



EARLY LIGHT
ACADEMY

Board Meeting Materials

BOARD MISSION:

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

June 17, 2026

Early Light Academy Annual Board of Directors Meeting Agenda Wednesday, June 17, 2026

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



EARLY LIGHT
ACADEMY

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

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

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

WE ARE WHAT HISTORY BOOKS ARE MADE OF!

AGENDA

10:00 AM – INTRODUCTORY ITEMS

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

PUBLIC COMMENT (Comments will be limited to three minutes)

REPORTS

- Administration
 - ✓ [Director Report](#) – Stephanie Schmidt
 - ★ [Review Title IX Athletics Reporting](#)
 - ★ [Present Artificial Intelligence Flight Manual](#)

BOARD TRAINING

- [Review and Sign Board Member Performance Expectations*](#) – Jenn Lund
- [Review Ethics Policy & Sign Statement of Ethical Behavior*](#) – Caleb Crump
- [Review Annual Fraud Risk Assessment*](#) – Caleb Crump

CONSENT ITEMS

- [May 20, 2026 Board Meeting Minutes](#)

VOTING ITEMS

- [Final and Proposed Budgets](#)
- [2026-2027 Sex Education Instruction Committee](#)

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.

- [Re-Approve Parent & Family Engagement Policy](#)
- [Amend SHiNE Policy](#)
- [Amend Wellness Policy](#)
- [Electronic Sign Purchase](#)
- [Technology Purchase](#)
- [i-Ready Math Curriculum Subscription](#)
- [Ratify Board Members & Their Terms](#)
- Ratify Board Officers

DISCUSSION ITEMS

- [Set 2026-2027 Board Meeting Calendar](#)
- Calendaring Items
 - ✓ Schedule Electronic Board Meeting on July 1st to approve RFP for Food Service
 - ✓ Proposed Next PreBoard Meeting is on September 2nd @ 10:30 a.m.
 - ✓ Proposed Next Board Meeting is on September 16th

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

ADJOURN

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

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DIRECTOR'S REPORT

June 17, 2026

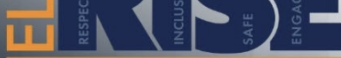
The mission of the Early Light Academy is to deliver a high-quality education with a deep, rich and engaging curriculum utilizing effective instructional techniques and emphasizing history, taking our students from the Stone Age, to the Space Age, the Information Age and Beyond.

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

- Highlights
 - We had a historic 39 legacy students out of the 89 students who just graduated from Early Light Academy
 - Teachers/Support Staff of the year
 - Elementary Teacher of the year: Amy Hickenlooper
 - Junior High Teacher of the year: Amanda Nimmo
 - Support Staff of the year: Berneen Peterson



- 



ABBIE PLAGA
FUNCTIONAL SKILLS
CLASSROOM SPED TEACHER

**CELEBRATING
ELA TEAM
MEMBERS
WHO HELP
US RISE!**

CORA LYONS
JR HIGH PHOTO & SMAC
(STUDENT LEADERSHIP) TEACHER

AUBREE FRANDSEN
HINDERGARTEN TEACHER



THESE EMPLOYEES ARE...
“GREAT EXAMPLES OF LIFELONG LEARNERS”

- Data Dive with Anna- [25-26 Board Meeting EOY DATA](#)
- Biology Curriculum- Miller and Levine 2019 Biology Textbook- <https://savvas.my.site.com/SavvasSampleResources/s/>
- Enrollment snapshot for 2026/2027

Early Light Academy

▼

2026

2027

School

Enrollment	Status	Race	Sex	Advisors	+ Registered 13	+ Enroll						
	Grade:	K	1	2	3	4	5	6	7	8	9	Total
Future		112	116	112	104	108	115	119	109	102	89	1086
Effective 8/18/2026												

ELA's ANNUAL GOALS 2025-2026

ELARISE

Goal Area	Key Performance Indicators
#1- Own and Share our Story	● By April 2026, Early Light Academy will design and install at least one semi-permanent, student-accessible display in each building that highlights key moments, figures, or themes from local, national, or school history—making history visibly integrated into the learning environment across campus. In process - A history committee made a timeline of ELA that will be in display cases installed over the summer ● By December 1, 2025, Early Light Academy will develop and implement a written social media strategy that outlines platform use, content types, posting frequency, and engagement goals in order to increase community awareness, celebrate student learning, and strengthen stakeholder connection—measured by at least a 25% increase in follower engagement by the end of the 2026-2027 school year. Completed ● Starting in October 2025, Early Light Academy will provide a minimum of monthly school-wide communications to stakeholders in both English and the second most commonly spoken language among families, ensuring accessible and inclusive engagement throughout the 2025–2026 school year. Completed
#2- Build Instructional Capacity and Professional Excellence of ELA Educators	● By the end of 25-26 school year, ELA will hold two PCBL-centered PD's - Completed ● PCBL Implementation: ○ Teacher clarity for Junior High Completed ■ By the end of October 2025, all junior high teachers will have a YLP directly aligned to standards ■ By the end of October 2025, all junior high teachers will have a standardized aspire template ■ By the end of October 2025, a standardized proficiency scale will be established for both core and foundation junior high classes ■ By the end of 25-26 school year teachers will have created standards-based proficiency scales for at least 50% of their standards in one content area ○ Teacher clarity for Elementary Completed ■ By the end of October 2025, teachers will have created grade-level, standards-based year-long plans for language arts ■ By the end of October 2025, the elementary team will create a grading template in Aspire for K-6 ■ By the end of the 25-26 school year, elementary teachers across all grades will implement tiered interventions and focus groups during the Language Arts block

	• Create an Internal Processes Handbook ○ By Dec 1, 2025, common template(s) to build the Early Light Academy Master Processes Book will be created for use by all personnel Completed ○ By the end of the 25-26 school year, all Leadership roles will be articulated with descriptors linked to the roles and responsibilities document Completed
#3- Deliver an ELA-branded Education	• Create “Journey of a Phoenix” Completed ○ By the end of the 2025-2026 school year, the PCBL Coalition will present draft components of the “Journey of the Phoenix” framework to the full Early Light Academy staff for structured feedback. • Acadience Proficiency Rate Goal ○ By 3rd grade, 70% of ELA students will be reading at grade level. 87%! ○ 60% of ELA students in grades K–3 will meet or exceed typical or above typical growth targets ■ State goal measures 1-3, ELA data = 65% growth ■ ELA goal is K-3 = 71% growth • Increase our State Assessment Achievement by 1% over last year in Science, Math and Language Arts RISE scores ○ Preliminary numbers show that we can anticipate that we have met this goal in Science (4-8th grades are tested) and Language Arts (3rd-8th are tested), Math (3rd-8th are tested) is too close to call at this point
#4- Financial	• By June 2026, maintain student enrollment at a minimum of 1,020 students by implementing targeted recruitment and retention strategies - Oct 1 count = 1035, EOY = 1,007 • Days COH - end fiscal year at 95 days (125+) • Maintain 1.1 or better debt ratio Completed

Proposed ELA’s ANNUAL GOALS 2026-2027

ELARISE

Goal Area	Key Performance Indicators
#1- Own and Share our Story	• Expand the number of platforms that Early Light Academy appears on by sharing stories and highlights with community news outlets and non-school social media pages at least once a quarter • Early Light Academy will provide a minimum of monthly school-wide communications with information specific to ELL stakeholders in both English and their first language, ensuring accessible and inclusive engagement throughout the 2026-2027 school year

#2- Build Instructional Capacity and Professional Excellence of ELA Educators	● PCBL Implementation: ○ Teacher clarity for Junior High ■ By the end of Semester 1, teachers will design and implement one standards-aligned unit that incorporates learner agency through student voice and choice. The unit will include aligned proficiency scales and rubrics, and teachers will collect student feedback and learning data. ■ At mid-year, teachers will analyze data and reflect on the unit's effectiveness, identify areas for growth, and set a goal for continued improvement. ○ Teacher clarity for Elementary ■ Each grade level will begin the year with a specific standards-based, measurable reading goal based on 2025-2026 end-of-year data and will use predetermined re-assessment cycles to review and adjust goals ■ Each grade level will implement and utilize a literacy proficiency scale aligned to priority reading standards to monitor student progress, provide targeted feedback, support goal setting, and increase student ownership of learning. ● Internal Processes Handbook ○ By December 1, 2026, Early Light Academy will develop and implement a formalized Professional Learning Plan that includes collaborative learning structures, classroom observations, and monthly staff feedback, with participation from 90% of staff in at least one professional learning activity per month.
#3- Deliver an ELA-branded Education	● “Journey of a Phoenix” ○ By the end of the 2026-2027 school year, stakeholders will provide feedback in March regarding final product and determine implementation plan of the “Journey of a Phoenix” framework ○ Suspensions will be reduced by 20% as a result of using the “Journey of a Phoenix” framework during school-wide RISE time to strengthen student ownership, character, and school culture ● Acadience Proficiency Rate Goal ○ During monthly PLC’s, teams will analyze student data and adjust instruction to improve learning outcomes ■ By 3rd grade, 80% of ELA students will read proficiently at grade level ■ 60% of ELA students in grades K–6 will meet or exceed typical or above typical growth targets in reading and math ● Increase our State Assessment Achievement by 1% over last year

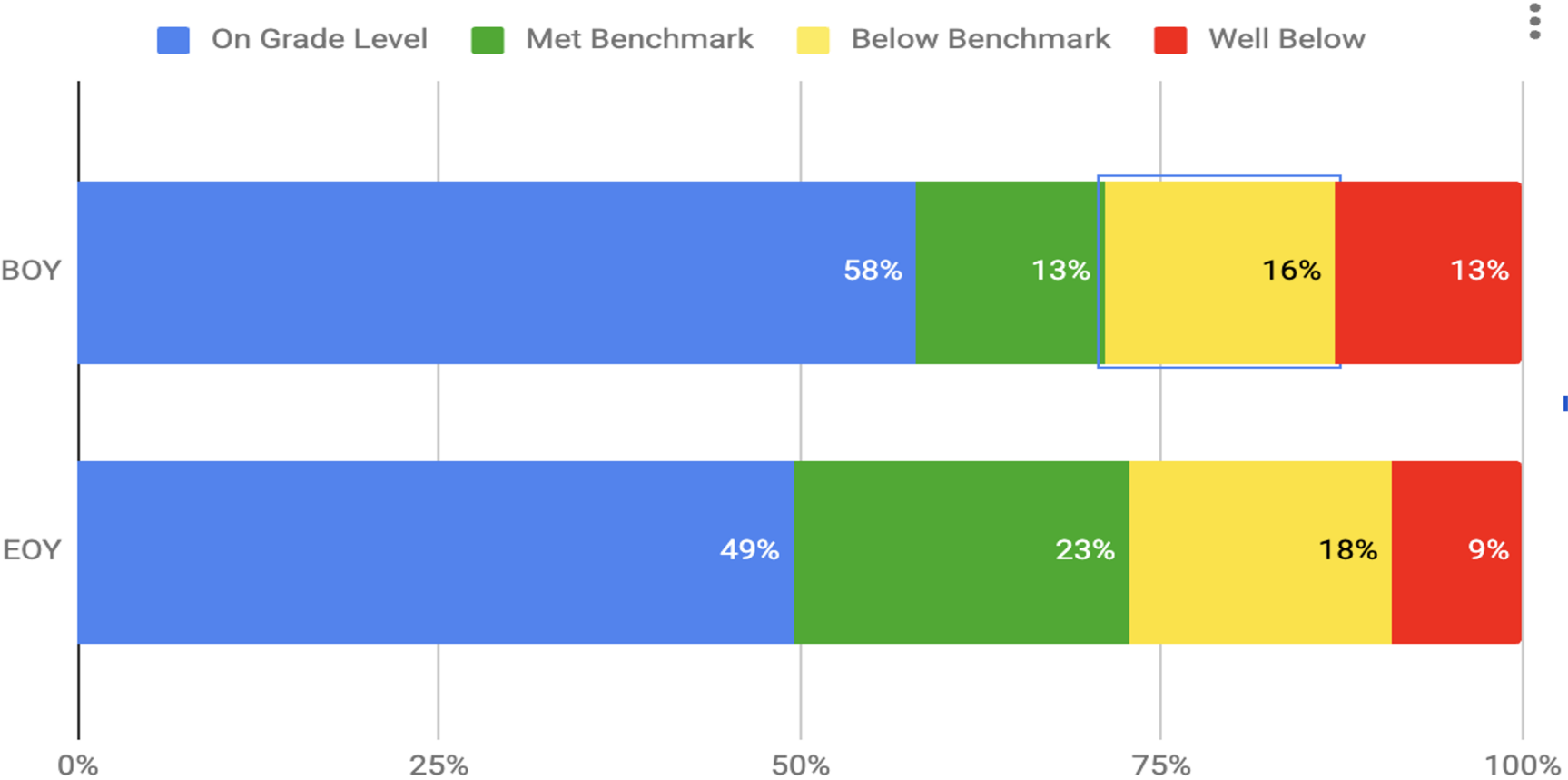
	in Science, Math and Language Arts RISE scores
#4- Financial	• By June 2027, maintain student enrollment at a minimum of 1,020 students by implementing targeted recruitment and retention strategies • Days COH - end fiscal year at 95 days • Maintain 1.1 or better debt ratio



