Board Meeting Materials

BOARD MISSION STATEMENT

It is the mission of the Board to make the academic growth and achievement of students the focus of Leadership Learning Academy. This is accomplished through modeling the school Charter of principled and inspired leadership. The Board will govern not manage. It will act in a manner that maintains financial stability. It will speak and act with a unified voice.

June 8, 2026

Leadership Learning Academy
Annual Board of Directors Meeting
Monday, June 8, 2026

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

Zoom Link: https://us02web.zoom.us/j/83720691448?from=addon
Meeting ID: 837 2069 1448
Mobile: (669) 900-9128

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

MISSION: Our mission is to provide an educational experience that empowers individuals to become leaders who embody integrity, respect, and resilience and value community. Through our Flight Crews, we foster personal growth, challenge individuals to positively impact the world, and cultivate lifelong learning.

VISION: At Leadership Learning Academy, we embrace The Flyer Creed, creating a thriving school community where everyone learns, grows, and serves with compassion and unity.

Agenda

2026-2027 Strategic School Plan
Teacher, Leader & Staff Development
Fiscal Responsibility
Student Growth & Maintain Literacy Proficiency

5:30 PM – INTRODUCTORY ITEMS

- Welcome & Roll Call – Terry Capener
- Board Mission
- School Mission
- School Vision

PUBLIC COMMENT (Items Not on the Agenda – Limit 3 Minutes)

REPORTS

- Administration
    - State of the School – Richard Squire

BOARD TRAINING

- Review Ethics Policy & Sign Statement of Ethical Behavior* – Jon McQueary
- Review Annual Fraud Risk Assessment* – Jon McQueary

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.

- ➢ Annual Policies, Plans & Procedures Training – Brandon Fairbanks
- ➢ Review Board Constitution/Evaluation & Board Member Agreement* – Terry Capener
- ➢ Review Board Communication Guidelines – Terry Capener

CONSENT ITEMS

- ➢ May 11, 2026 Board Meeting Minutes

VOTING ITEMS

- ➢ Amend 2026-2027 School Calendar – Richard Squire
- ➢ 2026-2027 Sex Education Instruction Committee – Richard Squire
- ➢ Amend SHiNE Policy – Richard Squire
- ➢ Ratify Board Member & Terms – Terry Capener
- ➢ Ratify Board Officers – Terry Capener

OTHER BUSINESS ITEMS

- ➢ Set 2026-2027 Board Meeting Schedule – Dawn Kawaguchi
- ➢ Calendaring Items – ALL
    - Richard's AW One-Year Celebration is on Monday, June 15th @ 12 p.m.
    - NCSC26 New Orleans, LA June 24-26 (Wed-Fri)
    - Electronic Board Meeting on June 30th @ 3 p.m.
    - Next Pre-Board Meeting on August 3rd @ 5:30 p.m.
    - Next Board Meeting August 17th @ AW 5:30 p.m.

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

ADJOURN

UPCOMING CALENDAR ITEMS

June

2025-2026 Final Amended Budget

2026-2027 Annual Budget

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.

Back to Agenda

Lead Director Report

6/08/2026

Schoolwide Unity and Collaboration:

We have met to create preliminary plans for addressing the Early Literacy law requirements. We have started creating our procedures, timelines and processes for this. We are also working on a retention policy that would begin once it is approved.

Enhancing Teacher and Staff Development, Celebrating Achievements, and Strengthening Retention:

We are now fully staffed for teaching positions in both schools. We had interviews this morning for a new Nutrition director. This need was created with Amy Bond moving and unable to stay with us.

Enrollment and Fiscal Responsibility:

Stategica has created us a new Instagram account since no one had authority to change the credentials. They now also have been given permissions to post on our face book page. They began campaigns on both Facebook and Instagram last week. They are releasing new adds every Tuesday and Thursday. Instagram llachartersogden Facebook Leadership Learning Academy-Ogden Campus.

I will roll out supply budgets to admin next month. I have spoken with them and gone over the changes in budget over the past couple years. We have prioritized staff over supplies for this coming year. With the budgets in the hands of the two principals, I am confident that we will meet budget constraints.

Enrollment Report:

Enrollment continues to fluctuate as it does this time of year. With the beginning of our add campaign we hope to see it trend upward.

Growth and Literacy Proficiency:

Percentage of students who scored at or above level on Acadience testing. This is for each school as well as the LEA and difference from beginning of the year to the end of the year.

Grade Level	Layton	Ogden	LEA	LEA Growth from BOY
Kindergarten	57%	71%	62%	15% Growth
1st grade	57%	35%	48%	11% Loss
2nd grade	64%	42%	57%	5% Loss
3rd grade	63%	41%	52%	3% Growth
4th grade	71%	58%	66%	9% Growth
5th grade	61%	62%	61%	10% Growth
6th grade	80%	68%	75%	1% Growth

Triennial Assessment Report: 2026 (4/2026)
District: Leadership Learning Academy

Strong Policies and Aligned Practices

		Policy Score	Practice Score	
FR2	Do your National School Lunch Program meals (and, if applicable, School Breakfast Program meals) meet all federal standards for meal patterns, nutrient levels, and calorie requirements for the grade levels served?	**2**	**2**	
FR4	Is free (i.e., no cost to students) drinking water available to students during meals?	**2**	**2**	
FR13	Which groups are represented on the district-level wellness committee?	**2**	**2**	
FR17	What is included in the triennial assessment report to the public?	**2**	**2**	
NES1	Does the district offer breakfast every day to all students?	**2**	**2**	
NES8	Do you know where to access the USDA Smart Snacks nutrition standards to check and see if an item can be sold in school during the school day?	**2**	**2**	
NES14	Do students have consistent and easy access to free drinking water throughout the school day?	**2**	**2**	
PEPA13	Is there daily recess for all grades in elementary school?	**2**	**2**	

