



HOME OF THE LIONS
NORTH DAVIS PREPARATORY ACADEMY

Board Meeting Materials

VISION:

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

BOARD CONSTITUTION:

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

May 27, 2026

North Davis Preparatory Academy Annual Board of Directors Meeting Agenda Wednesday, May 27, 2026

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



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

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AGENDA

5:00 PM – Dinner

5:30 PM – INTRODUCTORY ITEMS

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

5:35 PM – PUBLIC COMMENT (Comments will be limited to 3 minutes each)

5:35 PM – CLOSED SESSION to discuss the purchase, exchange, or lease of real property pursuant to Utah Code 52-4-205(1)(d) (20 minutes)

5:55 PM – REPORTS

- Administration
 - State of the School – Ryan Robinson (30 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.

- ✓ Student Achievement
- ✓ Trust in School
- ✓ Retention of Students
 - ★ [Enrollment](#)
- ✓ Compliance
 - ★ [Title IX Athletics Reporting](#)
 - ★ [Review Positive Behavior Plan Report](#)
 - ★ [Wellness Committee Triennial Progress Review](#)
- [Annual Comprehensive Guidance Data Review](#) (5 minutes)
- Board of Director
 - [Financial Review](#) – Cathie Hurst/Jon McQueary (5 minutes)

6:35 PM – BOARD TRAINING

- [Review Ethics Policy](#) – Cathie Hurst (2 minutes)
 - [Sign Annual Commitment to Ethical Behavior](#)*
- [Annual Fraud Risk Assessment](#)* – Cathie Hurst (5 minutes)
- [Annual Policies, Plans & Procedures Training & Review](#) – Platte Nielson (5 minutes)
- [Review & Sign Board Member Agreement](#)* – Monte Poll (2 minutes)
- [Review Board Communication Guidelines](#) – Monte Poll (2 minutes)

6:51 PM – CONSENT ITEMS

- [May 6, 2026 Electronic Board Meeting Minutes](#)

6:52 PM – VOTING ITEMS

- [Marketing Services Agreement](#) – Ryan Robinson (2 minutes)
- [2026-2027 Sex Education Instruction Committee](#) – Ryan Robinson (2 minutes)
- [Amend Tech Purchase](#) – Ryan Robinson (2 minutes)
- [Re-Approve Parent & Family Engagement Policy](#) – Ryan Robinson (2 minutes)
- [Ratify Board Members & Their Terms](#) – Monte Poll (2 minutes)
- [Ratify Board Officers](#) – Monte Poll (2 minutes)

7:04 PM – DISCUSSION ITEMS

- Schedule 2026-2027 Board Meeting Dates – Dawn Kawaguchi (5 minutes)
- Calendaring Items – ALL (5 minutes)
 - NCSC26 New Orleans, LA June 24-26 (Wed-Fri)
 - Electronic Board Meeting on June 29th @ 9:00 a.m.

7:14 PM – CLOSED SESSION to discuss the character, professional competence, or physical or mental health of an individual pursuant to Utah Code 52-4-205(1)(a) (20 minutes)

7:24 PM – ADJOURN

UPCOMING CALENDAR ITEMS

June

2025-2026 Final Amended Budget

2026-2027 Annual Budget

SHiNE Policy

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North Davis Preparatory Academy

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2025

2026

2027

 School

Enrollment	Status	Race	Sex	Advisors	+ Registered 0						+ Enroll	
Grade:		K	1	2	3	4	5	6	7	8	9	Total
Active		80	96	97	90	83	100	111	78	87	69	891
Withdrawn		12	17	9	10	10	14	5	12	11	6	106
Effective 5/21/2026		92	113	106	100	93	114	116	90	98	75	997

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North Davis Preparatory Academy

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2026

2027

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✉ School

Enrollment	Status	Race	Sex	Advisors	+ Registered 20					+ Enroll		
Grade:		K	1	2	3	4	5	6	7	8	9	Total
Future		95	98	101	100	96	84	102	105	80	87	948
Effective 8/19/2026												

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UTAH TITLE IX ATHLETICS REPORTING

2025-2026

Category	Female-Designated Interscholastic Sports	Male-Designated Interscholastic Sports	Co-Ed Interscholastic Sports
Number and Type of Interscholastic Sports Available	• <i>Basketball</i> • <i>Volleyball</i> • <i>Soccer</i>	• <i>Basketball</i> • <i>Soccer</i>	• <i>Cross Country</i> • <i>Cheer</i>
Number of Students Competing in a Gender-Designated Interscholastic Sport	• <i>Basketball: 20 Girls</i> • <i>Volleyball: 18 Girls</i> • <i>Soccer: 22 Girls</i> <i>Total: 60 (gross headcount)</i>	• <i>Basketball: 21 Boys</i> • <i>Soccer: 15 Boys</i> <i>Total: 13 (gross headcount)</i>	• <i>Cross Country 14 Boys 11 Girls</i> • <i>Cheer: 8 Girls</i> <i>Total: 33 (gross headcount)</i>
Amount of Spending the School Devotes to Each Gender- Designated Interscholastic Sport* <i>The dollar amounts in this row include all funds spent by the school on gender-designated interscholastic sports, including fees collected from students/parents and then subsequently spent by the school on gender-designated interscholastic sports.</i>	<i>Basketball</i> • <i>Student Fee: \$80.00</i> • <i>Actual Spent Per Student: \$3.83</i> • <i>Budget Allocation: \$1600.00</i> • <i>Total Spent on Coaching: \$1750.00</i> <i>Total Spent: \$1826.60</i> <i>Volleyball</i> • <i>Student Fee: \$45.00</i> • <i>Actual Spent Per Student: \$0</i> • <i>Budget Allocation: \$810.00</i>	<i>Basketball</i> • <i>Student Fee: \$80.00</i> • <i>Actual Spent Per Student: \$3.83</i> • <i>Budget Allocation: \$1680.00</i> • <i>Total Spent on Coaching: \$2500.00</i> <i>Total Spent: \$2570.43</i> <i>Soccer</i> • <i>Student Fee: \$65.00</i> • <i>Actual Spent Per Student: \$39.46</i> • <i>Budget Allocation: \$975.00</i>	<i>Cross Country</i> • <i>Student Fee: \$35.00</i> • <i>Actual Spent Per Student: \$0</i> • <i>Budget Allocation: \$875.00</i> • <i>Total Spent on Coaching: \$3000.00</i> <i>Total Spent: \$3000.00</i> <i>Cheer</i> • <i>Student Fee: \$560.00</i> • <i>Actual Spent Per Student: \$923.91</i> • <i>Budget Allocation: \$4480.00</i>

	• <i>Total Spent on Coaching: \$1500.00</i> <i>Total Spent: \$1500.00</i> <i>Continues Soccer</i> • <i>Student Fee: \$65.00</i> • <i>Actual Spent Per Student: \$39.46</i> • <i>Budget Allocation: \$1430.00</i> • <i>Total Spent on Coaching: \$1500.00</i> • <i>Field Rental: \$140.00</i> <i>Total Spent: \$2508.12</i>	• <i>Total Spent on Coaching: \$1500.00</i> • <i>Field Rental: \$140.00</i> <i>Total Spent: \$2231.90</i>	• <i>Total Spent on Coaching: \$4500.00</i> <i>Total Spent: \$11891.25</i>
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Gender-Designated Interscholastic Sports Comparison and Evaluation

Sport	Practice Locations	Home Game Locations	Notes
Soccer boys and girls Cross Country	Jr high (outside)	<i>Ellison Park 700 N 2200 W Layton UT 84041</i>	We pay Ellison Park for soccer field rentals. We have direct access to the Denver and Rio Grande Western Rail Trail
Volleyball girls Basketball boys and girls	Jr high building	<i>North Davis Prep. Academy 1591 or 1765 W Hill Field Road Layton UT 84041</i>	

Efforts by School to Comply with Utah Code 63G-31-201 et seq. (Distinctions on the Basis of Sex) and Title IX

Category	Compliance Efforts by School
Providing Separate Accommodates for Males and Females to Protect Individual Privacy, Health, and Competitive Opportunity	The school complies with applicable laws and policies by providing separate accommodations for males and females to ensure privacy, health, fair competition and opportunity.
Not Providing a Sex-Designated Facility, Program, or Event of a Higher Quality to One Sex and of a Lesser Quality to the Opposite Sex	We provide the same conditions for both sexes.
Not Providing Males or Females Preferred or More Advantageous Scheduling of Facilities, Programs, or Events in Comparison to the Opposite Sex	We provide the same conditions for both sexes.
Not Providing Males or Females with More Sex-Designated Opportunities than the Opposite Sex in Excess of a 10% Disparity	All sports are offered to both girls and boys. When there is sufficient interest in the sport, a league is created.
Not Requiring Males or Females to Participate or Compete Against the Opposite Sex in any Sex-Designated Facility, Program, or Event	We provide the same conditions for both sexes
Not Requiring, Giving Official Authorization For, or Knowingly Allowing Males or Females to Use a Sex-Designated Facility in the Presence of the Opposite Sex	We provide the same conditions for both sexes

Action Plan to Address Discrepancy (10% or greater) Between Male-Designated and Female-Designated Interscholastic Sports at the School

An Action Plan is not required currently, as male and female interscholastic sports opportunities remain balanced and compliant with regulatory standards.

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NORTH DAVIS

PREPARATORY ACADEMY

Positive Behavior Plan Report

LEA Plan

Positive Behavior Specialist: **Misty Meacham**

Date plan was approved by North Davis Preparatory Academy Board of Directors: **3-20-25**

Date report was completed: May 14th, 2026

Name of Program:	Level of Implementation: Fully implemented Implemented and Sustained Partially implemented Mostly implemented	What We Did This Year:	What We Still Need To Do:	How does the program address the use of tobacco, alcohol, e-cigarette products, and/or other controlled substances?
Overcoming Obstacles	Fully Implemented	Teachers were allocated time within the master schedule to provide this instruction once per week.	Continue providing instruction throughout the week to support students social and emotional development.	The Overcoming Obstacles Program is a Social/Emotional program designed to build positive choice skills and social awareness, as well as support with peer pressure and the importance of creating positive relationships.
R.O.A.R. Program	Fully Implemented	ROAR expectations are reviewed and reinforced daily across all areas of the school.	Provide ongoing support to teachers and students as needed.	NDPA's ROAR program focuses on Respect, Ownership, Accountability, Responsibility – Students are recognized when they exhibit

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Name of Program:	Level of Implementation: Fully implemented Implemented and Sustained Partially implemented Mostly implemented	What We Did This Year:	What We Still Need To Do:	How does the program address the use of tobacco, alcohol, e-cigarette products, and/or other controlled substances?
				these behaviors. (LiveSchool points)
Advisory Class	Implemented and sustained	Advisory classes were held daily at the end of the school day, during which teachers reviewed student's grades and provided dedicated time for homework completion.	Continue maintaining the schedule during advisory to ensure students remain aware of the routine and stay up to date with their homework.	Advisory Classes are designed to have junior high students stay with the same teacher for their three years of junior high school, creating a positive, caring relationship for the student and teacher.
Life Skills Training	Fully Implemented	This program was implemented to raise student awareness about the risks and dangers associated with drug use. Support was provided to address student questions.	Foster and sustain positive relationships while minimizing negative influences, particularly those arising from peer pressure.	The Life Skills Training program was carefully designed to target the primary causes of tobacco use. Life Skills Training addresses all the most important factors leading adolescents to use one or more drugs by teaching a combination of health information, general skills, and drug resistance skills. Life Skills also addresses the importance of positive relationships and avoiding negative pressures. Research indicates students who participate in social/emotional

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				programs show a decreased use of drugs and alcohol.
School Counselor- Individual, small group, and classroom guidance lessons	Implemented and sustained	Counselors facilitated small group sessions, addressing individual concerns as they arose, while also providing support at the classroom level.	Continue to support students in addressing their individual needs as they arise, while ensuring we are intentionally teaching and fostering resilience in their ability to navigate challenges independently.	Students who are taught appropriate skills to manage trauma, mental health challenges, and chronic stress are more likely to build resilience within themselves and the family system.
SafeUt App	Implemented and sustained	The Safe Ut app is available to all students and families. We have also received informational cards from them that include instructions on how to report concerns and details about the app.	Continue to provide support to students and families when a report is received through the app.	SafeUT app is a confidentiality reporting app, where students can report harm done to themselves or others. Through the SafeUT app, students who are experiencing suicidal ideation can connect with individuals trained in coping skills awareness and treatment. Students can talk to mental health experts. SafeUT provides posters to hang around the school as well as information for students to take home and share with their families.