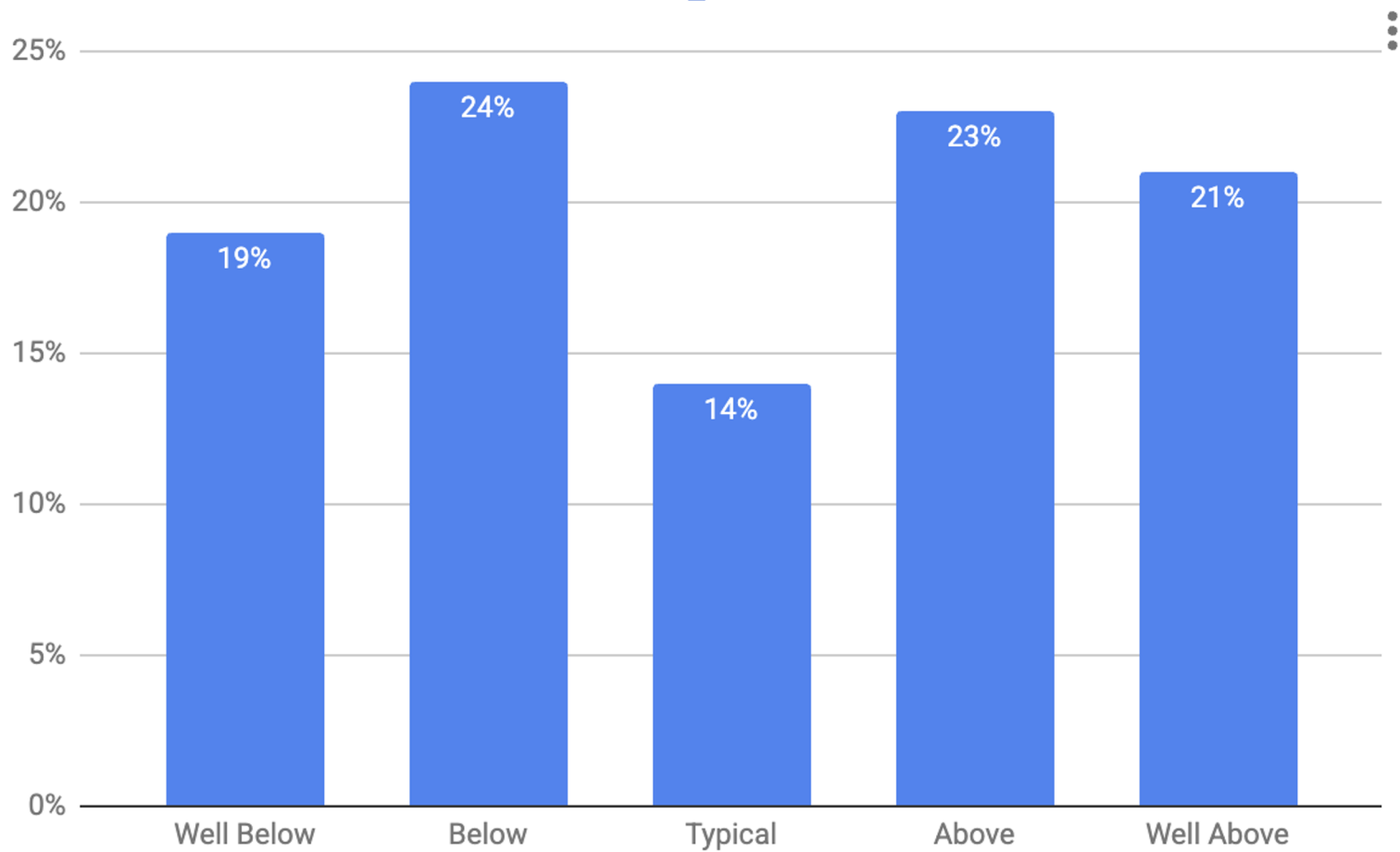
2025–2026 EOY Data

Acadience Reading
Acadience Math
Kinder - 3rd

Kindergarten Literacy Scores - BOY to EOY
Proficiency Scores: BOY 71% - EOY 72%

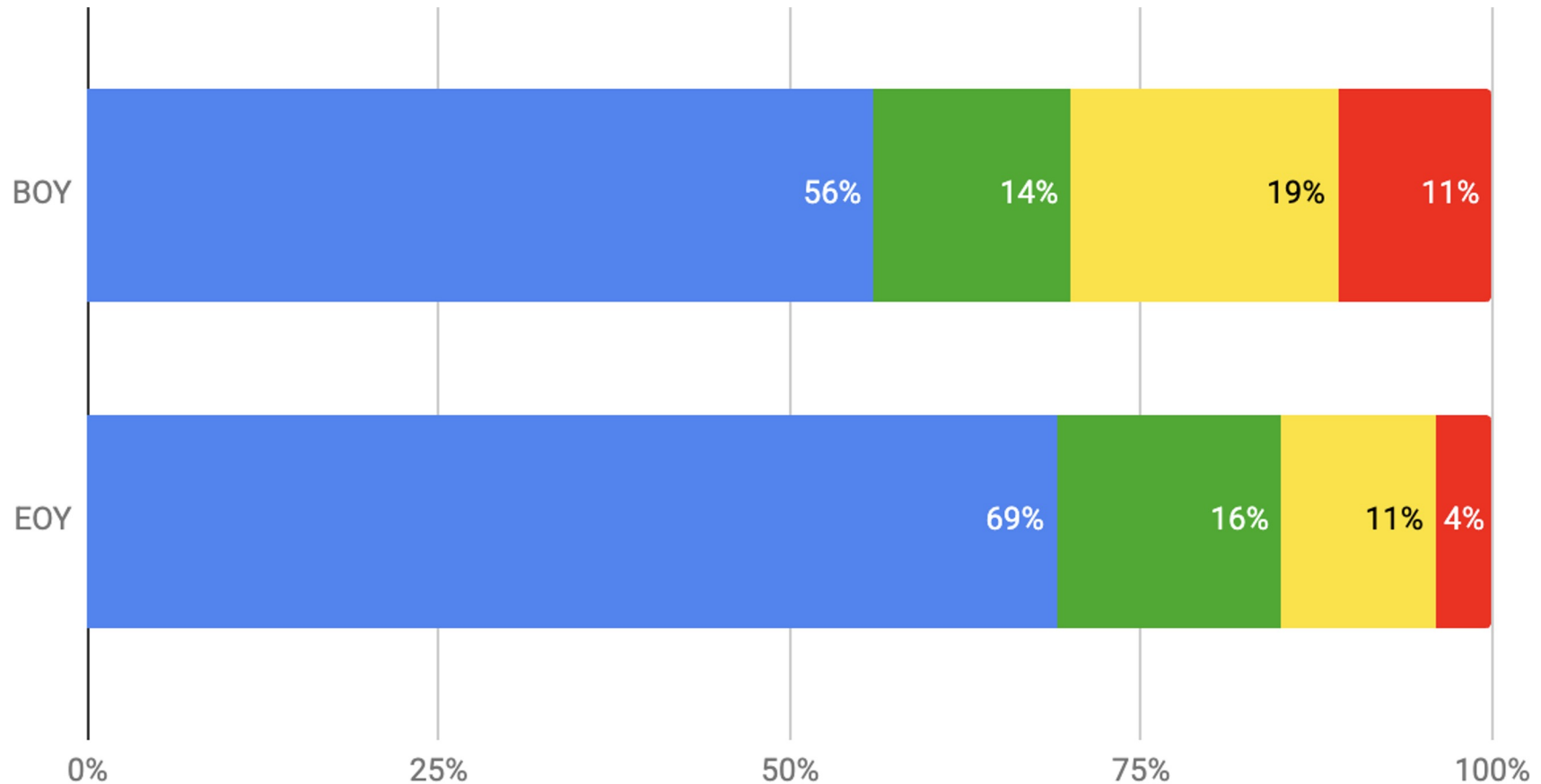


Kindergarten Growth in Literacy – BOY to EOY – 58% Growth

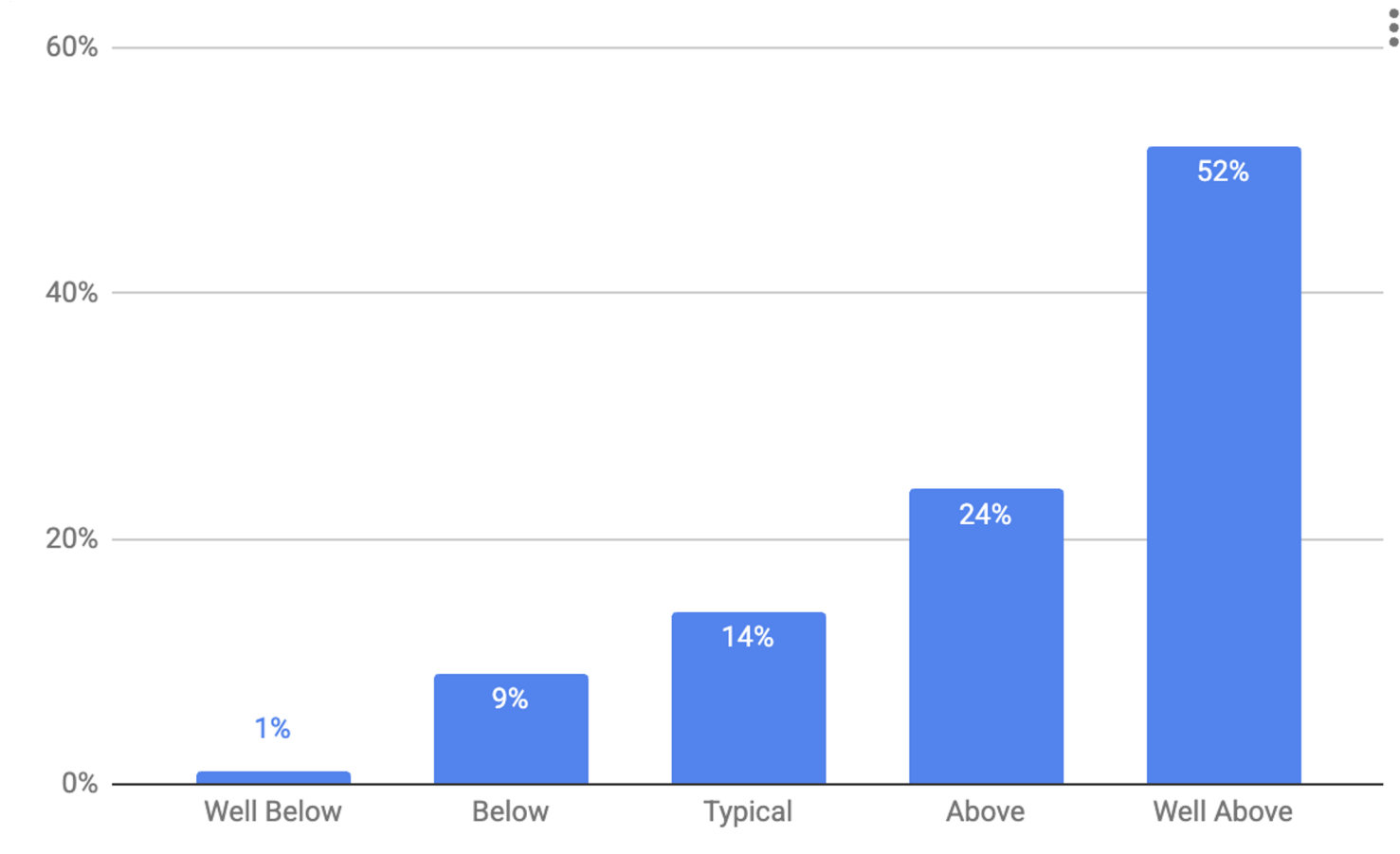


Kindergarten **Math** Scores - BOY to EOY

Proficiency Scores: BOY 70% - EOY 85%

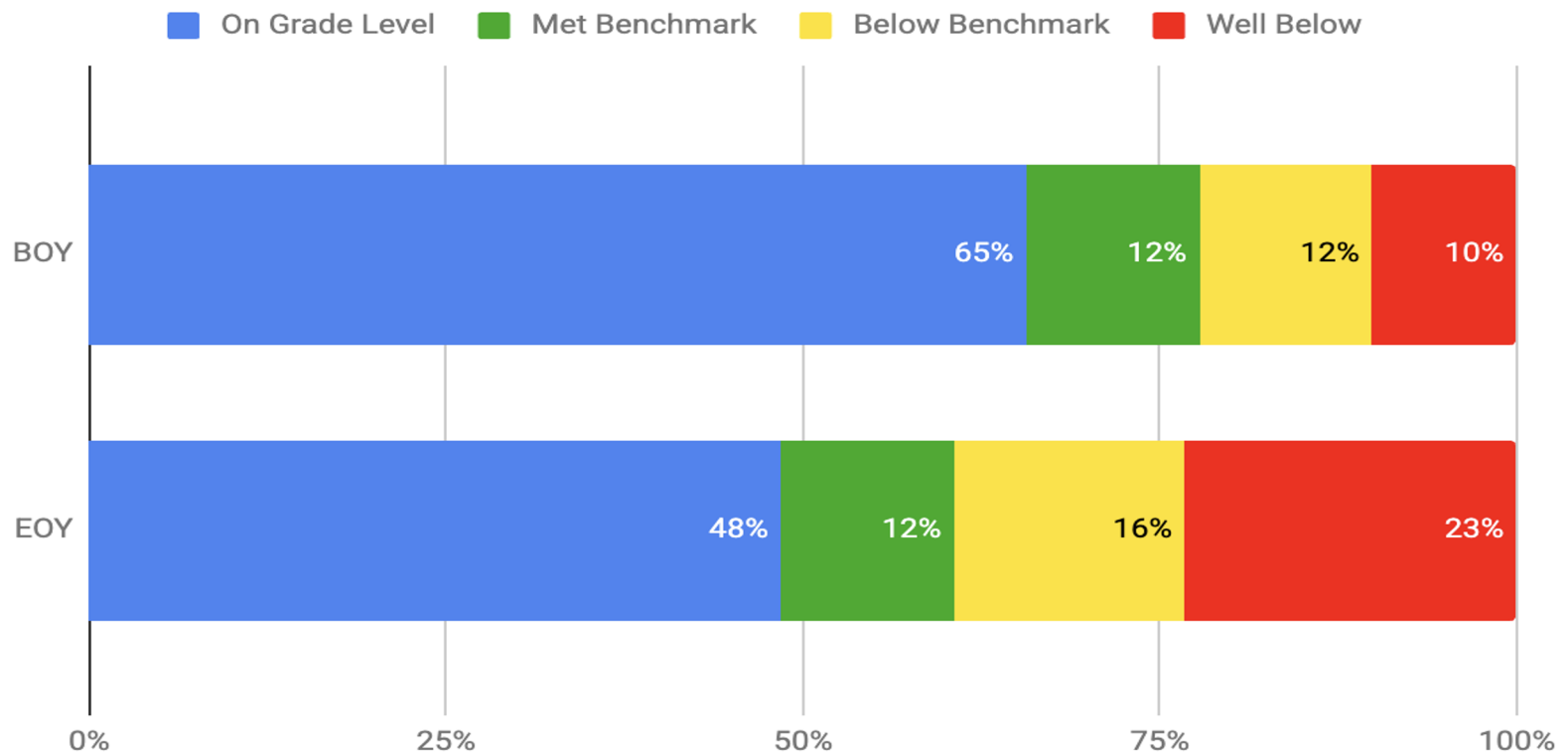


Kindergarten Growth in Math - BOY to EOY - 90% Growth

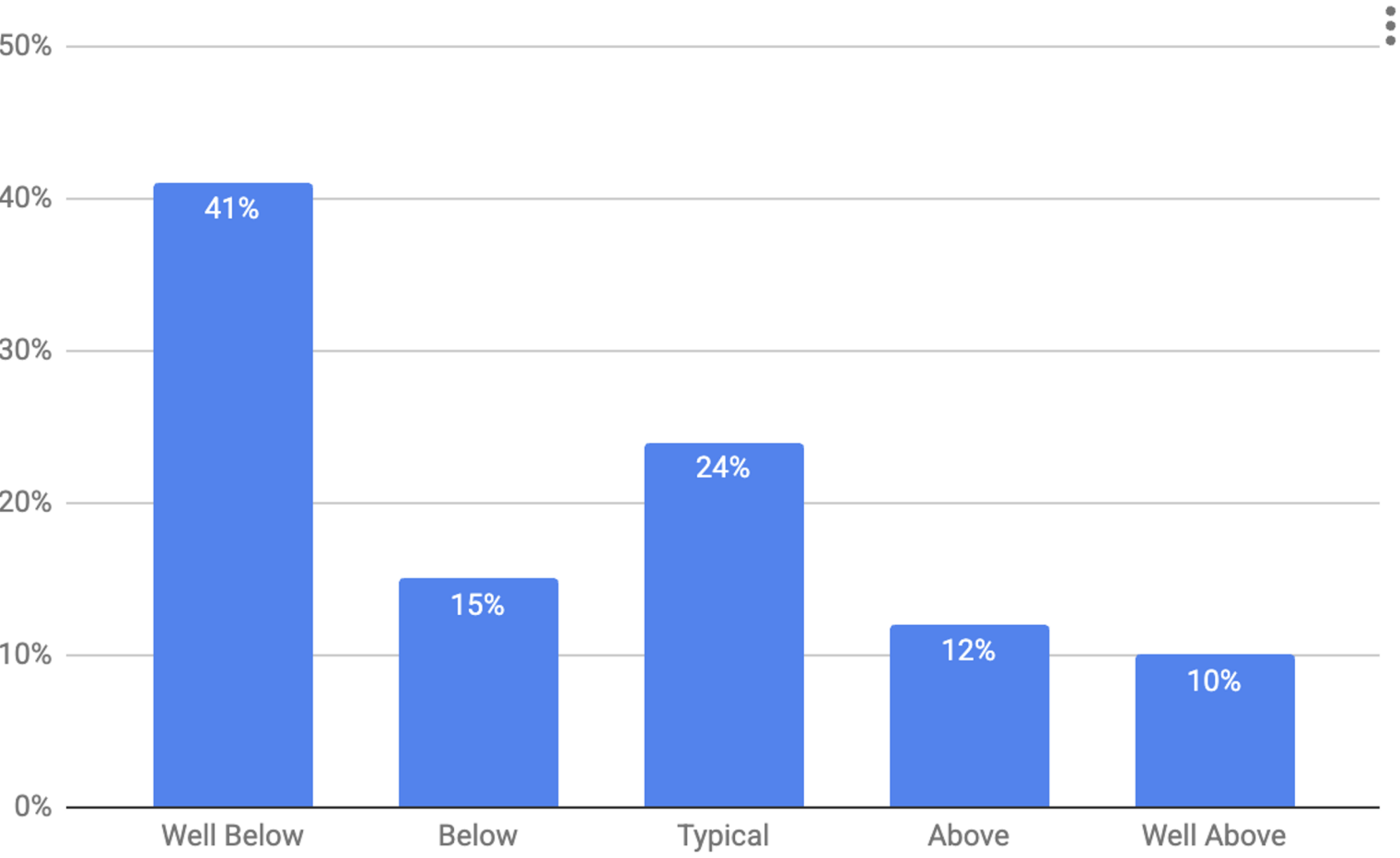


1st Grade **Literacy** Scores - BOY to EOY

Proficiency Scores: BOY 77% - EOY 60%

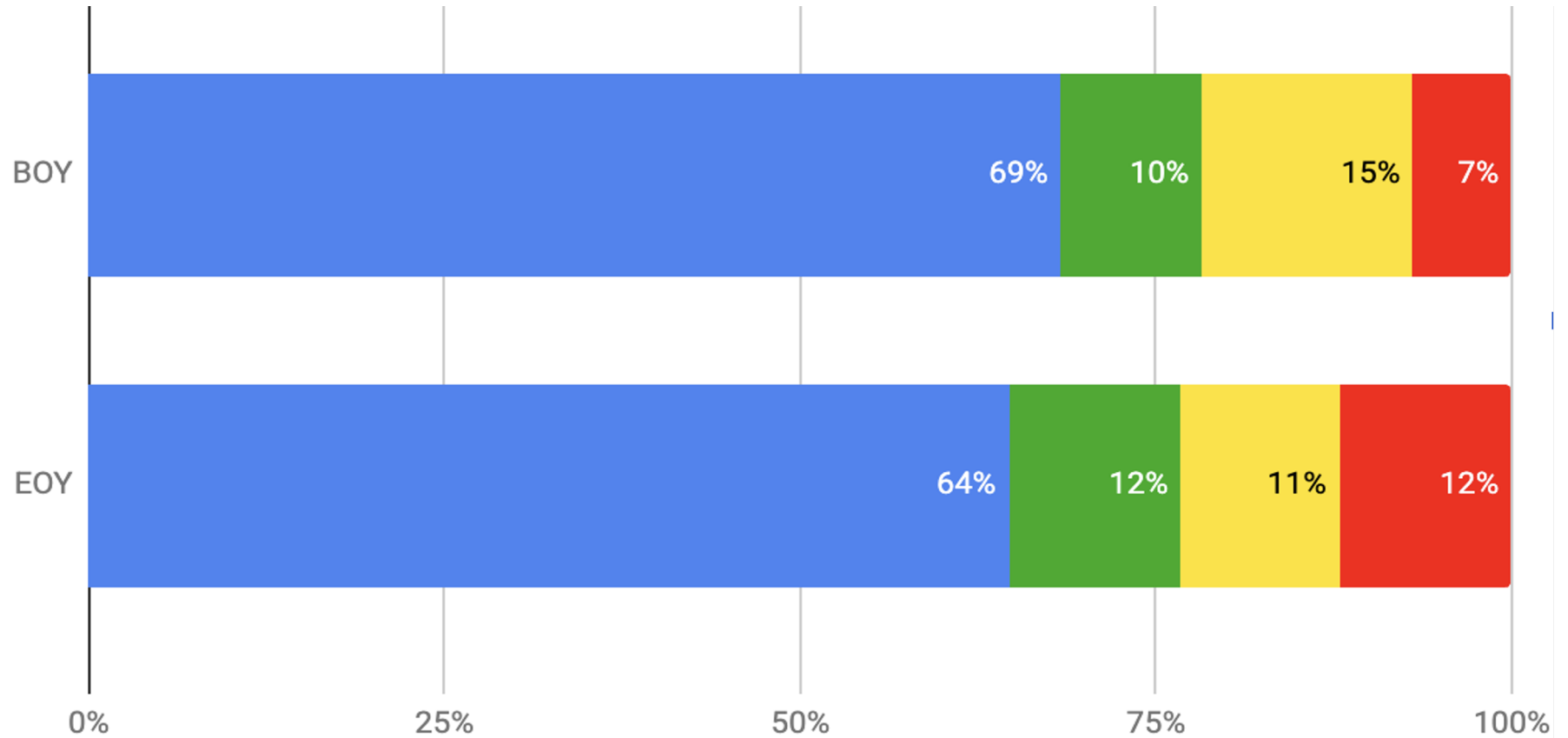


1st Grade Growth in Literacy – BOY to EOY – 46% Growth

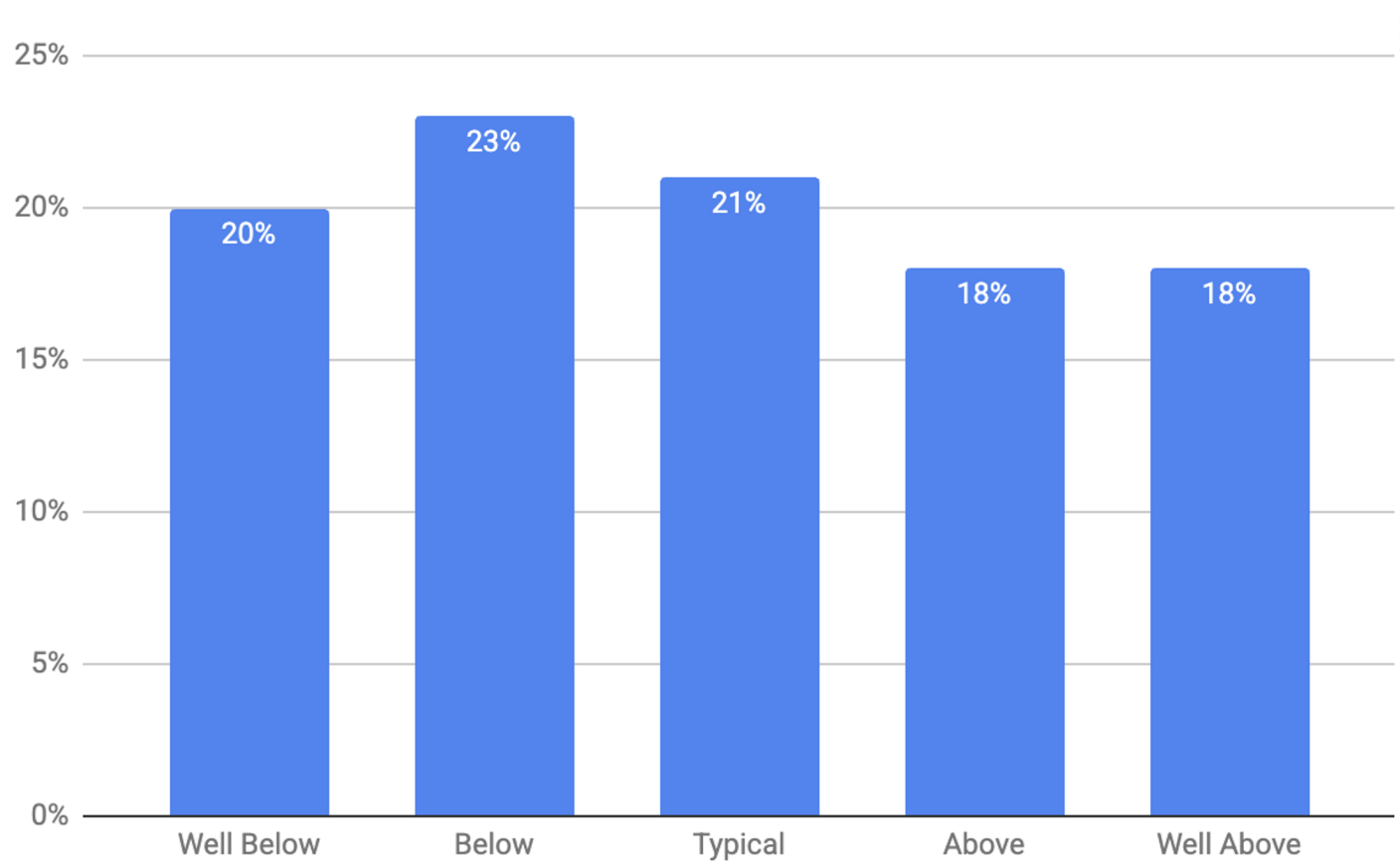


1st Grade Math Scores - BOY to EOY

Proficiency Scores: BOY 79% - EOY 76%