Create Practice Implementation Plan

		Policy Score	Practice Score	
FR1	Does the district have specific goals for nutrition education designed to promote student wellness?	**2**	**1**	
FR11	Does your district regulate foods and beverages served at class parties and other school celebrations in elementary schools?	**2**	**0**	
FR18	Has the wellness policy been revised based on the previous triennial assessment?	**2**	**1**	
NES13	Do teachers or school staff give students food as a reward?	**1**	**0**	

Triennial Assessment Report: 2026 (4/2026)
District: Leadership Learning Academy

PEPA1	Does the district have a written physical education curriculum that is implemented consistently for every grade?	**2**	**0**	
PEPA2	Does the district have a written physical education curriculum that is aligned with national and/or state standards?	**2**	**0**	
PEPA4	How many minutes per week of PE does each grade in elementary school receive?	**1**	**0**	
PEPA11	Are there opportunities for families and community members to engage in physical activity at school?	**1**	**0**	
EW2	Are school staff encouraged to model healthy eating and physical activity behaviors in front of students?	**2**	**0**	
IC1	Is there an active district-level wellness committee?	**2**	**1**	
IC2	Is there an active school-level wellness committee?	**2**	**1**	

Update Policies

		Policy Score	Practice Score	
FR3	Does your school take steps to protect the privacy of students who qualify for free or reduced-price meals?	**0**	**2**	
FR5	Do all school nutrition program directors, managers, and staff meet or exceed the annual continuing education/training hours required by the USDA's Professional Standards requirements?	**0**	**2**	
FR15	How is the wellness policy made available to the public?	**1**	**2**	
FR16	Is wellness policy implementation evaluated every three years?	**1**	**2**	
NES2	Does your school take steps to address feeding students with unpaid meal balances without stigmatizing them?	**0**	**2**	
NES3	Does your school or district provide information to families about eligibility for free or reduced-price meals?	**0**	**2**	
NES4	Does your school use strategies to maximize participation in the school breakfast program and/or school lunch program?	**1**	**2**	

Triennial Assessment Report: 2026 (4/2026)
District: Leadership Learning Academy

NES5	Are marketing strategies used to promote healthy food and beverage choices in school?	**1**	**2**	
NES7	In your district, is it a priority to procure locally produced foods for school meals?	**0**	**2**	
NE2	Do all elementary school students receive sequential and comprehensive nutrition education?	**1**	**2**	
NE5	Is nutrition education integrated into other subjects beyond health education?	**1**	**2**	
PEPA3	How does your physical education program promote a physically active lifestyle?	**1**	**2**	
PEPA9	What percentage of students do you estimate do not take PE each year due to exemptions?	**1**	**2**	
PEPA10	What percentage of students do you estimate do not take PE each year due to substitutions?	**0**	**2**	
PEPA14	Do teachers provide regular physical activity breaks for students in the classroom?	**0**	**2**	
PEPA15	Does the district have "joint-use" or "shared-use" agreements?	**0**	**2**	
PEPA17	Are teachers encouraged to use physical activity as a reward for students?	**0**	**2**	

Opportunities for Growth

		Policy Score	Practice Score	
FR14	Is there an official who is responsible for the implementation and compliance with the wellness policy at the building level for each school?	**0**	**1**	
NES6	Do students have at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch, counting from the time they are seated?	**0**	**1**	
NES11	Do all foods or beverages SERVED (not sold) to students after the school day on school grounds (including aftercare, clubs, and afterschool programming) meet federal nutrition standards (e.g., CACFP or Smart Snacks)?	**0**	**0**	
NE1	Are skills-based, behavior-focused, and interactive/participatory methods used in nutrition education to develop student skills?	**1**	**1**	

NE6	Do school nutrition services staff members use the following methods to collaborate with teachers to reinforce nutrition education lessons taught in the classroom?	**1**	**1**
NE7	Does nutrition education address agriculture and the food system?	**0**	**0**
PEPA7	Are all physical education classes taught by state certified/licensed teachers who are endorsed to teach physical education?	**0**	**0**
PEPA8	Is ongoing professional development offered every year for PE teachers that is relevant and specific to physical education?	**0**	**1**
PEPA12	Are there opportunities for all students to engage in physical activity before and after school?	**1**	**1**
PEPA16	What proportion of students walk or bike to school?	**0**	**1**
PEPA18	Do teachers ever use physical activity as a punishment?	**0**	**1**
PEPA19	Do teachers ever withhold physical activity as a classroom management tool?	**0**	**1**
EW1	Are there strategies used by the school to support employee wellness?	**1**	**1**

Conclusion

Key

Strong Policies and Aligned Practices - District has a strong policy and is fully implementing practices that align with the policy

Create Practice Implementation Plan - District has a strong or weak policy, but practice implementation is either absent or limited

Update Policies Update Policies - District is fully implementing a practice but there is no or only weak language in the written policy, or the district is partially implementing practices and there is no language in the policy

Opportunities for Growth - District has either not addressed the topic in policy or practice; or has only addressed the topic in a very limited way

For more resources, visit: wellsat.org/resources

Triennial Assessment Report: 2026 (4/2026)
District: Leadership Learning Academy

USDA Nondiscrimination Statement

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its agencies, offices, employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, religion, sex, disability, age, marital status, family/parental status, income derived from a public assistance program, political beliefs, or reprisal or retaliation for prior civil rights activity, in any program or activity conducted or funded by USDA (not all bases apply to all programs). Remedies and complaint filing deadlines vary by program or incident.

Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotape, American Sign Language, etc.) should contact the state or local agency that administers the program or contact USDA through the Telecommunications Relay Service at 711 (voice and TTY). Additionally, program information may be made available in languages other than English.

To file a program discrimination complaint, complete the USDA Program Discrimination Complaint Form, **AD-3027**, found online at How to File a Program Discrimination Complaint and at any USDA office or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call 866-632-9992. Submit your completed form or letter to USDA by:

1. **Mail:**
   U.S. Department of Agriculture
   Office of the Assistant Secretary for Civil Rights
   1400 Independence Avenue, SW, Mail Stop 9410
   Washington, D.C. 20250-9410;

2. **Fax:**
   (202) 690-7442; or

3. **Email:**
   program.intake@usda.gov

This institution is an equal opportunity provider.

Back to Agenda

Leadership Learning Academy
Ethics Policy

Leadership Learning 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 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

(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.

Back to Agenda

Board Member Annual Commitment to Ethical Behavior

I understand that as a board member of **Leadership Learning 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_________________________________ _______________________

Terry Capener Date

Signature _________________________________ _______________________

Chuma Uzoh Date

Signature _________________________________ _______________________

Jimmy Sunlight Date

Signature _________________________________ _______________________

David Gray Date

Signature _________________________________ _______________________

Deb Hansen Date

Back to Agenda

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: 375 /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	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: Leadership Learning Academy

*Completed for Fiscal Year Ending: June 30, 2026 *Completion Date: 6/8/2026

*CAO Name: Richard Squire *CFO Name: Jimmy Sunlight

*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

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.

[Back to Agenda](#)

LEADERSHIP LEARNING 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/Truancy and Attendance Data	**Regularly**	**10/16/23**	**Board**
Bullying and Hazing	**Regularly**	**10/20/25**	**Board**
Cash Handling	Regularly		LEA
Donation and/or Fundraising	**Regularly**	**10/16/23**	**Board**
Electronic Resources or Devices	Once every three years		LEA
Emergency Response/Preparedness Plan	Once every three years		Emerg. Committee
Fee Waiver	**Annually**	**03/16/26**	**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**	**06/10/24**	**Board**
Salary Supplement for Highly Needed Educators Program	**Annually**	**06/09/25**	**Board**
Wellness	At least 1 time per year		Wellness Committee

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 Policy	**As Necessary**	**03/16/26**	**Board**
Student Conduct and Discipline Plan	**As Necessary**	**06/13/22**	**Board**
Language Access	Annually		LEA

PPP Required by Law to be Re-Approved	Frequency	Date Last Reviewed	Reviewer
Electronic Devices Policy	**Once every three years**	**06/09/25**	**Board**
Internet Safety Policy	**Once every three years**	**06/09/25**	**Board**
Staff Acceptable Ues of Internet & Electronic Resources	**Once every three years**	**06/09/25**	**Board**
Student Acceptable Use of Electronic Resources Policy	**Once every three years**	**06/09/25**	**Board**
Fee Waiver	**Annually**	**03/16/26**	**Board**
Parent and Family Engagement	**Every two years**	**06/09/25**	**Board**
Salary Supplement for Highly Needed Educators Program	**Annually**	**06/09/25**	**Board**
Wellness	**Once every three years**	**05/11/26**	**Board**

Other Required Trainings	Frequency	Date Last Reviewed	Reviewer
Arrest Reporting Policy	**Regularly**	**06/09/25**	**Board**
School LAND Trust Board Training	**Annually**	**03/16/26**	**Board**
Open and Public Meetings Act	**Annually**	**03/16/26**	**Board**
Fraud Risk Assessment/Ethical Behavior	**Annually**	**06/09/25**	**Board**
Fraud Risk Online Training	**Once Every (4) Years**	**2028**	**Board**

[Back to PPP](#)

Leadership Learning Academy
Sex Education Instruction Policy

POLICY

The purpose of this policy is to ensure that any sex education instruction or instructional programs taught at Leadership Learning Academy (the "School") is compliant with state law. The School will comply with applicable state law regarding the review, approval, and presentation of sex education instruction or instructional programs if the School elects to provide sex education instruction or instructional programs, including maturation education, at the School.

"Sex education instruction or instructional programs" means any course material, unit, class, lesson, activity, or presentation that, as the focus of the discussion, provides instruction or information to a student about sexual abstinence, human sexuality, human reproduction, reproductive anatomy, physiology, pregnancy, marriage, childbirth, parenthood, contraception, or HIV/AIDS, 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.

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. If the School elects to provide sex education instruction, maturation education, or other similar instructional programs at the School, then the School will follow these administrative procedures.

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 Lead Director will establish a curriculum materials review committee composed of parents, school employees, and others selected by the Lead Director. 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. 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;
- The advocacy or encouragement of the use of contraceptive methods or devices (however, instruction that includes information about contraceptive methods or devices that stress effectiveness, limitations, risks, and information on state law applicable to minors obtaining contraceptive methods or devices is allowed); 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:

- explain a parent's right to review proposed curriculum materials in a timely manner;
- request the parent's permission to instruct the parent's student in identified course material related to sex education or maturation education;
- 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;
- be specific enough to give parents fair notice of topics to be covered;
- 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;
- 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.

Leadership Learning Academy
Board Constitution & Evaluation

1. We will **govern**, not manage. We will set the direction and goals for the school and evaluate the progress towards these goals, but we will not micromanage the day-to-day administration of the school.

