



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.

September 16, 2026

Early Light Academy Board of Directors Meeting Agenda Wednesday, September 16, 2026

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



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

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

SCHOOL VISION: Early Light Academy will empower students to become lifelong learners and inspiring leaders who know their actions today impact our tomorrow.

WE are what history books are made of!

AGENDA

8:40 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](#)
 - ★ [Retention & Advancement Administrative Procedures](#)
- Board of Directors
 - ✓ [Financial Update](#)

SCHOOL LAND TRUST COUNCIL

- SLT Board Training Assurance
- [Review SLT FY27 Plan Budget/Implementation](#)

CONSENT ITEMS

- [July 1, 2026 Electronic Board Meeting Minutes](#)

VOTING ITEMS

- [LEA-Specific Educator License\(s\)](#)
- [Amend 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.

- [Amend Teacher Student Success Act Plan Framework](#)
- [Amend Bullying & Hazing Policy](#)
- [Amend Electronic Resources Policy](#)
- [Amend Paid Parental & Postpartum Recovery Leave Policy](#)
- [Amend Sex Education Instruction Policy \(Procedures\)](#)
- [CommGap Rate Card](#)

DISCUSSION ITEMS

- Calendaring Items – ALL
 - ✓ Next PreBoard Meeting on November 4th @ 10:30 a.m.
 - ✓ Next Board Meeting on November 18th

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

ADJOURN

UPCOMING CALENDAR ITEMS

November

Sex Ed/Maturation Curriculum [if changing]

Data Report

Board Sign Christmas Cards

Director Winter Bonus

*2026*** Triennial Progress Assessment*

*2026*** Amend Positive Behavior Plan*

January

Audit Review

2027-2028 School Fees (1st Public Viewing)

2027-2028 School Calendar

Gifted & Talented Grant Report (Due Jan 31)

Curriculum Purchases (2 Public Comment Periods)

Board Vacancies

SLT Data Review/Identify Needs for Upcoming Plan

Present 2025-2026 SLT Final Report (Due March 1st)

Digital Citizenship & Safety Plans (if part of the prior year's plan)

March

2027-2028 School LAND Trust Plan (Due May 1st)

2027-2028 School Fees (2nd Public Viewing)

Annual Open Meetings Act Training

Review Positive Behavior Plan [Can email board or reapprove if changes]

Title IX Athletics Reporting [if you have athletics in your Jr. High]

RFP for IT Services (ETS 3 yr Exp. 7-31-27)

May

Annual Comprehensive Guidance Data Review

Eide Bailly Statement of Work Letter

2027-2028 TSSA Plan

Director Evaluation

Property & Liability Insurance Renewal

Director Evaluation Prep

Director Bonus/Salary

June

2027-2028 Annual Budget

2026-2027 Final Amended Budget

2027-2028 Sex Ed Instruction Committee

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Summer Purchasing Plan
Annual Policies Review
Annual Fraud Risk Assessment/Ethical Behavior
Mental Health Screening Determination *[if changed]*
Ratify Board Members & Terms
Ratify Board Officers
2027-2028 Board Meeting Schedule
Director Evaluation
Update Parent/Employee Handbook – if needed

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DIRECTOR'S REPORT

September 2026-2027

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:

ELA RANKED #1 IN THE STATE OUT OF ALL CHARTERS AND DISTRICTS FOR PERCENTAGE OF 3RD GRADE STUDENTS READING AT OR ABOVE GRADE LEVEL!!! Kudos to our K-3 team!

Message sent in our parent newsletter this week:

Dear ELA Families,

RISE: Focus on Inclusion

ELA is the #1 school in Utah for third-graders reading at or above grade level! 🎉

*At Early Light Academy, we believe **ALL** students can learn and succeed. We know that when **ALL** students feel valued, supported, and included, they have the space to thrive.*

*According to the **2026 Reading on Grade Level Report from the Utah State Board of Education**, ELA is one of the **TOP SCHOOLS IN THE STATE** (including district and charter schools) for the percentage of students in third grade who are reading on grade level! The state average was 71%. ELA was at 95%!! Check out how we compare!*

[*View the 2026 Reading on Grade Level Report*](#)

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This achievement is a reflection of an entire community working together. We are incredibly proud of our fantastic Kindergarten-3rd grade team members (teachers, aides, paraprofessionals, literacy director) who work every day to help our young readers build the skills and confidence they need to succeed.

PCBL Model: Our 3rd grade teachers worked hard to implement a tiered program of interventions within our Personalized Competency Based Learning (PCBL) model that we are building here at ELA (more info to come on that). By focusing on the key power standards they need to know, we are able to support more kids in more ways - leading to their success!

***Parents, you are the most critical piece to this success!** Thank you for the encouragement, reading, conversations, and support you provide at home to support your child's growth as a reader.*

*Most of all, we are **SO proud of our students!** Their hard work, determination, and growth are worth celebrating.*

*Thank you for being part of the ELA community and for helping us create a school where **every student is seen, valued, included, and empowered to succeed.***

*Together, we RISE!
(All the way to the top!)*

*With pride,
ELA Administration*

- **Schoolwide RISE Time**
 - At the beginning of each day, every class takes time to set goals based on RISE principles. These could be class or individual goals. These are revisited at the end of the day in class meetings. Teachers and students are finding value in this intentional time and appreciate the opportunity to revisit and recap at the end of the day.
 - Students are responding positively to the consistency and purpose behind the RISE time.
 - To build on this momentum, RISE goal posters have been created for classrooms. Teachers will use them to establish and display daily RISE goals, creating a visible and consistent focus throughout the school.
- **Creating a Welcoming School Culture**
 - At a recent 7th grade assembly, students were asked what they liked most about being in 7th grade. A brand-new student shared that they had “loved being here because everyone is so nice and welcoming” and that they already felt right at home. We hope every student feels that!
 - The New Student Lunch in the junior high provides an intentional opportunity for new students to connect, build relationships, and feel a sense of belonging.

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- A simple moment captured the culture we are working to create: a first grader stopped to teach another student how to tie her shoe. After successfully helping her, the students celebrated the accomplishment together before heading to their line.
- The 7th Grade Trip to Heber Valley provided another opportunity for students to strengthen relationships and build community outside the classroom.



- Family and Community Engagement
 - We have a new payment system! Our goal is to make school-related payments easier and more convenient for parents.
 - We just installed a new marquee because our old one could not be updated anymore and was not functioning. We added a “Welcome” in our most frequently spoken languages.
- Faculty Retreat - Spruces
 - Our faculty took the Strengthsfinder Assessment and we engaged in activities where we explored how knowing and utilizing our unique strengths creates a strong and skilled team.