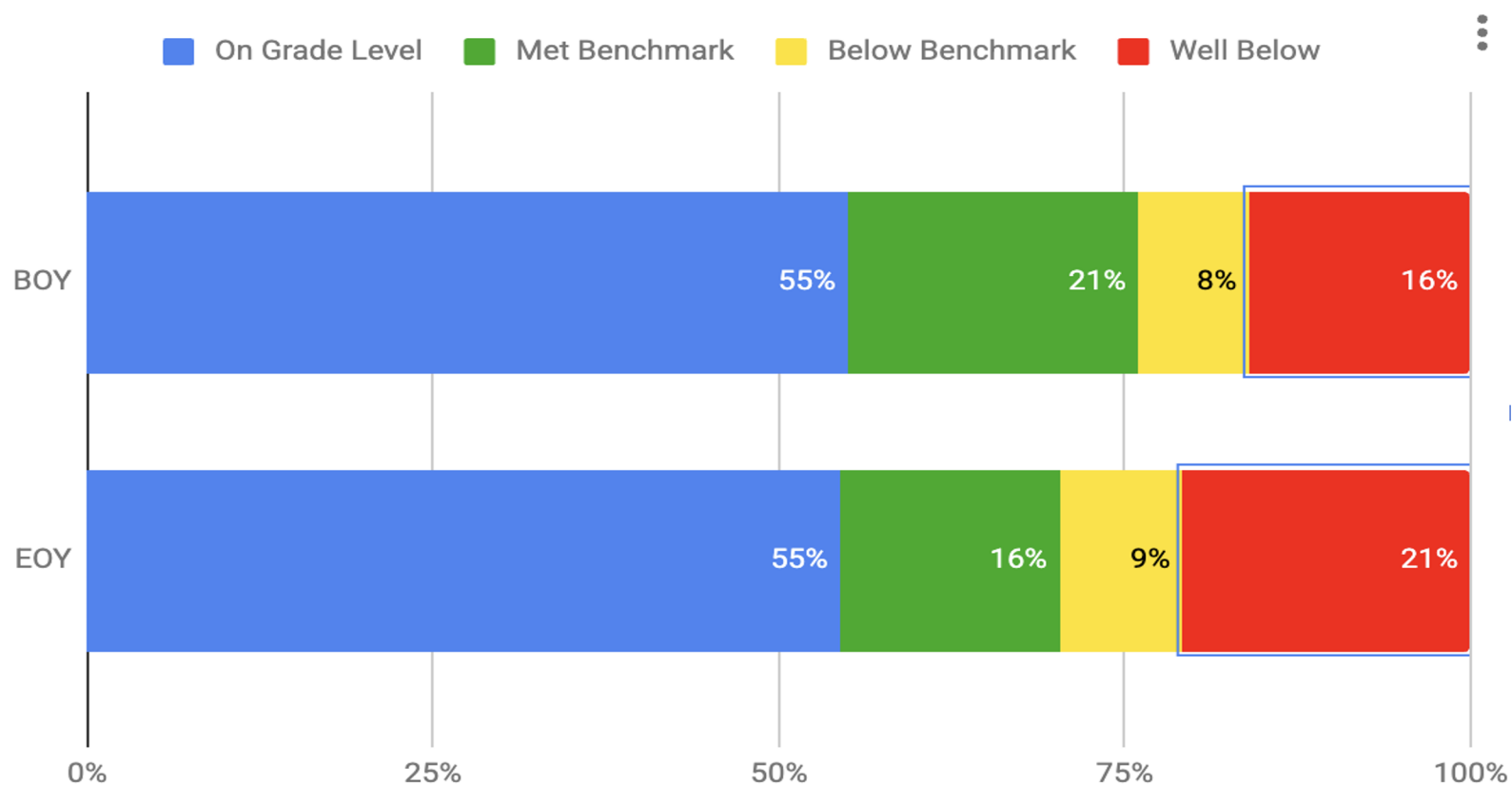


1st Grade Growth in Math - BOY to EOY - 57% Growth

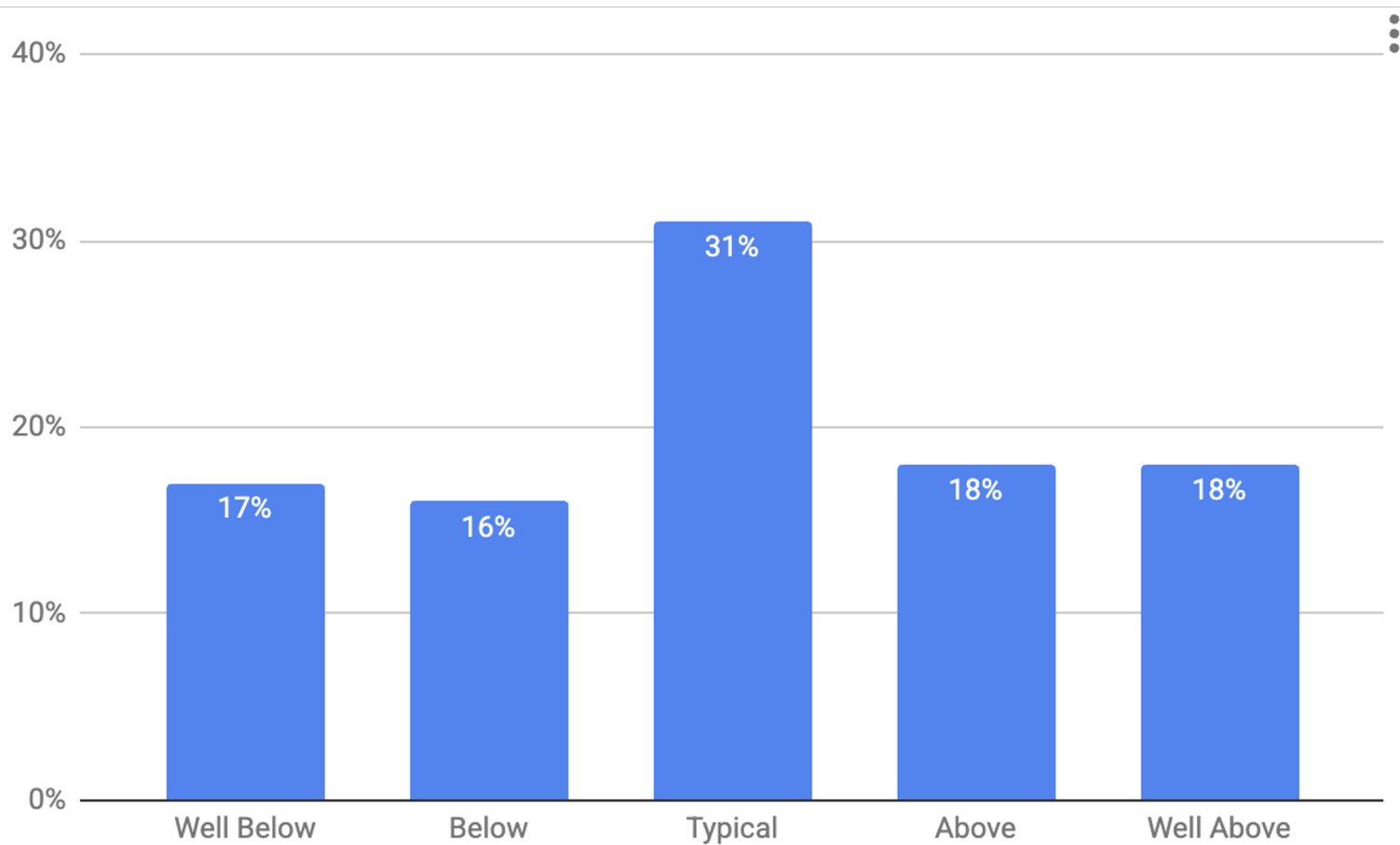


2nd Grade **Literacy** Scores - BOY to EOY

Proficiency Scores: BOY 76% - EOY 71%

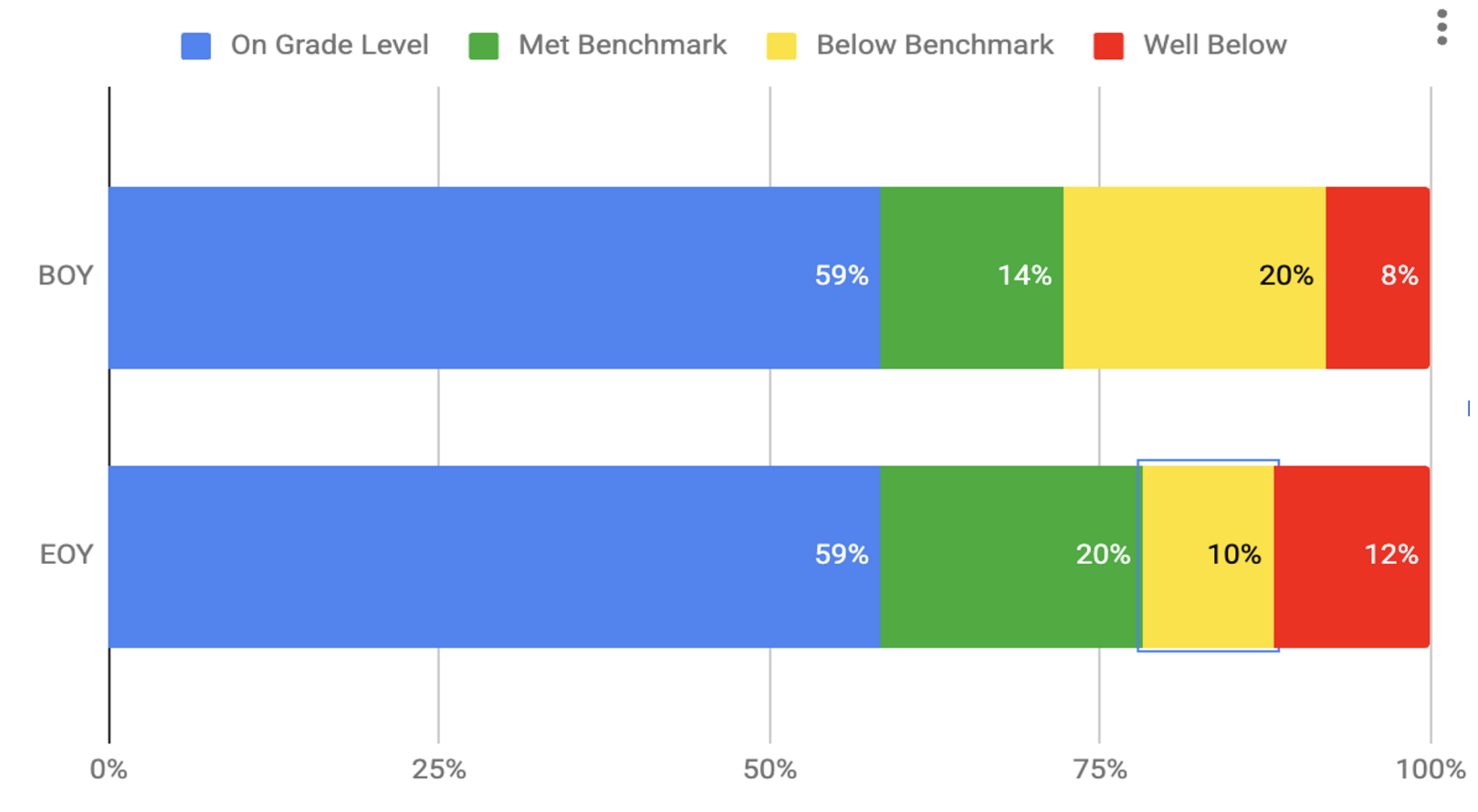


2nd Grade Growth in Literacy - BOY to EOY - 67% Growth

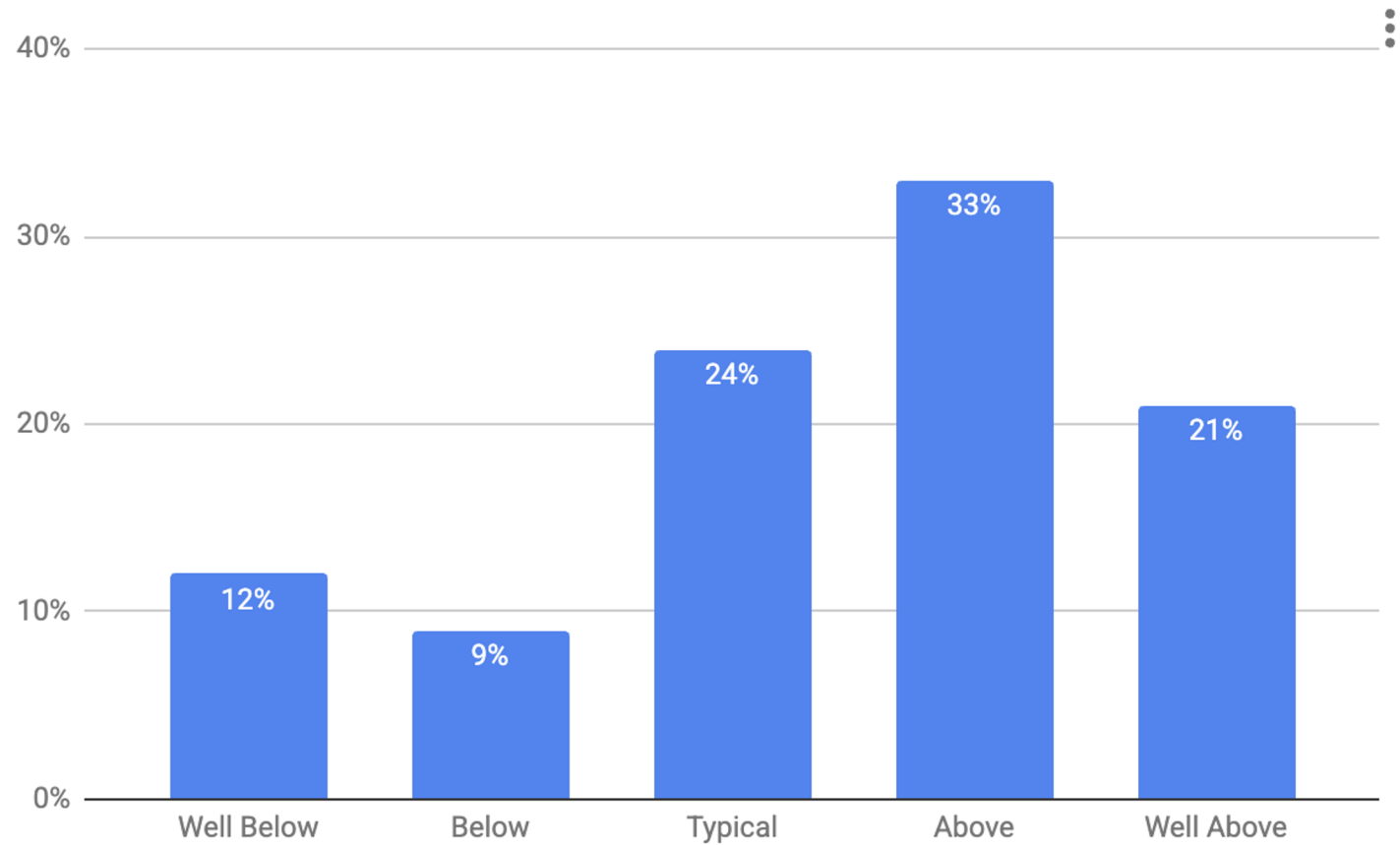


2nd Grade Math Scores - BOY to EOY

Proficiency Scores: BOY 73% - EOY 79%

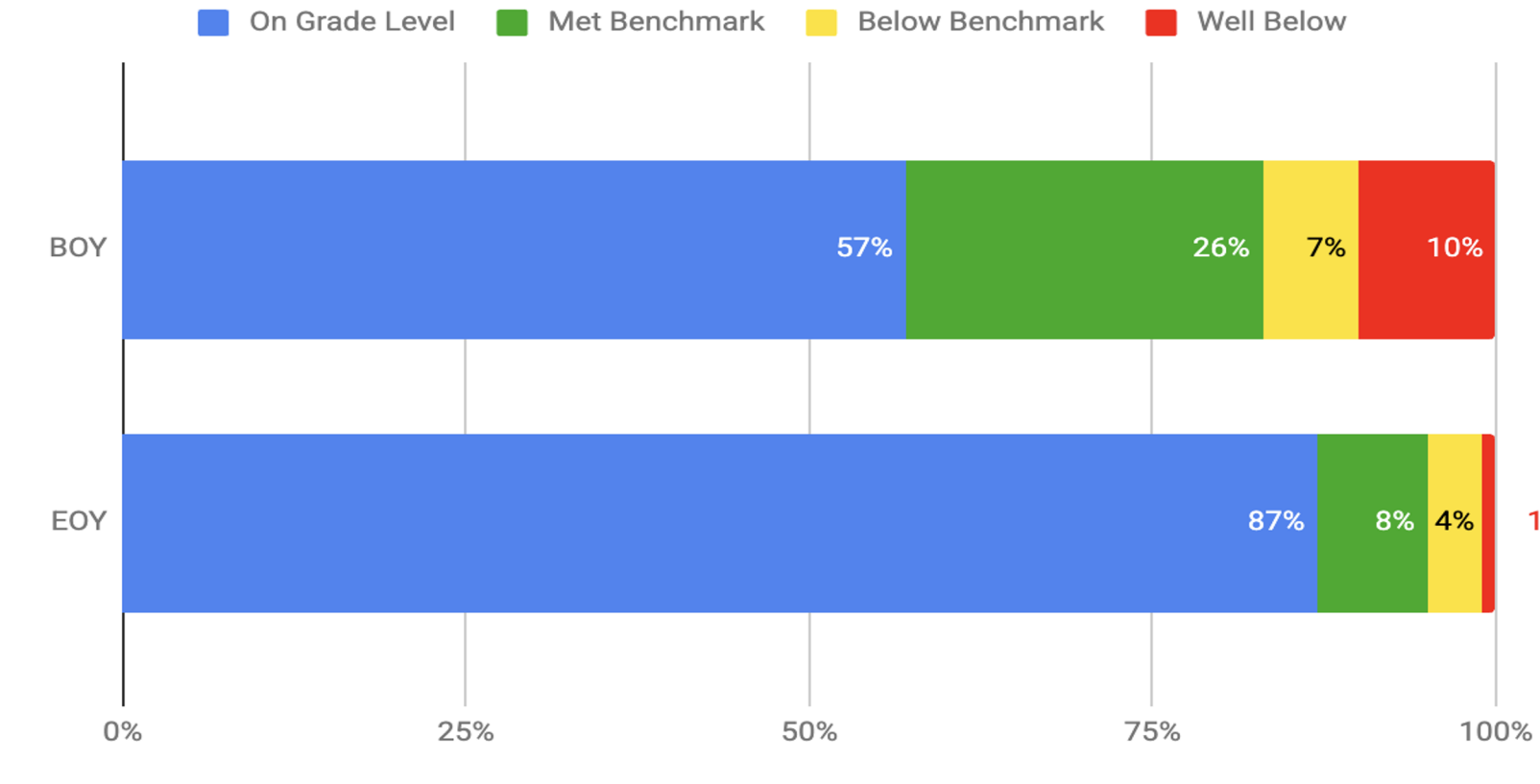


2nd Grade Growth in Math - BOY to EOY - 78% Growth

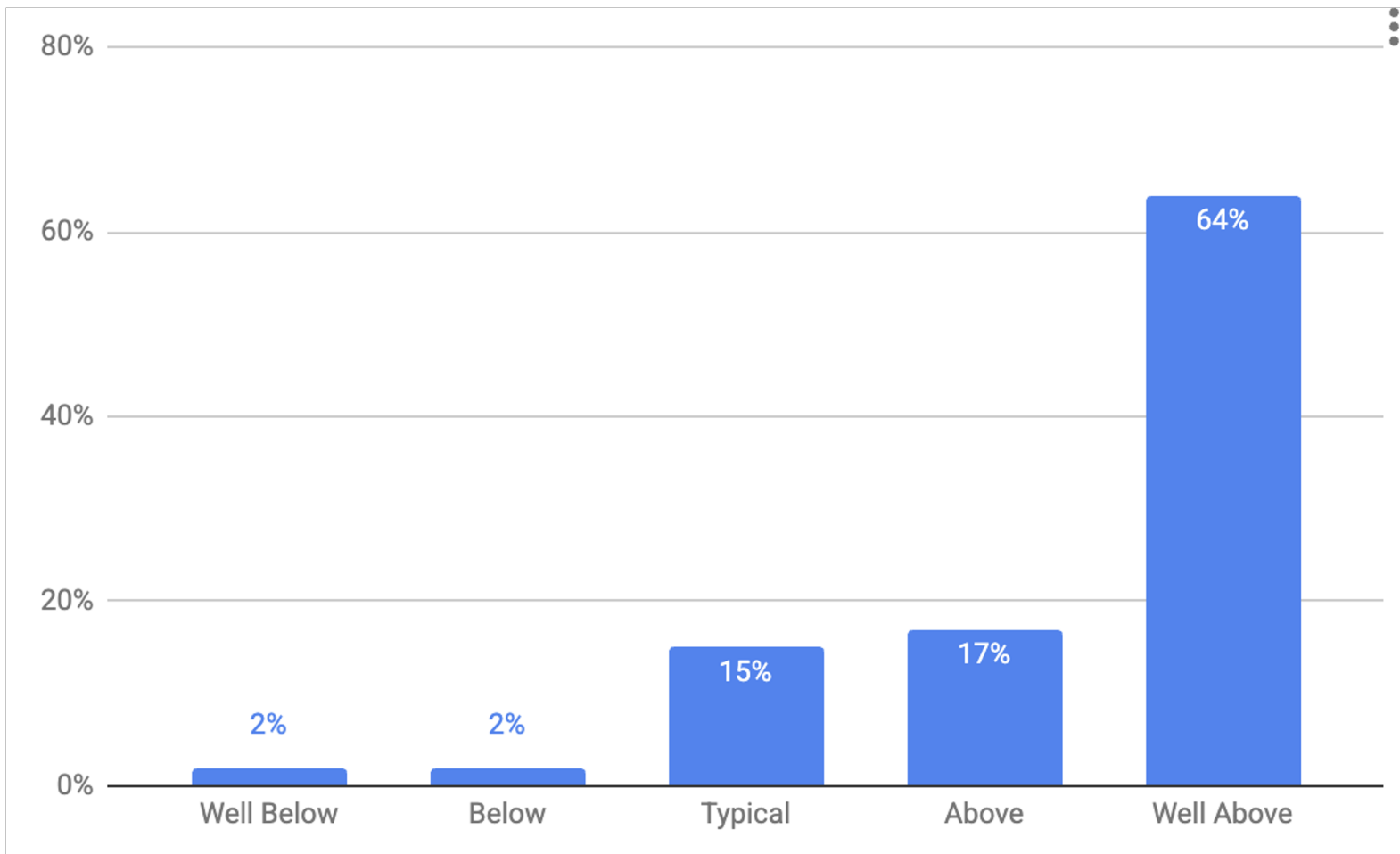


3rd Grade **Literacy** Scores - BOY to EOY

Proficiency Scores: BOY 83% - EOY 95%

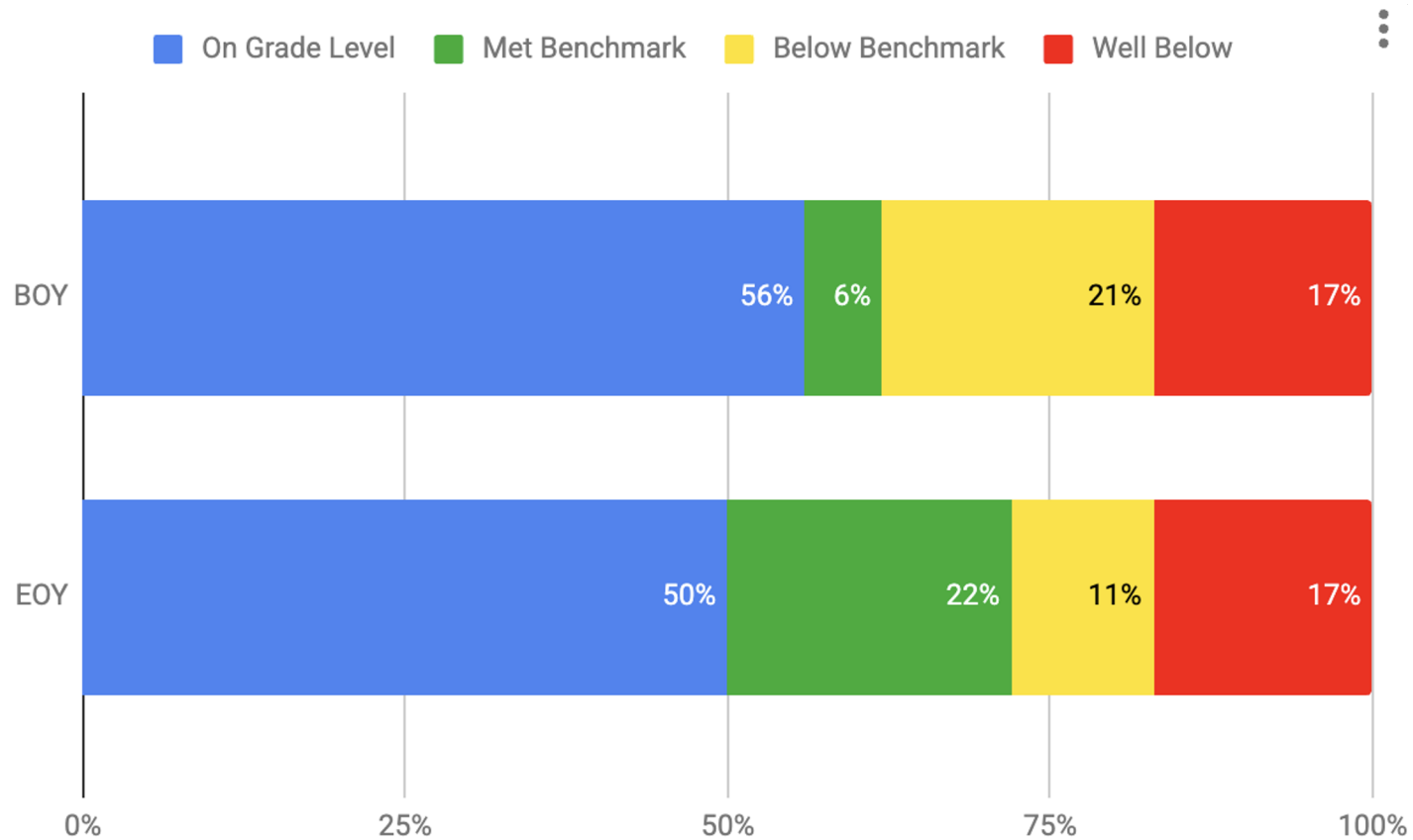


3rd Grade Growth in Literacy - BOY to EOY - 96% Growth

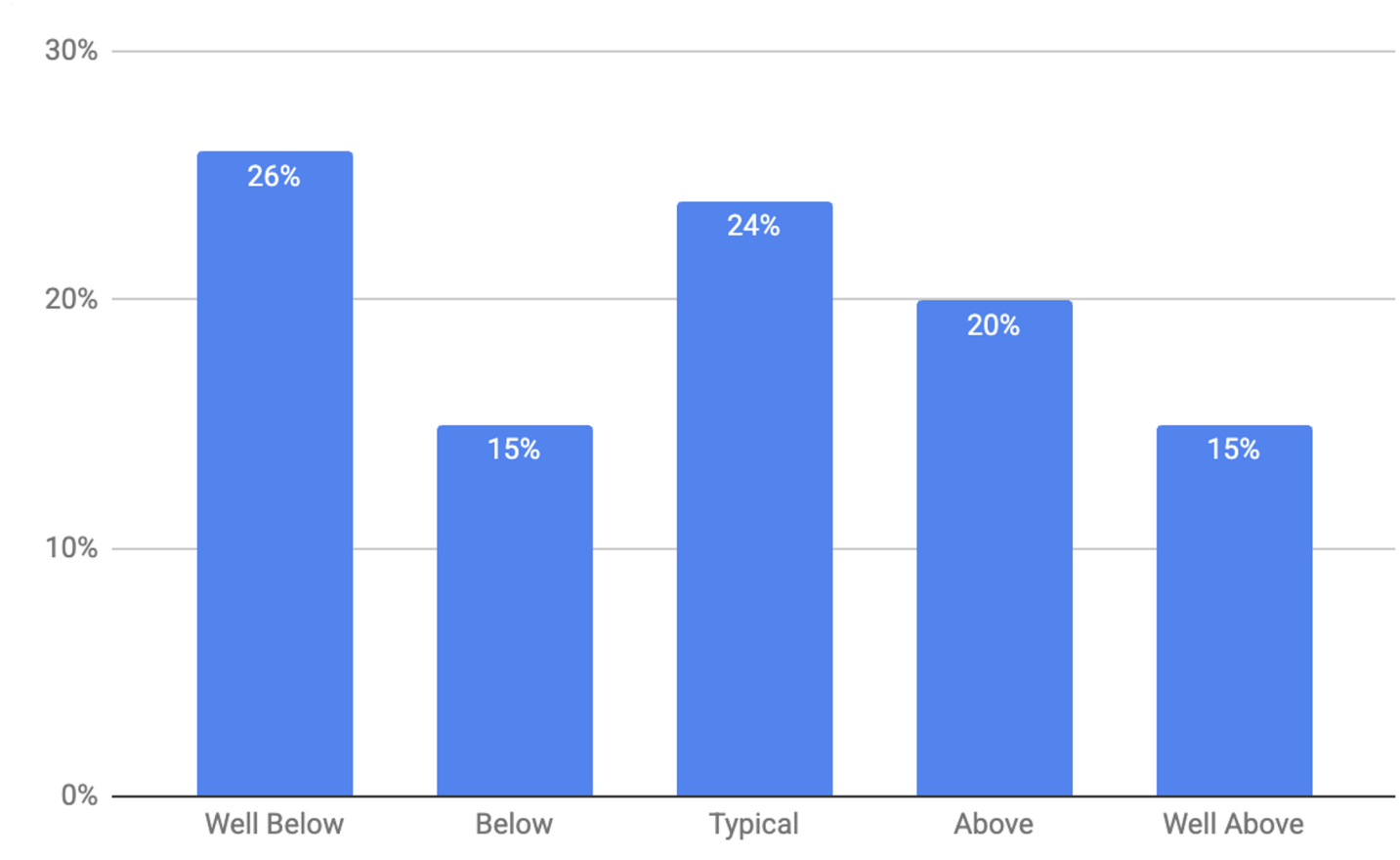


3rd Grade Math Scores - BOY to EOY