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Layton High School Light Assembly	Fully Implemented	Students from Layton High School visited our school to present an assembly focused on reinforcing the importance of fire safety and encouraging students to resist peer pressure.	We will schedule a time for them to come next year 26-27 school year.	K-4 School Wide Assembly to address saying something if you see something, fire safety, standing up for yourself and others, and how to overcome issues students face.
Life Skills Training-Promoting Health and Personal Development		This program was implemented to raise student awareness about their health and personal development. Support was provided to address student questions.	Foster and sustain positive relationships while minimizing negative influences, particularly those arising from peer pressure.	The Life Skills Training program was carefully designed to target the primary causes of tobacco use. Life Skills Training addresses all the most important factors leading adolescents to use one or more drugs by teaching a combination of health information, general skills, and drug resistance skills. Life Skills also addresses the importance of positive relationships and avoiding negative pressures.
Mind Up DBH	Implemented and sustained	Davis Behavioral Health provided instruction to students on strategies for becoming more effective learners, including techniques for self-regulation when situations do not go as	Continue giving students reminders on what they have learned and support for when they need more.	MindUP is an evidence-based program that helps our students better engage in learning, improve their attention skills and well-being, and learn to self-regulate their behavior. The students

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		expected. Students also learned how to foster a more positive and optimistic mindset, as well as how to demonstrate kindness and respect toward others in their community.		explore how their brain works and the connection between their thoughts and feelings and their behavior. The goals are to increase focus and build emotional literacy to help have a caring classroom environment. The students increase in positive qualities like optimism, empathy, gratitude and kindness. The lesson format includes activities to learn to be mindful about their actions, writing activities and practice with mindful breathing.
Program, Club, Service Opportunity or Pro-Social Activities: <i>Fall Fiesta</i> <i>LiveSchool initiatives</i> <i>Think Sheets</i> <i>POET Activities</i> <i>Advisory Course</i>	Implemented and sustained	Fall Fiesta, LiveSchool initiatives, POET activities, and Advisory courses.	We used the think sheets, but not as much as we could have. We will continue to use those more throughout the year.	These programs assist in teaching students' skills to help them in becoming people of good character. Character education is about teaching, practicing, and modeling personal and civic values. Students who participate in character building programs have shown a decreased desire to engage in activities that involve drug and alcohol use. These programs promote family and community

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Name of Program:	Level of Implementation: Fully implemented Implemented and Sustained Partially implemented Mostly implemented	What We Did This Year:	What We Still Need To Do:	How does the program address the use of tobacco, alcohol, e-cigarette products, and/or other controlled substances?
				involvement, thus promoting positive relationships both inside and outside of school.
Parent Information	Implemented and sustained	Our POET team meets once a month to discuss ways they can help support the school in positive ways.	We will continue to support them with what they need and work together to foster a positive environment.	Meetings where parents/experts come together to share information about issues such as Vaping, Internet Safety, Proper Nutrition, and other concerns that our students are facing.
Student Government & Yearbook Courses	Implemented and sustained	Student Government and Yearbook are separate elective classes that junior high students can take throughout the year. These two programs work together to promote a positive, welcoming school culture and strengthen school spirit. Both groups emphasize and support ROAR behavior expectations to help maintain a respectful and positive school environment.	Students and staff will continue to uphold high ROAR standards while striving for ongoing improvement.	Student Government and Yearbook classes have been added to our junior high course offerings. These courses allow students to be more involved in their school community, while working closely with a teacher mentor to create a project for their school community. Students will work with both their own age group as well as those in other grades which expands an opportunity to create peer relationships and strong community connections.
National Junior Honor Society	Implemented and sustained	National Junior Honor Society members consistently	Continue to uphold the ROAR standards in and out of school.	National Junior Honor Society helps students demonstrate

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Name of Program:	Level of Implementation: Fully implemented Implemented and Sustained Partially implemented Mostly implemented	What We Did This Year:	What We Still Need To Do:	How does the program address the use of tobacco, alcohol, e-cigarette products, and/or other controlled substances?
		demonstrate ROAR behavior both inside and outside of school. They complete volunteer service hours beyond the school day and serve as representatives of NDPA in all settings, upholding the school's values wherever they go.	Will also continue to work on their service hours.	excellence in leadership, service, character, and citizenship. It is a commitment to making a positive impact in the community.
LiveSchool	Implemented and sustained	LiveSchool is a schoolwide positive behavior reward system that has had a highly positive impact this year. Students work diligently using their ROAR behavior to earn LiveSchool points, which they can redeem for rewards through the school store or from their teachers. In addition, students have the opportunity to enter raffles for a chance to win larger prizes.	Continue building on the progress achieved this year by maintaining consistency across all staff and fostering a more collaborative, supportive environment.	LiveSchool is a positive reward system where the students can exhibit their ROAR behaviors to earn points. They build those points up to earn prizes from their teachers. Those with the most points can earn a monthly reward, or a term breakfast.

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**North Davis Preparatory Academy
Triennial Progress Assessment Report**
Assessment Date: March 24, 2026

North Davis Preparatory Academy (the “School”) is required, at least once every three years, to evaluate its compliance with its Wellness Policy and to assess its implementation of the policy in both its elementary and junior high buildings. This is called the “Triennial Progress Assessment.” The School’s Wellness Committee conducts the Triennial Progress Assessment under the direction of the School’s Administration. The results of the Triennial Progress Assessment are included in this Report, which must be shared with households/families of the School. The School will share this completed Report with all households/families of the School by including it in the School’s newsletter and/or on the School’s website. Any documentation related to the Triennial Progress Assessment will be maintained by the School in its main office and/or on the School’s central computer network.

CATEGORY 1: EXTENT TO WHICH THE SCHOOL IS IN COMPLIANCE WITH ITS WELLNESS POLICY

Compliance Score: 1 – Poor 2 – Good 3 – Great	Policy Section	Notes and/or plans for improvement
3	School Wellness Committee Committee Role and Membership	Ryan Robinson – LEA Director Misty Smith – Administrator Jessica Bryant – Administrator LaRetta Foxley – Cafeteria Manager Noal Loertscher – PE Fitness/Nutrition Vicente Ferrer – PE Fitness Gaby Smith – Parent
3	Wellness Policy Implementation, Monitoring, Accountability and Community Engagement - Implementation Plan - Record Keeping - Annual Notification of Policy - Triennial Progress Assessments - Revisions and Updating the Policy - Community Involvement, Outreach and Communications	Implementation Plan After carefully reviewing NDPA’s wellness policy, we as a committee support it remaining as it currently stands. We believe it continues to effectively meet our organization’s needs and is implemented throughout the school. We propose that the policy remain the same and have provided this review to the Board.

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		Record Keeping As a committee, we have reviewed the policy and feel it is sufficient for our needs. Records of these reviews and the school's implementation efforts are maintained to ensure accountability. Annual Notification of Policy The policy is made available to the community, parents, and NDPA employees. To ensure transparency and easy access, it is posted on our school website. Triennial Progress Assessments The school does its best to implement the policy, which is reviewed each year by those involved to assess its ongoing effectiveness and progress. Revisions and Updating the Policy The policy is reviewed annually by those involved and brought before a committee. We believe the current policy continues to meet our needs, and any necessary updates will be addressed through this recurring review process. Community Involvement, Outreach, and Communications The policy is brought before the committee for comment. It remains posted on our website and is open for community, parent, and employee comments and review.
3	Nutrition • School Meals • Water • Competitive Foods and Beverages • Celebrations and Rewards • Nutrition Promotion • Nutrition Education • Food and Beverage Marketing in the School	School Meals School meals for breakfast and lunch meet the national food service requirements on both the state and federal levels. We follow the established guidelines for each meal served to ensure our students receive balanced nutrition. Water Water is available at both sites for students during meals to ensure they stay hydrated throughout the day. Competitive Foods and Beverages We do not offer any competitive foods or beverages at the school during school hours.

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		Nutrition We promote good nutrition through "try it" and sample days. These not only allow students to try something new but also teach them about the food and why they are a healthy choice. Promotion Education Nutrition education occurs during meals when introducing new items or international menus. Nutritional education is also offered in the classroom to reinforce healthy habits. Food and Beverage Marketing We do not market outside food or beverages during school hours at the school.
3	Physical Activity • Physical Education • Recess • Active Academics • Community Partnerships	Physical Education North Davis Preparatory Academy meets Utah state requirements by providing regular physical education in grades K–6 and 7–9, focusing on the development of basic motor skills, coordination, teamwork, and cardiovascular activity (Utah State Core Standards for Physical Education). Students in grades K–6 have 30 minutes of physical education per week. At the secondary level (grades 7–9), students participate in structured physical education and health courses, with two 80-minute sessions and one 60-minute session every other week. The program promotes student fitness through individualized assessments conducted at the beginning and end of each semester. These assessments help students track their progress, set fitness goals, and develop positive personal behaviors through communication and respect for self and others. Recess Recess is offered daily to elementary students, twice a day, under the supervision of school staff. Whenever the weather permits, it takes place outdoors to encourage active play and socialization. NDPA considers recess an essential part of student

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		development; therefore, it is never withheld as a disciplinary measure. Active Academics The academy is committed to reducing sedentary time by incorporating movement into academic lessons. In grades 7–9, some teachers incorporate active breaks during the school day, which may include stretching, walking, or deep-breathing exercises to improve concentration and reduce fatigue. Furthermore, nutrition education is integrated directly into the classroom curriculum and during mealtimes. Through "try it" days and international menus, students have hands-on opportunities to learn the nutritional value and preparation behind healthy food choices. Community Partnerships NDPA fosters a wellness-centered environment through various extracurricular and community-focused initiatives. The school offers after-school sports, clubs, and recreational activities that encourage active student participation. To support active transportation, the school provides bicycle and scooter parking and promotes safe walking and biking practices. For safety during off-site activities, such as trips to Ellison Park, students are always accompanied by an adult responsible for traffic safety. Additionally, the school maintains transparency by opening wellness committee review meetings to the public for community input.
3	School Health Goals • Nutrition Education and Preparation • Physical Activity • Other School Based Activities Promoting Wellness	Nutrition Education and Preparation Our primary goal is to provide students with the knowledge and skills necessary to make healthy food choices for a lifetime. We achieve this by integrating nutrition education into the classroom curriculum and during mealtimes. By introducing international menus and hosting "try it" days, we provide students with hands-on opportunities to

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		sample new foods while learning the nutritional value and preparation behind healthy options. Physical Activity NDPA is committed to providing every student with opportunities to develop the knowledge and skills for specific physical activities, maintain physical fitness, and understand the short- and long-term benefits of a physically active lifestyle. Our goals include providing daily recess for elementary students, delivering high-quality physical education at all grade levels, and incorporating movement into academic lessons to reduce sedentary time. Other School-Based Activities Promoting Wellness We aim to create a school environment that consistently supports whole-child wellness. This includes ensuring that water is readily accessible at both school sites and maintaining a policy that prohibits outside food and beverage marketing during school hours. Furthermore, we ensure transparency in our wellness goals by keeping the policy available on our website and opening our committee review meetings to the public for community input.
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CATEGORY 2: EXTENT TO WHICH THE SCHOOL'S WELLNESS POLICY COMPARES TO THE ALLIANCE FOR A HEALTHIER GENERATION'S MODEL WELLNESS POLICY

Compliance Score: 1 – Poor 2 – Good 3 – Great	Policy Section	Notes and/or plans for improvement
3	School Wellness Committee - Committee Role and Membership - Leadership	Committee Role and Membership The Wellness Committee comprises a diverse group of stakeholders, including school administration, the Nutrition Director, faculty, staff, and parents. The

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		committee's role is to review the policy at least triennially, making recommendations for changes or supporting the policy as it currently stands. Additionally, the committee reviews school practices to ensure the policy is effectively implemented throughout the organization. Leadership The committee is led by a designated leadership team, including the Nutrition Director and administration, who oversee the review process and ensure that wellness goals are met. This leadership ensures that the committee remains active, meets its triennial review requirements, and remains open to the public and community for comment.
3	Wellness Policy Implementation, Monitoring, Accountability and Community Engagement • Implementation Plan • Recordkeeping • Annual Notification of Policy • Triennial Progress Assessments • Revisions and Updating the Policy • Community Involvement, Outreach and Communications	Implementation Plan After carefully reviewing NDPA's policy, the committee recommends that the school continue to follow the policy and maintain education, nutrition, and School Food Services as they currently exist. The school will maintain its existing plan to manage and coordinate the execution of these wellness standards throughout the school year. Recordkeeping The school maintains all necessary documentation to demonstrate compliance with the wellness policy. This includes keeping supporting records of the committee's reviews, implementation efforts, and assessment results on file for accountability. Annual Notification of Policy NDPA provides an annual public notification regarding the content and implementation of the wellness policy. This ensures that parents, employees, and the community are kept informed of the school's ongoing wellness initiatives. Triennial Progress Assessments At least once every 3 years, a formal assessment is conducted to determine the school's progress toward its wellness

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		goals. This assessment compares NDPA's practices to model policies and evaluates overall compliance with federal and state regulations. Revisions and Updating the Policy The committee reviews the policy regularly to ensure it remains sufficient for the school's needs. Based on the current triennial assessment and annual reviews, the recommendation is to maintain the policy in its current form without further revisions at this time. Community Involvement, Outreach, and Communications The school remains committed to transparency and community engagement. The wellness policy is actively communicated to the public through the school website, and community members are encouraged to participate in its development and periodic review.
3	Nutrition • School Meals • Staff Qualifications and Professional Development • Water • Competitive Foods and Beverages • Celebrations and Rewards • Fundraising • Nutrition Promotion • Nutrition Education • Essential Healthy Eating Topics in Health Education • Food and Beverage Marketing in Schools	School Meals School meals for breakfast and lunch meet the national food service requirements at both the state and federal levels and follow the guidelines for each meal. Our menus are reviewed at least annually and throughout the year to ensure they not only meet nutritional standards for compliance but also provide a wide variety of nutritious meals that encourage students to eat healthily and enjoy what they eat. Staff Qualifications and Professional Development Nutrition staff meet or exceed the annual professional training requirements set by the federal and state governments. Staff members receive additional training as needed throughout the year, and the school successfully passes two health inspections annually to ensure the highest standards of safety and professionalism. Water