Self-Reflective Evaluation
- How is our relationship with the Lead Director?
- Does he/she have a clear understanding of our expectations and long-range goals?
- What could we do better?

2. 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.

Self-Reflective Evaluation
- Do we use our position on the Board for our own personal gain or for a personal issue?
- Are we unified, once a decision has been made, even if we disagree?
- Do we keep all information confidential, specifically anything discussed in a closed meeting?
- What could we do better?

3. We will make the model a key element for our school.

Self-Reflective Evaluation
- How are we supporting the model as outlined in our charter?
- What could we do better?

4. We will make decisions that will keep LLA financially stable.

Self-Reflective Evaluation
- How are we doing financially?
- How well are we managing the budget?
- What could we do better?

5. We will review our charter before making any dramatic changes to school policy.

Self-Reflective Evaluation
- How well are we following our charter?
- What could we do better?

Back to Agenda

Leadership Learning Academy
Board Member Agreement

Board Responsibilities and Expectations:

1. Believe in and be an active advocate and ambassador for the values, mission, and vision of Leadership Learning Academy (LLA).

2. Work with fellow board members to fulfill the obligations of board membership.

3. Behave in ways that clearly contribute to the effective operations of the Board of Directors including:
   - Focus on the good of the organization and group, not on a personal agenda.
   - Support board decisions once they are adopted.
   - Participate in an honest appraisal of one's own performance and that of the board.
   - Be self-aware of your role.
   - Govern and not manage.
   - Confidentiality of sensitive issues that require closed meetings is required.
   - Respect and listen to ideas being presented by other board members

4. Regularly attend board and committee meetings with a 90% attendance. Prepare for these meetings by reviewing materials and bringing the materials to meetings. If unable to attend, notify the board or committee chair. All board members are encouraged to attend the yearly board retreat.

5. Be prepared to contribute approximately 6-9 hours per month toward board service which may include:
   - Attending a monthly board meeting (2 hours)
   - Participating on a board committee (2 hours)
   - Reading materials in preparation for meetings (1 hour)
   - Attending events at the school, assisting with fundraising and other ambassador tasks as needed (1-2 hours)

6. Serve as a committee or task force chair or member.

7. 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.

8. Board member must review the orientation materials.

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.

LLA Board Member Signature　　　　　　　　　　Date

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.

Back to Agenda

Board Guidelines on Communication, Meeting Conduct, Agenda Setting and Addressing Feedback

Communication

- Communication Between Board Members (*within legal parameters*)
  - Board members should copy the entire board on all e-mail correspondence between board members except where there is an existing committee on board issues.
- Communication Between Board Members and the Lead Director (*within legal parameters*)
  - Board members should copy the entire board on all e-mail correspondence between a board member and the Lead Director on school issues.
  - In all communication between a board member and the Lead Director, 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 Lead Director.
    - ✓ Individual board members should therefore refrain from giving individual instructions to the Lead Director.
  - In order to maintain clear lines of authority, when a board member is discussing an issue with the Lead Director that is not specifically related to the board's governance responsibilities, the board member should clarify to the Lead Director the role in which the individual is speaking with the Lead Director, whether it is as a parent, volunteer, or otherwise.
    - ✓ If it is unclear what role in which a board member is speaking with the Lead Director, the Lead Director may ask for clarification.

Board Meeting Conduct

- To maintain order in board meetings and ensure that meetings stay to a reasonable length, board members should not request feedback from parents during meetings. Board members may instead let parents know that they would be happy to discuss the issue after the meeting or at another time.
- If board members determine that the board's consideration of a board issue would benefit from parent feedback, they should decide on a procedure for obtaining such feedback outside the board meeting and reporting that information to the board.

Agenda Setting

- If a board member or the Lead Director wants an item placed on the agenda, they should inform the AW board liaison and/or board president via e-mail of the proposed agenda item and provide a brief explanation of why the item should be considered by the board at that meeting.

- The board president 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.

Addressing Feedback

- General Feedback
  - Board members who receive feedback about non-governance issues should inform the entire board 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 Lead Director.
  - Board members may wish to inform the Lead Director about such issues so that he/she is aware and may let the individual know that they have informed the Lead Director but board members should then leave the matter in the Lead Director's hands.
- Feedback, Concerns and Grievances about Specific Individuals
  - If the feedback pertains to a school employee, including the Lead Director, the Lead Director should be informed.
  - 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.
  - 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 Lead Director before considering the concern.
  - The individual board member's standard reply when addressing feedback should be: *"Although I understand your concern, as an individual Board member I do not have the authority to get involved. Our Board's policy is that all complaints will be addressed to the Lead Director before the Board considers any other action. And, if that's the case, you must bring the matter to the whole Board."*

[Back to Agenda](#)

Leadership Learning Academy
Board of Directors Meeting Minutes
Monday, May 11, 2026

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

In Attendance: Terry Capener, Jimmy Sunlight, David Gray, Chuma Uzoh,

Excused: Deb Hansen

Others in Attendance: Brandon Fairbanks, Richard Squire, Dawn Kawaguchi, Jon McQueary, Dawn Benke (via Zoom)

MISSION: Our mission is to provide an educational experience that empowers individuals to become leaders who embody integrity, respect, and resilience and value community. Through our Flight Crews, we foster personal growth, challenge individuals to positively impact the world, and cultivate lifelong learning.

VISION: At Leadership Learning Academy, we embrace The Flyer Creed, creating a thriving school community where everyone learns, grows, and serves with compassion and unity.