Proficiency Scores: BOY 62% - EOY 72%



3rd Grade Growth in Math - BOY to EOY - 59% Growth

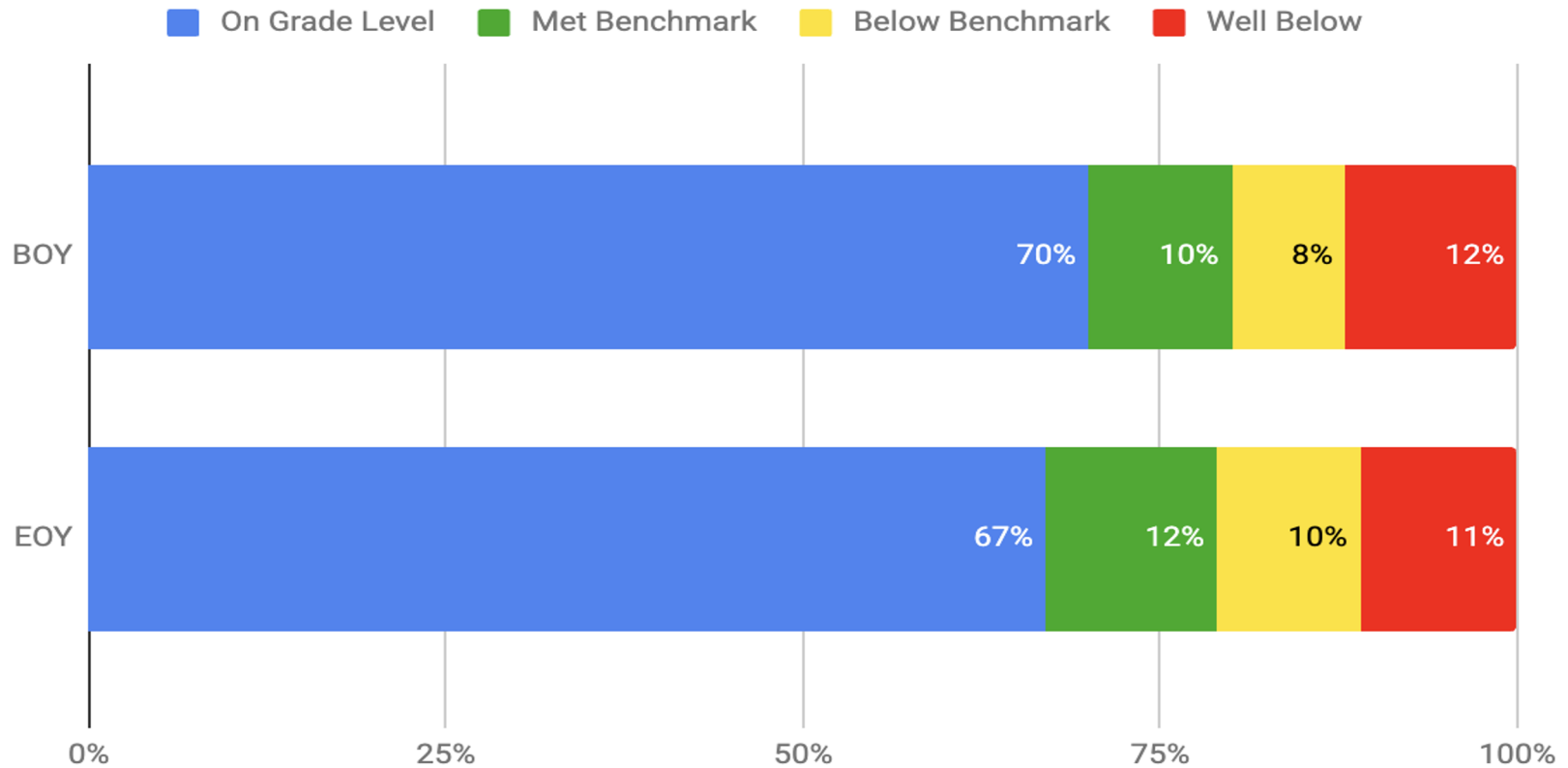


Acadience Reading

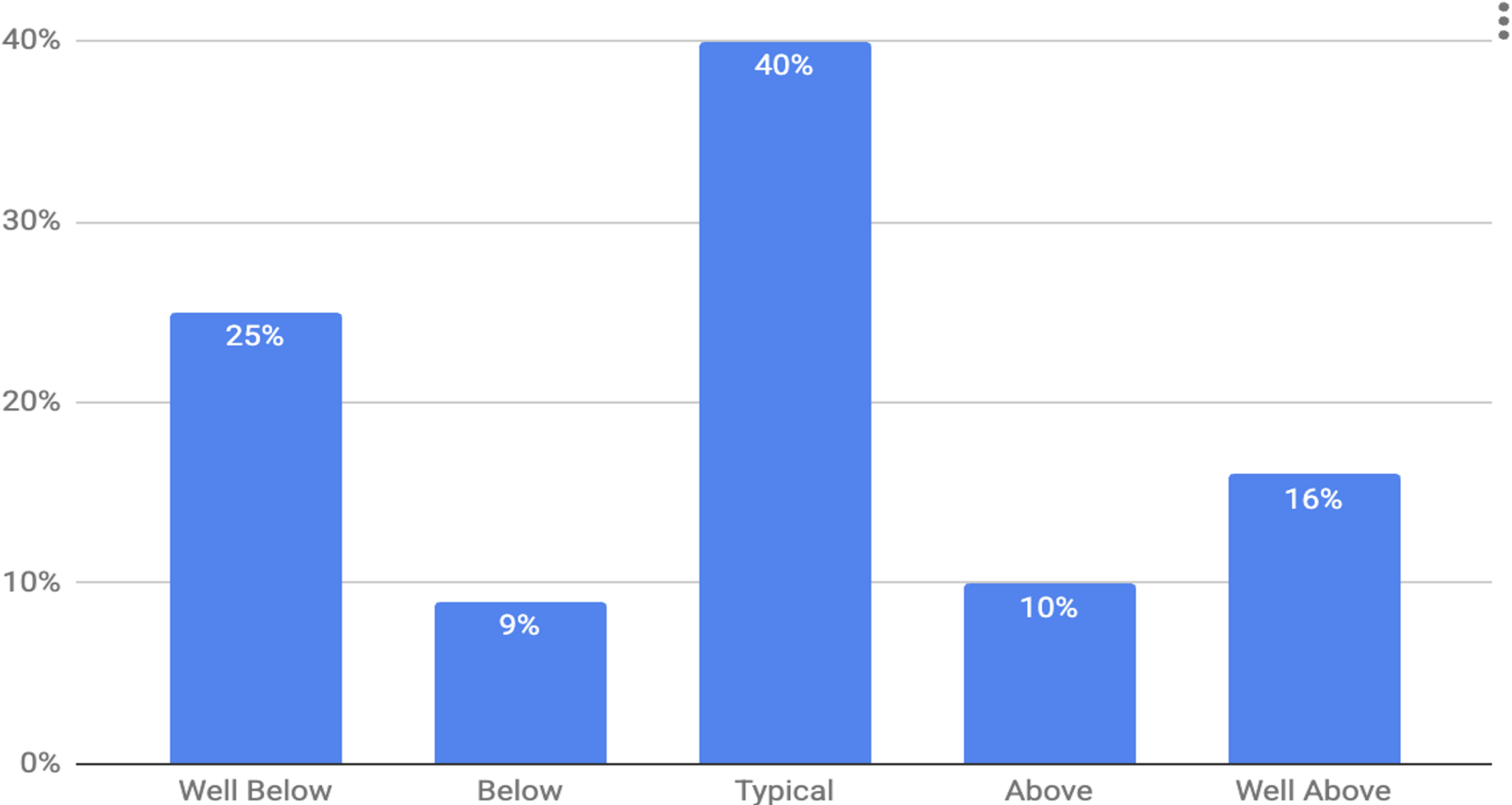
4th - 6th

4th Grade **Literacy** Scores - BOY to EOY

Proficiency Scores: BOY 80% - EOY 79%

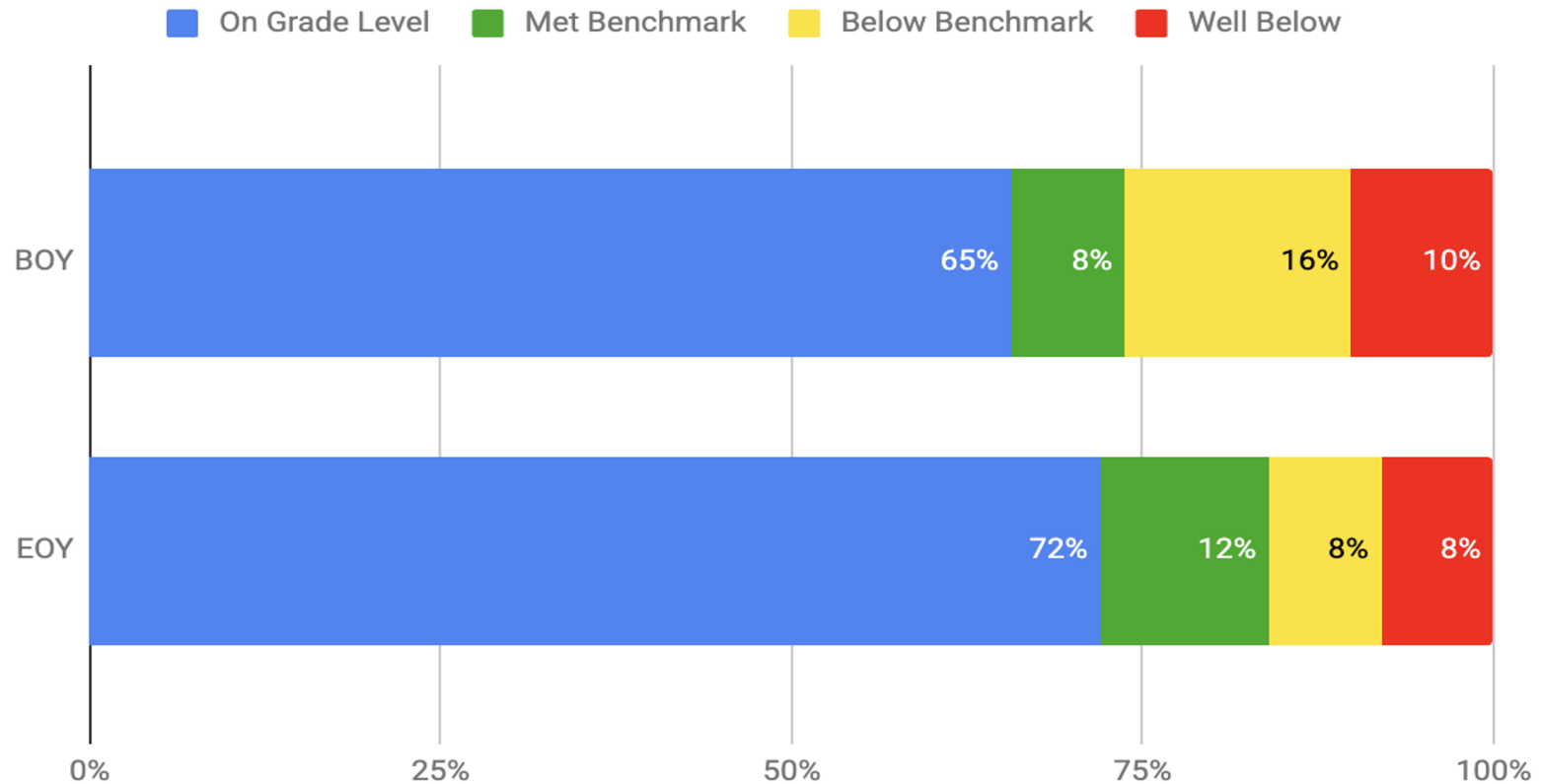


4th Grade Growth in Literacy - BOY to EOY - 66% Growth

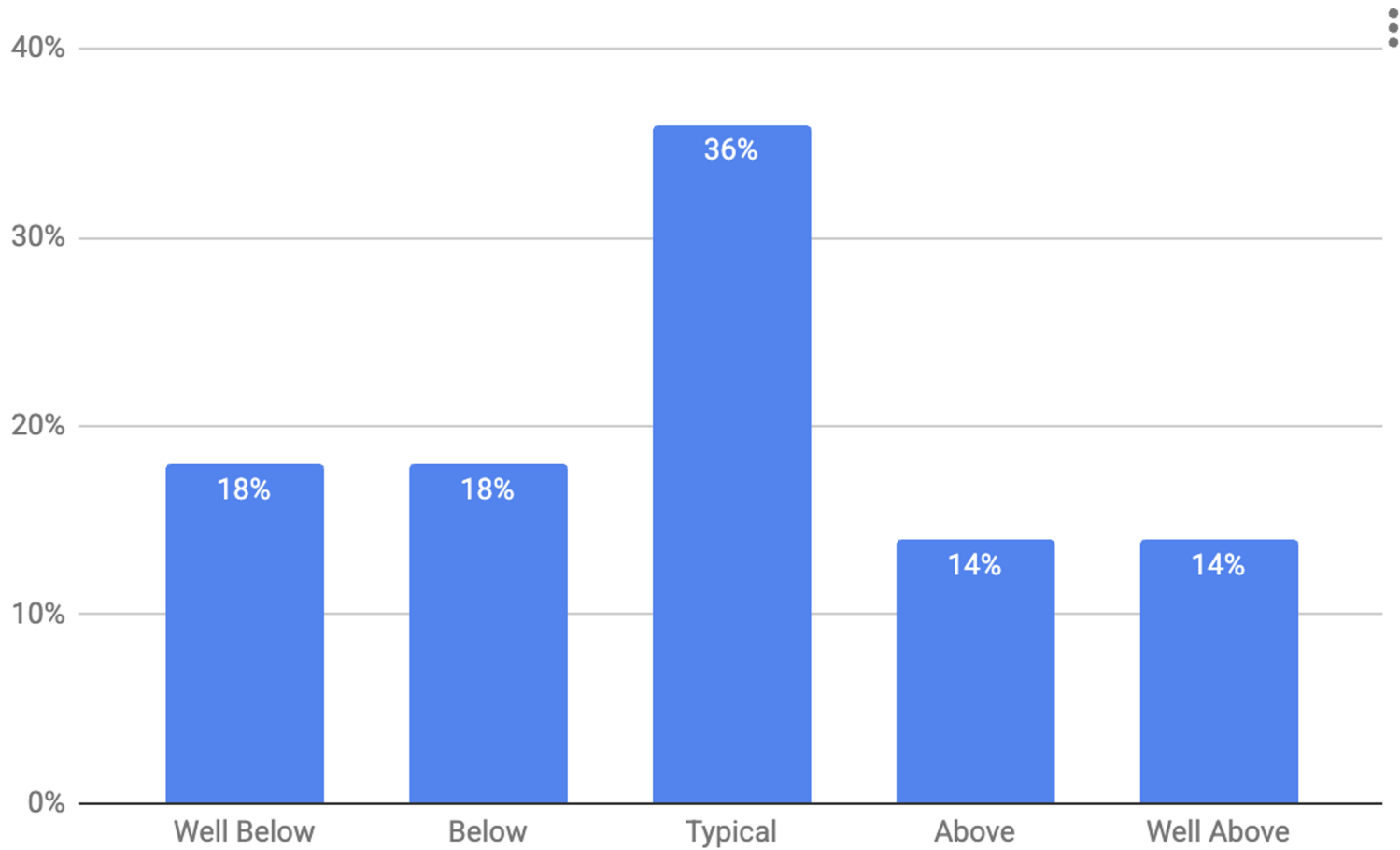


5th Grade **Literacy** Scores - BOY to EOY

Proficiency Scores: BOY 73% - EOY 84%

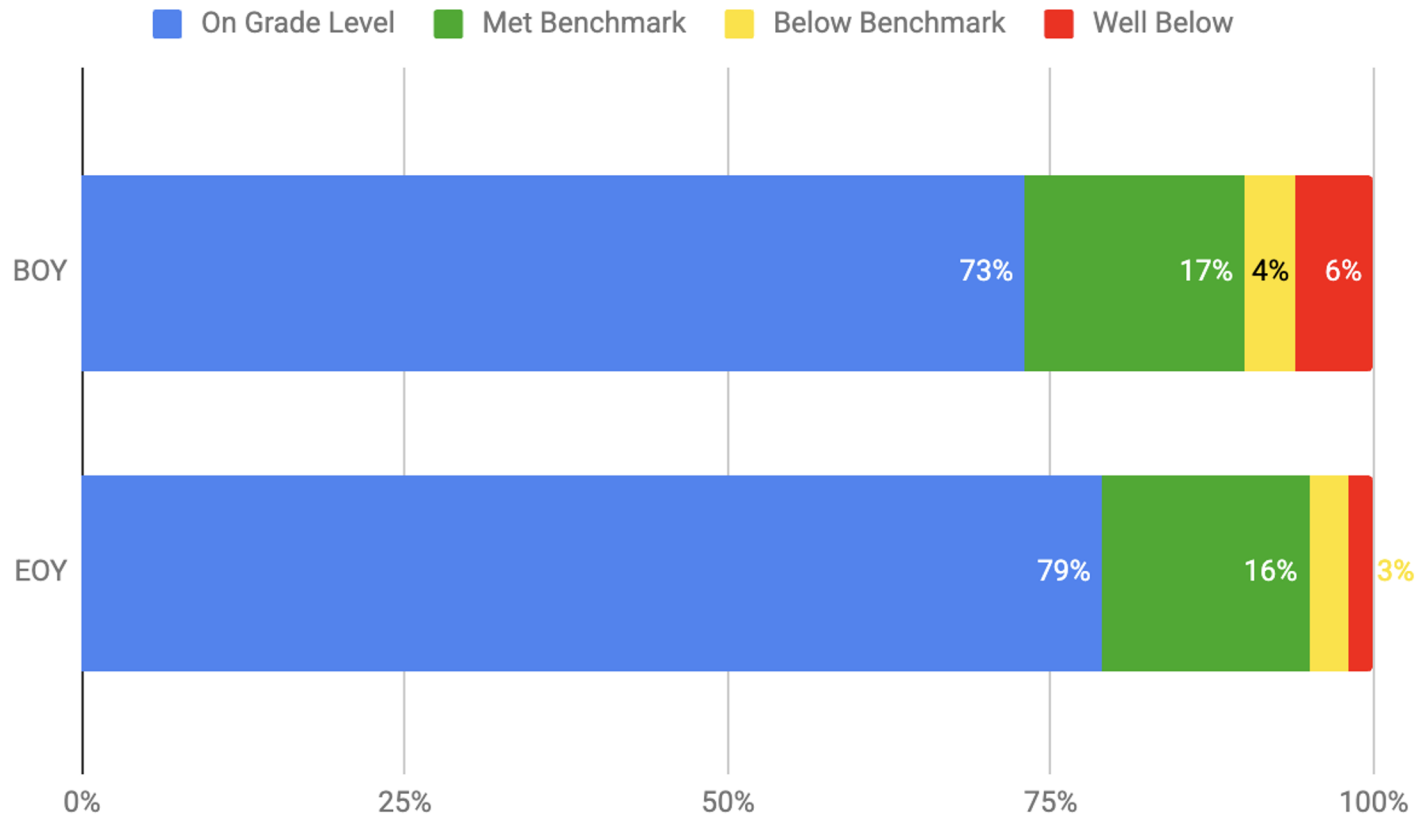


5th Grade Growth in Literacy - BOY to EOY - 64% Growth

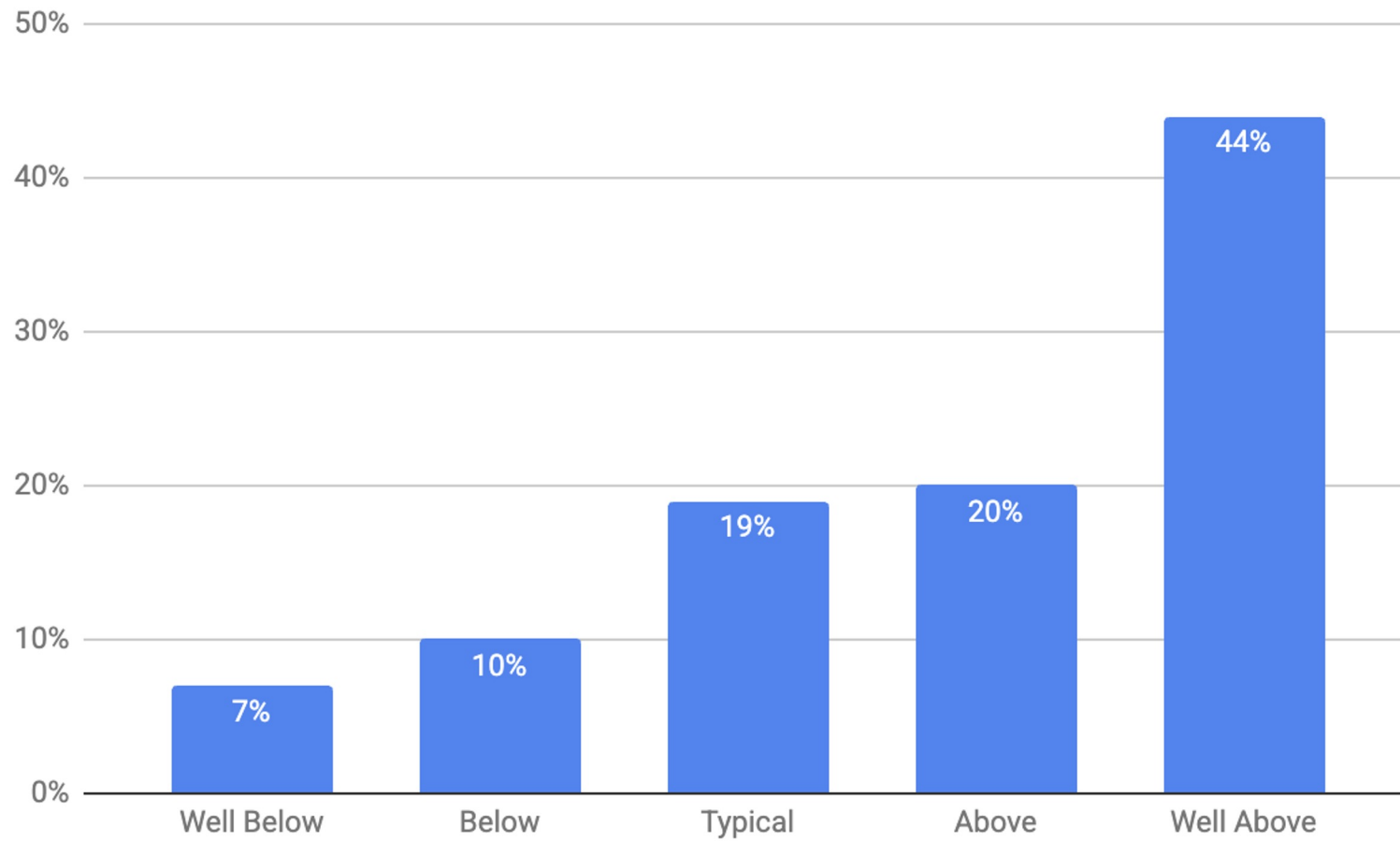


6th Grade **Literacy** Scores - BOY to EOY

Proficiency Scores: BOY 90% - EOY 95%



6th Grade Growth - BOY to MOY - 83% Growth



K-6 Acadience Action/Discussion Points

2025-2026 School-Wide Goals

State Growth Goal: 60% in Acadience Math

- Projected Growth in Math Grades 1-3: 65%

State ROGL Goal: 70% in 3rd Grade

- Kindergarten: 49%
- 1st Grade: 48%
- 2nd Grade: 55%
- **3rd Grade: 87%**
- State Math Goals have been repealed, but we would like to continue setting a growth goal for Acadience Math and Reading for each grade K-6.
- The Change Management Plan will continue to be literacy-focused, emphasizing a dedicated 120-minute structured literacy block within the Master Schedule, redefined data-focused PLCs, and the implementation of Personalized Competency-Based Learning (PCBL) practices that support student ownership, progress monitoring, and mastery of essential skills.
- New State Reading Goal is 80% of students on Benchmark. With third grade being the year of State Accountability.