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- New Teachers
 - We have amazing new team members!
 - K - Emma Riley
 - 1st - Julia Boles
 - 2nd - Camille Osborne (formerly taught 6th at ELA) & Jamie Ault (was a 5th grade TA last year)
 - Emily Washington moved to 5-6 Sped Teacher
 - 5th - Shannon Stidham
 - 6th - Kristy Neff
 - Elem Music - Erika Andrus
 - 7th Science - Claire Baker
 - 8th Science - Lora Yates
 - Behavior Specialist - Katie Kaste

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2025-2026 Reading on Grade Level Report

Early literacy is a critical foundation for student success, and Utah’s statewide reading data provides an important measure of how well students are developing the skills needed to read proficiently by the end of third grade.

Reading on Grade Level (ROGL) is defined in [Utah Code 53E-3-1001](#) as a student scoring **at or above the benchmark** for the relevant grade level on the statewide benchmark reading assessment. For Utah’s early literacy reporting, this benchmark reading assessment is **Acadience Reading**, administered to students in kindergarten through grade 3 at the beginning, middle, and end of the school year. This definition aligns statewide reporting to a clear benchmark and provides a consistent measure for tracking progress toward Utah’s goal of 80% of third-grade students reading on grade level by July 1, 2030.

Statewide data show both meaningful progress and continued urgency. In 2026, **71.0%** of third-grade students were reading on grade level, an increase of 0.6 percentage points from 2025 and 1.0 percentage point from 2022. While this indicates steady movement in the right direction, Utah must continue accelerating literacy gains to close the remaining gap to the 80% statewide goal by 2030. The strongest statewide growth is seen in the earliest grades: kindergarten increased from 69.4% in 2022 to 78.8% in 2026, and first grade increased from 60.0% to 65.9% over the same period. These early-grade gains are encouraging because they signal stronger foundational skill development before students reach third grade.

The table below shows statewide ROGL trends by grade level from 2022 through 2026 and highlights changes over time using the current definition in code.

Grade Level	2022	2023	2024	2025	2026	Percent Increase
Kindergarten	69.4%	74.4%	78.2%	78.0%	78.8%	9.4%
First Grade	60.0%	61.9%	63.8%	64.9%	65.9%	5.9%
Second Grade	65.5%	66.6%	66.5%	66.3%	67.4%	1.9%
Third Grade	70.0%	70.7%	70.7%	70.4%	71.0%	1.0%

To assist with your efforts in increasing literacy, the following table presents Reading on Grade Level (ROGL) percentages for each Local Education Agency (LEA) from school years 2024, 2025, 2026. **These percentages align with the 2026 definition of Reading on Grade Level (ROGL) found in Utah State Code [53E-3-1001](#).**

LEA Name	3rd Grade ROGL 2024	3rd Grade ROGL 2025	3rd Grade ROGL 2026
Advantage Arts Academy	59.1%	56.3%	61.7%
Alpine District	72.0%	71.8%	74.3%
American Leadership Academy	71.0%	78.7%	82.1%



American Preparatory Academy	86.1%	85.5%	84.6%
Ascent Academies of Utah	72.9%	58.7%	68.2%
Athenian eAcademy	65.1%	45.2%	59.3%
Athlos Academy of Utah	67.8%	39.1%	N/A
Bear River Charter School	88.9%	100.0%	81.0%
Beaver District	77.7%	78.8%	73.5%
Beehive Science & Technology Academy	73.8%	83.6%	79.1%
Bonneville Academy	60.0%	36.1%	53.8%
Box Elder District	77.4%	78.2%	81.1%
Bridge Elementary School	51.9%	56.2%	72.5%
C.S. Lewis Academy	53.3%	56.4%	64.3%
Cache District	81.0%	79.2%	79.8%
Canyon Grove Academy	83.6%	78.4%	62.0%
Canyon Rim Academy	81.8%	84.6%	78.9%
Canyons District	73.9%	71.4%	72.8%
Carbon District	59.5%	67.1%	71.3%
Channing Hall	85.7%	80.3%	76.8%
Daggett District	78.6%	83.3%	N<10
Davinci Academy	67.3%	61.1%	78.0%
Davis District	73.1%	74.2%	75.0%
Dual Immersion Academy	74.0%	67.4%	50.0%
Duchesne District	67.7%	63.7%	61.8%
Early Light Academy at Daybreak	84.0%	81.4%	95.0%
Edith Bowen Laboratory School	88.2%	84.3%	86.3%
Elevated Charter School	N/A	N<10	48.0%
Emery District	65.2%	66.7%	67.9%
Endeavor Hall	56.0%	46.9%	66.7%
Entheos Academy	78.6%	65.3%	55.0%
Esperanza School	62.5%	54.5%	66.7%
Excelsior Academy	73.9%	68.3%	72.5%
Franklin Discovery Academy	58.7%	64.2%	63.8%
Freedom Preparatory Academy	73.8%	67.3%	77.8%
Garfield District	62.9%	67.1%	58.3%
Gateway Preparatory Academy	74.2%	73.1%	76.4%
George Washington Academy	82.9%	79.1%	78.5%
Good Foundations Academy	70.8%	67.2%	75.0%
Grand District	60.4%	59.2%	55.2%
Granite District	60.1%	59.7%	54.8%
Greenwood Charter School	48.6%	52.9%	62.9%
Guadalupe School	59.0%	53.3%	67.7%



Hawthorn Academy	78.8%	70.7%	70.8%
Highmark Charter School	68.0%	82.0%	84.8%
Ignite Entrepreneurship Academy	63.2%	63.3%	60.7%
Iron District	66.9%	70.8%	68.9%
Jefferson Academy	92.6%	92.5%	88.9%
John Hancock Charter School	71.7%	63.4%	79.3%
Jordan District	71.5%	70.8%	70.3%
Juab District	65.5%	65.9%	72.0%
Kane District	79.8%	76.3%	70.5%
Lakeview Academy	75.7%	79.8%	81.4%
Leadership Learning Academy	56.0%	69.7%	53.5%
Legacy Preparatory Academy	85.9%	81.7%	72.2%
Lincoln Academy	75.3%	80.5%	79.2%
Logan City District	71.7%	73.1%	74.5%
Lumen Scholar Institute	52.4%	58.8%	N<10
Mana Academy Charter School	66.7%	71.4%	84.6%
Maria Montessori Academy	58.8%	41.9%	42.6%
Millard District	69.3%	70.5%	62.2%
Monticello Academy	80.0%	78.2%	73.7%
Morgan District	80.8%	83.5%	85.5%
Mountain Sunrise Academy	69.2%	60.4%	67.6%
Mountain View Montessori	53.8%	67.9%	68.6%
Mountain West Montessori Academy	72.0%	78.3%	84.0%
Mountainville Academy	86.7%	89.2%	87.9%
Murray District	72.8%	68.8%	70.0%
Navigator Pointe Academy	72.6%	72.9%	75.0%
Nebo District	69.8%	70.4%	72.9%
Noah Webster Academy	74.3%	68.1%	78.7%
North Davis Preparatory Academy	71.7%	56.7%	61.6%
North Sanpete District	75.9%	68.3%	64.0%
North Star Academy	82.6%	84.8%	78.7%
North Summit District	82.4%	75.8%	76.6%
Odyssey Charter School	81.0%	91.9%	81.6%
Ogden City District	52.3%	56.8%	57.3%
Ogden Preparatory Academy	50.0%	41.7%	47.0%
Open Classroom	78.4%	63.6%	77.8%
Pacific Heritage Academy	58.1%	48.5%	55.3%
Park City District	84.0%	87.2%	82.1%
Pinnacle Canyon Academy	N<10	54.5%	61.1%
Piute District	68.2%	54.5%	N<10