Minutes

2025-2026 Strategic School Plan
Schoolwide Unity & Collaboration by Implementing the CREW Program
Teacher & Staff Development
Fiscal Responsibility
Continue Growth & Maintain Literacy Proficiency

4:12 PM – INTRODUCTORY ITEMS

- Welcome & Roll Call – Terry Capener
- Board Mission – Jimmy
- School Mission – David
- School Vision – Chuma

There was no PUBLIC COMMENT.

REPORTS

- **Board of Directors**
  - *Financial Review* – Jimmy Sunlight presented the finances as of April 30, 2026, showing a strong financial position. Year-to-date revenue totals $10.0 million (82.2% of budget), which is in line with expectations for this point in the fiscal year. Local revenue is ahead of budget at 118%, supported by interest earnings, facility

rentals, and miscellaneous income, while state revenue is tracking as expected. Federal revenue is lower at 61.5%, which is consistent with the reimbursement-based nature of those funds. Expenses remain well controlled at $8.4 million (69.4% of budget), contributing to a favorable year-to-date net income. Salary and benefit costs are below budget due to contract timing and unpaid stipends, while professional and technical services are elevated because of substitute costs and annual commitments such as audit and SPED director expenses. The School's financial position continues to strengthen, with operating cash increasing from $5.3 million to $6.5 million compared with the prior year.

BOARD TRAINING

- *Public Education Hotline Training* – We will move this to the June meeting

CONSENT ITEMS

- *March 16, 2026 Board Meeting Minutes* – There was no further discussion. **Jimmy Sunlight made a motion to approve the consent items. Chuma Uzoh seconded the motion. The votes were as follows:**
  - **Terry Capener – Aye**
  - **Jimmy Sunlight – Aye**
  - **Chuma Uzoh – Aye**

  David Gray did not vote as he stepped out of the meeting. Motion passed with a majority vote.

VOTING ITEMS

- *Eide Bailly Statement of Work Letter* – Dawn Benke presented the Statement of Work Letter which is a name change from the audit engagement letter. She explained that the statement of work includes a slight price increase and notes that tax information is no longer included, but a single audit remains a possibility with additional costs. **Chuma Uzoh made a motion to 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. Jimmy Sunlight seconded the motion. The votes were as follows:**
  - **Terry Capener – Aye**
  - **Jimmy Sunlight – Aye**
  - **Chuma Uzoh – Aye**

  David Gray did not vote as he stepped out of the office. Motion passed with a majority vote.
- *Amend Dress Code Policy* – Richard Squire informed the board that we approved the Dress Code Policy at the March board meeting. While updating the website, Dawn K. noticed that the content did not match the actual board approved Dress Code Policy, prompting us to amend the policy to ensure consistency. The updates included adding a section on jackets, revising the skirt length requirement to specify that skirts must reach the fingertips or below when arms are at the sides, and adding a new section outlining expectations for Friday Casual Dress Day. **Jimmy Sunlight made a motion to approve the Amended Dress Code Policy. Chuma Uzoh seconded the motion. The votes were as follows:**
  - **Terry Capener – Aye**

Jimmy Sunlight – Aye
Chuma Uzoh – Aye

David Gray did not vote as he stepped out of the office. Motion passed with a majority vote.

- *Amend Wellness Policy* – Richard Squire reviewed the proposed amendments to Wellness Policy which came about when the Wellness Committee reviewed the policy for their triennial progress assessment to better align with current practices as well as ensure alignment with recent changes in the legislature. **Chuma Uzoh made a motion to approve the Amended Wellness Policy. David Gray seconded the motion. The votes were as follows:**

  Terry Capener – Aye
  David Gray – Aye
  Jimmy Sunlight – Aye
  Chuma Uzoh – Aye

  Motion passed unanimously.
- *2026-2027 Teacher Student Success Act Plans* – Richard Squire presented the 2026-2027 TSSA Plan which there were no changes from the current year. He stated that they had to separate the distinction for the teachers and paras because some of the paras are on salary. Richard also mentioned that both campuses have the same plan. **Chuma Uzoh made a motion to approve the 2026-2027 Teacher Student Success Act Plans for both the Layton and Ogden campuses. Jimmy Sunlight seconded the motion. The votes were as follows:**

  Terry Capener – Aye
  David Gray – Aye
  Jimmy Sunlight – Aye
  Chuma Uzoh – Aye

  Motion passed unanimously.
- *2026-2027 AW Services SpEd Agreement* – Richard Squire presented the 2026-2027 AW Services Special Education Agreement. He stated that Sarah Houmand provides special education consultation and has been an invaluable resource, particularly in communicating with the state. The administration recommends continuing her contract for next year at $60,000. Richard also reported that Sarah supports both campuses. She attends weekly special education/director meetings at each site, and is on campus two to three times per week, providing significant support to Jamie and the special education team. **Jimmy Sunlight made a motion to approve the AW Services Special Education Services Agreement and allow the Board President to sign on behalf of the school. David Gray seconded the motion. The votes were as follows:**

  Terry Capener – Aye
  David Gray – Aye
  Jimmy Sunlight – Aye
  Chuma Uzoh – Aye

  Motion passed unanimously.
- *KnowAtom Science Subscription Renewal* – Richard Squire provided background on the current use of the science curriculum, noting that KnowAtom is currently implemented only in 6th grade at the Ogden campus, while the rest of the LEA uses the SEEd standards

which the state has adoped. He presented assessment data demonstrating growth associated with KnowAtom and recommended expanding its use to grades 4–6 in Layton and grades 4–5 in Ogden. Richard also noted that the 6th-grade materials were not included in the submitted invoices and requested that the total be amended to include them. **David Gray made a motion to approve the KnowAtom Science Curriculum for an amount not to exceed $90,000. Chuma Uzoh seconded the motion. The votes were as follows:**

Terry Capener – Aye
David Gray – Aye
Jimmy Sunlight – Aye
Chuma Uzoh – Aye

Motion passed unanimously.