Performances that **RISE** above the state....

In **SCIENCE RISE:**



In **MATH RISE:**



In **LA RISE:**



RISE Action/Discussion Points

- 99% Participation Rate
- Preliminary Results are trending scores above the state in every grade
- 2026 Spring RISE Scores are scheduled to be certified by the State Superintendent in September USBE is projected to receive RISE LA Results in October
- School Reports Cards available for LEA embargoed review late September/early October
- Public Release of School Report Cards should happen mid-October

Utah Aspire Plus

Note: This is the final year of the Utah Aspire Plus Assessment.

Opt-Out Percentage: 2% of overall grade
Absentee Percentage: 2% of overall grade

Predictive Indicators:

Overall Average ACT Predicted Score: 23
Last Year's Overall ACT Predicted Score: 21

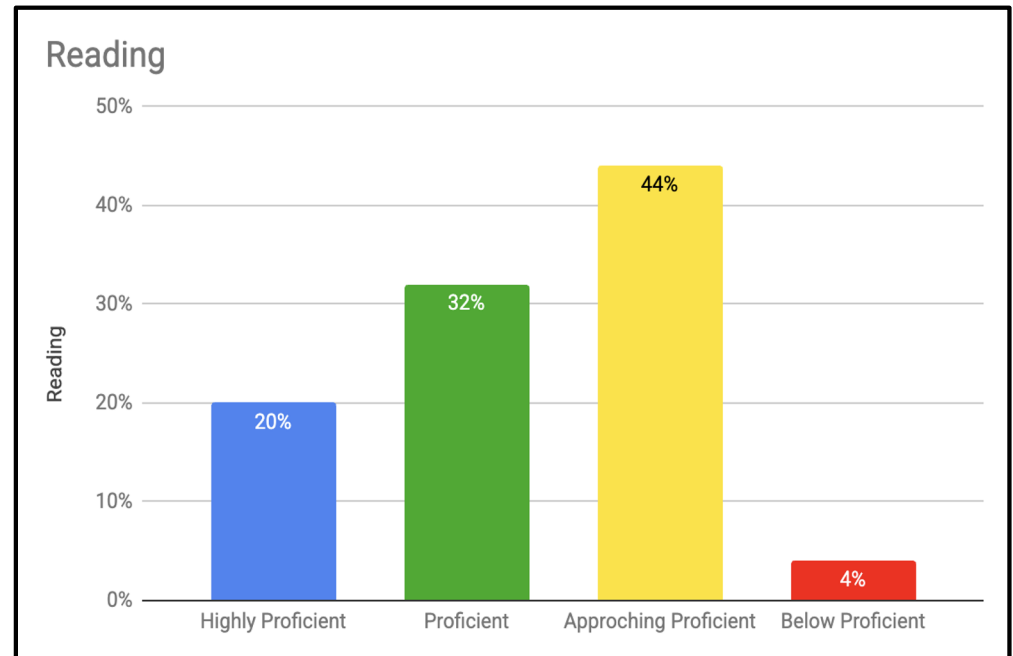
92% of Students are "ON TARGET" with
ACT Predictive Score Range of 18-36. This
is an increase from last year's 88%

Eleven Students Scored cumulative
Predictive scores of 30 or above. We did not
have any student score below a 13 this year.

READING - 52% Proficient
decrease over last year

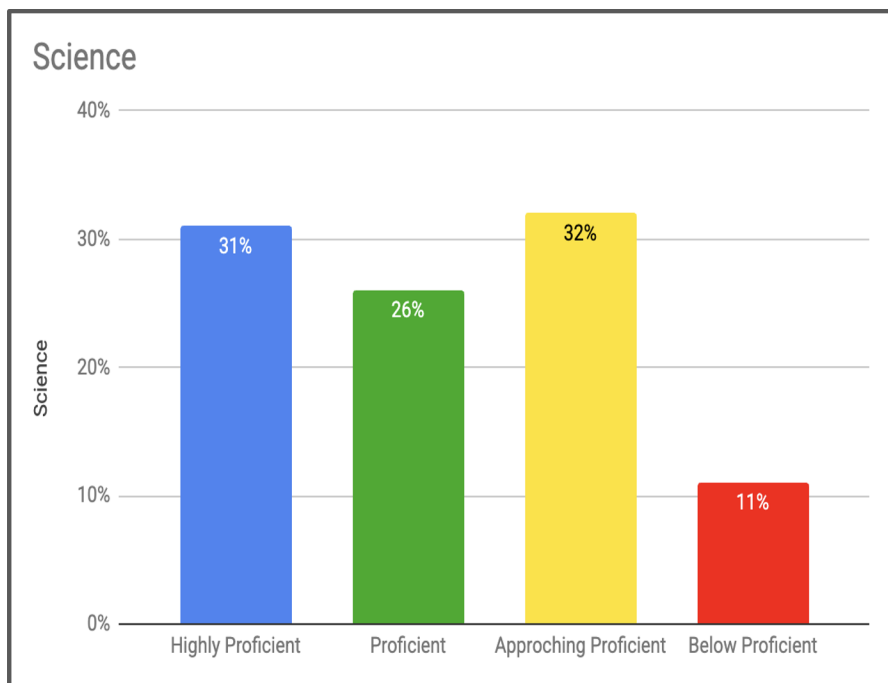
3%

96% Participation rate



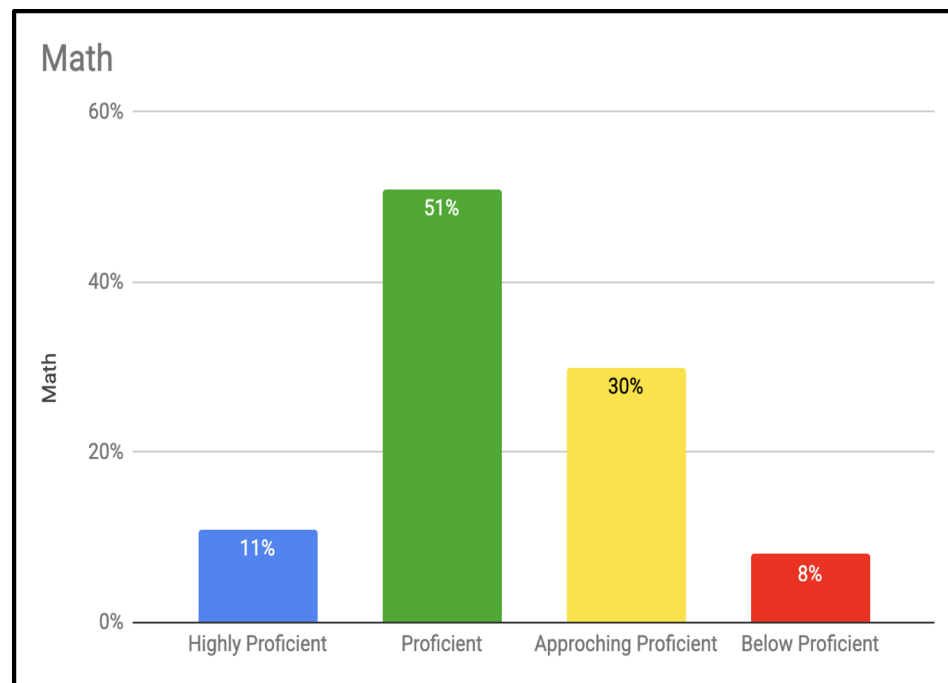
Science - 57% Proficient
Maintained proficiency over last year

96% participation rate



Math - 62% Proficient
1% increase over last year

96% Participation Rate



WIDA ACCESS Results

- 76 Students tested
- 22 Students “graduated” and begin 4 years of monitoring
K = **0/9** 1st = **0/9** 2nd = **2/7** 3rd = **1/11** 4th = **12/17**
5th = **4/8** 6th = **0/3** 7th = **1/3** 8th = **1/4** 9th = **1/5**
- Effect of Pullouts on ELL “Graduation”
0 years = **3/26** (12%) 1 year = **6/26** (23%)
2 years = **13/20** (65%) 3 years = **0/4** (0%)
- Our Current Levels of students (next page)

WIDA ACCESS Results

Level	K	1	2	3	4	5	6	7	8	9	25-26	24-25
1 = Entering	5	2				1			1		9	10
2 = Emerging	3	5		1							9	12
3 = Developing	1	2	4	4	3	3	2	1	2	3	25	32
4 = Expanding			3	6	10	1	1	2	1	2	26	19
5 = Bridging					3	2					5	5
6 = Reaching					1	1					2	2
TOTALS	9	9	7	11	17	8	3	3	4	5	76	80

Notable Utah School Ranking

The Utah State Board of Education (USBE) recently released its 2025 school percentile rankings (based on most recent released school report cards - January 2026), and Early Light Academy demonstrated significant academic growth.

Key Highlights:

- Early Light Academy has moved into the **top quartile (25%) of all Utah K–12 public schools** based on USBE accountability rankings.
- Students showed **substantial gains across multiple academic indicators**, reflecting the effectiveness of targeted instructional supports and interventions.
- Trend data indicates that while the school experienced declines in **Growth** and **Growth of the Lowest 25% of students** during 2023 and 2024, those measures rebounded significantly in 2025.
- Strong performance in **English Learner (EL) support and targeted interventions** contributed to these positive outcomes.

What This Means

These results demonstrate the impact of the school's ongoing commitment to data-driven decision making, responsive student support systems, and focused intervention efforts. The gains reflect the dedication of teachers, intervention staff, and school leadership in ensuring all students continue to make academic progress.

The administration and school leadership will continue to analyze achievement, growth, English learner progress, and performance of the lowest-performing students to sustain and build upon these positive trends.

UTAH TITLE IX ATHLETICS REPORTING

Before the beginning of each academic year, the athletic director or another administrator of each school shall report to the school's local governing board regarding Title IX. Below are the details for each reporting category.

REQUIREMENTS:

The number and type of interscholastic sports available at the school, categorized by gender designation:
The number of students competing in a gender-designated interscholastic sport at the school, categorized by gender:
The amount of spending that the school devotes to each gender-designated sport, reported in total amount and on a per-student basis:
A comparison and evaluation of designated practice and game locations in gender-designated interscholastic sports:
Any information regarding the school's efforts in compliance with Title 63G, Chapter 31, Part 2, Distinctions on the Basis of Sex, and Title IX:
Is there a 10% or greater discrepancy between male-designated and female-designated sports? If yes, provide an action plan that the school develops to address the discrepancy.

UTAH TITLE IX ATHLETICS REPORTING

2025-2026 School Year

Category	Female-Designated Interscholastic Sports	Male-Designated Interscholastic Sports	Co-Ed Interscholastic Sports
Number and Type of Interscholastic Sports Available	• Basketball • Volleyball • Soccer • Cross Country	• Basketball • Volleyball • Soccer • Cross Country	
Number of Students Competing in a Gender-Designated Interscholastic Sport	• Basketball: 20 • Volleyball: 16 • Soccer: 19 • Cross Country: 11 - Total: 66	• Basketball: 22 • Volleyball: 17 • Soccer: 20 • Cross Country: 19 - Total: 78	
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>	Basketball • Student Fee: \$105 • Actual Spent Per Student: \$110.25 • Total Spent: \$2205 Volleyball • Student Fee: \$105 • Actual Spent Per Student: \$85.31 • Total Spent: \$1365 Soccer • Student Fee: \$105 • Actual Spent Per Student: \$105 • Total Spent: \$1995 Cross Country • Student Fee: \$85 • Actual Spent Per Student: \$85	Basketball • Student Fee: \$105 • Actual Spent Per Student: \$100.23 • Total Spent: \$2205 Volleyball • Student Fee: \$105 • Actual Spent Per Student: \$111.18 • Total Spent: \$1890 Soccer • Student Fee: \$105 • Actual Spent Per Student: \$94.50 • Total Spent: \$1890 Cross Country • Student Fee: \$85 • Actual Spent Per Student: \$85	

	• Total Spent: \$935	• Total Spent: \$1615	
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Gender-Designated Interscholastic Sports Comparison and Evaluation

Sport	Practice Locations	Home Game Locations	Notes
Basketball	School gym	School gym	This is the same for both genders
Volleyball	School gym	School gym	This is the same for both genders
Soccer	School field	Oquirrh Park	This is the same for both genders
Cross Country	School field and nearby neighborhood	School field and nearby neighborhood	This is the same for both genders

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, and competitive 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	The school provides facilities for both males and females that are equal in quality.
Not Providing Males or Females Preferred or More Advantageous Scheduling of Facilities, Programs, or Events in Comparison to the Opposite Sex	The school does not schedule facilities usage, programs and events in a way that is more preferred or advantageous for males or females.
Not Providing Males or Females with More Sex-Designated Opportunities than the Opposite Sex in Excess of a 10% Disparity	The school does not provide Males or Females with More Sex Designated Opportunities than the Opposite Sex in Excess of a

	10% Disparity.
Not Requiring Males or Females to Participate or Compete Against the Opposite Sex in any Sex-Designated Facility, Program, or Event	The school does not Require Males or Females to Participate or Compete Against the Opposite Sex in any Sex-Designated Facility, Program, or Event.
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	The school is 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.

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

The school does not currently have a need for an Action Plan to address a discrepancy of 10% or greater between male-designated and female designated interscholastic sports, as the opportunities are balanced and compliant with applicable regulations.



ELA

AI Use Playbook

Navigating the future of learning for
educators, students, and families.

Fueling the Journey of an ELA Phoenix

AI is a tool to enhance human intelligence, teaching, and learning—never to replace it.

Historical Context:
Developing an understanding of our place in history.

Flight Trajectory

Skill Building:
Fueling Attributes, Skills, and Knowledge through emerging tech.

The Destination:
Becoming lifelong learners and inspiring leaders.

Grade-Level Access and Approved Systems

	Student Access	Teacher Access	Teacher Toolkit
K-2	No direct AI use.	Full access (planning, scaffolding). Focus on ethical instruction and innovation beyond efficiency.	MagicSchool (Premium), ChatGPT, Gemini, School AI, Canva, Google, Adobe, Scribe, NotebookLM.
3-5	Limited interaction (requires teacher guidance and program restrictions).	Full access.	Student Toolkit
6-9	Expanded access (based on content/purpose).	Full access.	MagicSchool (3-9), Canva (6-9), Adobe Express (6-9).

The Assignment Stoplight System

Default State: Every assignment is RED unless specified otherwise by the teacher. Teachers must mark assignments Green or Yellow if applicable.



Green (Go): AI may be used freely.

Examples:
Brainstorming
Revising drafts
Practice questions
Project building

Yellow (Caution): Use allowed only with specific teacher approval.

Examples:
Summaries
Outlines
Grammar checks

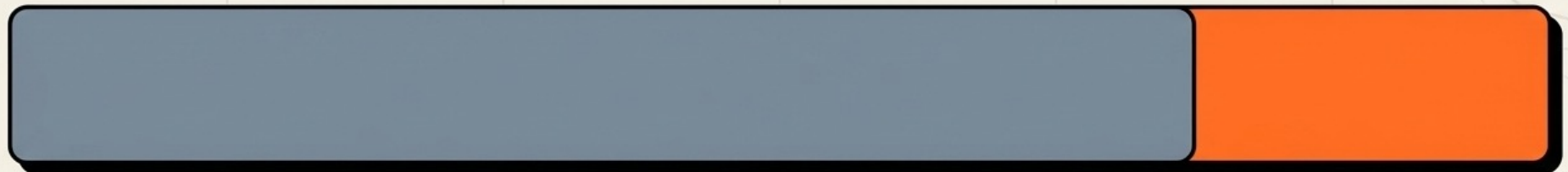
Red (Stop): AI use is strictly prohibited.

Examples:
Final drafts
Tests/Quizzes
Independent work requiring original thinking

The 80/20 Rule of AI Collaboration

The Intern (AI)

The Boss (You)



0-80% (Heavy Lifting): Treat AI as **an assistant or intern**. Use it to overcome the blank page, build initial structures, draft routines, and generate raw ideas.

80-100% (The Human Stamp): The final 20% must be completely human. This requires you to step in to verify accuracy, correct bias, **inject your unique voice**, and apply the **final creative polish**. AI can never do your thinking for you.

A Partnership for Teachers and Students

Educator Benefits



Time Recovery: Save time on routine tasks and family communication.



Personalization: Tailor instruction to meet diverse learner needs.



Empowerment: Shift focus to Personalized Competency-Based Learning and student growth.

Student Benefits



Time Optimization: Save time on mechanical tasks.



Critical Partnership: Use AI as a sounding board for problem-solving.



Future Readiness: Build 21st-century skills for a world shaped by generative technology.

Educator Protocols for AI Integration



Model Citizenship

Teach ethical use, discuss societal impacts (bias, privacy), and ensure AI never overrides your teaching voice.



Set Expectations

Monitor student use and add explicit AI expectations into annual class disclosures.



Protect Data

Never input Personally Identifiable Information (PII) into AI tools.



Verify Output

Always review content for accuracy and bias before bringing it to students.



Engage & Learn

Attend LEA-sponsored training and communicate wins, issues, and concerns with leadership.

Student Commitments for Responsible Use

1



Be the Boss:

You are the human. AI is the tool. The final ideas, analysis, and ultimate creative vision must be your own.

3



Be a Guardian:

You are responsible for everything you submit. If AI invents a wrong answer (a hallucination) and you don't catch it, you earn the lower grade.

4



Make Smart Choices:

Know what AI is not good at, critically assess all outputs for misinformation, and strictly follow your teacher's Stoplight rules.

5



Be Accountable for Impact:

Students are responsible for their online behavior and the impact of the content they create, share, or repost, even if it is intended as a joke or viewed voluntarily by the person being targeted. They should not use a cell phone, or any other digital device to send, share, or post messages, images, or videos that are intended to hurt, embarrass, threaten, or harass another person.

The ELA AI Support Ecosystem

Leadership Alignment:

Administrators model responsible AI use, allocate resources strategically, and maintain a clear, consistent human-centered vision.

Training & Security:

Mandated use of vetted, privacy-compliant platforms. Staff trained to mitigate risks, protect data privacy, and prevent automation over-reliance.

**Safe
Classroom
AI**

Community Connection: Engaging families through Parent Nights and transparent communication. Aligning AI use with existing foundations: Code of Conduct, Tech Usage, Academic Integrity (Plagiarism), and Anti-Bullying Policies.



BOARD MEMBER PERFORMANCE EXPECTATIONS

General Responsibilities:

Each trustee is responsible for actively participating in the work of the Early Light Academy Board, and the life of the school. Each board member is expected to affirm and strive to fulfill the performance expectations outlined below. These expectations are to be clearly articulated prior to nominating any candidate as a board member. The Early Light Academy Board will nominate the candidate only after s/he has agreed to fulfill these expectations. In addition to the responsibilities below, individual trustees are expected to help each other fulfill the tasks outlined in the collective Job Description of the Board Members.