Promontory School of Expeditionary Learning	68.6%	58.3%	67.4%
Providence Hall	65.7%	61.0%	74.8%
Provo District	77.5%	75.2%	77.1%
Quest Academy	71.3%	79.0%	76.4%
Ranches Academy	79.6%	80.0%	84.9%
Reagan Academy	78.0%	70.0%	75.9%
Renaissance Academy	73.3%	76.8%	80.9%
Rich District	73.2%	82.9%	82.9%
Salt Lake Academy High School	N/A	N/A	63.0%
Salt Lake District	65.1%	65.7%	66.6%
San Juan District	59.4%	61.4%	68.9%
Scholar Academy	61.8%	42.5%	37.3%
Sevier District	71.6%	71.3%	72.0%
Soldier Hollow Charter School	70.7%	86.5%	91.7%
South Sanpete District	69.8%	74.4%	72.7%
South Summit District	67.4%	76.4%	72.8%
Spectrum Academy	63.4%	53.5%	51.5%
Summit Academy	74.6%	85.7%	82.4%
Syracuse Arts Academy	74.9%	64.7%	67.1%
Terra Academy	65.2%	66.0%	58.3%
The Center for Creativity Innovation and Discovery	70.0%	79.3%	83.3%
Thomas Edison	89.3%	86.7%	88.8%
Timpanogos Academy	77.3%	71.6%	87.9%
Tintic District	81.3%	87.5%	76.5%
Tooele District	61.5%	60.4%	64.8%
Treeside Charter School	66.7%	60.0%	76.2%
Uintah District	69.9%	71.2%	73.5%
Utah Connections Academy	71.1%	54.5%	41.7%
Utah Virtual Academy	56.9%	42.6%	47.8%
Valley Academy	71.6%	58.1%	74.4%
Venture Academy	75.0%	73.8%	65.1%
Vista School	75.2%	78.2%	86.3%
Voyage Academy	76.9%	77.3%	69.4%
Walden School of Liberal Arts	56.0%	75.9%	75.9%
Wallace Stegner Academy	65.2%	65.1%	61.5%
Wasatch District	71.5%	69.3%	66.5%
Wasatch Peak Academy	79.2%	69.9%	85.7%
Wasatch Waldorf Charter School	41.2%	62.5%	48.4%



Washington District	74.9%	75.4%	75.2%
Wayne District	84.8%	78.8%	84.6%
Weber District	66.4%	68.5%	69.6%
Weilenmann School of Discovery	72.7%	79.5%	62.8%

The Utah State Board of Education extends its sincere gratitude to all LEAs for their commitment and tireless efforts in improving literacy among early grade students. Your dedication to providing high-quality instruction and fostering a love of learning is instrumental in ensuring our students develop the foundational literacy skills necessary for future success.

Contact: Julie Clark, P-12 English Language Arts Coordinator

Email: Julie.clark@schools.utah.gov

ELA's ANNUAL GOALS 2026-2027

ELARISE

Goal Area	Specific 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 social media sites 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.

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#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

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Retention & Advancement Administrative Procedures

At Early Light Academy, we strive to find appropriate placement for all students to be successful academically, socially, and emotionally. Although it is not common, some students may be recommended for grade level retention or grade level advancement based on data collected by school personnel. Each student's case will be considered individually. We take these decisions very seriously and will collect academic, social, and behavioral data before making a decision with the parent/guardian.

Please note, grade level age requirements are the following:

- Kindergarten: Any student enrolling in kindergarten must be five (5) years old on or before September 1 in the school year for which they are enrolling.
- First Grade: Any student enrolling in 1st grade must be six (6) years old on or before September 1 in the school year which they are enrolling.

Our school personnel may collect data in the following areas:

- Reading
- Writing
- Mathematics
- Behavioral Observation
- Social and Emotional Review

If you are requesting a review to determine whether your child is a candidate for retention or advancement, please contact ~~Dana Thompson~~ David Stone at ~~athompson@earlylightacademy.org~~ DStone@EarlyLightAcademy.org.

Early Light Academy Board Meeting 9.16.26

August 2026 financials are included, and we are about 16% of the way through the year.

Financial Audit

- Financial information has been submitted to the auditors and the data has been submitted and certified in UPEFS.

Statement of Financial Position

- \$2.8M is in PTIF account earning approximately 3.9% interest
- Operating cash is down \$418,120 from August 2025

Statement of Activities

Revenues

- Overall revenue at 17.5% of budget.
- Revenue from Local Sources is trending high compared to the budget due to the timing of the receipt of student fees.
- Revenue from State Sources is at 17.9% and trending in line with the budget.
- Revenue from Federal Sources consists mostly of reimbursement grants so nothing has been recorded to date. We are anticipating that Early Light will collect the remainder in future months.

Expenditures

- Expenditures are at 15.1% of budget overall.
- Business Services, Technical Services, Property and Liability Insurance, General Supplies, Furniture and Fixtures, Textbooks, Online Curriculum, Technology Related Supplies, Software, Interest, and Redemption of Principal are all accounts with balances that are tracking high as a percentage of the budget. These accounts are trending high due to timing because they include planned and budgeted transactions that occur once or infrequently rather than recurring and equally spaced throughout the fiscal year.

The other accounts that are tracking ahead of budget are:

- Group Insurance – 26.6%
 - Tracking high because we generally don't know how many people will be participating in the insurance plan at the time that we prepare the budget.
- Liability Insurance – 266.3%
 - High because of a difference in the breakout between Property and Liability Insurance with new group plan.
- Furniture and Fixtures – 125.9%
 - Small purchases that were not anticipated at the time of budget preparation.

