
Start Date	08-06-2026	08-10-2026
End Date	06-02-2027	06-02-2027
25-26 Work Days	188	184
26-27 Work Days	187	185
Difference	-1	1

Early Light Academy Jr. High 2026-2027

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	11	8	2		1	2	5	18
September	21	15	5	1				21
October	17	13	4					17
November	18	15	3					18
December	14	11	3					14
January	19	14	4		1			19
February	19	14	4	1				19
March	19	17	2					19
April	20	16	3	1				20
May	20	16	4					20
June	2				2			2
Total Days	180	139	34	3	4	2	5	187
Total Hours	1001.77	829.37	132.03	16.50	23.87	N/A	N/A	N/A

STUDENT HOUR CALCULATIONS	STUDENT FULL DAYS	STUDENT EARLY RELEASE DAYS
Start	8:25 AM	8:25 AM
End	3:10 PM	1:00 PM
<i>Elapsed Time</i>	405.00	275.00
Passing Time	17	12
Lunch	30	30
Total Minutes	358.00	233.00
EMPLOYMENT AGREEMENT INFORMATION		
DAYS	NEW TEACHERS	RETURNING TEACHERS
Start Date	08-06-2026	08-10-2026
End Date	06-02-2027	06-02-2027
25-26 Work Days	188	184
26-27 Work Days	187	185
Difference	-1	1



ELA Board of Directors Meeting Wednesday, January 21, 2026

Action Item: *Gym Sound Panels Purchase*

Issue

In accordance with the school's purchasing policy, all invoices that exceed \$25,000 must be approved by the Early Light Academy Board of Directors. This includes all purchases from a single vendor in a 30-day period.

Background

Early light Academy students in Kindergarten through 9th grade share the gym. Much of the time we are able to limit either having the junior high only or the elementary only in there at one time but there are often times where the space is shared. The noise level can be extreme. It also is very loud when we host sporting events or when third party rentals come to use the space. In order to mitigate the noise level, we are installing sound dampening panels on the walls to absorb the noise. After receiving bids, we are hiring SL Contracting to install the sound panels for \$39,440.

Recommendation

It is recommended that the board approve the Gym Sound Panels Purchase not to exceed \$45,000.

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.



1147 W Windfield Court West Jordan UT
Tanner Spencer and Christopher Lewis
801.200.5385

Slcontractingllc@outlook.com

Date: 11/18/2025

PROJECT NAME

Early Light Gym Sound Panels

	Unit Costs			Subtotal
Scope Description	Quantity	Unit	Cost/Unit	
Installation materials	160	EA	\$ 5.25	\$ 840
Install 24mm panels direct to wall - choice of up to 3 colors	80	EA	\$ 205.00	\$ 16,400
Install 24mm Panels with Air Gap - choice of up to three colors	80	EA	\$ 265.00	\$ 21,200
Scissor Lift Rental	1	EA	\$ 1,000.00	\$ 1,000
Subtotal				\$ 39,440

Clarifications:

24mm panels direct mount
Approximate .7 NRC Rating
4'x4' Panels

[Back to Agenda](#)



ELA Board of Directors Meeting Wednesday, January 21, 2026

Action Item: *Roof Membrane Replacement*

Issue

In accordance with the school's purchasing policy, all invoices that exceed \$25,000 must be approved by the Early Light Academy Board of Directors. This includes all purchases from a single vendor in a 30-day period.

Background

The roof membrane on Building A needs to be replaced due to significant leaking in multiple areas. We have received two bids, both of which include a 20-year silicone coating. Our preference is to move forward with M2; however, because of the pricing difference, we have requested additional information from Red Peaks regarding the materials they plan to use as part of our due diligence. We expect to receive their response this week. We are requesting board approval for this project in an amount not to exceed \$78,000 and will report back to the board once a contractor has been selected.

Recommendation

It is recommended that the board approve the Roof Membrane Replacement purchase for Building A not to exceed \$78,000.

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.

Early Light Academy Roof Coating Proposal

M2 Painting &
Waterproofing



**PAINTING
WATERPROOFING**



Prep Detail Flashing Coating application

After pressure washing, all pipes and penetrations will be coated with a thick coat of mastic and top coated with Silicone. Any field issues i.e. cuts or open seams will be coated, imbedded with fabric and top coated.

The 10 year warranty spec is 1.5 gallons of Coating per 100 square feet.

The 20 year warranty spec is 2.5 gallons of Coating per 100 square feet.