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		Water is available at both sites for students during meals to ensure they have access to hydration while they eat. Competitive Foods and Beverages We do not offer any competitive foods or beverages at the school during school hours, ensuring our focus remains on the balanced nutrition provided through the school meal program. Celebrations and Rewards The school encourages healthy choices to align with the overall wellness goals. Fundraising Any school-sponsored fundraising involving food follows the same high nutritional standards as our meal programs. Nutrition Promotion We promote good nutrition by hosting "try it" days and sample days. These events allow students to try something new while teaching them about various foods and why they are a healthy choice. Nutrition Education Nutrition education is integrated into the student experience, particularly when introducing new items or international menus, to help students understand the nutritional value of the food they consume. Essential Healthy Eating Topics in Health Education at NDPA focuses on teaching students how to make nutritious choices. Our programs are designed to equip students with the knowledge needed to maintain a healthy lifestyle beyond the school day. Food and Beverage Marketing in Schools We do not market outside food or beverages during school hours at the school. This ensures that the school environment consistently promotes the healthy options provided by our nutrition program.
3	Physical Activity • Physical Education • Essential Physical Activity Topics	Physical Education North Davis Preparatory Academy meets Utah state requirements by

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	in Health Education • Recess (Elementary) • Classroom Physical Activity Breaks • Active Academics • Before and After School Activities • Active Transport	providing regular physical education in grades K–6 and 7-9, focusing on the development of basic motor skills, basic physical qualities, coordination, teamwork, and cardiovascular activity (<u>Utah State Core Standards for Physical Education</u>). Students in grades K–6 have 30 minutes of physical education per week. At higher grade levels (7-9th), students participate in structured physical education courses and activities that promote physical fitness and overall well-being. Physical Education, Health, and Fitness are the subjects taught, with two 80-minute sessions and one 60-minute session every other week. Students also learn to develop cooperative skills and positive personal behavior through communication and respect for self and others. The secondary physical education program (for grades 7-9) will promote student physical fitness through individualized fitness and activity assessments, using an appropriate tool for each student. The assessment tool is used at the beginning and end of each semester. It will help students determine whether their fitness level improves across the different fitness measures at the end of each semester. And the assessment will assist students with setting and achieving desired fitness goals. Essential Topics in Health Education Key topics integrated into the curriculum include the importance of daily physical activity, the benefits for physical and mental health, the relationship between exercise, nutrition, well-being, and the development of long-term healthy habits. Recess in elementary school Recess is offered daily to elementary students, twice a day, under the
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		supervision of school staff. Whenever the weather permits, it takes place outdoors to encourage active play and socialization. Recess is considered an essential part of student development and is not withheld as a disciplinary measure. Physical activity breaks in the classroom Many Teachers incorporate active breaks during the school day. Some teachers do incorporate active breaks during the school day (in grades 7-9), which may include stretching, walking, or other deep-breathing exercises, either in the classroom or outside, on a regular basis. We share guidelines and exercises with teachers to help incorporate breaks during classroom sessions, including stretches, brief exercises, and structured movement activities. These breaks help improve concentration, reduce fatigue, and support learning, though, as mentioned. After-school activities The school offers opportunities for physical activity through extracurricular programs, including sports, clubs, and recreational activities. Additionally, school events that encourage active student participation are promoted. Active Transportation North Davis Preparatory Academy supports active transportation by providing bicycle and scooter parking. It also encourages safe practices for students who walk or bike, promoting healthy habits and road safety. An important aspect of moving from one building to another, or from one building to Ellison Park, is that students must always be accompanied by an adult who is responsible for ensuring they cross the street at appropriate locations and follow all traffic signals.
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3	Other Activities that Promote Student Wellness • Community Partnerships • Community Health Promotion and Family Engagement • Staff Wellness and Health Promotion • Professional Learning	Community Partnerships North Davis Preparatory Academy (NDPA) actively develops partnerships with local organizations to enhance student wellness. We continue to collaborate with community stakeholders to provide resources, such as free health screenings and youth resources, and to share information on external health initiatives, including the USDA's summer meal programs. Community Health Promotion and Family Engagement We promote family health through a variety of outreach and engagement programs: Outreach Night Programs: NDPA hosts "Community Series" nights and outreach programs throughout the year that invite families to the school for dinner and educational support. Open Houses: During school open houses, nutrition department staff are available to answer questions, assist with free and reduced-price meal applications, and share valuable nutrition information. Parent Resources: We provide an extensive list of online resources covering topics such as mindfulness parenting, emotional health, and physical activity tips for students. Staff Wellness and Health Promotion NDPA is committed to the health of our employees, recognizing that healthy staff serve as positive role models for students. We provide access to wellness classes covering topics such as stress management, self-care, and physical wellness (e.g., chair yoga and stretching). We also offer mental health resources and encourage a culture of wellness in the workplace. Professional Learning Our staff participates in ongoing professional development to stay current on wellness and safety standards.
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		Nutrition Training: Nutrition staff meet or exceed annual state and federal training requirements [Previous Response]. Safety and Compliance: Employees receive regular training on essential policies, including Title IX, student safety, and nondiscrimination, to ensure a secure and supportive school environment. Guidance and Counseling: Our counseling department works with teachers to deliver classroom guidance lessons that promote students' social and emotional well-being.
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CATEGORY 3: DESCRIPTION OF THE PROGRESS MADE IN ATTAINING THE GOALS OF THE SCHOOL'S WELLNESS POLICY

Goals	Description of the progress made in attaining the goals of the Wellness Policy
Physical Activity Goals: • Provide a wide variety of physical activities and introduce students to many different sports and ways of getting physically active. This may be done through PE, assemblies, after school activities or in the classroom. • Provide daily recess for all elementary students for at least 20 minutes per day and a minimum of 30 minutes of fitness education per week, schedule permitting. • Use a variety of subjects and innovative lesson plans to increase physical movement in the classroom. • When activities such as mandatory testing or inclement weather make it necessary for students to stay indoors for long periods of time, give students periodic breaks during which they are encouraged to participate in some	Program Variety and Sports Introduction NDPA is actively pursuing and implementing its goal of providing a wide variety of physical activities. We introduce students to many different sports and ways of getting active through Physical Education classes, school assemblies, after-school activities, and classroom integration. Recess and Fitness Education Standards We ensure all elementary students receive daily recess for at least 20 minutes. Additionally, we provide a minimum of 30 minutes of fitness education per week, subject to schedule, ensuring consistent physical engagement for our younger students. Innovative Classroom Movement Teachers use a variety of subjects and innovative lesson plans to increase physical movement within the classroom. During mandatory testing or inclement weather, students are given periodic

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activity or movement. • Provide physical education activities that teach students cooperation and teamwork, good sportsmanship, positive self-image, and personal achievement. • Provide appropriate alternative activities for students with physical disabilities. • Provide exemptions from physical activities where appropriate for ill or injured students. • Encourage parent volunteers to form after school sports teams or clubs for students. • Monitor air quality during periods of inversion. On yellow or orange days, students who are at risk of breathing issues will be allowed to remain inside for recess, and on red days, all students will be allowed to stay inside. • Each day give elementary students morning and afternoon recess time, along with a recess break during the lunch hour. Each day give Jr. High students a break at recess and movement between the classes throughout the day. Have these programmed breaks total more than an hour daily of unstructured activity time.	breaks and encouraged to move to reduce sedentary time. Character Development through PE Our physical education activities are designed to teach students essential life skills, including cooperation, teamwork, and good sportsmanship. These programs promote a positive self-image and foster a sense of personal achievement in every student. Inclusive and Individualized Activity We are committed to providing appropriate alternative activities for students with physical disabilities to ensure full participation. Furthermore, we provide necessary exceptions from physical activities for students who are ill or injured. Community and Parent Involvement The school encourages parent volunteers to form after-school sports teams or clubs, strengthening our community partnerships and expanding athletic opportunities for our students. Environmental Health and Monitoring We closely monitor air quality during inversions. On yellow or orange air quality days, students at risk for breathing issues are permitted to stay inside for recess. On red air quality days, all students remain indoors to ensure their health and safety. Unstructured Activity and Daily Breaks NDPA ensures that elementary students receive morning, afternoon, and lunch hour recess daily. Junior High students are provided with a dedicated recess break and movement time between classes. Collectively, these programmed breaks amount to more than 1 hour of unstructured activity daily.
Nutrition Education and Preparation Goals: • Help students gain a healthy perspective of different foods through a deliberate nutrition education plan that also promotes healthy lifestyle choices. • At least 3 times a year have the lunch program create a healthy choice activity	Healthy Perspectives and Lifestyle Choices NDPA is successfully implementing a deliberate nutrition education plan designed to help students gain a healthy perspective on diverse food groups. Our curriculum focuses on promoting long-term healthy lifestyle choices by empowering students with the knowledge and

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that is eye-pleasing, informative and delicious. Some examples are our “Try Something New” display and International Menu days. • Address the increasing concern of child obesity and health issues by empowering students with the knowledge and skills needed to make informed decisions about their nutrition. • Each school year between August – May, complete a cycle of nutrition, with the goal of providing all healthy choice activities prior to the end of the school year.	skills needed to make informed decisions about their daily nutrition. Healthy Choice Activities and Innovation We currently exceed our goal of providing at least 3 healthy-choice activities per year. Our school meal program consistently creates eye-pleasing, informative, and delicious experiences, such as our "Try Something New" displays and International Menu days. These initiatives not only introduce students to new flavors but also serve as practical lessons in nutrition. Addressing Health Concerns and Obesity To address growing concerns about childhood obesity and related health issues, we prioritize equipping students with the tools to take charge of their wellness. By integrating nutrition education into both the classroom and the cafeteria, we ensure students understand the direct link between their food choices and their overall health. Annual Nutrition Cycle and Completion Each school year, from August through May, we complete a full cycle of nutrition education. We are committed to providing all planned healthy-choice activities before the end of the school year and will continue to follow this policy to maintain our high standards of student wellness.
Other School Based Activities Promoting Wellness Goals: • Teach student wellness through a multifaceted approach, focusing on emotional, physical, and social wellness. • Have a well-organized and established counseling department, PE program, school athletics and a curriculum dedicated to Social Emotional Learning. • Have programmed PE classes, counselors on staff, and an updated SEL curriculum. • Have athletic department provide opportunities for student engagement throughout the entire school year. • Help students with nutrition, activity,	Multifaceted Wellness Approach NDPA utilizes a multifaceted approach to student wellness, prioritizing emotional, physical, and social well-being as a daily focus. We feel this goal is being met at this time and will continue to follow this policy to ensure students maintain positive mental viewpoints and healthy activity levels. Support Systems and Personnel The school maintains a well-organized counseling department, a robust PE program, and a dedicated school athletics department. Our staff includes qualified counselors and PE classes, all supported by an updated Social-Emotional Learning (SEL) curriculum to meet the diverse needs of our students. Athletic Engagement and Schedules

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and positive mental viewpoints as part of their daily focus at school. • Establish sports seasons and PE class schedules.	The athletic department provides consistent opportunities for student engagement throughout the entire school year. We have established clear sports seasons and PE class schedules to ensure students have structured opportunities for physical competition and personal growth. Daily Wellness Integration We integrate nutrition, physical activity, and positive social interactions into the daily student experience. By maintaining these established programs and curricula, we ensure that wellness remains a foundational part of the school environment
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Accountability and Data Project

School Counseling Programs -Opportunity, Achievement, Attendance and Behavior

District Name
North Davis Preparatory Academy
School Name
North Davis Preparatory Academy
School Year
2025-2026

Area of Focus
☒ Opportunity ☐ Achievement ☐ Attendance` <input type="radio"/> Behavior`

This project provides targeted supports to students...		
☐ Who need academic support ☐ From low-income families ☐ Who are emergent bilingual ☐ With disabilities ☐ Experiencing homelessness	☐ Who need academic enrichment ☐ Who are refugees ☐ Who are immigrants ☐ Who are first-generation college going ☐ Of ethnically or culturally diverse backgrounds	☒ Other (please specify): Students who need help with social skills identified by a 504 plan or teacher.

Baseline Data
We presented surveys to both the students and teachers of the students the first week we started the two boys social skills groups.

Goal Statement				
Direction	Group	Data Elements	Expected	Date of Outcome
<i>Example: Increase</i>	<i>9th grade male emergent bilingual students</i>	<i>credit completion rates by</i>	<i>10%</i>	<i>by the end of the 4th term</i>
Improve	5th and 6th grade male students	self report of self-esteem and social skills	by at least 25%	by the end of the groups in the spring.
Goal Explanation (Optional)				

How does this project support the School Improvement Plan?
Yes, because our social skills groups support student's ability to learn social and emotional skills through an evidence based curriculum.
This project is: ☒ New ☐ Continuing *Number of previous years on project:

How will achieving this goal lead to significant and meaningful outcomes for students?
It will aid in students abilities to focus in the classroom and increase social engagement with peers due to a boost of self-esteem and social skills.

Systemic Interventions	
Individual Level	None from the counselors or teachers.
Student Group Level	Implemented a 12 week evidence based social skills curriculum for 5th-6th grade boys for 30 minutes per week and 5-6 boys per group.
Classroom Level	None from the counselors.
Grade Level	None.
School Level	None.
District Level	None.
Family Level	None.
Community Level	None.

Accountability and Data Project

School Counseling Programs -Opportunity, Achievement, Attendance and Behavior

Evidence of Impact: When did you share the story?

Administration	mm/yyyy
Faculty and Staff	mm/yyyy
School Community Council	mm/yyyy
School Board	mm/yyyy

Progress Monitoring: How is it going?