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**Early Light Academy
Statement of Financial Position
As of August 31, 2026**

	Period Ending 08/31/2026	Period Ending 08/31/2025	
	Actual	Actual	
Assets & Other Debits			
Current Assets			
Operating Cash			
Cash			
8111-06F-001 - ELA ZB OP	1,590,198	2,008,318	(418,120)
8112-06F-001 - ELA ZB Petty	24,060	22,998	
Total Cash	1,614,258	2,031,316	
Investments			
8120-06F-001 - PTIF - ELA	2,841,297	1,755,624	
Total Investments	2,841,297	1,755,624	
Operating Cash	4,455,555	3,786,940	
Accounts Receivables	126,477	114,292	
Other Current Assets	0	8,000	
Total Current Assets	4,582,032	3,909,232	
Restricted Cash	2,061,516	2,058,448	
Net Assets			
Fixed Assets	21,933,057	21,438,293	
Depreciation	(6,327,339)	(5,756,748)	
Total Net Assets	15,605,718	15,681,545	
Total Assets & Other Debits	22,249,266	21,649,225	
Liabilities & Fund Equity			
Current Liabilities	25,278	63,208	
Long-Term Liabilities	21,042,952	21,426,861	
Fund Balance	368,642	(712,073)	
Net Income	812,394	871,229	
Total Liabilities & Fund Equity	22,249,266	21,649,225	

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

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

Early Light Academy Statement of Activities As of August 31, 2026

	Annual June 30, 2027	Year-to-Date August 31, 2026	
	Budget	Actual	% of Budget
Net Income			
Income			
Revenue From Local Sources	509,115	97,096	19.1 %
Revenue From State Sources	12,465,397	2,235,975	17.9 %
Revenue From Federal Sources	367,370	0	0.0 %
Total Income	13,341,882	2,333,071	17.5 %
Expenses			
Instruction/Salaries			
0121 - Salaries - Principals and Assistants	449,000	74,170	16.5 %
0131 - Salaries - Teachers	4,364,213	172,693	4.0 %
0132 - Salaries - Substitute Teachers	75,419	357	0.5 %
0142 - Salaries - Guidance Personnel	144,800	26,640	18.4 %
0145 - Salaries - Media Personnel - Licensed	57,086	9,249	16.2 %
0152 - Salaries - Secretarial and Clerical Personnel	231,045	37,213	16.1 %
0161 - Salaries - Teacher Aides and Para-Professionals	1,033,266	47,664	4.6 %
0162 - Salaries - Media Personnel – Non-Licensed	50,192	8,082	16.1 %
Total Instruction/Salaries	6,405,021	376,068	5.9 %
Employee Benefits			
0220 - Social Security	608,972	31,468	5.2 %
0230 - Local Retirement	207,200	12,845	6.2 %
0240 - Group Insurance	228,377	60,719	26.6 %
0270 - Industrial Insurance	44,746	1,768	4.0 %
0280 - Unemployment Insurance	106,068	4,062	3.8 %
0290 - Other Employee Benefits	732,528	44,610	6.1 %
Total Employee Benefits	1,927,891	155,472	8.1 %
Purchased Prof & Tech Serv			
0320 - Professional - Educational Services	442,380	0	0.0 %
0330 - Professional Employee Training and Development	19,710	3,300	16.7 %
0340 - Other Professional Services	64,369	6,010	9.3 %
0345 - Business Services	531,650	113,449	21.3 %
0350 - Technical Services	162,449	44,511	27.4 %
Total Purchased Professional & Technical Services	1,220,558	167,270	13.7 %
Purchased Property Services			
0410 - Utility Services	36,000	3,923	10.9 %
0411 - Water/Sewage	11,500	870	7.6 %
0422 - Snow Removal Services	50,000	0	0.0 %
0423 - Custodial Services	173,000	27,500	15.9 %
0424 - Lawn Care Services	24,150	4,178	17.3 %

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0430 - Repairs & Maintenance Services	254,800	36,750	14.4 %
0441 - Rental of Land & Buildings	2,000	0	0.0 %
0442 - Rental of Equipment & Vehicles	22,955	3,314	14.4 %
0450 - Construction Services	30,000	0	0.0 %
0490 - Other Purchased Property Services	10,400	200	1.9 %
Total Purchased Property Services	614,805	76,735	12.5 %
Other Purchased Services			
0513 - Student Transportation Services - Commercial	37,703	0	0.0 %
0517 - Student Overnight Trips/Field Trips	29,023	4,262	14.7 %
0518 - Student Day Trips/Field Trips (includes Admission Charges)	14,225	0	0.0 %
0521 - Property Insurance	78,000	45,959	58.9 %
		266.3	%
0522 - Liability Insurance	2,600	6,925	%
0530 - Communication (Telephone & Other)	10,360	915	8.8 %
0540 - Advertising	8,800	0	0.0 %
0570 - Food Service Management	400,000	0	0.0 %
0580 - Travel/Per Diem	3,100	0	0.0 %
Total Other Purchased Services	583,811	58,061	9.9 %
Supplies & Materials			
0610 - General Supplies	220,088	44,277	20.1 %
		125.9	%
0610-001 - Furniture and Fixtures (not capitalized)	10,285	12,951	%
0621 - Natural Gas	36,000	270	0.8 %
0622 - Electricity	117,000	15,690	13.4 %
0641 - Textbooks	18,416	9,000	48.9 %
0642 - E-Textbooks / Online Curriculum	64,533	33,826	52.4 %
0644 - Library Books	2,600	(45)	(1.7) %
0650 - Supplies - Technology Related	74,956	64,542	86.1 %
0670 - Software	48,100	15,683	32.6 %
0680 - Maintenance Supplies and Materials	43,700	0	0.0 %
Total Supplies & Materials	635,678	196,194	30.9 %
Property			
0730 - Equipment	45,000	31,335	69.6 %
0733 - Capitalized Furniture and Fixtures	98,500	0	0.0 %
0734 - Technology Related Hardware	86,705	0	0.0 %
0736 - Technology Software	12,300	0	0.0 %
Total Property	242,505	31,335	12.9 %
Debt Services & Miscellaneous			
0810 - Dues and Fees	46,829	3,176	6.8 %
0830 - Interest	983,218	496,388	50.5 %
		100.0	%
0840 - Redemption of Principal	415,000	415,000	%
0890 - Miscellaneous Expenditures	7,500	0	0.0 %
Total Debt Services & Miscellaneous	1,452,547	914,564	63.0 %
Total Expenses	13,082,816	1,975,699	15.1 %
Total Net Income	259,066	357,372	137.9 %

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2026-2027 ELA Land Trust Plan

Allocated Amount for the 2026-2027 School Year: \$195,267.66

Proposed amount spent on Salaries: \$195,267.66

At Early Light Academy, we are committed to fostering a Culture of Learning through the structured, sustainable implementation of tiered instruction designed to meet the needs of all of our learners. This focus on differentiation and learner engagement continues to guide our efforts as we develop a Personalized Competency Based Learning framework. This model provides a clear path for making instruction more personalized and effective, supporting student agency and engagement while helping all learners progress toward grade-level proficiency. The most valuable support for our students comes from our classroom educators and the paraprofessionals who provide tiered instruction.

Aligned with our school's Strategic Goals, our Action Plan is to:

1. Reevaluate support systems to ensure equitable, inclusive, and engaging instruction.
2. Ensure funding for salaries for Paraprofessionals who provide tiered instruction.