- *Lexia Core5 Reading Subscription* – Richard Squire reviewed the renewal of Lexia Core5, the school's Tier 2 reading intervention program, which also supports Tier 1 small-group instruction. The recommended renewal cost for next year is $27,600. He emphasized that Lexia is used consistently with students who are not making expected progress and is one of the state-approved, science-of-reading-aligned interventions considered when evaluating potential special education needs. The data it provides is an important tool in monitoring student reading development and guiding instructional decisions. **Chuma Uzoh made a motion to approve the Lexia Core5 Reading renewal in the amount of $27,600. David Gray seconded the motion. The votes were as follows:**

Terry Capener – Aye
David Gray – Aye
Jimmy Sunlight – Aye
Chuma Uzoh – Aye

Motion passed unanimously.

During a brief early break, Terry invited Jon to share his background. He introduced himself as being LLA's new accountant, sharing his background in accounting and financial services. He has been at AW for over seven years now.

4:53 PM – David Gray made a motion to take a BREAK. Jimmy Sunlight seconded the motion. The votes were as follows:

Terry Capener – Aye
David Gray – Aye
Jimmy Sunlight – Aye
Chuma Uzoh – Aye

Motion passed unanimously.

5:28 PM – Jimmy Sunlight made a motion to RECONVENE. Chuma Uzoh seconded the motion. The votes were as follows:

Terry Capener – Aye
David Gray – Aye
Jimmy Sunlight – Aye
Chuma Uzoh – Aye

Motion passed unanimously.

STRATEGIC BOARD TRAINING

- *Celebrations & Challenges* – Richard Squire highlighted a strong focus on strengthening schoolwide culture, instructional quality, and organizational planning across both campuses. Leadership continues to deepen implementation of CREW through monthly directors' meetings, with an emphasis on student service, leadership opportunities, resilience, and collaborative problem-solving. We continue investing in staff development by adding full-time instructional coaches in both Ogden and Layton, with the goal of improving instructional consistency and student outcomes through research-based teaching practices. We have a June planning meeting will also support the development of a retention strategy aligned to recent literacy legislation and related policy requirements. From an operational and fiscal perspective, Richard reported an active plan around enrollment, marketing, and budget discipline. Our new marketing partnership is underway to better understand family perceptions and drive enrollment growth, beginning in Ogden and later expanding to Layton. Leadership is also developing building-level budget frameworks to guide spending on staff recognition, events, and instructional needs in the coming fiscal year. Enrollment projections indicate a slight overall decline at the LEA level for 2026–27, driven by lower projected enrollment in Ogden despite projected growth in Layton, underscoring the importance of targeted recruitment and retention efforts moving forward.
    - Present Recommend Board Priorities – Richard presented his recommended board priorities for next year which he would like to keep the same priorities except drill down on exact items that he would like to focus on.
        - ~~✓ **Schoolwide Unity & Collaboration by Implementing the CREW Program**~~
            - ~~✶ Grade level service projects~~
        - ✓ **Teacher, Leader & Staff Development**
            - ✶ Focus on Instructional Coaching
            - ✶ Growth Goals not Achievement goals.
        - ✓ **Fiscal Responsibility**
            - ✶ Provide separate campus budgets for each Principals and ensure they are staying on track
            - ✶ Focus on increased enrollment (Strategica)
        - ✓ **Student Growth & Maintain Literacy Proficiency**
            - ✶ Student engagement

  There was a discussion with the board and they would like to remove the Schoolwide Unity priority and just focus on three priorities for next year.
- *Team Building* – Brandon Fairbanks led a team-building activity in which the group was divided into three teams, each tasked with constructing a structure using five random items. The team with the tallest structure was declared the winner, with Terry, Jimmy, and David's team coming out on top.

OTHER BUSINESS ITEMS

- *Calendaring Items* – ALL
    - Next Pre-Board Meeting on May 26th @ 5:30 p.m.

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.

- Annual Board Meeting June 8th @ AW
- NCSC26 New Orleans, LA June 24-26 (Wed-Fri)
- Rescheduled June 29th Electronic Board Meeting to June 30th at 3 p.m.
- No Upcoming School Activities

6:36 PM – Jimmy Sunlight made a motion to enter a CLOSED SESSION to discuss an individual's character, professional competence, or physical or mental health pursuant to Utah Code 52-4-205(1)(a) at AW Services. Chuma Uzoh seconded the motion. The roll call votes were as follows:

Terry Capener – Aye
David Gray – Aye
Jimmy Sunlight – Aye
Chuma Uzoh – Aye

Motion passed unanimously.

7:18 PM – David Gray made a motion to exit the CLOSED SESSION and ADJOURN. Chuma Uzoh seconded the motion. The votes were as follows:

Terry Capener – Aye
David Gray – Aye
Jimmy Sunlight – Aye
Chuma Uzoh – Aye

Motion passed unanimously.

Leadership Learning Academy
Board of Directors
Closed Session Statement
Monday, May 11, 2026

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

CLOSED SESSION SWORN STATEMENT:

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

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

Signed on the 11th day of MAy, 2026.