Specific Responsibilities:

1. Believe in and be an active advocate and ambassador for the values, mission, and vision of Early Light Academy.
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:
 - Focus on the good of the organization and group, not on a personal agenda.
 - Support board decisions once they are made.
 - Speak as one voice, the board.
 - Participate in an honest appraisal of one's own performance and that of the board.
 - Build awareness of and vigilance towards governance matters rather than management.
4. Regularly attend board and committee meetings. Prepare for these meetings by reviewing materials and bringing the materials to meetings. If unable to attend, notify the board or committee chair with as much notice as possible.
5. Be prepared to contribute approximately 8-10 hours per month toward board service which includes:
 - Attending a monthly board meeting (approximately 2 hours)
 - Attending additional board meetings as necessary
 - Participating on a board committee (approximately 2 hours)
 - Reading materials, preparing for meetings (approximately 1 hour)
 - Attending events at the school, assisting with fund raising and other ambassador tasks as needed (approximately 1-2 hours)
6. Keep informed about the school and its issues by reviewing materials, participating in discussions, and asking strategic questions.
7. Use personal and professional contacts and expertise for the benefit of Early Light Academy.
8. Serve as a committee or task force chair or member and complete tasks assigned timely.
9. Inform the Early Light Academy Board of any potential conflicts of interest, whether real or perceived, and abide by the decision of the board related to the situation.
10. Observe and keep confidentiality when needed.

Board Member Signature

Date

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

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Early Light Academy Ethics Policy



Early Light 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;

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- [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 **Early Light 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 _____
Jenn Lund

Date

Signature _____
Brett Crockett

Date

Signature _____
Ann Khong

Date

Signature _____
Ashley Leishman

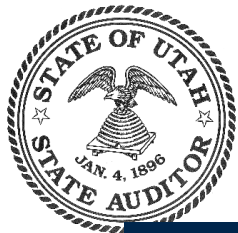
Date

Signature _____
Penny Ramirez

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: 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: Early Light Academy

*Completed for Fiscal Year Ending: June 30, 2026 *Completion Date: June 17, 2026

*CAO Name: Stephanie Schmidt *CFO Name: Brett Crockett

*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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Early Light Academy Board of Directors Meeting Minutes Wednesday, May 20, 2026

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



In Attendance: Jenn Lund, Brett Crockett, Candice Mitchell, Ann Khong, Ashley Leishman, Penny Ramirez,

Others in Attendance: Stephanie Schmidt, Heidi Bauerle, Erin Winterton, Caleb Crump, Chelsey Sorensen, Ryan Chavez, Dawn Kawaguchi,

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

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

WE ARE WHAT HISTORY BOOKS ARE MADE OF!

MINUTES

8:32 AM – INTRODUCTORY ITEMS

- Welcome & Roll Call – Jenn Lund
- Board Mission – Brett Crockett

There was no PUBLIC COMMENT. This was the second public comment period for the 2026-2027 School Fee Schedule and the Proposed Amended Fee Waiver Policy.

REPORTS

- **Administration**

- ✓ *Annual Comprehensive Guidance Data Review* – Chelsey Sorensen and Ryan Chavez were present to go over their data project for the year which focused on reducing chronic absenteeism, with elementary schools showing rates of 9% in term one, increasing to 17% in term three, while junior high rates rose from 13% to 25% across the same periods. The presentation included details about various interventions implemented, including individual, classroom, family, and school-level initiatives, with particular attention given to the Junior High Initiative for perfect attendance that began in March. They discussed challenges with student absenteeism, noting that while they decreased the rate by 1%, the overall chronic absenteeism remains at 17% and has been slowly improving over three years. There was a discussion on the “why” students aren’t coming to school. *Chelsey Sorensen and Ryan Chavez were excused at 9:06 a.m. Chelsey gave a quick update on the 7th grade movie field trip.*

- ✓ *Director Report* – Stephanie Schmidt provided updates on recent school activities, including a successful 7th grade field trip to the movie theater and Bee Stadium,

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and highlighted the progress of capstone trips and end-of-grade productions. She discussed improvements in the school's online presence through a partnership with Indoor Media and shared updates on the "Journey of a Phoenix" program, which personalizes Utah's Portrait of a Graduate skills. Director Schmidt also announced updates to the Dress Code Administrative Procedures, specifically prohibiting turtlenecks and mock necks, and noted challenges with allowing Crocs, particularly in elementary PE classes due to safety concerns. Director Schmidt discussed updates to the employee handbook, focusing on making consistent language changes and removing outdated information. She explained the implementation of a new streamlined grading system across grades K-9 to align with personalized competency-based learning (PCBL) and high school standards, including the introduction of proficiency scales with color-coded levels. Director Schmidt reviewed updates to the grading system, explaining that grades in K-3 now use a 1-4 system instead of traditional letters and are based on mastery of Utah core teaching standards. She emphasized the ongoing work to develop clear rubrics and communication strategies for both teachers and parents as the district continues to refine the PCBL approach.

- **Board of Directors**

- ✓ *Financial Update* – Erin Winterton thanked the School for the opportunity to work with the Board and expressed confidence in leaving the work in Caleb Crump's capable hands. She reminded the Board about the upcoming budget posting and provided financial updates as of April 30, 2026. Erin highlighted a \$1 million transfer to the PTIF account and reported that overall revenue had reached 84% of the annual target, with most categories performing as expected. The exception was property expenses, which were at 152% of budget due to unanticipated safety-grant purchases and technology upgrades. She noted that total expenses for the year were at 77% of budget and shared her confidence that no major issues would arise once the audited financials are complete. Overall, the School remains in a strong financial position and expressed confidence that no major surprises would emerge once the audited financials are ready.

CONSENT ITEMS

- *March 18, 2026 Board Meeting Minutes* – There was no further discussion.
- *Amend Boys' Maturation presenter from Kelly Bird to Ann Henry on May 20th* – Director Schmidt discussed changes to the maturation program for boys, with Anne taking over from Kelly Bird due to scheduling conflicts this year. **Jenn Lund made a motion to approve the consent items. Ann Khong seconded the motion. The roll call votes were as follows:**

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

Motion passed unanimously.

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

VOTING ITEMS

- Eide Bailly Statement of Work Letter – Erin Winterton explained that the document previously referred to as the audit engagement letter has been renamed the statement of work letter. She noted that there were no significant changes aside from the addition of a few extra pages. The letter formally authorizes Eide Bailly to conduct the audit and outlines the responsibilities of both the auditors and management.
- 2026-2027 Teacher & Student Success Act Plan – Director Schmidt presented the Teacher and Student Success Act (TSSA) plan, noting that 6% of funds will be allocated to supplies and materials and 40% to teacher salaries or bonuses. She emphasized the primary goal of increasing student academic growth by 1% in both ELA and math. The third goal—tracking community participation in cultural events—was removed, as the team is focusing the plan on measurable academic outcomes, and cultural engagement is more difficult to quantify.
- 2026-2027 School Fee Schedule – Director Schmidt presented updates to the school’s fee schedule, including increases to sports fees to keep pace with rising program costs and a \$125 cap on ballroom participation fees. The schedule now also lists optional activities, such as movie field trips, with fee waivers available for students who qualify. She noted plans to introduce exclusive experience trips for additional grade levels as part of their Capstone launch. Director Schmidt concluded by reviewing the maximum allowable fees for all grades.
- Amend Fee Waiver Policy – Director Schmidt reviewed the amended Fee Waiver Policy. These updates are due to changes from HB 344 and R277-407 (which was last revised in December 2025). This new law restricts what types of fees can be charged for fee courses. Schools that have secondary students must provide at least one option for each graduation credit requirement that does not require the payment or waiver of a fee. It also extends the annual deadline by which schools must approve their fee schedules for the following school year, changing it from April 1 to June 1.
- Les Olson Copier 3-Yr Lease Agreement – Director Schmidt reported that Les Olson Company (LOC) conducted an audit of the school’s copiers and found that three of the machines had each produced over one million copies. As a result, all machines will be replaced, which initiates a new lease agreement. The total monthly payment under the new lease will be more than \$40 lower than the current cost. There was a brief discussion on capitalizing this purchase for auditing purposes. *Please note that this is a 5-year lease agreement not 3-year.*
- Fire Alarm Monitoring System Installation – Director Schmidt explained that as we have added on to the school and remodeled areas, the fire alarm system has been built out to keep up with standards. The current system is pieced out and the older parts are obsolete. We have been having Apex doing repairs with Firetrol currently monitoring our system. We are now to the point where we require a whole new system upgrade. We have received quotes from both Apex and Firetrol with Apex coming in with a lower bid. This is just for the replacement of the system which will go on next year’s budget in hopes that they can do this over the summer.

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- Calcut Consulting Contract – Director Schmidt reiterated these are all renewals for services and there are slight increases for each. She reminded the Board that we use Calcut Consulting every year for SpEd and school psyche services.
- Connected2Therapy Agreement – Director Schmidt stated that we use C2T for our school nurses which we would like to renew.
- Educational Therapy Professionals (Richard Hagen) Agreement – Director Schmidt stated that Richard Hagen provides are OT services and would like to continue with them.
- CommGap Rate Card – Director Schmidt noted that the new rate card has not yet been received, so the item will be tabled until June. She explained that the service covers hourly language-interpretation support, allowing the school to request an interpreter on demand for quick parent IEP meetings and similar needs.

Jenn Lund made a motion to approve the following items:

- ✓ **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 2026-2027 Teacher Student Success Act Plan;**
- ✓ **Approve the 2026-2027 School Fee Schedule;**
- ✓ **Approve the Amended Fee Waiver Policy;**
- ✓ **Approve the Les Olson Company 5-yr Copier Lease as presented;**
- ✓ **Approve the Fire Alarm Monitoring System installation in an amount not to exceed \$80,000;**
- ✓ **Approve Calcut Consulting Contract and authorize the Executive Director to sign on behalf of the school;**
- ✓ **Approve the 2026-2027 Connected2Therapy agreement and authorize the Executive Director to sign on behalf of the school;**
- ✓ **Approve Richard Hagen Educational Professionals Occupational Therapy 2026-2027 agreement and authorize the Executive Director to sign on behalf of the school; and**
- ✓ **Table the CommGap rate card.**

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

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

Motion passed unanimously.

DISCUSSION ITEMS

- Calendaring Items – ALL
 - ✓ Next PreBoard Meeting – June 2nd @ 11:30 a.m.
 - ✓ Annual Board Meeting – June 17th

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10:20 AM – Jenn Lund made a motion to enter a CLOSED SESSION to discuss the character, professional competence, or physical or mental health of an individual and/or to discuss deployment of security personnel, devices, or systems pursuant to Utah Code 52-4-205(1)(a) & (f) in the conference room at ELA. Brett Crockett seconded the motion. The roll call votes were as follows:

Jenn Lund – Aye

Brett Crockett – Aye

Candice Mitchell – Aye

Ann Khong – Aye

Ashley Leishman – Aye

Penny Ramirez – Aye

Motion passed unanimously.

Stephanie Schmidt was excused at 11:09 a.m.

11:31 AM – Jenn Lund made a motion to exit the CLOSED SESSION and ADJOURN. Penny Ramirez seconded the motion. The roll call votes were as follows:

Jenn Lund – Aye

Brett Crockett – Aye

Candice Mitchell – Aye

Ann Khong – Aye

Ashley Leishman – Aye

Penny Ramirez – Aye

Motion passed unanimously.

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

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

**Early Light Academy
Board of Directors
Closed Session Statement
Wednesday, May 20, 2026**

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



CLOSED SESSION SWORN STATEMENT:

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

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

Signed on the 20 day of May, 2026, at South Jordan, Utah.



Jenn Lund
Board Chair

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ELA Board of Directors Meeting Wednesday, June 17, 2026

Action Item: *Final and Proposed Budgets*

Rationale:

Approval of a final amended 2025-2026 operating budget is needed to comply with state law prohibiting actual expenditures from exceeding budgeting expenditures.

USBE (Utah State Office of Education) evaluates charter school performance on a number of financial metrics, one of those is expense budget variance. In order to maintain compliance, schools are not allowed to have total expenditure exceed budget. Additionally, schools cannot overspend their budget.

The current operating budget is the original budget that was prepared and adopted in the June 2025 board meeting. Since that time, there have been additional revenues and expenses, approved by the board, necessitating a final amended budget to comply with state law. The proposed final amended budget for Early Light Academy is reflective of to date actual revenue and expenses plus projections for the remainder of the school year.

An operating budget for the 2026-2027 school year is required by state law to be adopted by the Early Light Academy Board of Directors in the June meeting. Working closely with the administration, the proposed 2026-2027 budget is conservatively prepared with focus on teacher retention, student needs, and technology. The proposed operating budget for Early Light Academy is reflective of conservatively forecast revenues and expected annual expenses for the coming fiscal year.

Recommendation:

It is recommended the Board approve the 2025-2026 Final Amended Budget and approve the proposed 2026-2027 Annual Operating Budget as presented.

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Early Light Academy
FY 25-26 Amended Budget
FY 26-27 Budget

	FY 24/25 Actuals	FY 25/26 Actuals YTD as of 5/29/26	FY 25/26 Original Budget	FY 25/26 Final Budget	FY 26/27 Budget
Revenues					
1000 Local Revenue	606,159	505,519	501,090	543,152	509,115
3000 State Revenue	11,322,299	10,279,602	12,118,637	12,581,123	12,465,397
4000 Federal Revenue	325,830	132,159	356,185	367,370	367,370
5000 Other Financing Sources	0		0	89,273	0
Total Revenue	12,254,288	10,917,280	12,975,912	13,580,918	13,341,882
Expenditures					
100 Salaries	5,748,601	4,737,606	6,114,759	6,226,753	6,405,021
200 Employee Benefits	1,572,780	1,360,089	1,761,587	1,853,671	1,927,891
300 Professional & Tech Services	1,076,661	1,049,252	1,081,821	1,206,384	1,220,558
400 Property Services	623,744	414,688	590,350	561,735	614,805
500 Other Services	555,468	451,025	604,755	587,509	583,811
600 Supplies & Materials	543,620	503,732	603,998	672,551	635,677
700 Property	187,127	581,636	327,000	722,839	242,505
800 Debt Service and Misc.	1,438,313	1,427,005	1,447,565	1,448,788	1,452,548
Total Expenditures	11,746,315	10,525,033	12,531,835	13,280,230	13,082,816
Net Income	507,973	392,248	444,077	300,688	259,066

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ELA Board of Directors Meeting Wednesday, June 17, 2026

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

Rationale:

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:

- Jr. High Principal
- Elementary Principal
- Health Teacher
- School Nurse
- (4) Parent Board Members

Recommendation:

It is recommended that the Board approve the 2026-2027 Sex Education Instruction Committee Membership with the following positions: the Jr. High Principal, the Elementary Principal, the Health Teacher, the School Nurse and (4) Parent Board Members.

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ELA Board of Directors Meeting Wednesday, June 17, 2026

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

Rationale:

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 re-approved on **June 19, 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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In compliance with the Americans with Disabilities Act, persons needing accommodations for this meeting should call (801) 444-9378 to make appropriate arrangements.

Early Light Academy Parent & Family Engagement Policy



EARLY LIGHT
ACADEMY

PURPOSE

In support of strengthening student academic achievement, Early Light 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:

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;*

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- ★ *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 at flexible times 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 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. The annual review and evaluation of this policy will also include identifying such things as barriers to parent engagement (especially

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engagement of parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background); needs of parents and family members to enable them to assist with the learning of their children; and strategies to support successful school and family interactions.

- 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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ELA Board of Directors Meeting Wednesday, June 17, 2026

Action Item: *Amending SHiNE Policy*

Rationale:

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.

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Early Light Academy Salary Supplement for Highly Needed Educators Program Policy



PURPOSE

The purpose of this policy is to describe how Early Light 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-9);
- (b) Secondary Science (7-9); and
- (c) Secondary Math (7-9).

Process for Determining if a Teacher is an Eligible Teacher

The School’s Executive 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 Executive 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 Executive 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 Executive 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 Executive Director may, in the Executive 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 Executive 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 Executive 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.

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ELA Board of Directors Meeting Wednesday, June 17, 2026

Action Item: *Amending Wellness Policy*

Rationale:

The school's Health and Wellness Committee recently reviewed the Wellness Policy and propose adding a new paragraph to the policy explaining that the school may establish a food pantry to support student wellness during the school day and to help students and families experiencing food insecurity.

Recommendation:

It is recommended that the Board approve the Amended Wellness Policy.

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

Early Light Academy Wellness Policy



PURPOSE

The purpose of this Policy is to ensure the best possible mental and physical health environment for the students of Early Light Academy (“ELA” or the “School”).

ELA’s Board recognizes that there is a link between good health and a student’s ability to learn effectively and perform at their highest academic potential. The Board also recognizes education and establishment of good eating habits, and a desire for physical activity must begin at a young age. ELA is committed to providing nutritional education, physical activity and a healthy learning environment for its students and staff.

- I. Health and Wellness Committee: Under the direction of the Board and the Executive Director, a Health and Wellness Committee (the “Committee”) will be established to oversee wellness efforts, review wellness goals, monitor compliance with this policy, and as necessary recommend changes to this policy. The Committee may consist of but is not limited to parents, students, food service staff, members of the Board, the Executive Director, teachers, health professionals and members of the community.
- II. Nutrition Education: The primary purpose of nutrition education is to build knowledge and skills that will help children make healthy eating and physical activity choices now and throughout their lives. The following are some of the ways the School will reach its goal of educating its students in nutrition and helping them make healthy eating and physical activity choices:
 - a. Healthy eating habits will be taught and supported for students and staff by encouraging teachers, whenever possible, to use healthy nutrition facts in learning skills such as reading, writing and math.
 - b. Food will not be used as punishment or rewards; however, nutrition education will be provided and nutrition incentive programs will be encouraged.
 - c. Promote nutritional and physical awareness and healthy lifestyles through assemblies that may include gymnastics or dance.
 - d. Increase awareness of healthy lifestyles such as regular medical and dental check ups.
 - e. Promote safety in and out of the home while partnering with local law enforcement.
 - f. Encourage nutrition education not only in health but also in subjects such as math, science, language arts, social sciences and elective subjects.
 - g. Encourage and educate parents in ways to provide healthy and affordable sack lunches.
- III. Nutrition Promotion: Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages and by creating food environments that encourage healthy nutrition choices and participation

in school meal programs. ELA will, in addition to doing the items set forth in the Nutrition Education section set forth above, do the following to help it achieve its goal of promoting nutrition to its students and staff:

- a. Ensure that its students and staff receive consistent nutrition messages throughout the school buildings, classrooms, gymnasiums, and cafeterias.
- b. Market and advertise nutritious foods and beverages to its students and staff.
- c. Encourage participation in ELA's meal programs.