TPO



Detail



Prepared For:

Amy Kawa
ELA

Early Light Academy
Daybreak

Contractor Information:

M2 Painting & Waterproofing
Of Utah LLC

Lic# 13337449-5501


Date Submitted:

11/24/2025

Quote Valid for:

90 Days

Painting Contract

Coatings	Scope	Item Cost warranty
<p>American Standard Coating</p> 	<p>Prepare and Coat</p> <p>Including: TPO</p> <p>Project Execution Details:</p> <ul style="list-style-type: none">• Coordination with management• Repairs to TPO field• Power Wash• Roll Coating• In house "Blue Tape" walk• Management walk and sign off <p>Electrical disconnection and removal Of Solar panels is included.</p>	<p>Building GYM & office</p> <p>20 Year: \$76,830</p>

Bid Includes:
Access Equipment,
Materials, and Labor

20 Year Limited Renewable Warranty
Non-prorated NDL

We Got You Covered

INTRODUCTION OF PARTIES: The undersigned agrees to the following terms and conditions of acceptance and payment for all services rendered upon completion of said services and/or M2 Painting & Waterproofing of Utah LLC, hereinafter referred to as "Contractor". By signing below, Association and or its designated representative, hereinafter referred to as "Owner" acknowledges that they have read and understand all Terms & Conditions set forth on this page as well as accepts the Price & Scope as per page one of this document.

PAYMENT: In the interest of customer service, Contractor requests (but does not require) a deposit of 20% of the full quote amount on jobs totaling \$5,000.00 or more prior to the start of work. Progress billings will be by agreement. The remainder is due upon receipt of invoice (within 15 days).

EXTRA WORK: This contract is applicable to performance of work as per the scope of work on page 1 of this document. All additional work that is required is to be paid for on a time and materials basis, which is actual cost plus 20% Contractors Fee unless specifically arranged at a pre-negotiated price. Payments for extra work shall be made as the extra work progresses, concurrently with the payment made under the payment schedule. The contractor is entitled to be paid for extra work whether the request is written or oral. Work partially or fully completed but damaged or destroyed by fire, theft, malicious mischief, earthquake, flood, burst pipe, acts of God, third parties, or other things not under the direct control of Contractor, shall be done only as items of extra work and the risk of such damage or destruction is expressly assumed by owner.

UNFORESEEN CONDITIONS: As the construction work progresses, the subsurface and other hidden conditions may become better known. It is possible that variations in soil conditions or builder defects could exist between or beyond the points of exploration or that other conditions may be unforeseen, both of which may require investigation and analysis and may result in design changes. Design changes will usually result in additional project costs due to scope of work changes and will be charged as EXTRA WORK.

PERMITS AND TRAFFIC CONTROL: Contractor makes every attempt to quote amounts for and obtain building permits and traffic control where we reasonably believe these requirements are necessary. However, because of the diversity of our work and inconsistent manner in which jurisdictions interpret what projects need these requirements, we occasionally quote and/or perform work that was later found to require permits or traffic control. If this project was quoted without permits or traffic control, it is because, in our professional opinion, the scope of work did not warrant permits or traffic control. Should a permit or traffic control later be determined as a requirement, client agrees to reimburse for all costs associated with obtaining permits and/or traffic control, to include, but not be limited to, engineering, architecture, testing, etc. Because of the good faith nature of this clause, Contractor specifically agrees this clause is not intended to be a "get out of jail free" pass, and we will pay any fines levied by the building department or contractor's board for failure to obtain permits or traffic control.

CONSTRUCTION DAMAGE: Contractor will use reasonable diligence and care to minimize incidental damage to exterior or interior walls, wall coverings, paint, glass surfaces, doors, floors or the like, which might result from work done under this contract.

DELAYS: Contractor shall be excused from any delay in completion caused by acts of God, of Owner or Owner's agents, Owners employees or Owner's independent contractors, fire, earthquake, bad weather, labor trouble, acts of public utilities, public bodies, or inspectors (but not related to possible defects in Contractor's performance), extra work, failure of Owner to make progress payments promptly, or any other contingencies beyond M2 Painting & Waterproofing's control. The price quoted in this contract is based on performing the work during dry weather, and uninterrupted by delays.

ARBITRATION: Any substantive controversy or claim arising out of or relating to this contract or the breach thereof or any work performed in connection therewith shall be settled in accordance with the Construction Industry Arbitration Rules of the American Arbitration Association, except as provided herein, and judgment upon the award may be entered in any court having jurisdiction thereof. Both parties to this contract, by entering into it, are conditionally waiving their legal right to have such dispute decided in a court of law, whether by judge or by jury, and instead are accepting and agreeing to the use of binding arbitration, pursuant to this paragraph, in order to effect swifter and less expensive resolution of disputes. Mere non-payment of a progress or final payment, without written notification to Contractor by Owner concerning the controversy shall not, however, require Contractor to seek arbitration before utilizing judicial remedies (including foreclosure of mechanics' lien) to collect payments due. In the event that a payment is past due under the contract at the time a controversy arises, then Owner or Contractor, as the case may be, shall be required to deposit the disputed payment into a finance charge bearing irrevocable trust account in a federally insured savings institution, for disbursement by the trustee in accordance with the decision of the arbitrator(s) as a condition precedent to the right to demand arbitration hereunder. Arbitration shall not, under any set of circumstances, be required of a party to whom no adequate security (by way of deposit, mechanics' lien or other acceptable method) is available upon successful conclusion.