Fall	Winter	Spring
We identified students who need social skills by sending a needs assessment to 5th and 6th grade teachers, and we went through 504 plans to identify students who had social skills specified in that	We continued in the groups in the winter with the weekly curriculum except during school breaks. All students seemed engaged in the group and were excited to continue coming to the group after winter break.	We wrapped up the 2 boys social skills groups and did a post survey with the students and teachers. Several of the students were sad that the groups were ending. We then compiled and reviewed the data.

Results/Outcome Statement

☐ Yes ☐ No ☒ Undetermined

In the 1st group, all students reported a 25% improvement in at least one category. Two students reported improvement of 25% in four categories. The teachers of the students in this group reported that most students had improvement of 25% in at least 3 categories. In the 2nd group, 4 out of 6 reported improvement of at least 25% in two categories. According to teachers, 3 students improved by at least 25% in three categories.

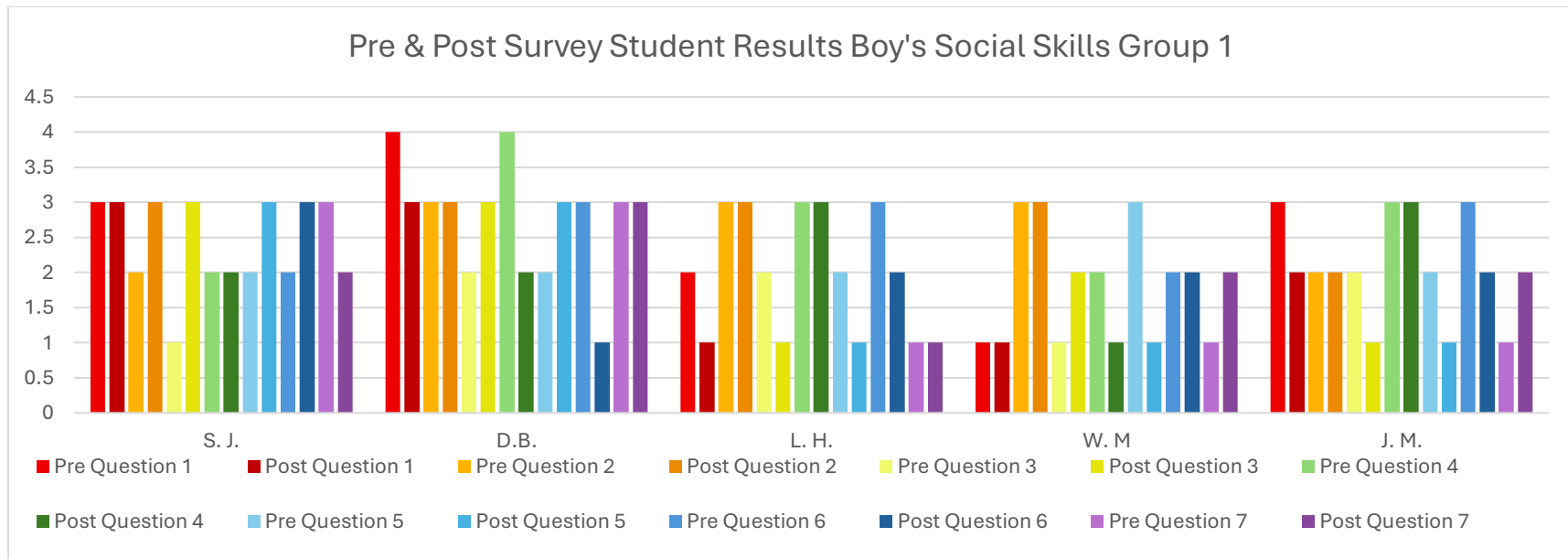
Data Graphic

Reflection: Project Outcome Analysis

We were hoping to see improvements in most categories with teacher and student data. However, overall, most students and teachers reported improvements in at least one category. In one group, some students reported 25% improvement in 4 of the 7 categories. Due to all students improving in at least one category, we feel that the groups were both an overall success.

Reflection: Learning and Next Steps

The student and teacher surveys are both very subjective, and, depending on when they took the survey, their mood, and distractions, those factors could have affected the results. For example, two students reported an increase in multiple categories, but teachers reported improvement in the same areas. We had the students do the pre-survey at the beginning of the first group, and the post-survey at the beginning of our last session. In the future we will bring the surveys to the students individually before beginning the social skills group and after the group has ended to ensure that students are not distracted.



Question 1: I think I am not a good person.

Question 2: I have trouble using self-control.

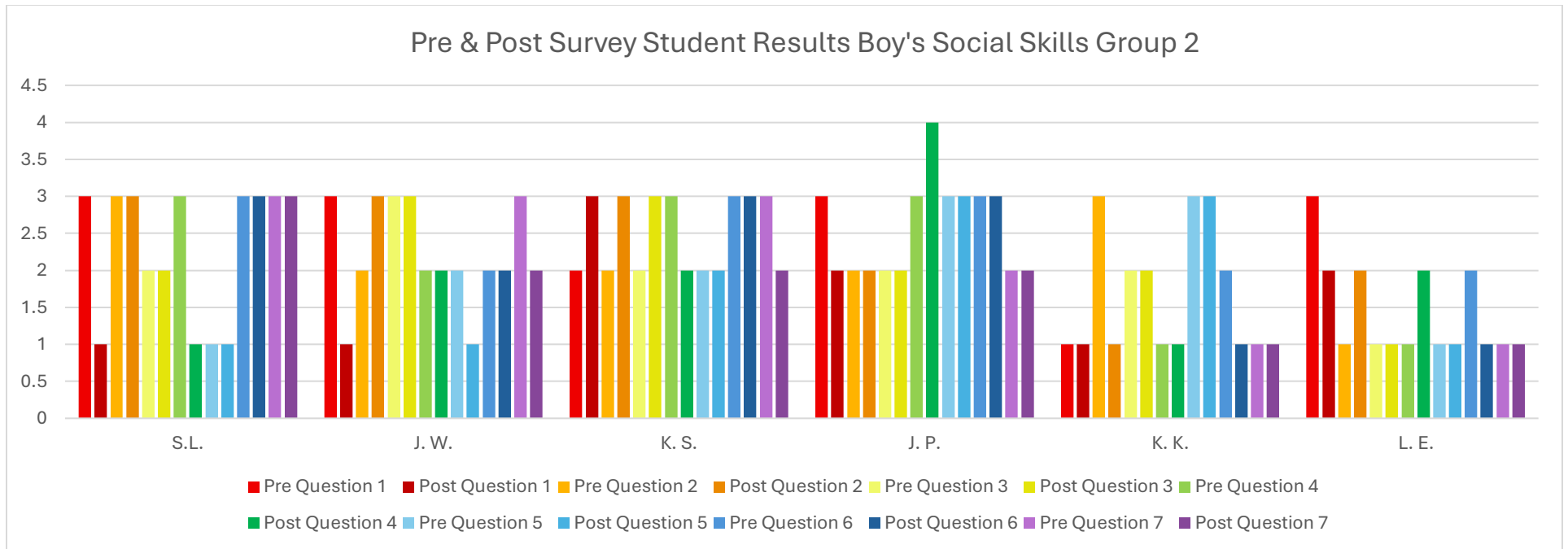
Question 3: I have trouble with my behaviors at school.

Question 4: I have trouble with my anger or worries.

Question 5: I have trouble making or keeping friends.

Question 6: I have trouble getting along with other kids.

Question 7: I have trouble showing kindness and respect to others.



1= Never, 2= Rarely, 3= Sometimes, 4= Always

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Question 2: I have trouble using self-control.

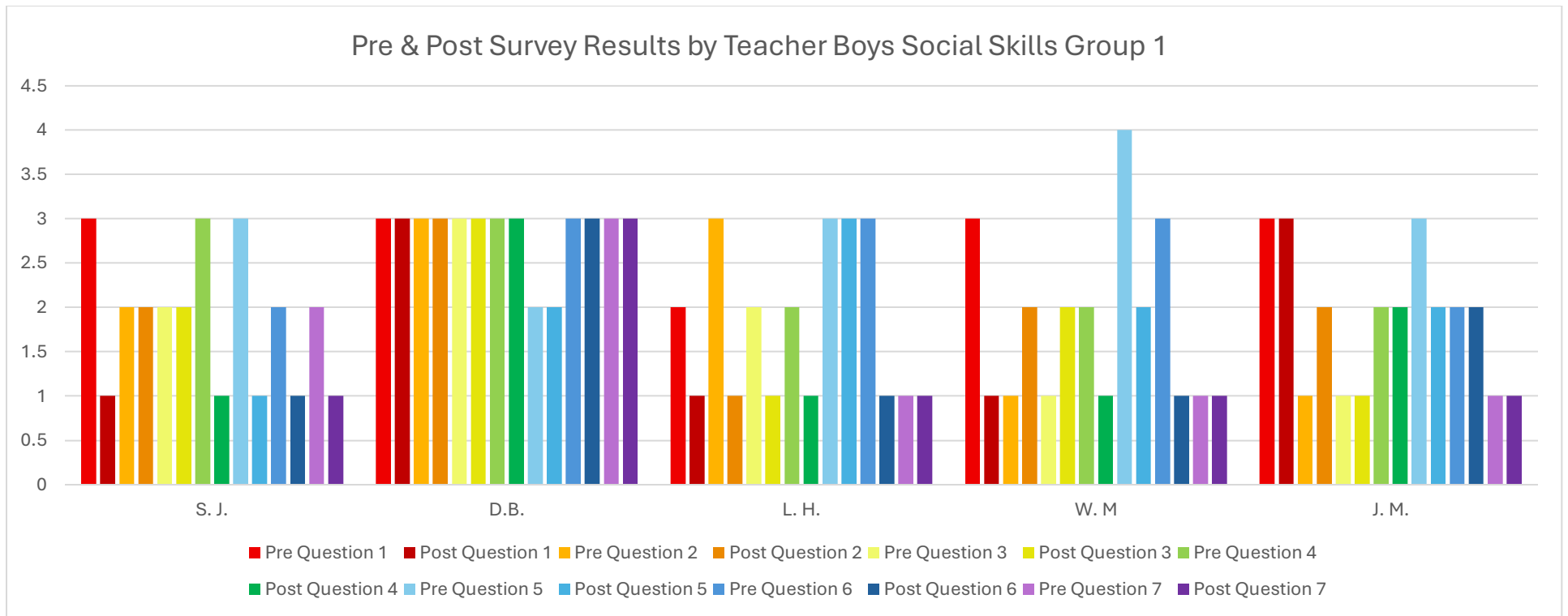
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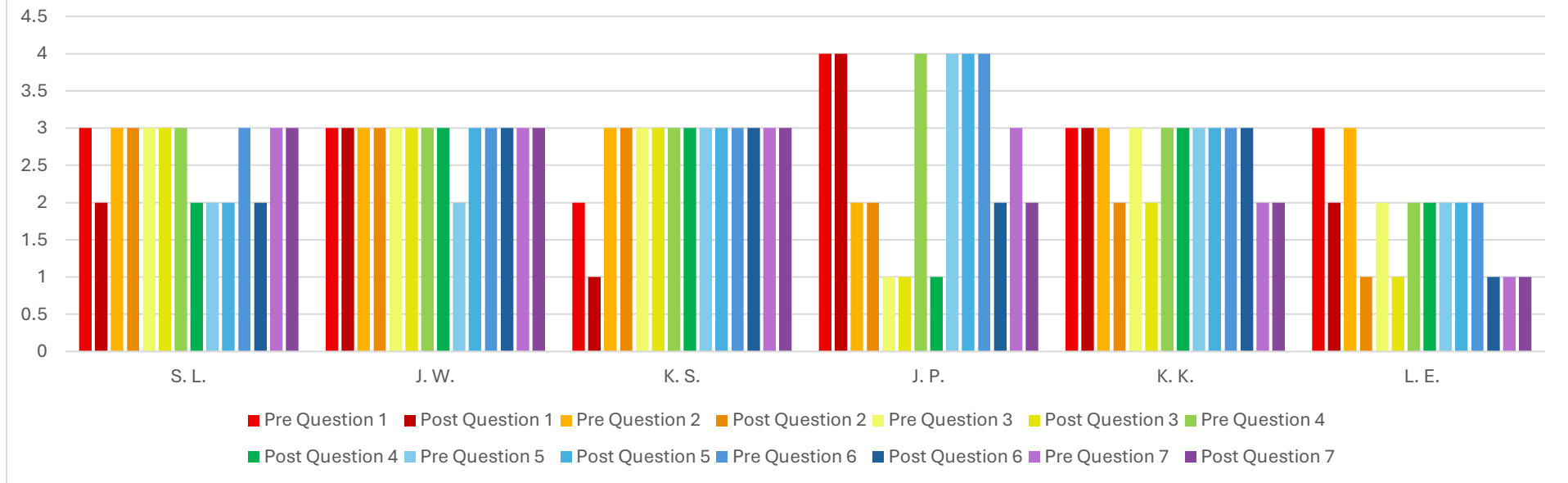
Question 4: I have trouble with my anger or worries.

Question 5: I have trouble making or keeping friends.

Question 6: I have trouble getting along with other kids.

Question 7: I have trouble showing kindness and respect to others.

Pre & Post Survey Results by Teacher Boys Social Skills Group 2



1= Never, 2= Rarely, 3= Sometimes, 4= Always

Question 1: I think I am not a good person.

Question 2: I have trouble using self-control.

Question 3: I have trouble with my behaviors at school.

Question 4: I have trouble with my anger or worries.

Question 5: I have trouble making or keeping friends.

Question 6: I have trouble getting along with other kids.

Question 7: I have trouble showing kindness and respect to others.