Terry Capener

Terry Capener
Board Chair

Back to Agenda

LLA Board of Director's Meeting
Monday, June 8, 2026

Action Item: *Amend 2026-2027 School Calendar*

Issue

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

Background

The 2026-2027 school calendar was approved by the Board on October 10, 2025. At the time, Davis School District (DSD) had released a draft calendar. DSD made a change to Spring Break on their draft calendar and approved it in December after LLA's calendar was approved. As we try to follow DSD's calendar, we would like to amend the calendar to move Spring Break from March 26 – April 2 to April 2-9. The second change is the last Parent Teacher Conference dates which we moved from April 28-30 to May 5-7. This will help align better with our Acadience testing and the new Individualized Reading Plan (IRP) requirements.

This calendar still meets the required (180) days and are well over the required (990) hours.

Recommendation

It is recommended that the Board approve the Amended 2026-2027 School Calendar.

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.

Ogden Campus

1111 2nd Street • Ogden, UT 84404
(801) 784-5170

Grades K-6
Mon – Thurs: 8:30 AM to 3:00 PM
Fri: 8:30 AM to 1:30 PM

2026-2027 School Calendar

Layton Campus

100 W. 2675 N. • Layton, UT 84041
(801) 593-9552

Grades K-6
Mon – Thurs: 8:30 AM to 3:00 PM
Fri: 8:30 AM to 1:30 PM

AUGUST 2026

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SEPTEMBER 2026

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JUNE 2027

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YEAR AT A GLANCE

August 3	No School for Students	Quality Teaching Day for NEW Teachers
August 4 - 7	No School for Students	Quality Teaching Day for ALL Teachers
August 6	Information	Back to School Night
August 10	Start of New Term	First Day of School (Early Out)
August 10 - 14	Early Release	Early Out Day 1:30 p.m.
September 7	No School	Labor Day
September 8	No School for Students	Professional Learning Day (Legislative Day)
October 7 - 9	Early Release	Parent Teacher Conference
October 13	Term Ends/Early Release	Term 1 Ends (Early Out)
October 14 - 16	No School	Fall Recess
October 19	Start of New Term	Term 2 Begins
November 23	No School	Teacher Comp Day
November 24 - 27	No School	Thanksgiving Recess
Dec 21 - Jan 1	No School	Winter Recess
January 4	No School for Students	Professional Learning Day (Legislative Day)
January 8	Term Ends/Early Release	Term 2 Ends (Early Out)
January 11	Start of New Term	Term 3 Begins
January 18	No School	Martin Luther King Jr. Day
January 19	No School for Students	Professional Learning Day (Legislative Day)
February 3 - 5	Early Release	Parent Teacher Conference
February 15	No School	Washington and Lincoln Day
February 16	No School for Students	Professional Learning Day (Legislative Day)
March 8	No School	Teacher Comp Day
March 12	Term Ends/Early Release	Term 3 Ends (Early Out)
March 15	Start of New Term	Term 4 Begins
April 2	No School	Teacher Comp Day
April 5 - 9	No School	Spring Break
May 5 - 7	Early Release	Parent Teacher Conference
May 21	Term Ends/Early Release	Last Day of School (Early Out)

Terms	Days
First Term	46 Days
Second Term	46 Days
Third Term	43 Days
Fourth Term	45 Days
Total	**180 Days**

Board Approved: 10-20-25
AMENDED:

Back to Agenda

LLA Board of Director's Meeting
Monday, June 8, 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 Lead Director will establish a curriculum materials review committee composed of parents, school employees, and others selected by the Lead Director. 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:

- Lead Director
- (2) Campus Principals
- School Nurse
- (4) Parents/Guardians

Recommendation:

It is recommended that the board approve the 2026-2027 Sex Ed Instruction Committee as follows: the Lead Director, two campus Principals, School Nurse, four parents/guardians.

Back to Agenda

LLA Board of Director's Meeting
Monday, June 8, 2026

Action Item: *Amending SHiNE Policy*

Issue:

Annual review of the Salary Supplement for Highly Needed Educators Program (SHiNE) Policy.

Background:

By law, the school must update or re-approve its SHiNE Policy annually. There are no changes recommended with respect to the school's designated high-needs areas. However, in consultation with accounting and legal, some proposed provisions have been added to the policy regarding payment of the salary supplement in certain circumstances, including: (a) if an eligible teacher's employment with the school ends *before* the salary supplement is paid (e.g., a teacher quits or is fired mid-year), the teacher will receive only a prorated portion of the salary supplement based on the portion of the school year the teacher worked at the school; and (b) if an eligible teacher begins employment with the school *after* the certified list of salary supplement recipients is finalized, the teacher is not automatically entitled to a salary supplement but the administrator may in their discretion and subject to SHiNE funding award the teacher a prorated salary supplement. A couple other minor revisions to the policy are recommended as well.

Recommendation:

It is recommended that the Board approve the Amended Salary Supplement for Highly Needed Educators Program Policy.

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

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

Leadership Learning Academy Salary Supplement for Highly Needed Educators Program Policy

PURPOSE

The purpose of this policy is to describe how Leadership Learning Academy (the "School") administers the Salary Supplement for Highly Needed Educators ("SHiNE") Program. This policy is meant to comply with the requirements of Utah Code § 53F-2-504.

DEFINITIONS

"Eligible teacher" means a teacher who:

(a) has a qualifying assignment;
(b) qualifies for the teacher's assignment in accordance with an LEA's policy; and
(c) is a new employee or has not received an unsatisfactory rating on the teacher's three most recent evaluations.

"Qualifying assignment" means a teacher who is assigned to a high-needs area.

"High-needs area" means at least two and up to five teaching assignments that an LEA designates in a policy as challenging to fill or retain.