Proposed Land Trust Goal: Increase student proficiency in Language Arts on end-of-year RISE assessments by at least 1% annually across all grade levels over the next three years:

- Language Arts

Proposed Expenditures for Salaries: We will hire elementary grade level Literacy paraprofessionals and possible ELL support personnel (depending on the number of ELL students who qualify for services next school year) - This will ensure continuous funding for the critical services our Literacy Paraprofessionals provide, especially given the current tenuous nature of federal funding for programs such as Title I.

Land trust money will be used for personnel salaries who assist with small group reading and ELL instruction. These instructional assistants help us ensure equitable, inclusive, and engaging instruction, providing what each student needs to become a successful, proficient reader. We have found that our students, especially those in the upper grades, make great progress throughout the year by participating in the Multi-Tiered System of supports. This allows them to reach the overall goals of proficiency in end-of-year RISE assessments across all grade levels.

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Early Light Academy Electronic Board of Directors Meeting Minutes Wednesday, July 1, 2026

Zoom Link: <https://us02web.zoom.us/j/82327841528?from=addon>

Meeting ID: 823 2784 1528

Mobile: (669) 900-9128



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

Others in Attendance: Stephanie Schmidt, Heidi Bauerle, Caleb Crump, Gabe Clark, 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: *Understanding history sheds light on our future. Our actions today will impact our tomorrow.*

MINUTES

8:36 AM – INTRODUCTORY ITEMS

- Welcome & Roll Call – Jenn Lund

There was no PUBLIC COMMENT.

CONSENT ITEMS

- June 17, 2026 Annual Board Meeting Minutes – There was no further discussion. **Jenn Lund made a motion to approve the consent items. Brett Crockett seconded the motion. The roll call votes were as follows:**

Jenn Lund – Aye

Brett Crockett – Aye

Ann Khong – Aye

Penny Ramirez – Aye

Ashley Leishman – Aye

Motion passed unanimously.

VOTING ITEMS

- Award RFP for Food Service Management – Stephanie Schmidt reviewed voting items, including food service management, block and joint seal project, window replacement, and insurance coverage. Steph explained that the food service management proposal was delayed due to RFP dates and that they decided to stay with their current provider, Lunch Pro. The block and joint seal project and window replacement were identified as necessary maintenance tasks. The CommGap rate card discussion was postponed due to a delay in receiving their rates. Jenn confirmed that the insurance coverage is similar to previous

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coverage but improved due to joining a group insurance program for AW client schools. Ann asked about accessing contracts and bids. Steph agreed to share the contracts with the board.

- Block and Joint Seal Project – There was no further discussion. See above for discussion.
- Window Replacement Project – There was no further discussion. See above for discussion.
- Insurance Coverage – There was no further discussion. See above for discussion.
- CommGap Rate Card – There was no further discussion. See above for discussion.

Jenn Lund made a motion to approve the following items:

- ✓ **Award the contract on the Request for Proposal for Food Service Management Company to Lunch Pro LLC and authorize Director Schmidt to enter into an agreement with Lunch Pro on behalf of the School conditioned on approval of the state school nutrition department following their procurement review;**
- ✓ **Approve the Block Seal Project in an amount not to exceed \$49,000;**
- ✓ **Approve the Window Replacement Project in an amount not to exceed \$30,000;**
- ✓ **Approve participation in the group insurance program through Arthur J. Gallagher & Co.; and**
- ✓ **Table the CommGap Rate Card**

Ann Khong seconded the motion. The roll call votes were as follows:

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

Motion passed unanimously.

OTHER BUSINESS ITEMS

- Calendaring – Jenn Lund
 - ✓ Next PreBoard Meeting is on September 2nd @ 10:30 a.m.
 - ✓ Next Board Meeting is on September 16th

8:43 AM – Jenn Lund made a motion to ADJOURN. Brett Crockett seconded the motion. The roll call votes were as follows:

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

Motion passed unanimously.

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

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ELA Board of Director's Meeting Wednesday, September 16, 2026

Action Item: *LEA-Specific Educator License(s)*

Issue:

The School's administration is requesting that the following be candidates for an LEA-specific educator license:

1. Claire Baker – Science Core Endorsement
2. Jeremy Loewen – Secondary Math Level 4 Endorsement
3. Marisol Pizarro – Elementary License
4. Mathew Sherwood – Intro to Computer Science Endorsement
5. Shannon Stidham – Elementary License
6. Marissa Tebbs – Spanish Endorsement
7. Kylee Woodfield – Social Studies Composite Endorsement

Candidates not licensed and will need to be approved by the school board within 60 days of their start date for an LEA specific license. They will need to complete the background check and ethics review before the LEA specific license will be approved by USBE.

Background:

Under the School's LEA-Specific Educator License Policy, the School's administration proposes to the Board of Directors individuals the administration feels are good candidates for an LEA-specific educator license. An LEA-specific educator license is a temporary license that teachers may teach under while they are in the process of completing the requirements for an associate or professional license. An LEA-specific educator license can be valid for one, two, or three years.

The School's administration has followed the processes and considered the criteria outlined in the Policy with respect to proposing the candidate named above to the Board candidates, including vetting and interviewing the candidate. The School's administration has also provided the Board with an explanation and rationale for requesting an LEA-specific educator license for the candidate.

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The Board believes that it is appropriate under the policy to approve the administration's request for an LEA-specific educator license for the candidate(s) named above.

Recommendation:

It is recommended that the Board approve the request for an LEA-specific educator license for the individuals below, all for three years.

1. Claire Baker – Science Core Endorsement
2. Jeremy Loewen – Secondary Math Level 4 Endorsement
3. Marisol Pizarro – Elementary License
4. Mathew Sherwood – Intro to Computer Science Endorsement
5. Shannon Stidham – Elementary License
6. Marissa Tebbs – Spanish Endorsement
7. Kylee Woodfield – Social Studies Composite Endorsement

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SY26-27(LEA-Specific) Requests