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NDPA Board Mtg 5.27.2026

April financials are included, since the books closed on May 10. April is already reporting 83.3% of the way through the year.

Profit and Loss –

Revenue is 95.4% overall and State is 83.4% which is right where we are. Overall is tracking ahead for percent through the year due to bond proceeds, but Federal is low since reimbursements have been received.

The only Federal income received so far is Food revenue. We have started requests, and are now able to request all of IDEA with Title II now active. We will try and request as many funds as possible the beginning of June.

Local revenue is up slightly due to PTIF interest (rates remain higher), and all other local categories are around or over 83.3%.

Expenses are at 73.3 % overall so tracking just under budget on amount of year that has passed. The only areas that are tracking ahead of budget are:

- 0441 Rental of Land & Bldg 88.3%, and 0442 Rental of Equipment 174.4%, along with 0440 Rentals 21.9% since items are coded a little different than originally budgeted however, the average of the three rentals is in line with budget
- 0430 Repairs & Maintenance 168.1% includes painting at the Jr. High
- 0450 Construction 0% had nothing budgeted since it was all budgeted in 0710 Land and Site Improvements, however it was constructed not purchased. We will true up budget at end of year, overall still within budget between two accounts
- 0521 Property Insurance 101.4% since paid 1x/yr and is slightly higher than PY
- 0580 Travel/Per Diem 281.5% - Spain 9th grade trip
- 0610-001 Furniture & Fix (not capitalized) 256.7% but rolls into 0610 General supplies which is low so avg is still below percent of year
- 0670 Software remains at 111.2% since more bought at BOY and iReady was more than originally budgeted
- 0730 Equipment 122.3% for half down on new playground equipment (board approved 2.4.2026)
- 0734 Tech Related Hardware no original budget but has firewall, along with final safety expense for Cameras

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- 0810 Dues and Fees 673.7% from all the bond closing fees (not in original budget)
- 0830 Interest 119.7% since now have 2025 bond interest also (from new bonds)
- 0840 Redemption of Principal 100% since all principal payments have now been made

Net Income appears high since payroll accruals still need to be made along with bond proceeds being recorded this year, when costs related to it (including land) were reported last year showing a loss for the 2025 fiscal year.

Balance Sheet -

- Investments (PTIF) are at \$5,339,668 which included moving out money to purchase the land, then replacing that money when closing on the bonds, along with adding additional funds to the amount. Transfer of \$500K was made 4/16/2026 since no immediate large purchases were needed. This will help going forward with costs to open the new school, including additional personnel in FY27
- Everything else looks very good and what we would expect

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North Davis Preparatory Academy
Board Profit and Loss
7/1/2025 - 4/30/2026

	Annual June 30, 2026	Year-to-Date April 30, 2026	
	Budget	Actual	% of Budget
Net Income			
Income			
Revenue From Local Sources	431,500	386,795	89.6 %
Revenue From State Sources	10,662,496	8,890,632	83.4 %
Revenue From Federal Sources	413,194	157,020	38.0 %
Revenue from Other Sources	250,000	1,776,406	710.6 %
Total Income	11,757,190	11,210,853	95.4 %
Expenses			
Instruction/Salaries	6,306,058	4,299,557	68.2 %
Employee Benefits	1,615,580	1,130,687	70.0 %
Purchased Prof & Tech Serv	747,660	606,621	81.1 %
Purchased Property Services	299,500	507,774	169.5 %
Other Purchased Services	269,000	267,636	99.5 %
Supplies & Materials	971,297	581,524	59.9 %
Property	665,000	103,923	15.6 %
Debt Services & Miscellaneous	869,825	1,110,826	127.7 %
Total Expenses	11,743,920	8,608,548	73.3 %
Total Net Income	13,270	2,602,305	19,610.4 %

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**North Davis Preparatory Academy
Board Balance Sheet
As of 4/30/2026**

	Period Ending 04/30/2026	Period Ending 04/30/2025
	Actual	Actual
Assets & Other Debits		
Current Assets		
Operating Cash		
Cash	1,451,615	1,379,765
Investments	5,339,668	3,171,335
Operating Cash	6,791,283	4,551,100
Accounts Receivables	3,072	1,839
Other Current Assets	0	20,000
Total Current Assets	6,794,355	4,572,939
Restricted Cash	594,781	537,324
Net Assets		
Fixed Assets	17,760,196	15,865,809
Depreciation	(5,389,806)	(4,881,455)
Total Net Assets	12,370,390	10,984,354
Total Assets & Other Debits	19,759,526	16,094,617
Liabilities & Fund Equity		
Current Liabilities	53,459	203,436
Long-Term Liabilities	10,240,000	10,240,000
Fund Balance	6,714,428	6,498,518
Net Income	2,751,639	(847,337)
Total Liabilities & Fund Equity	19,759,526	16,094,617

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North Davis Preparatory Academy Ethics Policy

North Davis Preparatory Academy (the “School”) adopts this policy to ensure that individuals associated with the School, including Board Members and employees, conduct themselves consistent with high standards of ethics and with applicable law.

Any allegation of a violation of this policy should be reported to the School’s Board of Directors and Principal in accordance with the School’s Staff Grievance Policy or Parent Grievance Policy, as applicable. The Board will ensure that all allegations of ethics violations are promptly investigated and that appropriate action is taken based on the results of the investigation.

No Board Member or School employee may violate Utah Code 76-8-105, which precludes the solicitation or receipt of a bribe.

No Board Member or School employee may violate the Utah Public Officers’ and Employees’ Ethics Act (Utah Code 67-16-1, et seq.), which, among other requirements, precludes Board Members and School employees from:

- (a) accepting employment or engaging in any business or professional activity that he/she might reasonably expect would require or induce him/her to improperly disclose controlled information that he/she has gained by reason of his/her official position;
- (b) disclosing or improperly using controlled, private, or protected information acquired by reason of his/her official position or in the course of official duties in order to further substantially his/her personal economic interest or to secure special privileges or exemptions for himself/herself or others;
- (c) using or attempting to use his/her official position to:
 - i. further substantially his/her personal economic interest; or
 - ii. secure special privileges or exemptions for himself/herself or others;
- (d) accepting other employment that he/she might expect would impair his/her independence of judgment in the performance of his/her public duties;
- (e) accepting other employment that he/she might expect would interfere with the ethical performance of his/her public duties; or

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- (f) except as otherwise allowed in the law, knowingly receiving, accepting, taking, seeking, or soliciting, directly or indirectly for himself/herself or another a gift of substantial value or a substantial economic benefit tantamount to a gift:
 - i. that would tend improperly to influence a reasonable person in the person's position to depart from the faithful and impartial discharge of the person's public duties;
 - ii. that he/she knows or that a reasonable person in that position should know under the circumstances is primarily for the purpose of rewarding him/her for official action taken; or
 - iii. if he/she recently has been, is now, or in the near future may be involved in any governmental action directly affecting the donor or lender, unless a disclosure of the gift, compensation, or loan and other relevant information has been made in the manner provided in Utah Code 67-16-6.

Licensed educators of the School must comply with Utah Educator Standards contained at R277-515-3 pertaining to the ethical conduct required of all licensed educators in the state of Utah.

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Board Member Annual Commitment to Ethical Behavior

I understand that as a board member of **North Davis Preparatory Academy**, I should always engage in ethical behavior. I have read the school's Ethics Policy and am committed to abiding by the policy, conducting myself consistent with high standards of ethics, and complying with applicable law.

Signature _____
Monte Poll Date _____

Signature _____
Maggie Arave Date _____

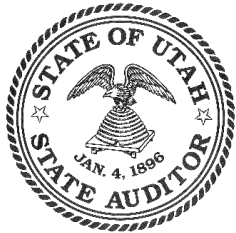
Signature _____
Clint Heiner Date _____

Signature _____
Rita Brock Date _____

Signature _____
Tyler O'Brien Date _____

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OFFICE OF THE
STATE AUDITOR

Questionnaire

Revised December 2020

Fraud Risk Assessment

INSTRUCTIONS:

- Reference the *Fraud Risk Assessment Implementation Guide* to determine which of the following recommended measures have been implemented.
- Indicate successful implementation by marking “Yes” on each of the questions in the table. Partial points may not be earned on any individual question.
- Total the points of the questions marked “Yes” and enter the total on the “Total Points Earned” line.
- Based on the points earned, circle/highlight the risk level on the “Risk Level” line.
- Enter on the lines indicated the entity name, fiscal year for which the Fraud Risk Assessment was completed, and date the Fraud Risk Assessment was completed.
- Print CAO and CFO names on the lines indicated, then have the CAO and CFO provide required signatures on the lines indicated.

Fraud Risk Assessment

Continued

*Total Points Earned: ____/395 *Risk Level: Very Low Low Moderate High Very High
> 355 316-355 276-315 200-275 < 200

	Yes	Pts
1. Does the entity have adequate basic separation of duties or mitigating controls as outlined in the attached Basic Separation of Duties Questionnaire?	200	200
2. Does the entity have governing body adopted written policies in the following areas:		
a. Conflict of interest?	5	5
b. Procurement?	5	5
c. Ethical behavior?	5	5
d. Reporting fraud and abuse?	5	5
e. Travel?	5	5
f. Credit/Purchasing cards (where applicable)?	5	5
g. Personal use of entity assets?	5	5
h. IT and computer security?	5	5
i. Cash receipting and deposits?	5	5
3. Does the entity have a licensed or certified (CPA, CGFM, CMA, CIA, CFE, CGAP, CPFO) expert as part of its management team?	20	20
a. Do any members of the management team have at least a bachelor's degree in accounting?	10	10
4. Are employees and elected officials required to annually commit in writing to abide by a statement of ethical behavior?	20	20
5. Have all governing body members completed entity specific (District Board Member Training for local/special service districts & interlocal entities, Introductory Training for Municipal Officials for cities & towns, etc.) online training (training.auditor.utah.gov) within four years of term appointment/election date?		20
6. Regardless of license or formal education, does at least one member of the management team receive at least 40 hours of formal training related to accounting, budgeting, or other financial areas each year?	20	20
7. Does the entity have or promote a fraud hotline?	20	20
8. Does the entity have a formal internal audit function?	--	20
9. Does the entity have a formal audit committee?	20	20

*Entity Name: North Davis Preparatory Academy

*Completed for Fiscal Year Ending: June 30, 2026 *Completion Date: _____

*CAO Name: Ryan Robinson *CFO Name: Clint Heiner

*CAO Signature: _____ *CFO Signature: _____

*Required

Basic Separation of Duties

See the following page for instructions and definitions.

	Yes	No	MC*	N/A
1. Does the entity have a board chair, clerk, and treasurer who are three separate people?	X			
2. Are all the people who are able to receive cash or check payments different from all of the people who are able to make general ledger entries?	X			
3. Are all the people who are able to collect cash or check payments different from all the people who are able to adjust customer accounts? If no customer accounts, check "N/A".				X
4. Are all the people who have access to blank checks different from those who are authorized signers?		X	X	
5. Does someone other than the clerk and treasurer reconcile all bank accounts OR are original bank statements reviewed by a person other than the clerk to detect unauthorized disbursements?	X			
6. Does someone other than the clerk review periodic reports of all general ledger accounts to identify unauthorized payments recorded in those accounts?	X			
7. Are original credit/purchase card statements received directly from the card company by someone other than the card holder? If no credit/purchase cards, check "N/A".	X			
8. Does someone other than the credit/purchase card holder ensure that all card purchases are supported with receipts or other supporting documentation? If no credit/purchase cards, check "N/A".	X			
9. Does someone who is not a subordinate of the credit/purchase card holder review all card purchases for appropriateness (including the chief administrative officer and board members if they have a card)? If no credit/purchase cards, check "N/A".	X			
10. Does the person who authorizes payment for goods or services, who is not the clerk, verify the receipt of goods or services?	X			
11. Does someone authorize payroll payments who is separate from the person who prepares payroll payments? If no W-2 employees, check "N/A".	X			
12. Does someone review all payroll payments who is separate from the person who prepares payroll payments? If no W-2 employees, check "N/A".	X			

* MC = Mitigating Control

Basic Separation of Duties

Continued

Instructions: Answer questions 1-12 on the Basic Separation of Duties Questionnaire using the definitions provided below.

☺ If all of the questions were answered “Yes” or “No” with mitigating controls (“MC”) in place, or “N/A,” the entity has achieved adequate basic separation of duties. Question 1 of the Fraud Risk Assessment Questionnaire will be answered “Yes.” 200 points will be awarded for question 1 of the Fraud Risk Assessment Questionnaire.

☹ If any of the questions were answered “No,” and mitigating controls are not in place, the entity has not achieved adequate basic separation of duties. Question 1 of the Fraud Risk Assessment Questionnaire will remain blank. 0 points will be awarded for question 1 of the Fraud Risk Assessment Questionnaire.

Definitions:

Board Chair is the elected or appointed chairperson of an entity’s governing body, e.g. Mayor, Commissioner, Councilmember or Trustee. The official title will vary depending on the entity type and form of government.

Clerk is the bookkeeper for the entity, e.g. Controller, Accountant, Auditor or Finance Director. Though the title for this position may vary, they validate payment requests, ensure compliance with policy and budgetary restrictions, prepare checks, and record all financial transactions.

Chief Administrative Officer (CAO) is the person who directs the day-to-day operations of the entity. The CAO of most cities and towns is the mayor, except where the city has a city manager. The CAO of most local and special districts is the board chair, except where the district has an appointed director. In school districts, the CAO is the superintendent. In counties, the CAO is the commission or council chair, except where there is an elected or appointed manager or executive.