POLICY

High-Needs Areas

The following teaching assignments are designated as high-needs areas at the School:

(a) Special Education (K-6);
(b) Special Education, Essential Elements (K-6);
(c) Special Education, Mild/Moderate Disabilities (K-6); and
(d) Special Education, Severe Disabilities (K-6).

Process for Determining if a Teacher is an Eligible Teacher

The School's Lead Director or his/her designee shall perform due diligence in determining whether a teacher meets the definition of eligible teacher as set forth in this policy. Due diligence includes, at a minimum, verifying that a teacher:

(a) is assigned to teach in one of the high-needs areas listed above;
(b) is qualified to teach in the high-needs area (qualification factors to consider include, but are not limited to, licensure, training, education, experience, and skills); and
(c) is a new employee of the School or is not a new employee of the School but has not received an unsatisfactory rating on the teacher's three most recent evaluations from the School.

On an annual basis, the School's Lead Director or his/her designee shall create a list of all teachers who have been determined to meet the definition of eligible teacher under this policy.

Process for Certifying a List of Eligible Teachers to be Awarded a Salary Supplement

On an annual basis, the School's Lead Director or his/her designee shall review the list of all teachers who have been determined to meet the definition of eligible teacher under this policy and shall make any changes to the list he/she feels is necessary. The list is considered certified by the School's Lead Director or his/her designee when he/she finalizes the list with accounting or human resources~~sends, or causes to be sent, the list to payroll for processing of the salary supplement payment under the SHiNE Program~~.

Salary Supplement Amount

All teachers at the School determined to be eligible teachers under this policy (i.e., all teachers on the certified list described above) shall receive a salary supplement under the SHiNE Program in an amount ~~commensurate~~consistent with this policy and the funds allocated to and received by the School under the SHiNE Program.

Eligible teachers who are assigned 1.0 FTE in a high needs area shall receive the full salary supplement. Eligible teachers who are assigned less than 1.0 FTE in a high needs area shall receive a prorated salary supplement based on the percentage of their FTE in the high needs area. However, if an eligible teacher's employment with the School ends before the salary supplement is paid, the teacher shall receive only a prorated portion of the salary supplement based on the portion of the school year the teacher worked at the School.

In addition, an eligible teacher who begins employment with the School after the certified list described above has been finalized shall not be entitled to a salary supplement. However, the Lead Director may, in the Lead Director's sole discretion and subject to available SHiNE Program funding, award such teacher a prorated salary supplement based on the portion of the school year the teacher worked at the School.

The School may increase the amount of funds the School provides to eligible teachers if the School:

(a) first ensures proper distribution of funds the School receives under the SHiNE Program to the School's eligible teachers; and
(b) experiences a carry forward or leftover balance.

Appeals

If the School's Lead Director or his/her designee determines that a teacher does not meet the definition of eligible teacher and therefore does not qualify for a salary supplement under the SHiNE Program, the teacher may appeal that decision in writing to the School's Board of Directors (the "Board") if the teacher:

(a) believes he/she does meet the definition of eligible teacher under this policy; or

(b) has a teaching assignment at the School that is substantially equivalent to a high-needs area and otherwise meets the definition of eligible teacher under this policy.

When submitting an appeal, a teacher is required, at minimum, to provide transcripts and other documentation to the Board in order for the Board to determine if the teacher is an eligible teacher with a qualifying teaching background.

The Board shall make a decision on the appeal within thirty (30) school days.

Administrative Procedures

Each school year the Lead Director shall establish, through administrative procedures, the salary supplement amount that each eligible teacher will receive for that school year.

Updating Policy

The School shall update this policy annually and provide notice of any changes to the policy to teachers within the School.

[Back to Agenda](#)

LLA Board of Director's Meeting
Monday, June 8, 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, Terry Capener 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.

- Terry Capener – *NEW* 4-year term to expire June 2030
- David Gray – June 2029
- Jimmy Sunlight – June 2029
- Chuma Uzoh – June 2028
- Deb Hansen – June 2027

Recommendation:

It is recommended that the Board approve Terry Capener with a new 4-year term to expire June 2030 and ratify David Gray and Jimmy Sunlight with a term to expire June 2029, Chuma Uzoh with a term to expire June 2028, and Deb Hansen with a term to expire June 2027.

Back to Agenda

LLA Board of Directors Meeting
Monday, June 8, 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:

- Terry Capener – Board President
- David Gray – Board Vice President
- Jimmy Sunlight – Board Financial Coordinator
- Deb Hansen – 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.

Back to Agenda

Board of Directors

PROPOSED

2026-2027 Board Meeting Dates

Board Meeting Date	PreBoard	Time
August 17, 2026 *@ Academica West*	August 3rd @ 5:30 p.m.	5:30 pm
October 19, 2026 *@ Lagoon*	Oct 5th @ 5:30 p.m.	5:30 pm
November 2, 2026 *No Board Meeting – Holiday Social*	N/A	6:00 pm
December 7, 2026 *@ Ogden Campus*	Nov 16th @ 5:30 p.m.	5:30 pm
January 11, 2027 *Winter Retreat @ AW*	Jan 4th @ 5:30 p.m. This is a PD day	5:30 pm
March 15, 2027 *@ Layton Campus*	March 1st @ 5:30 p.m.	5:30 pm
May 10, 2027 *Retreat @ AW – Strategic Planning*	April 26th @ 5:30 p.m.	4:00 pm
June 14, 2027 *Annual Board Meeting @ AW*	Tues, June 1st @ 5:30 p.m.	5:30 pm
June 29, 2027 *Electronic Board Meeting [IF NEEDED]*	N/A	5:30 pm

** All PreBoard Meetings will be held via Zoom

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