LEA (District or Charter) Name	Date LEA's Board Met	CACTUS ID	Last Name	First Name	Is this a RENEWAL Request from SY 26-27? (Y/N)	License Area 1	Endorsement 1	Rational/Motions	Is Educator's Assignment in CACTUS? (Y/N)	Has LEA Specific tab in CACTUS been completed? (Y/N)	Does Educator Have a current BACKGROUND check? (Y/N)	Does Educator Have a current ETHICS? (Y/N)	Pedagogical Modules Completed and Certificate Received? (Y/N)	LEA Application Received? (Y/N)	CPR Training
<i>Granite SD</i>	<i>1/5/21</i>	<i>999999</i>	<i>Example</i>	<i>Educator</i>	<i>N</i>	<i>Secondary</i>	<i>Math Level 3</i>	<i>Educator is enrolling in EPP Fall 2021</i>	<i>Y</i>	<i>Y</i>	<i>Y</i>	<i>Y</i>	N/A	N/A	N/A
Early Light Academy	9/16/26	813742	Baker	Claire	N		Science Core		Y	PW will complete	Y	Y	N/A	N	N/A
Early Light Academy	9/16/26	786670	Loewen	Jeremy	N		Secondary Math Level 4		Y	PW will complete	Y	Y	N/A	N	N/A
Early Light Academy	9/16/26	773295	Pizarro	Marisol	Y	Elementary			Y	PW will complete	Y	Y	N/A	Need LEA Renewal Application	N/A
Early Light Academy	9/16/26	710785	Sherwood	Mathew	Y		Intro to Computer Science		Y	PW will complete	Y	Y	N/A	Need LEA Renewal Application	N/A
Early Light Academy	9/16/26	827928	Stidham	Shannon	N	Elementary			Y	PW will complete	Y	Y	N	N	N/A
Early Light Academy	9/16/26	513161	Tebbs	Marissa	Y		Spanish		Y	PW will complete	Y	Y	N/A	Need LEA Renewal Application	N/A
Early Light Academy	9/16/26	733575	Woodfield	Kylee	Y		Social Studies Composite		Y	PW will complete	Y	Y	N/A	Need LEA Renewal Application	N/A



ELA Board of Directors Meeting Wednesday, September 16, 2026

Action Item: *Amend 2026-2027 Sex Ed Instruction Comm. 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.

We would like to amend the sex education instruction committee for the 2026-2027 school year to the following positions:

- Executive Director
- Health Teacher
- School Nurse
- (3) Parent Board Members

Recommendation:

It is recommended that the Board amend the 2026-2027 Sex Education Instruction Committee Membership with the following positions: the Executive Director, the Health Teacher, the School Nurse and (3) Parent Board Members.

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ELA Board of Director's Meeting Wednesday, September 16, 2026

Action Item: *Amending Teacher Student Success Act Framework*

Issue:

Early Light Academy's Board of Directors must approve any changes made to the TSSA Framework.

Background:

The TSSA framework is required to be updated to include a Literacy Achievement in accordance with SB 241 (2026) and State Rule R277-927. The Plan has been updated to address the school's progress toward statewide literacy proficiency goals and if the school fails to meet statewide literacy goals, the school must dedicate at least 50% of TSSA funds toward evidence-based literacy interventions and practices as described in 53G-7-921304(2)(e).

Recommendation:

It is recommended that the Board approve the Amended Teacher Student Success Act Framework.

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EARLY LIGHT ACADEMY

Student Success Framework

Pursuant to UCA 53G-7-1304, Early Light Academy's Board of Directors adopts the following framework to provide guidelines and processes for the development of a Teacher and Student Success Plan ("Plan"). The school's Director will develop a Plan in accordance with this framework and submit the Plan to the Board for approval. The Plan will be developed by integrating school-specific goals and criteria for improving the school's performance within the state accountability system.

The goal of the school's Plan shall be to improve school performance and student academic achievement. The Plan may contain any of the following strategies:

1. School personnel stipends for taking on additional responsibility outside of a typical work assignment;
2. Professional learning;
3. Additional school employees, including counselors, social workers, mental health workers, tutors, media specialists, information technology specialists, or other specialists;
4. Technology;
5. Before- or after-school programs;
6. Summer school programs;
7. Community support programs or partnerships;
8. Early childhood education;
9. Class size reduction strategies;
10. Augmentation of existing programs; or
11. Any other strategy reasonably designed to improve school performance or student academic achievement.

Funding received pursuant to the school Plan may not be used:

1. To supplant the financing of existing education programs;
2. For administrative costs;
3. For capital expenditures.

Literacy Achievement Requirement

1. The Plan shall address the school's progress toward statewide literacy proficiency goals in accordance with SB 241 (2026) and State Rule R277-927.
2. If the school fails to meet statewide literacy goals, the school must dedicate at least 50% of TSSA funds toward evidence based literacy interventions and practices as described in 53G-7-921304(2)(e).

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ELA Board of Director's Meeting Wednesday, September 16, 2026

Action Item: *Amended Bullying and Hazing Policy*

Issue:

Amending the School's Bullying and Hazing Policy.

Background:

The USBE recently published a model Bullying Policy. Although the School's existing Bullying and Hazing Policy is already consistent with the model policy in most respects, several provisions from the model policy have been incorporated to further strengthen and clarify the School's policy. These revisions include adding definitions for "accountability practice" and "restorative justice practice," requiring the School to leave a voicemail and send an email to a parent if the parent cannot be reached by telephone regarding an incident involving the parent's child, clarifying that a student's age, development, maturity, and other relevant factors will be considered when determining appropriate discipline for a policy violation, and expanding the policy's provisions regarding annual reporting, employee training, and bullying incident reporting.

Recommendation:

It is recommended that the Board approve the Amended Bullying and Hazing Policy.

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Early Light Academy Bullying & Hazing Policy



EARLY LIGHT
ACADEMY

PURPOSE

The purpose of this policy is to prohibit bullying, cyber-bullying, hazing, retaliation, and abusive conduct involving Early Light Academy (the “School”) students and employees. The School’s Board of Directors (the “Board”) has determined that a safe, civil environment in School is necessary for students to learn and achieve high academic standards and that conduct constituting bullying, cyber-bullying, hazing, retaliation, and abusive conduct disrupts both a student’s ability to learn and the School’s ability to educate its students in a safe environment.

POLICY

Prohibited Conduct

Bullying, cyber-bullying, hazing, retaliation, and abusive conduct towards students and employees are against federal, state, and local policy and are not tolerated by the School. The School is committed to providing all students with a safe and civil environment in which all members of the School community are treated with dignity and respect. To that end, the School has in place policies, procedures, and practices that are designed to reduce and eliminate this conduct – including, but not limited to, civil rights violations – as well as processes and procedures to deal with such incidents. Bullying, cyber-bullying, hazing, retaliation, and abusive conduct towards students and/or employees by students and/or employees will not be tolerated in the School. Likewise, abusive conduct by students or parents or guardians against School employees is prohibited by the School and will not be tolerated in the School.

In order to promote a safe, civil learning environment, the School prohibits all forms of bullying of students and School employees (a) on School property, (b) at a School-related or sponsored event, or (c) while the student or School employee is traveling to or from School property or a School-related or sponsored event.

The School prohibits all forms of bullying, cyber-bullying, hazing, abusive conduct of or retaliation against students and School employees at any time and any location.

Students and School employees are prohibited from retaliating against any student, School employee or an investigator for, or witness of, an alleged incident of bullying, cyber-bullying, hazing, abusive conduct, or retaliation.

Students and School employees are prohibited from making false allegations of bullying, cyber-bullying, hazing, abusive conduct, or retaliation against a student or School employees.