General Ledger is a general term for accounting books. A general ledger contains all financial transactions of an organization and may include sub-ledgers that are more detailed. A general ledger may be electronic or paper based. Financial records such as invoices, purchase orders, or depreciation schedules are not part of the general ledger, but rather support the transaction in the general ledger.

Mitigating Controls are systems or procedures that effectively mitigate a risk in lieu of separation of duties.

Original Bank Statement means a document that has been received directly from the bank. Direct receipt of the document could mean having the statement 1) mailed to an address or PO Box separate from the entity’s place of business, 2) remain in an unopened envelope at the entity offices, or 3) electronically downloaded from the bank website by the intended recipient. The key risk is that a treasurer or clerk who is intending to conceal an unauthorized transaction may be able to physically or electronically alter the statement before the independent reviewer sees it.

Treasurer is the custodian of all cash accounts and is responsible for overseeing the receipt of all payments made to the entity. A treasurer is always an authorized signer of all entity checks and is responsible for ensuring cash balances are adequate to cover all payments issued by the entity.

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NORTH DAVIS

PREPARATORY ACADEMY

Policies, Procedures, Plans (“PPP”) Required To Be Reviewed and/or Approved

PPP Required by Law to be Reviewed	Frequency	Date Last Reviewed	Reviewer
Attendance/Tuancy	Regularly	10/04/23	Board
Bullying and Hazing	Regularly	10/29/25	Board
Cash Handling	Regularly		LEA
Donation and/or Fundraising	Regularly	06/15/23	Board
Electronic Resources or Devices	Once every three years		LEA
Emergency Response/Preparedness Plan	Once every three years		Emerg. Committee
Fee Waiver	Annually	03/25/26	Board
Financial Reporting	Regularly		LEA
Parent and Family Engagement, Compact, Plan	Annually		LEA
Procurement	Regularly		LEA
Purchasing and Disbursement	Regularly		LEA
Sex Education Instruction	Every two years	06/05/24	Board
Salary Supplement for Highly Needed Educators Program	Annually	05/07/25	Board
Wellness	Up to four times a year		Wellness Committee

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PPP Required by PPP only to be Reviewed	Frequency	Date Last Reviewed	Reviewer
Information Technology Security Policy & Plan	Periodically		IT Security Manager
Meal Charge/Alternate Meal Policy/Procedures	Annually		LEA
Student Conduct and Discipline Plan	As Necessary	06/15/23	Board
Student Conduct and Discipline Policy	As Necessary	02/04/26	Board
Language Access	Annually		LEA

PPP Required by Law to be Re-Approved	Frequency	Date Last Reviewed	Reviewer
Electronic Resources or Devices	Once every three years	08/06/25	Board
Fee Waiver	Annually	03/25/26	Board
Parent and Family Engagement	Every two years	06/05/24	Board
Salary Supplement for Highly Needed Educators Program	Annually	05/07/25	Board
Wellness	Once every three years	03/27/24	Board

Other Required Trainings	Frequency	Date Last Reviewed	Reviewer
Arrest Reporting Policy	Regularly	06/04/25	Board
School LAND Trust Board Training	Annually	02/04/26	Board
Open and Public Meetings Act	Annually	02/04/26	Board
Fraud Risk Assessment/Ethical Behavior	Annually	06/04/25	Board
Fraud Risk Online Training	Once Every (4) Years	2028	Board

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North Davis Preparatory Academy Sex Education Instruction Policy



POLICY

The purpose of this policy is to ensure that the Sex Education Curriculum taught at North Davis Preparatory Academy (the “School”) is compliant with state law. The School will comply with applicable state law regarding the presentation of Sex education instruction or instructional programs.

"Sex education instruction or instructional programs" means any course, unit, class, activity or presentation that provides instruction or information to students about sexual abstinence, human sexuality, human reproduction, reproductive anatomy, physiology, pregnancy, marriage, childbirth, parenthood, contraception, or HIV/AIDS and other sexually transmitted diseases, or refusal skills, as defined in Utah Code § 53G-10-402. While these topics are most likely discussed in courses such as health education, health occupations, human biology, physiology, parenting, adult roles, psychology, sociology, child development, and biology, this policy applies to any course or class in which these topics are the focus of discussion.

Every two years the Board of Directors will (a) review this policy; and (b) review data for the county in which the School is located regarding teen pregnancy, child sexual abuse, sexually transmitted diseases and sexually transmitted infections, and the number of pornography complaints or other instances reported in the School.

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Sex Education Instruction *Administrative Procedures*

These administrative procedures are established pursuant to the Sex Education Instruction Policy adopted by the School's Board of Directors.

In accordance with state law, all sex education instruction or instructional programs will comply with the requirements of Utah Code § 53G-10-402 through -403 and Utah Admin Code R277-474. Specifically, the School will:

- teach sexual abstinence before marriage and fidelity after marriage as methods for preventing certain communicable diseases;
- teach personal skills that encourage individual choice of abstinence and fidelity; and
- obtain prior parental consent before any sex education instruction, maturation education, or other instructional program.

The Principal will establish a curriculum materials review committee composed of parents, school employees, and others selected by the Principal. If possible, the committee will also include health professionals and school health educators. The committee will have at least as many parents as school employees. The School's Board of Directors will review and approve the membership of the committee on or before August 1 each year.

The curriculum materials review committee will meet on a regular basis, as determined by the members of the committee, select officers for the committee and designate a committee chair, and comply with the Open and Public Meetings Act. The committee will review and make recommendations to the School's Board of Directors regarding instructional materials to be used by the School in connection with sex education instruction or a maturation education program. Program materials and guest speakers supporting instruction on these topics must also be reviewed and approved by the curriculum materials review committee.

Instructional materials used by the School in connection with sex education instruction or a maturation education program must be approved by the School's Board of Directors in an open meeting. These materials will comply with the requirements of applicable law and will be available for parents to review for a reasonable period of time prior to consideration for adoption by the Board of Directors.

The following topics may not be taught in the School:

- The intricacies of intercourse, sexual stimulation or erotic behavior;

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- The advocacy or encouragement of the use of contraceptive methods or devices; or
- The advocacy of premarital or extramarital sexual activity.

The School will comply with the Utah Family Educational Rights and Privacy Act, Utah Code § 53E-9-202 through -203 and obtain parental consent prior to any sex education instruction, maturation education, or other instructional program. At no time will a student be in the classroom during any sex education instruction, maturation education, or other instructional program unless an approval form signed by the student's parent/guardian is on file. The parental notification form will:

- a) explain a parent's right to review proposed curriculum materials in a timely manner;
- b) request the parent's permission to instruct the parent's student in identified course material related to sex education or maturation education;
- c) allow the parent to exempt the parent's student from attendance for a class period where identified course material related to sex education instruction or maturation education is presented and discussed;
- d) be specific enough to give parents fair notice of topics to be covered;
- e) include a brief explanation of the topics and materials to be presented and provide a time, place and contact person for review of the identified curricular materials;
- f) be retained on file with affirmative parental consent for each student prior to the student's participation in discussion of issues protected under Section 53G-10-402; and be maintained at the School for a reasonable period of time.

Instructors may not intentionally elicit comments or questions about matters subject to parental consent requirements. Additionally, instructors' responses to questions spontaneously raised by students must be brief, factual, objective and in harmony with content requirements of this policy and state law. Responses must also be age appropriate and limited in scope to that reasonably necessary under the circumstances.

The School will ensure that all educators with any responsibility for any aspect of sex education instruction will receive appropriate professional development outlining the sex education curriculum and the criteria for sex education instruction. The School will ensure that educators receive this professional development at least once every three years. Additionally, the School will ensure that such educators are familiar with requirements of the Utah Family Educational Rights and Privacy Act.

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North Davis Preparatory Academy Board Member Agreement



Board Member Responsibilities and Expectations

1. Believe in and be an active advocate and ambassador for the values, mission and vision of North Davis Preparatory Academy (NDPA).
2. Perform in ways that clearly contribute to the effective operations of the Board of Directors including but not limited to:
 - Believe in and fully support the Board Constitution.
 - Have a clear understanding of the charter and review when necessary. Focus on the good of the organization and group, not a personal agenda.
 - Support all board decisions once they are adopted regardless of personal position. Realize board members have no individual authority.
 - Govern and not manage.
 - Be aware of your role on the board.
 - Confidentiality of sensitive issues that require closed meetings is required. Make decisions to keep NDPA financially stable.
 - Carry yourself with professionalism and decorum whenever present at NDPA.
3. Regularly attend board meetings. Prepare for these meetings by reviewing all materials including the budget. If unable to attend any meeting, notify the board chair.
4. Inform the Board of Directors of any potential conflicts of interest, whether real or perceived, and abide by the decision of the board related to the situation.
5. Board member must review the orientation materials and new Board Member packet.

By signing this agreement, I affirm that I will strive to fulfill the board responsibilities and expectations as stated above and will voluntarily resign my position if unable to fulfill these expectations.

Board Member Signature

Date

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NORTH DAVIS

PREPARATORY ACADEMY

Board Communication Guidelines

Communication

- **Communication Between Board Members**

- ★ Board members should copy the entire board on all email correspondence between Board members on board issues unless an assignment has been given and that person will provide the board with updates.
- ★ Phone conversations may or may not need to be communicated to the Board, based on the nature of the conversation. Board members will try and ask at the end of the phone conversation if a follow-up email is needed to be sent to the whole Board, re-capturing information discussed in the phone conversation.
- ★ If the Principal/Administration contacts an individual Board member to discuss an incident at the School that may be “newsworthy”, that Board member should send out a quick email to entire Board as “information only”.
 - ✓ Newsworthy would be defined but not limited to the following:
 - ♣ anything that would be of interest to the media;
 - ♣ an attorney or law enforcement being involved; or
 - ♣ if it has the potential to impact the financial stability and reputation of the School.

- **Communication Between Board Members and the Administration**

- ★ Board members should copy the entire board on all email correspondence between a Board member and the Principal/Administration on school governance issues.
- ★ In all communication between a Board member and the Principal/Administration, Board members should remember that the Board’s authority resides in the Board collectively and that individual Board members have no authority individually to instruct the Principal/Administration.
 - ✓ Individual Board members should therefore refrain from giving individual instructions to the Principal/Administration.
 - ✓ Rule of Thumb: Individual Board members should not solicit the Principal/Administration, but the Principal/Administration can solicit individual Board members (*Brian Carpenter*). See next item for clarification.

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- ★ In order to maintain clear lines of authority, when a Board member is discussing an issue with the Principal/Administration that is not specifically related to the Board's governance responsibilities, the Board member should clarify to the Principal/Administration the role in which the individual is speaking with the Principal, whether it is as a parent, volunteer, or otherwise.
 - ✓ If it is unclear what role in which a Board member is speaking with the Principal/Administration, the Principal/Administration may ask for clarification.
- ★ If the Principal/Administration contacts an individual Board member to discuss an incident at the School that may be "newsworthy", that Board member should send out a quick email to entire Board as "information only".
 - ✓ Newsworthy would be defined but not limited to the following:
 - ♣ anything that would be of interest to the media;
 - ♣ an attorney or law enforcement being involved; or
 - ♣ if it has the potential to impact the financial stability and reputation of the School.
- **Communication between Board Members and Academics West**
 - ★ Unless instructed otherwise, email communication from AW personnel to Board members should be sent to the entire board.
 - ★ Board members should copy the entire board on email communication with AW personnel unless working on a specific assignment or sub-committee.
 - ★ Phone conversations may or may not need to be communicated to the Board, based on the nature of the conversation. AW will try and ask at the end of the phone conversation if a follow-up email is needed to be sent to the whole Board, recapturing information discussed in the phone conversation.

Addressing Feedback

- **General Feedback**
 - ★ Board members who receive verbal feedback about non-governance issues may inform the entire board, at their discretion, about that feedback and should also let the individual giving the feedback know that the proper approach is for the individual to address the issue with the Principal/Administration.
 - ★ Board members may wish to inform the Principal/Administration about such non-governance issues so that the Principal/Administration is aware and the Board member may let the individual know that they have informed the Principal/Administration but Board members should then leave the matter in the Principal/Administration's hands.
 - ★ When concerns come to the Principal/Administration, they will be discussed with the person as to the purpose of the school policy or decision. Every attempt to satisfy the concerns will be made by the Principal/Administration prior to a possible referral to the Board.
- **Feedback, Concerns and Grievances**
 - ★ If any Board Member receives a non-grievance written communication the response should be shared with all Board members and the

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Principal/Administration. If it requires action, an assignment will be given unless it is associated with an alleged illegal action and a lawyer will be consulted prior to contacting that individual.

- ★ North Davis Preparatory Academy has established a Grievance Policy. Board members should be aware of the school's grievance policies and should advise individuals to follow the applicable grievance policy (parent or staff) if they have a concern about a specific individual.
- ★ North Davis Preparatory Academy has established a Grievance Policy. Only written complaints that follow the grievance policy will be addressed.
- ★ If an individual presents the Board with a concern about a specific individual pursuant to a grievance policy, the Board should require documentation that the individual has complied with the grievance policy by addressing the matter with the specific individual and the Principal/Administration before considering the concern.

Board Meeting Conduct

- ★ The board will follow the Utah Open Meetings Act with appropriate public comment.
- ★ The Board reserves the right to host an open forum discussion on non-governance, individual topics with appointed board member liaisons and Administration.
- ★ Board members should never engage in addressing any type of social media postings concerning the School as an individual Board member. If you see such types of postings, you should notify the Principal immediately and let him/her reach out to the person(s) posting the comment(s).