IV. **Physical Activity:** The Board recognizes the importance of physical activity for student health and academic achievement. The Board encourages the Executive Director to implement programs to ensure that students engage in healthy levels of vigorous physical activity to promote and develop the student's physical, mental, emotional and social well-being. The following goals are some of the ways ELA hopes to achieve this:

- a. 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.
- b. Provide daily recess for all elementary students for at least 20 minutes per day and 30 minutes of fitness education per week, schedule permitting.
- c. Use a variety of innovative lesson plans to increase physical movement in the classroom.
- d. When activities such as mandatory testing or inclement weather or air quality make it necessary for students to stay indoors for long periods of time, students will be given periodic breaks during which they are encouraged to participate in some activity or movement.
- e. Physical education activities should teach students cooperation and teamwork, good sportsmanship, positive self-image, and personal achievement.
- f. Appropriate alternative activities should be provided for students with physical disabilities.
- g. Exemptions from physical activities are appropriate for ill or injured students.
- h. Parent volunteers are encouraged to run after school sports teams or clubs for students.

V. **Healthy and Safe School Environment:** ELA recognizes that a healthy and safe school environment is necessary in promoting and sustaining the nutritional, physical and emotional health of its students and staff. This will be provided in the following ways:

- a. Provide a clean, safe, and enjoyable lunchroom for students.
- b. Provide student access to restroom use for washing hands and a hand sanitizer available in the lunchroom and educate students on the importance of washing hands.
- c. Provide enough space and serving areas to ensure all students have an appropriate place to eat in the lunchroom.
- d. Create an environment that fosters good eating habits, enjoyment of meals, good manners and respect for others.
- e. ELA will make every effort to accommodate children with allergies.
- f. ELA will make drinking fountains available so that students can get water at meals and throughout the day.

- VI. Guidelines for Foods and Beverages Provided but not Sold at School: The purpose of these guidelines is to support this policy, specifically in the classroom. ELA's Board wants to promote a healthy classroom environment for every student, with as little distraction as possible to the learning process. This will be supported in the following ways:
- a. Food will only be allowed in the classroom as part of a lesson plan and at the approval of the Executive Director in advance. (For example, a teacher may use an orange to teach fractions.)
 - b. No soda will be provided at any time during school or after school activities for students.
 - c. No birthday treats will be allowed for distribution in class.
 - d. Up to four class parties will be allowed per school year.
 - i. The Executive Director will approve each grade level or department team's plan for these class parties in advance.
 - ii. Some healthy snack choices must be offered to students as part of these class parties.
 - iii. The Health and Wellness Committee may create and provide a "Healthy and Affordable Snack" list to be approved and distributed.
 - iv. No soda will be allowed for students at class parties.
 - e. Food provided at after school functions will be under the direction and approval of the Executive Director of ELA.
- VII. Guidelines for Foods and Beverages Sold at School: ELA is committed to ensuring that all foods and beverages available to students on School property during the school day support healthy eating. ELA is also committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. These commitments by ELA are supported by the following:
- a. When participating in the USDA child nutrition programs, including the National School Lunch Program ("NSLP") and School Breakfast Program ("SBP"), the School will offer school meals through the NSLP and SBP programs that are accessible to all students; are appealing and attractive to children; are served in clean and pleasant settings; and meet or exceed current nutrition requirements established by local, state, and federal statutes and regulations.
 - b. The foods and beverages sold and served outside of the school meal programs during the school day will meet the USDA Smart Snacks in School nutrition standards. Smart Snacks aim to improve student health and well-being, reduce childhood obesity, increase consumption of healthful foods during the school day, and create an environment that reinforces the development of healthy eating habits. A summary of the standards and information, as well as a Guide to Smart Snacks in Schools, are available at: <https://www.fns.usda.gov/tn/guide-smart-snacks-school>. These standards will apply in all locations and through all services where foods and beverages are sold during the school day, which may include, but are not limited to, à la carte

options in cafeterias, vending machines, in-school fundraisers, school stores, and snack or food carts.

- c. ELA intends to protect and promote students' health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold at the school in accordance with this policy. Any foods and beverages marketed or promoted to students on School property during the school day will meet or exceed the USDA Smart Snacks in School nutrition standards.

VIII. Food Pantry: Recognizing the connection between nutrition, student wellness, and academic success, ELA may maintain a food pantry to help meet the nutritional needs of its students during the school day and to assist families experiencing food insecurity outside of the regular school day. The School will make information regarding its food pantry available to students and families as appropriate. Any food pantry operated by the School will not interfere with or violate the requirements of the USDA child nutrition programs in which the School participates.

~~VIII~~.IX. Evidence-Based Strategies in Determining Goals: ELA will review and consider evidence-based strategies in determining the goals pursued under this policy.

~~IX~~.X. Implementation Plan: ELA will develop and maintain a plan for implementation to manage and coordinate the execution of this policy. The plan will delineate roles, responsibilities, actions, and timelines. It will include information about who will be responsible to make what change(s), by how much, where and when, as well as specific goals and objectives for nutrition standards for all foods and beverages available at the School, food and beverage marketing, nutrition promotion and education, physical activity, physical education, and other school-based activities that promote student wellness.

~~X~~.XI. Annual Notification of Policy: ELA will actively inform families and the public each year of basic information about this policy, including its content and any updates to the policy. The School will make this information, including a copy of this policy, available on the School website and/or in School-wide communications. ELA may also provide information about the school nutrition environment, such as a summary of the School's events or activities related to the implementation of this policy. Annually, the School will also provide on its website or through a different school-wide communication method the name and contact information of the School personnel leading and coordinating the Committee, as well as information on how the public can get involved with the Committee.

~~XI~~.XII. Triennial Progress Assessments: At least once every three years ELA will evaluate compliance with this policy to assess the implementation of the policy. The triennial assessment will describe the extent to which the School is in compliance with this policy, how this policy compares to model wellness policies, and the progress made in attaining the goals described in this policy. The Committee will participate in the triennial assessment, but the Executive Director is responsible for managing the

triennial assessment. The School will notify households/families of the availability of the triennial progress reports by posting the reports on the School's website.

~~XII.~~XIII. Revisions and Updates to Policy: The Committee will make updates or modifications to this policy based on the results of the triennial progress assessments and/or as School priorities change, community needs change, wellness goals are met, new health science, information, and technology emerge, or new federal or state guidance or standards are issued. This policy will be assessed and updated as indicated at least every three years, following the triennial progress assessment.

~~XIII.~~XIV. Community Involvement, Outreach, and Communications: ELA is committed to being responsive to community input, which begins with awareness of this wellness policy. The School will actively communicate ways in which representatives of the Committee and others in the community can participate in the development, implementation, and periodic review and update of this policy. The School may communicate this through a variety of electronic and non-electronic means, such as email or displaying notices on the School's website, newsletters, presentations to parents, or sending information home to parents. ELA desires that all families and other members of the school community are actively notified of the content of, implementation of, and updates to this policy, as well as how to get involved and support this policy.

~~XIV.~~XV. Recordkeeping: ELA will retain records to document compliance with the requirements of this policy at the School and/or on the School's computer network. Documentation maintained will include but may not be limited to:

- a. A copy of the current written wellness policy;
- b. Documentation demonstrating that this policy has been made available to the public;
- c. Documentation of efforts to review and update this policy, including an indication of who was involved in the update of this policy and methods/means ELA uses to make stakeholders aware of their ability to participate on the Committee;
- d. Documentation to demonstrate compliance with this policy's annual public notification requirement;
- e. The most recent triennial assessment on the implementation of this policy; and
- f. Documentation demonstrating the most recent triennial assessment on the implementation of this policy has been made available to the public.

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ELA Board of Directors Meeting Wednesday, June 17, 2026

Action Item: *Electronic Sign Purchase*

Rationale

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

The marquee sign at the front of the school is in need of replacement, as key components have aged out and replacement parts are no longer available. Because the entire system must be upgraded, we obtained multiple bids. We would like to go with YESCO at an amount of \$66,087.39.

Recommendation

It is recommended that the board approve the Electronic Sign Purchase in an amount not to exceed \$70,000.

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

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



Agreement

For Work At

Early Light Academy
11709 Vadiana Dr
South Jordan UT 84009
United States

Billing Address

Early Light Academy
11709 Vadiana Dr
South Jordan UT 84009
United States

Account Executive

102005 Cole Ottinger
cottinger@yesco.com
1 801-464-6474
YESCO - Salt Lake
1605 Gramercy Road
Salt Lake City UT 84104
United States

Date	Project Number	Project Description	Terms	Pricing Valid Until	Deposit
06/10/2026	PRY-66665	Early Light Academy	Net 30	07/10/2026	\$33,043.70

Item	Amount
------	--------

Scope

YESCO To Furnish Labor and Materials To Perform The Following Scope of Work Per OPY-75998

-Manufacture and Install-
ONE [1] D/F internally illuminated monument with an EMC. Remove and scrap existing signage.

*Reuse existing base and support.

*All copy to be routed and backed up.

*Copy on side of monument to be on one side only.

2 year YESCO warranty included in estimate

-State Contract-
Retail: \$67,466.58
10% State Contract Discount: \$6,133.32
State Contract #MA4696

All colors, sizes and specifications as depicted on YESCO Design OPY-75998

Fabricate Custom Signage

Taxable Labor and Material

\$56,261.87

Install Custom Signage

Non-Taxable Labor

\$5,071.39

Exclusions

•All colors, sizes and specifications as depicted on YESCO Design OPY-75998

•All pricing is based on supplier pricing as of the date of this proposal.

•The costs for obtaining permits are excluded from the price of this agreement. Charges for acquisition, engineering and city permit fees will be billed additionally.

•Primary electrical supply and any applicable lighting controls, photocells or time clock are not included and will be an additional cost. If the required power is not provided to the site before the time of installation, an additional charge for hook up will be assessed.

•The new message center will have higher power requirements compared to the existing EMC. Should additional power be necessary, it may incur extra costs.

Payment Terms

•50% of the Total Price due upon acceptance of this Agreement; 25% of the Total Price due upon completion of fabrication; the balance is due 30 days after completion of installation.

Subtotal	\$61,333.26
Tax Total (%)	\$4,754.13
Total	\$66,087.39

Agreement Acceptance

YESCO's Standard Terms and Conditions, available below and at www.yesco.com/terms/standardtermsandconditions.pdf, are an integral part of this agreement and are incorporated by reference. Early Light Academy acknowledges that it has accessed and reviewed the Standard Terms and Conditions. Upon acceptance by an authorized agent of YESCO LLC, this agreement becomes effective as of the last date signed below. This document is a complete integration and final expression of the agreement between the parties, and may not be amended, supplemented, or otherwise modified except by written agreement executed by authorized representatives of each.

Early Light Academy	YESCO LLC
Signature	Signature
Title	Title
Name	Name
Date Signed	Date Signed



Invoice

Bill To

Early Light Academy
11709 Vadiana Dr
South Jordan UT 84009
United States

Ship To

Early Light Academy
11709 Vadiana Dr
South Jordan UT 84009
United States

Remit To

YESCO - Salt Lake
1605 Gramercy Road
Salt Lake City UT 84104
United States

Project Number / Invoice #

PRY-66665

Terms

DUE UPON ACCEPTANCE

Account Executive

102005 Cole Ottinger

Item**Amount**

Down Payment Invoice for 50% (Prefunding)

\$33,043.70

Total

\$33,043.70

ACH Payment Authorization

By completing your ACH information below, you authorize YESCO to withdraw all payment(s) pursuant to the Agreement on the applicable due date (s) from Customer's depository account as described below. Written revocation of this authorization must be received by YESCO with at least 30 days prior notice.

Name on Bank Account

Name of Bank

Checking

Savings

Bank Account Number

Routing Number

Bank City and State

E-mail Address for Receipt

Phone

Authorized Signature

Date



ELA Board of Directors Meeting Wednesday, June 17, 2026

Action Item: *Technology Purchase*

Rationale

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

Early Light Academy needs to procure the following technology from ETS, our contracted IT service provider, due to the current devices reaching end-of-life. These devices can no longer support required software updates, and several have sustained damage over the years, necessitating their replacement.

- 60 Chromebooks and 2 storage carts to house/charge them – \$34,570
 - 54 Touchscreen Chromebooks – \$27,162
- Total: \$61,732
Total for the Board to approve: \$65,000

Recommendation

It is recommended that the board approve the technology purchase not to exceed \$65,000.

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

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



Proposal Summary

Prepared by:
Brendan Dearden
ETS Corp
8337587300
<https://etscorp.com>

Prepared for:
Brittney Candelaria
Early Light Academy
11709 Vadiana Dr
84009

Quote information:
Quote #31735-1
Prepared on: 6/10/2026
Expires: 7/10/2026

One-time costs

Name	Description	Quantity	Unit Price	Tax	Price
Chromebook Bundle					
Chromebook Lenovo 300e G4 -11.6 HD Touch -4GB -32GB		54			
Google Chromebook Management License		54			
ITMS Labor Standard Setup & Configuration of Chromebook.		54			

Terms and Conditions

For equipment purchases, payment is due prior to work being completed. Project invoices will be Due Upon Receipt. Invoices not paid within terms will be subject to an interest charge of 18% per annum. If collection is required, the undersigned agrees to pay collection costs and reasonable attorney fees. Standard manufacturer’s warranty applies to equipment unless otherwise stated. Sign and date below to accept this quote.

Subtotal: \$27,162.00
Tax: \$0.00
Total: \$27,162.00

ETS Corp

Name: Brendan Dearden

Early Light Academy

Signature:

Name:



1103 N 1600 W, Layton, UT 84041
833.758.7300
etscorp.com

Quote
EM-31726-1

Proposal Summary

Prepared by:
Brendan Dearden
ETS Corp
8337587300
<https://etscorp.com>

Prepared for:
Britteny Candelaria
Early Light Academy
11709 Vadiana Dr
84009

Quote information:
Quote #31726-1
Prepared on: 6/10/2026
Expires: 7/10/2026

One-time costs

Name	Description	Quantity	Unit Price	Tax	Price
Chromebook Cart Delivered					
Joey 30 Chromebook Cart		2			
ITMS Labor		2			
Chromebook Bundle					
Dell Chromebook 3120 -11.6" -4GB RAM -64GB Memory		60			
Google Chromebook Management License		60			
ITMS Labor Standard Setup & Configuration of Chromebook.		60			

Terms and Conditions

For equipment purchases, payment is due prior to work being completed. Project invoices will be Due Upon Receipt. Invoices not paid within terms will be subject to an interest charge of 18% per annum. If collection is required, the undersigned agrees to pay collection costs and reasonable attorney fees. Standard manufacturer's warranty applies to equipment unless otherwise stated. Sign and date below to accept this quote.

Subtotal: \$34,570.00
Tax: \$0.00
Total: \$34,570.00

ETS Corp

Name: Brendan Dearden

Early Light Academy

Signature:

Name:

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ELA Board of Director's Meeting Wednesday, June 17, 2026

Action Item: *i-Ready Math Curriculum Subscription*

Rationale:

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

We are renewing the i-Ready math curriculum subscription which we want to continue using as our tier-1 math online learning and assessment program designed to help students in kindergarten through 8th grade build math skills. It features adaptive testing and personalized, interactive lessons that adjust to a student's specific learning pace and needs.

NOTE: *This curriculum has been through two public viewing periods on April 23, 2025, and May 14, 2025.*

Recommendation:

It is recommended that the Board approve the i-Ready Math Curriculum Subscription not to exceed \$32,000.

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

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



PO Box 160250 Clearfield, UT 84016
801-773-3200
Fax 801-773-3265
www.mssd.com

DRAFT QUOTE

Bill To: Early Light Academy Attn: Office 290 N Flint St Kaysville, UT 84037		Ship To: Early Light Academy Attn: Office 11709 S Vadiana Dr South Jordan, UT 84009	
Account Number	500200	Draft Number	114808
Date	06/01/2026		

Line #	Pub	ISBN-13	Description	Ty	Yr	Qty	Price	Amount
(1)	CUR	9781728064437	i-Ready Classroom Math K Stdnt Wrktx w/1Yr OLA	TX	24	105	33.00	3465.00
(2)	CUR	9781728064444	i-Ready Classroom Math 1 Stdnt Wrktx w/1Yr OLA	TX	24	105	33.00	3465.00
(3)	CUR	9781728064451	i-Ready Classroom Math 2 Stdnt Wrktx w/1Yr OLA	TX	24	105	33.00	3465.00
(4)	CUR	9781728064468	i-Ready Classroom Math 3 Stdnt Wrktx w/1Yr OLA	TX	24	105	33.00	3465.00
(5)	CUR	9781728064475	i-Ready Classroom Math 4 Stdnt Wrktx w/1Yr OLA	TX	24	105	33.00	3465.00
(6)	CUR	9781728064482	i-Ready Classroom Math 5 Stdnt Wrktx w/1Yr OLA	TX	24	105	33.00	3465.00
(7)	CUR	9781728064499	i-Ready Classroom Math 6 Stdnt Wrktx w/1Yr OLA	TX	24	105	33.00	3465.00
(8)	CUR	9781728071237	i-Ready Classroom Math 8 Student Digital Vol 1/2 1Yr OLA	OX	24	105	21.46	2253.30
(9)	CUR	9780760972601	i-Ready CC Math K-8 Student Diagnostic 1Yr OLA	OX	15	275	8.25	2268.75

Comments:

Subtotal	28,777.05
Shipping	958.07
Sales Tax	0.00
Estimated Total	\$29,735.12

Prices are set by the publisher and subject to change without notice.
Shipping/Handling, Sales Tax, and any other fees are based on the item total.
All No Charge items are subject to approval.
A convenience fee will be applied to credit card orders.



ELA Board of Director's Meeting Wednesday, June 17, 2026

Action Item: *Ratify Board Members and their Terms*

Rationale:

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

- Penny Ramirez – *NEW* 4-year term to expire June 2030
- Brett Crockett – June 2029
- Ashley Leishman – June 2029
- Ann Khong – June 2028
- Jenn Lund – June 2027

Recommendation:

It is recommended that the Board approve Penny Ramierz with a new 4-year term to expire June 2030 and ratify Brett Crockett and Ashley Leishman both with a term to expire June 2029, Ann Khong with a term to expire June 2028, and Jenn Lund with a term to expire June 2027.

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

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



EARLY LIGHT
ACADEMY

Early Light Academy
Board of Directors
PROPOSED
2026-2027 Board Meeting Dates

Board Meeting Date	PreBoard Meeting	Time
July 1, 2026 <i>Electronic Meeting</i>	N/A	8:30 a.m.
September 16, 2026	September 2 nd @ 10:30 a.m.	8:30 a.m.
November 18, 2026	November 4 th @ 10:30 a.m.	8:30 a.m.
January 15, 2027 <i>Winter Social</i>	N/A	6:00 p.m.
January 20, 2027	January 6 th @ 10:30 a.m.	8:30 a.m.
March 17, 2027	March 3 rd @ 10:30 a.m.	8:30 a.m.
May 19, 2027	May 5 th @ 10:30 a.m.	8:30 a.m.
June 16, 2027 <i>Annual Board Meeting</i>	Tuesday, June 1 st @ 11:30 a.m.	8:30 a.m.

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

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