Students and School employees are prohibited from sharing a recording of an act of bullying, cyber-bullying, hazing, abusive conduct, and retaliation in order to impact or encourage future incidents. This restriction does not prevent a student or employee from sharing such a recording

with a teacher or administrator as part of reporting the incident or in response to a request from a teacher or administrator for the recording.

Students and School employees are prohibited from creating or distributing sexually explicit or nonconsensual intimate images.

In addition, School employees, coaches, sponsors and volunteers shall not permit, condone or tolerate any form of hazing, bullying, cyber-bullying, or abusive conduct and shall not plan, direct, encourage, assist, engage or participate in any activity that involves hazing, bullying, cyber-bullying, or abusive conduct.

Any bullying, cyber-bullying, hazing, abusive conduct, or retaliation that is found to be targeted at a federally protected class is further prohibited under federal anti-discrimination laws and is subject to OCR compliance regulations.

Definitions

Abusive Conduct – For purposes of this policy, “abusive conduct” means verbal, nonverbal, or physical conduct of a parent or guardian or student directed toward a School employee that, based on its severity, nature, and frequency of occurrence, a reasonable person would determine is intended to cause intimidation, humiliation, or unwarranted distress. A single act does not constitute abusive conduct.

Accountability Practice – For purposes of this policy, “accountability practice” means any evidence-based practice that increases academic outcomes, decreases behavior that disrupts the learning environment, and holds students accountable for their actions by requiring them to take responsibility to repair harm and provide restitution when appropriate.

Action Plan – For purposes of this policy, “action plan” means a process to address an incident of bullying, cyber-bullying, hazing, or retaliation.

Bullying – For purposes of this policy, "bullying" means student bullying and staff bullying

Civil Rights Violations – For purposes of this policy, “civil rights violations” means violations as outlined in the following federal laws:

- (1) Title VI of the Civil Rights Act of 1964 (prohibits discrimination on the basis of race, color, or national origin);
- (2) Title IX of the Education Amendments of 1972 (prohibits discrimination on the basis of sex);
- (3) Section 504 of the Rehabilitation Act of 1973 (prohibits discrimination on the basis of disability); or
- (4) Title II of the Americans with Disabilities Act (prohibits discrimination on the basis of disability).

Cyber-bullying – For purposes of this policy, "cyber-bullying" means using the Internet, a cell phone, or another device to send or post text, video, or an image with the intent or knowledge, or with reckless disregard, that the text, video, or image will hurt, embarrass, or threaten an individual, regardless of whether the individual directed, consented to, or acquiesced in the conduct, or voluntarily accessed the electronic communication.

Hazing – For purposes of this policy, "hazing" means a School employee or student intentionally, knowingly, or recklessly committing an act or causing another individual to commit an act toward a School employee or student that:

- (1) (a) endangers the mental or physical health or safety of a School employee or student;
(b) involves any brutality of a physical nature, including whipping, beating, branding, calisthenics, bruising, electric shocking, placing of a harmful substance on the body, or exposure to the elements;
(c) involves consumption of any food, alcoholic product, drug, or other substance or other physical activity that endangers the mental or physical health and safety of a School employee or student; or
(d) involves any activity that would subject a School employee or student to extreme mental stress, such as sleep deprivation, extended isolation from social contact, or conduct that subjects a School employee or student to extreme embarrassment, shame, or humiliation; and
- (2) (a)(i) is committed for the purpose of initiation into, admission into, affiliation with, holding office in, or as a condition for membership in a School or School sponsored team, organization, program, club, or event; or
(ii) is directed toward a School employee or student whom the individual who commits the act knows, at the time the act is committed, is a member of, or candidate for membership in, a School or School sponsored team, organization, program, club, or event in which the individual who commits the act also participates.
- (3) The conduct described above constitutes hazing, regardless of whether the School employee or student against whom the conduct is committed directed, consented to, or acquiesced in, the conduct.

Incident – For purposes of this policy, "incident" means a verified incident of bullying, cyber-bullying, hazing, abusive conduct, or retaliation that is prohibited in Utah Code § 53G-9-601 *et seq.*

Restorative Justice Practice – For purposes of this policy, "restorative justice practice" means a discipline practice that brings together students, school personnel, families, and community members to resolve conflicts, address disruptive behaviors, promote positive relationships, and healing.

Retaliate or Retaliation – For purposes of this policy, "retaliate or retaliation" means an act or communication intended:

- (1) as retribution against a person for reporting bullying or hazing; or

- (2) to improperly influence the investigation of, or the response to, a report of bullying or hazing.

School Employee – For purposes of this policy, “School employee” means an individual working in the individual’s official capacity as:

- (1) a School teacher;
- (2) a School staff member;
- (3) a School administrator; or
- (4) an individual:
 - (a) who is employed, directly or indirectly, by the School; and
 - (b) who works on the School’s campus(es).

Staff Bullying – For purposes of this policy, “staff bullying” means a School employee, with the intent to cause harm, repeatedly committing a written, verbal, or physical act against a student or another School employee, or engaging in a single egregious act toward another employee involving an imbalance of power, that:

- (1) creates an environment that a reasonable person would find hostile, threatening, or humiliating; and
- (2) substantially interferes with a student’s or employee’s educational or professional performance, opportunities, or benefits.

Student Bullying – For purposes of this policy, “student bullying” means one or more students, with the intent to cause harm, repeatedly committing a written, verbal, or physical act against another student, or engaging in a single egregious act toward another student involving an imbalance of power, that:

- (1) creates an environment that a reasonable person would find hostile; and
- (2) interferes with a student’s educational performance, opportunities, or benefits.

“Student bullying” and “staff bullying” do not mean instances of:

- (1) ordinary teasing, horseplay, argument, or peer conflict;
- (2) reasonable correction of behavior by a School employee; or
- (3) reasonable coaching strategies and techniques by a School employee who is a coach.

Verification – For purposes of this policy, “verification” means that an alleged incident has been found to be substantiated through a formal investigation process done by the School as outlined in this policy.

Volunteer – For purposes of this policy, “volunteer” means a non-employee with significant, unsupervised access to students in connection with a School assignment.

Reporting Prohibited Conduct

Students who have been subjected to or witnessed bullying, cyber-bullying, hazing, or retaliation, and students who have witnessed abusive conduct, ~~must~~ are strongly encouraged to promptly report such prohibited conduct to any School personnel orally or in writing. School personnel who receive reports of such prohibited conduct must report them to the Executive Director.

School employees who have been subjected to or witnessed hazing, bullying, cyber-bullying, abusive conduct, or retaliation must report such prohibited conduct to the School’s Executive Director orally or in writing.

Each report of prohibited conduct shall include:

- (1) the name of complaining party;
- (2) the name of person subjected to the prohibited conduct (if different than complaining party);
- (3) the name of perpetrator (if known);
- (4) the date and location of the prohibited conduct; and
- (5) a statement describing the prohibited conduct, including names of witnesses (if known).