Agenda Setting

- ★ If a Board member or the Principal/Administration wants an item placed on the agenda, they should inform the entire board via email of the proposed agenda item and provide a brief explanation, and recommended action, for why the item should be considered by the board at that meeting. The final Board agenda is set by the Chair.
- ★ The Board Chair has the final decision whether to include items on the agenda and will notify the entire board and the AW board liaison of the items to be placed on the agenda.
 - ✓ The decision of whether to include an item on the agenda—whether for discussion or decision purposes—should be made in light of the board's responsibility for governance matters.
 - ✓ Reports regarding non-governance matters at board meetings should be kept to a minimum.

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North Davis Preparatory Academy

Electronic Board of Directors Meeting Minutes

Wednesday, May 6, 2026

Zoom Meeting: <https://us02web.zoom.us/j/88273646315?from=addon>

Meeting ID: 882 7364 6315

Mobile: (669) 900-9128



In Attendance: Monte Poll, Maggie Arave, Tyler O'Brien, Clint Heiner,

Excused: Rita Brock

Others in Attendance: Ryan Robinson, Dawn Kawaguchi, Heidi Bauerle, Cathie Hurst (9:07 a.m.),

VISION:

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

BOARD CONSTITUTION:

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

MINUTES

9:03 AM – INTRODUCTORY ITEMS

- Welcome and Roll Call – Monte Poll

There was no PUBLIC COMMENT.

CONSENT ITEMS

- March 25, 2026 Board Meeting Minutes – There was no further discussion.
- Ratify 2026-2027 Amended School Fee Schedule (typo maximum fee amounts) – There was no further discussion. **Monte Poll made a motion to approve the consent items. The roll call votes were as follows:**

Monte Poll – Aye

Maggie Arave – Aye

Clint Heiner – Aye

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Tyler O'Brien – Aye
Motion passed unanimously.

VOTING ITEMS

- 2026-2027 TSSA Plan – Ryan Robinson presented the TSSA Plan for 2026-2027, which was first approved in 2019 and aims to increase test scores by 2% in language arts and 1% in math using end-of-year assessments. The plan allocates 40% of TSSA funds for staff and 60% for professional development and instructional training. Ryan would like to keep the existing plan as it has been effective, noting that final achievement numbers may be available by June following the current end-of-year testing.
- Science in Action Expenditures – Ryan Robinson expressed how impressed he was with both the strong attendance and the high quality of student projects at this year's Science in Action showcase, where all presentations are delivered in Spanish. Selected winners are invited to travel to Spain to present their projects at a partner school in Gran Canaria. The budget for this trip has been \$30,000, which determines how many students can participate—typically between five and seven.
- FASTA Trip Expenditures – Ryan Robinson reviewed the origins of the FASTA trip, explaining that it was created as part of a teacher-retention effort. After a teacher has worked at the School for at least three years, they become eligible for a professional development experience in Spain, provided they also sign a commitment to remain at the School for two additional years after the trip. All participating faculty meet six times on Fridays, completing roughly 15–20 hours of pre-work. As part of their preparation, they read *Fountains of Silence*, a historical fiction novel set in 1957 Madrid under dictator Francisco Franco, using it as a cultural and historical reference point. We have been able to offer this experience at a cost of \$3,000 per person, but due to rising costs across travel, lodging, etc., we are requesting an increase to \$3,200 per person. With 23 employees currently participating, the total cost is \$73,600, which we are rounding to \$75,000.
- Elementary Asphalt Resurface Project – Ryan Robinson explained that because the resurfacing of the junior high asphalt has been delayed, the project has now grown into a larger and more expensive undertaking, so it will be moved to next year. For that reason, he would like to move forward with resurfacing the elementary asphalt now, before it also becomes a bigger project. Ryan also noted that AW—specifically Kirk—maintains a facilities replacement schedule spreadsheet that outlines the expected lifespan of various items, their replacement costs, and the amount we should be setting aside each year. This aligns closely with our annual surplus, ensuring funds are available when replacements are needed. However, in practice, we typically have sufficient resources to incorporate these projects into our regular budget, which is a result of an increasing PTIF. With that we would like to resurface the elementary parking lot this summer in an amount not to exceed \$45,000.
- Eide Bailly Statement of Work Letter – Cathie Hurst presented the Eide Bailly statement of work letter, formerly known as the audit engagement letter. The content remains essentially the same as the previous engagement letter. She noted that we solicited bids last year, as we do every three years, and Eide Bailly offered the best price while also being a firm we

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prefer to work with. The cost has increased by \$600 from last year. This letter will require Monte's signature via DocuSign.

Monte Poll made a motion to approve the following items:

- **Approve the 2026-2027 Teacher Student Success Act Plan;**
- **Approve the Statement of Work Letter provided by Eide Bailly for the year ending June 30, 2026, and allow the Board President to sign on behalf of the school;**
- **Approve the Science in Action Spain trip expense not to exceed \$30,000;**
- **Approve the FASTA Trip Expenditures not to exceed \$75,000; and**
- **Approve the Elementary Asphalt Resurface Project not to exceed \$45,000.**

The roll call votes were as follows:

Monte Poll – Aye

Maggie Arave – Aye

Clint Heiner – Aye

Tyler O'Brien – Aye

Motion passed unanimously.

DISCUSSION ITEMS

- *Update on Jr. High Field and Timeline* – Ryan Robinson Ryan provided an update on the junior high field project, explaining that the new timeline for starting construction is May 15th due to challenges with Layton City, including misspelled utility company names and difficult homeowners' association communication. Despite these issues, the project is still expected to be completed by July 30th before the start of next school year
- *Update on Satellite Expansion (Personnel)* – Ryan Robinson gave an update on the satellite expansion stating that Sheldon had shared potential property locations for a new school, with initial conversations ongoing with a few potential sellers. Ryan also reported that while they have looked at a few properties, they are still in the option-gathering phase and waiting for more specific information to share. On the academic front, they successfully hired additional teachers, particularly from the Davis School District where restructuring is occurring, with these teachers' expressing enthusiasm about joining for a year and potentially being part of future expansion.
- *Calendar Items* – Monte Poll
 - PreBoard Meeting on May 12th
 - Annual Board Meeting on May 27th @ AW
 - NCSC26 New Orleans, LA June 24-26 (Wed-Fri)
 - Electronic Board Meeting on June 29th @ 9:00 a.m.

9:21 AM – Monte Poll made a motion to ADJOURN. The votes were as follows:

Monte Poll – Aye

Maggie Arave – Aye

Clint Heiner – Aye

Tyler O'Brien – 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.

NDPA Board of Directors Meeting Wednesday, May 27, 2026

Action Item: *Strategica Marketing Agreement*

Issue:

When the School enters into an agreement with a company and the total amount incurred in one year has a potential to exceed the purchasing policy amount of \$25,000, the agreement must be approved by the Board.

Background:

NDPA has never partnered with a marketing company for recruitment or advertising efforts. The administration met with two marketing companies and has decided to go with **Strategica Marketing**. Strategica prepared a detailed presentation and proposal outlining a project plan and timeline consisting of four phases, beginning immediately and continuing through July 2027.

- Phase 1 – Research & Diagnosis
- Phase 2 – Messaging & Marketing Strategy
- Phase 3 – Campaign Execution
- Phase 4 – Performance Tracking & Optimization

Strategica's proposal seems to meet our needs and budget. The monthly cost is **\$4,000**, and the terms of the agreement will run from **June 2026 through July 2027**. Additional advertising expenses will be determined based on the finalized marketing strategy. This will require prior approval from the Principal and will be billed separately from the monthly cost.

Recommendation:

It is recommended that the board approve the Strategica Marketing Agency Service Agreement and allow the Principal to execute the agreement on behalf of the School.

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СТРАТЕГИКА

PROPOSAL

Marketing Strategy for North Davis Preparatory Academy



Executive Summary

Situation

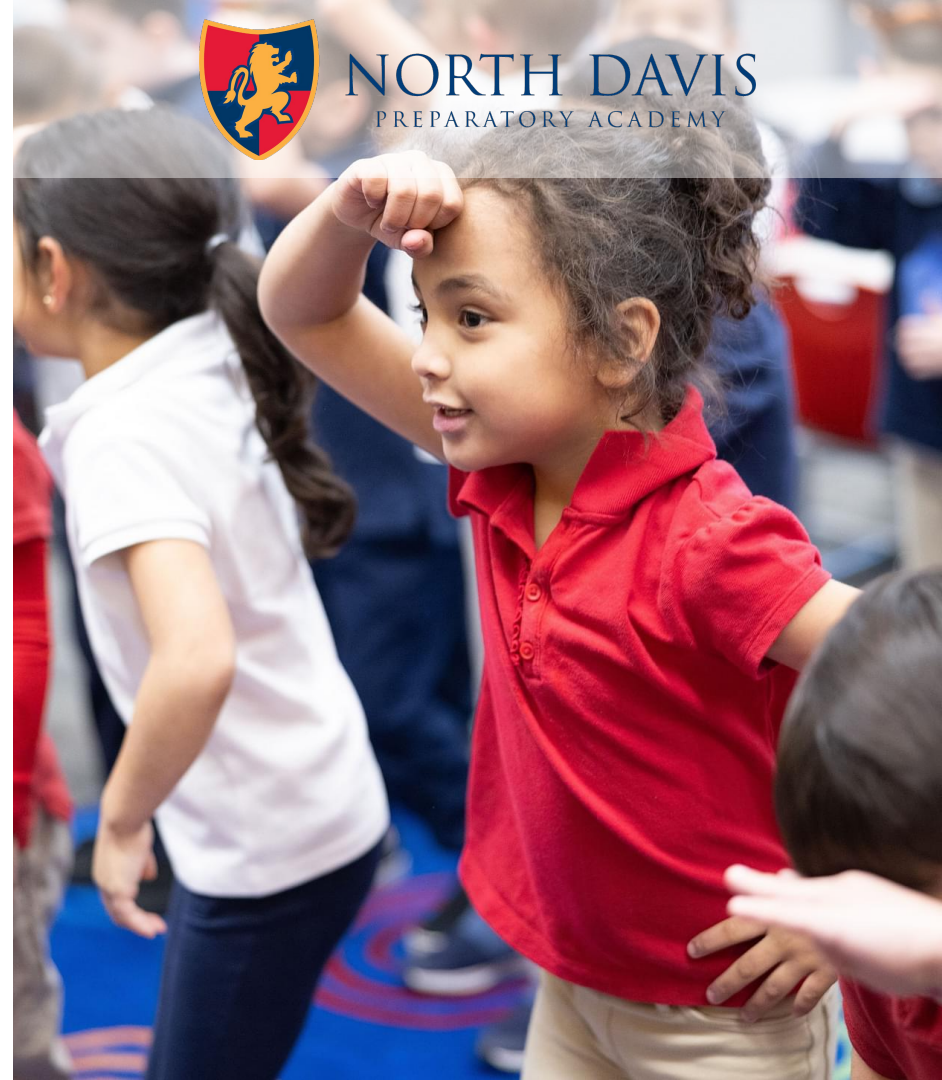
NDPA is creating extraordinary student experiences, from globally minded learning to students exploring advanced topics like black holes in mars, yet many of these stories remain largely unseen by the community.

As NDPA works to grow enrollment beyond 1,000 students and prepare for its new campus launch in August 2027, the school has an opportunity to strengthen its local presence, attract mission-aligned families, and expand its impact by introducing more students to Spanish language and culture.

To support this growth, NDPA must also take greater ownership of its brand perception, positioning itself as a trusted, high-performing, and culturally distinctive school.



NORTH DAVIS
PREPARATORY ACADEMY



Project Plan & Timeline

Proposed Project Plan & Timeline

Stage	Phase	Timeline
1	1 - Research & Diagnosis	3 Weeks (May 26 - Jun 26)
	2 - Messaging & Marketing Strategy	3 Weeks (Jun 26)
2	3 - Campaign Execution	Jun 26 - Jul 27
	4 - Performance Tracking & Optimization	Jun 26 - Jul 27

STAGE 1

Phase 1 - Research & Diagnosis

Phase 2 - Messaging & Marketing Strategy Development

Phase 1 – Research & Diagnosis

Objective: Identify enrollment opportunities, parent decision drivers, retention factors, competitive positioning, and community perceptions to inform a data-driven growth strategy aligned with NDPA's bilingual, globally focused educational model.

Instruments: Surveys, focus groups, interviews, market & competitive analysis, community mapping.

Deliverables: A research report summarizing insights, with recommended strategies for positioning, outreach, and retention priorities.



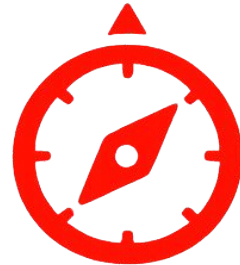
*We'll include faculty interviews

Phase 2 – Messaging & Marketing Strategy

Objective: Develop a clear, differentiated messaging and marketing strategy that elevates NDPA's unique strengths, identified during Research and Diagnostics phase, to attract mission-aligned families and strengthen brand trust.

Strategic Pillar: Culturally aligned messaging, value proposition messaging, engagement strategy, content strategy, channel mix.

Deliverables: Messaging framework, engagement and content strategies, and media playbook.



STAGE 2

Phase 3 - Ongoing Campaign Execution

Phase 4 - Performance Tracking & Optimization

Phase 3 – Campaign Execution

Objective: Implement targeted enrollment, storytelling, and community engagement campaigns designed to increase student applications, strengthen NDPA's local presence, and expand awareness among non-Spanish-speaking families.