ATTORNEY FEES: The prevailing party in any suit or arbitration shall be entitled to his or its reasonable attorney fees in addition to any and all other sums to which the party is entitled

LIMITED WARRANTY AND DISCLAIMER: Contractor warrants its construction work, labor and materials for a period of one year, unless otherwise specified in writing or required by state law. This warranty begins the moment the work is completed and is subject to the terms and conditions herein to ensure you have received the best quality possible. Contractors exclusive obligation for any such defective construction work shall be to repair or replace, at its option, such work.

This Limited Warranty does not cover defects caused by misuse, accidents, earthquakes, negligent maintenance, or normal wear and tear. Before beginning any additional work, Contractor suggests Owner contact Contractor for information on how it will impact your warranty.

In order for the above Limited Warranty to be effective, Owner must give Contractor written notice of any defect covered hereunder on or before the expiration of thirty (30) days from the date of discovery of the defect or the expiration of one (1) year period, whichever occurs first, specifying the nature of the defect. Owner must also allow Contractor reasonable access to the property to inspect and repair the defect.

COMPLETION AND FINAL PAYMENT: The final payment is to be made upon receipt of the 100% completion invoice. The 100% completion invoice indicates Contractor has completed all the scope of work items noted in the main body of the quote. If final payment is not made within fifteen (15) days of the date of the 100% completion invoice, financing charges will accrue at the rate of 2% as per Utah Revised Statutes.

SOLE AGREEMENT: This quote constitutes the sole and only agreement of the parties hereto relating to this project and correctly sets forth the rights, duties and obligations of each to the other as of its date. Any prior agreements, promises, negotiations or representations not expressly set forth in this quote/contract are of no force and effect. **CANCELLATION POLICY:** It is acknowledged by both parties that Contractor and/or Owner have the right to cancel this quote/contract within 72 hours of receipt of acceptance

Company _____

Company _____

Signature _____ Date _____

Signature _____ Date _____



Red Peaks Roofing, INC.

2214 S 1250 W
Woods Cross, UT 84087

(435) 633-5107
kirk@academicawest.com

ESTIMATE	#11426197
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SERVICE ADDRESS
11709 Vadiana Dr
South Jordan, UT 84009

CONTACT US
1597 Parkway Court
Saratoga Springs, UT 84045

(385) 482-9707
redpeaksinfo@gmail.com

ESTIMATE

10 yr Coating N. Building South section with solar

Services	amount
Install Silicone Coating	\$0.00
Wash entire roof We will wash the entire roof using Mulehide Wash to ensure we can bond the new coating to the surface properly.	\$0.00
Install Liquid Flashing We will treat all Penetrations with Liquid Flash and mesh to ensure there will be no cracks transferring to the surface.	\$0.00
- - 100% Silicone 10 Year We will install 24 mil of 100% Silicone to achieve a manufacturer's 10 year non-prorated labor and materials warranty. This coating is a 100% Silicone coating that is UV resistant and has a 50 year materials warranty.	\$0.00
Remove Solar panels and reset when done	\$0.00
Labor and materials complete.	\$64,600.00

Services subtotal: \$64,600.00

Subtotal	\$64,600.00
Tax (Convenience Fee 3%)	\$0.00

Total \$64,600.00

20 yr Coating N. Building South section with solar

Services	amount
Install Silicone Coating	\$0.00
Wash entire roof	\$0.00

We will wash the entire roof using Mulehide Wash to ensure we can bond the new coating to the surface properly.

Install Liquid Flashing	\$0.00
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We will treat all Penetrations with Liquid Flash and mesh to ensure there will be no cracks transferring to the surface.

100% Silicone 20 year	\$0.00
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We will install 40 mil of 100% Silicone to achieve a manufacturer's 20 year non-prorated labor and materials warranty. This coating is a 100% Silicone coating that is UV resistant and has a 50 year materials warranty.

Remove Solar panels and reset when done	\$0.00
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Labor and materials complete.	\$75,600.00
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Services subtotal: \$75,600.00

Subtotal	\$75,600.00
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Tax (Convenience Fee 3%)	\$0.00
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Total	\$75,600.00
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