Tactics: Specific tactics will be developed upon completion of our research and assessment process to ensure they are data-informed, culturally relevant, and performance-driven.

Deliverables: Media buying, content creation, ad execution, and setup of performance tracking.

*We'll include faculty interviews



Phase 4 – Performance Tracking & Optimization

Objective: Ensure continuous campaign improvement by analyzing key performance metrics, refining strategies, and aligning efforts with leadership goals.

Deliverables: Performance reports, strategy refinements, and ongoing recommendations.



Budget & Investment

Budget & Investment

Strategy
Research & Diagnosis + Messaging & Marketing Strategy
Marketing Campaign Execution
Performance Tracking & Optimization
Monthly Total: \$4,000

***Note:** The investment does not include ad spend, which will be determined based on the finalized marketing strategy.*

Thank you.

strategicamarketing.com

NDPA Board of Director's Meeting Wednesday, May 27, 2026

Action Item: *2026-2027 Sex Ed Instruction Committee Membership*

Issue:

According to the current Sex Education Instruction administrative procedures, the School's Board of Directors will review and approve the membership of the committee on or before August 1 each year.

Background:

According to the administrative procedures, the Principal will establish a curriculum materials review committee composed of parents, school employees, and others selected by the Principal. If possible, the committee will also include health professionals and school health educators. The committee will have at least as many parents as school employees.

The sex education instruction committee for the 2026-2027 school year will consist of the following positions:

- Principal (Ryan Robinson)
- Health Teacher (Noal Loertscher)
- School Nurse (Elizabeth Davies)
- Board Member (Clint Heiner)
- (2) Parents of current students

Recommendation:

It is recommended that the board approve the 2026-2027 Sex Education Instruction Committee composition with positions as follows: the Principal, Health Teacher, School Nurse, Board Member and two parents of current students.

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NDPA Board of Director's Meeting Wednesday, May 27, 2026

Action Item: *Amend Technology Purchase*

Issue

In accordance with NDPA's Purchasing Policy, all purchases about \$25,000 must be approved by a majority vote of the Board of Directors. This includes all purchases from a single vendor in a 30-day period.

Background

On February 4, 2026, the Board approved a technology purchase not to exceed \$93,000. The items below were individually listed with the cost. However, the total amount was not correct. The actual total amount should have been \$100,600. Therefore, we are bringing this back to the board for reapproval.

- EM 2896 \$12,150 – (9) replacement projectors for elementary classrooms
 - EM 3922 \$38,610 – Faculty Devices for 2026-2027
 - EM 3923 \$1,430 – Desktop computer for elementary library
 - EM 3924 \$34,935 – (80) Chromebooks and a cart
 - EM 3950 \$13,475 – (13) Chromebook carts
- TOTAL: \$100,600**

Recommendation

It is recommended that the Board approve the amended technology purchase from not to exceed \$93,000 to not to exceed \$105,000.

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NDPA Board of Director's Meeting Wednesday, May 27, 2026

Action Item: *Re-Approve Parent & Family Engagement Policy*

Issue:

North Davis Preparatory Academy needs to re-approve its Parent & Family Engagement Policy.

Background:

The School must annually review and evaluate this policy, the school-parent compact, and the targeted assistance or schoolwide program plan to determine their effectiveness in improving the academic quality of the School and academic achievement of its students.

The School must jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy that contains information required by Section 1116 of the Every Student Succeeds Act (the “ESSA”). The School must update this policy periodically to meet the changing needs of parents and the School, distribute it to the parents and family members of participating children, and make this policy available to the local community. The Board is required to review and re-approve this policy periodically. It was last approved on June 5, 2024. *It has been recommended by Academica West that the Board review and re-approve this policy every 2-years if you receive Title I funding.* There are no recommended changes at this time.

Recommendation:

It is recommended that the Board re-approve the Parent & Family Engagement Policy.

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North Davis Preparatory Academy Parent & Family Engagement Policy



PURPOSE

In support of strengthening student academic achievement, North Davis Preparatory Academy (the “School”) receives Title I, Part A funds and must jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy that contains information required by Section 1116 of the Every Student Succeeds Act (the “ESSA”). This policy establishes the School’s expectations and objectives for meaningful parent and family involvement, describes how the School will implement a number of specific parent and family engagement activities, and is incorporated into the School’s plan submitted to the state pursuant to Section 1112 of the ESSA. The purpose of an effective parent and family engagement policy is to improve all students’ academic achievement.

POLICY

The School agrees to implement the following requirements as outlined by Section 1116 of the ESSA:

- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of this policy and the joint development of the targeted assistance or schoolwide program plan.
- Update this policy periodically to meet the changing needs of parents and the School, distribute it to the parents and family members of participating children, and make this policy available to the local community.
- Provide full opportunities, to the extent practicable, for the participation of parents and family members with limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children, including providing information and school reports required under Section 1111 of the ESSA in an understandable and uniform format and, to the extent practicable, in a language parents understand.
- If the targeted assistance or schoolwide program plan under Section 1114(b) of ESSA is not satisfactory to the parents of participating children, submit any parent comments with such plan when the School submits the plan to the state.
- Be governed by the following statutory definition of parent and family engagement and will carry out programs, activities, and procedures in accordance with this definition:

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Parent and family engagement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- ◆ *That parents play an integral role in assisting their child's learning;*
- ◆ *That parents are encouraged to be actively involved in their child's education at school;*
- ◆ *That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees (if any) to assist in the education of their child; and*
- ◆ *The carrying out of other activities, such as those described in Section 1116 of the ESSA.*

Required Policy Components

Below is a description of how the School will implement or accomplish each of the following components required by Section 1116 of the ESSA:

- Joint Development of Policies, Plans, Compact, and Programs. The School will take the following actions to involve parents and family members in an organized, ongoing, and timely manner in the planning, review, and improvement of Title I policies, plans, compact, and programs:
 - ✓ Distribute a copy of this policy and the school-parent compact to parents and family members at the beginning of each school year through appropriate channels, such as the registration packet. The policy and school-parent compact will also be posted on the School's website.
 - ✓ Notify parents and family members of an annual meeting where parents and family members will be informed about the School's participation in and the requirements of Title I programs.
 - ✓ Hold other parent and family meetings during the school year to provide parents and family members with ongoing information, training, and materials to help them work with their children in the areas such as literacy, numeracy, and technology.
 - ✓ Hold parent-teacher conferences at least annually, where student achievement, behavior, and/or the school-parent compact will be reviewed and discussed.
 - ✓ The School and state websites will provide parents with information related to expected student proficiency levels.
 - ✓ The School website will provide parents with a description and explanation of the School's curriculum, mission, calendar information, policies, and opportunities for school and parent interaction.
 - ✓ Conduct an annual review and evaluation of this policy, the school-parent compact, and targeted assistance or schoolwide program plan. As part of the annual review and evaluation, the School will consider, and implement if appropriate, any suggestions or feedback provided by parents and family members on how the School can improve this policy and the associated compact

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and plan. Suggestions or feedback may be provided to the School in the form of results from the School's needs assessment and evaluation given to parents, comments made by parents and family members in meetings at the School and during parent-teacher conferences, or through other means.

- Communications. The School will take the following actions to provide parents and family members timely information about the Title I programs in which the School participates:
 - ✓ Distribute a copy of the updated version of this policy and the school-parent compact to parents and family members at the beginning of each school year through appropriate channels, such as the registration packet.
 - ✓ Provide information related to the Title I programs, meetings, and other activities to the parents of participating children in an understandable and uniform format and, to the extent practicable, in a language that the parents can understand.
- School-Parent Compact. The School's school-parent compact outlines how parents, the entire School staff, and students will share the responsibility for improved student academic achievement and the means by which the School and parents will build and develop a partnership to help children achieve the state's high standards. The School will review the school-parent compact with parents of participating children by doing the following:
 - ✓ Distributing a copy of the updated version of the school-parent compact to parents and family members at the beginning of each school year through appropriate channels, such as the registration packet.
 - ✓ Obtaining all parties' signatures (electronic or written) on each school-parent compact on an annual basis.
 - ✓ Encouraging parents to review the school-parent compact with their children on a regular basis.
 - ✓ Considering, and implementing, if appropriate, any suggestions or feedback provided by parents and family members on how the School can improve its school-parent compact.
- Reservation of Funds. The School currently does not receive Title I allocations of \$500,000 or more. In the event the School's Title I allocations reach or exceed \$500,000 in the future, the School will follow the requirements in Section 1116(a)(3) of the ESSA.
- Coordination of Services. The School will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
- Building Capacity of Parents. The School will build the parents' capacity for strong parent and family engagement to ensure effective involvement of parents and to support a

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partnership among the School and the community to improve student academic achievement through the following:

- ✓ Providing opportunities for discussion with parents about the School's curriculum, forms of academic assessment used to measure student progress, and achievement levels of the challenging state academic standards.
 - ✓ Engaging parents with materials and training to help parents to work with their child to improve their child's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parent and family engagement.
 - ✓ Giving parents information at parent-teacher conferences about their student's state core testing and other appropriate curriculum based assessments.
 - ✓ Providing progress reports to parents to communicate their student's academic performance throughout the school year.
 - ✓ Facilitating communication between parents and School personnel through the School's LAND Trust Committee.
 - ✓ Scheduling School meetings, as well as parent-teacher conferences, in a way that will maximize parent and family member involvement and participation.
 - ✓ Gathering, on an annual basis, input from parents through a variety of methods. For example, parent surveys, needs assessments, conversation, parent-teacher conferences, and School activities.
 - ✓ Providing assistance to parents, as appropriate, in understanding topics such as the following:
 - ★ The challenging state's academic standards;
 - ★ The state and local academic assessments, including alternate assessments;
 - ★ The requirements of Title I, Part A;
 - ★ How to monitor their child's progress; and
 - ★ How to work with educators to improve the achievement of their child.
- Building Capacity of School Staff. The School will, with the assistance of parents, provide training to educate teachers, specialized instructional support personnel, principals/directors and other School leaders, and other staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; how to implement and coordinate parent programs; and how to build ties between parents and the School. The School may accomplish this training through in-person trainings and/or through the utilization of online print and video resources. The School may also provide other reasonable support for parent and family engagement activities under Section 1116 as parents may reasonably request.

Parents and Family Members of Children Learning English

Any time this policy references "parents," "family," or "family members," it includes parents and family members of students who are English language learners, regardless of the prevalence of children English language learners in the geographic area in which the School is located.

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The School may seek assistance from community organizations to assist the School in communicating with parents and family members of students who are English language learners. If the School provides such assistance, it will try to determine the method of communication preferred by the parents and family members of students who are English language learners.

Review

The School will annually review and evaluate this policy, the school-parent compact, and the targeted assistance or schoolwide program plan to determine their effectiveness in improving the academic quality of the School and academic achievement of its students. Results of the annual review and evaluation will be used to design strategies for more effective parent and family engagement.

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NDPA Board of Director's Meeting Wednesday, May 27, 2026

Action Item: *Ratify Board Members and their Terms*

Issue:

The Board must ratify all members and their terms annually.

Background:

Each year at the Annual Board Meeting, the board must ratify all members and their terms. This year, Maggie Arave is up for a new 4-year term to expire in June 2030. The board must approve their new term. Below are the board members and their terms.

- Maggie Arave – *NEW* 4-year term to expire June 2030
- Tyler O'Brien – June 2029
- Monte Poll – June 2029
- Rita Brock – June 2028
- Clint Heiner – June 2027

Recommendation:

It is recommended that the Board approve Maggie Arave with a new term to expire June 2030 and ratify Tyler O'Brien and Monte Poll for a term to expire June 2029, Rita Brock with a term to expire June 2028, and Clint Heiner with a term to expire June 2027.

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NDPA Board of Directors Meeting Wednesday, May 27, 2026

Action Item: *Board Officers*

Issue:

The Board must ratify or elect board officers annually.

Background:

According to the School's Bylaws, the officers of the corporation, shall be chosen at the annual meeting of the Board by and shall serve at the pleasure of the Board, and shall hold their respective offices until their resignation, removal or other disqualification from service, or until their respective successors shall be elected. The current officers are as follows:

- Monte Poll – Board President
- Maggie Arave – Board Vice President
- Clint Heiner – Board Financial Coordinator
- Rita Brock – Secretary

If an officer would like to be relieved of their duty, this is the time to discuss and nominate to elect a member to fulfill the open position. Otherwise, the board would just approve the officers as presently constituted.

Recommendation:

It is recommended that the Board approve the officers as presently constituted.

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North Davis Preparatory Academy
Board of Directors

PROPOSED

2027-2027 Board Meeting Dates

Board Meeting Date	PreBoard	Time
August 5, 2026	July 21 st @ 1 p.m.	6:00 pm
October 7, 2026	Sept 22 nd @ 1 p.m.	6:00 pm
November 4, 2026 <i>Holiday Social – No Meeting</i>	N/A	6:00 pm
December 2, 2026	Nov 17 th @ 1 p.m.	6:00 pm
February 3, 2027	Jan 19 th @ 1 p.m.	6:00 pm
March 31, 2027	Mar 16 th @ 1 p.m.	6:00 pm
May 5, 2027 <i>Electronic Board Meeting</i>	April 20 th @ 1 p.m. <i>**Zoom Meeting**</i>	9:00 am
June 2, 2027 <i>Annual Board Meeting</i>	May 18 th @ 1 p.m. <i>Last day of school 5/27/27</i>	5:00 pm
June 23, 2027 <i>Electronic Board Meeting</i>	June 15 th @ 1 p.m. <i>**Zoom Meeting**</i>	9:00 am

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