In connection with a report of prohibited conduct, students and School employees may request that their identity be kept anonymous, and reasonable steps shall be taken by the Executive Director and others involved in the reporting and investigation to maintain the anonymity of such individuals, if possible. School employees must take strong responsive action to prevent retaliation, including assisting students who are subjected to prohibited conduct and his or her parents or guardians in reporting subsequent problems and new instances of prohibited conduct.

The Executive Director or his/her designee shall promptly make a reasonably thorough investigation of all complaints of prohibited conduct, including, to the extent possible, anonymous reports, and shall, in accordance with the Consequences of Prohibited Behavior section below, administer appropriate discipline to all individuals who violate this policy. Formal disciplinary action is prohibited based solely on an anonymous report.

The Executive Director may report to OCR all incidents of bullying, hazing, cyber-bullying, abusive conduct, or retaliation that he/she reasonably determines may be violations of a student’s or employee’s civil rights.

It is the School’s policy, in compliance with state and federal law, that students have a limited expectation of privacy on the School’s computer equipment and network system, and routine monitoring or maintenance may lead to discovery that a user has violated School policy or law.

Also, individual targeted searches will be conducted if there is reasonable suspicion that a user has violated policy or law. Personal electronic devices of any student suspected of violation of this policy will be confiscated for investigation and may be turned over to law enforcement.

Investigation of Alleged Incidents

The School will investigate all allegations of bullying, cyber-bullying, hazing, retaliation, and abusive conduct in accordance with this policy and applicable law. The Executive Director or his/her designee will investigate such allegations, and the School shall ensure that the investigator is provided adequate training to conduct such an investigation. The Executive Director or his/her designee will be the point person with training and expertise to assist, direct, and supervise training of other employees in the responsibilities set forth in this paragraph.

The School will investigate these alleged incidents by interviewing:

- (1) the individual who was allegedly targeted;
- (2) the individual who is alleged to have engaged in the prohibited conduct;
- (3) the parents or guardians of the students who were allegedly targeted and the individual who is alleged to have engaged in prohibited conduct;
- (4) any witnesses;
- (5) School staff familiar with the student who was allegedly targeted;
- (6) School staff familiar with the individual who is alleged to have engaged in prohibited conduct; or
- (7) Other individuals who may provide additional information.

The individual who investigates an alleged incident will inform an individual being interviewed that (1) to the extent allowed by law, the individual is required to keep all details of the interview confidential; and (2) further reports of bullying will become part of the review. However, the confidentiality requirement described in this paragraph does not apply to conversations with law enforcement, requests for information pursuant to a warrant or subpoena, a state or federal reporting requirement, or other reporting required by R277-613.

In conducting this investigation, the School may (1) review disciplinary reports of involved students; and (2) review physical evidence, including video or audio, notes, email, text messages, social media, or graffiti.

The School shall keep a written record of the date and time individuals were interviewed; which individuals were interviewed (unless the individual requests to remain anonymous); and disciplinary reports and physical evidence reviewed as part of the investigation.

The School will report alleged incidents of bullying, cyber-bullying, hazing, retaliation, and abusive conduct to law enforcement when the Executive Director reasonably determines that the alleged incident may have violated criminal law.

The School shall follow up with the parents or guardians of all parties to:

- (1) inform parents or guardians when an investigation is concluded;
- (2) inform parents or guardians what safety measures will be in place for their child, as determined by the investigation;
- (3) provide additional information about the investigation or the resolution consistent with the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g (“FERPA”); and
- (4) inform parents or guardians of the School’s Parent Grievance Policy if the parents or guardians disagree with the resolution of the investigation.

If the investigation results in a verification of an incident of bullying, cyber-bullying, hazing, retaliation, or abusive conduct, the School shall create and implement an action plan for each such incident in accordance with Utah Code § 53G-9-605.5 and R277-613.

In addition, following verification of an incident of bullying, cyber-bullying, hazing, retaliation, or abusive conduct, the Executive Director may, if he/she determines it is appropriate:

- (1) use accountability practices in accordance with policies established by the School; and
- (2) provide supportive services designed to preserve the student’s access to educational opportunities and a sense of safety.

However, a student to whom an incident of bullying, cyber-bullying, hazing, retaliation, or abusive conduct is directed is not required to participate in a restorative justice practice with an individual who is alleged to have engaged in prohibited conduct. If the School would like any student to participate in a restorative justice practice, the School will notify the student’s parent or guardian of the restorative justice practice and obtain consent from the student’s parent or guardian before including the student in the process.

Parental Notification

The Executive Director or his/her designee will timely notify a student’s parent or guardian if:

- (1) the student threatens suicide; or
- (2) the student is involved in an incident (including if the student is subjected to the incident or is the person who caused the incident) and of the action plan to address the incident.

If the Executive Director or his/her designee believe that a situation exists which presents a serious threat to the well-being of a student, the Executive Director or his/her designee shall notify the student’s parent or guardian without delay, before the end of the school day.

The Executive Director or his/her designee will attempt to contact the parent or guardian by telephone to provide this notification and to discuss the matter. If the parent or guardian is not available by telephone, the Executive Director or his/her designee will leave a voicemail and then also provide the parent or guardian the required notification by email.

The Executive Director or his/her designee will produce and maintain a record that:

- (1) verifies that the School notified each parent or guardian as required above. If an in-person meeting takes place, the Executive Director or his/her designee may ask the parent or guardian to sign the record acknowledging that the notification was provided. If a telephone conversation takes place, the Executive Director or his/her designee may document on the record such details as the date and time of the telephone call, who was spoken to, and brief notes regarding the notification that was provided and the content of the conversation. If an email is sent, the Executive Director or his/her designee will retain a copy of the email; and
- (2) tracks implementation of the action plan addressing the incident, if applicable.

The School will retain the record for at least as long as the student is enrolled at the School and will provide or expunge the record in accordance with Utah Code § 53G-9-604. The School will maintain the confidentiality of the record in accordance with the state and federal student data privacy laws referenced in Utah Code § 53G-9-604.

In addition to notifying the parent or guardian as set forth above, the Executive Director or his/her designee will provide the parent or guardian with the following:

- (1) suicide prevention materials and information as recommended by the Utah State Board of Education in accordance with Utah Code § 53G-9-604(2)(b);
- (2) information on ways to limit a student's access to fatal means, including firearms or medication; and
- (3) information and resources on the healthy use of social media and online practices as provided in R277-613.

Action Plan to Address Incidents

Following verification of an incident of bullying, cyber-bullying, hazing, retaliation, or abusive conduct, the School shall develop and implement an action plan. The action plan shall include:

- (1) with respect to the targeted and in direct coordination with the student's parent or guardian:
 - (a) a tailored response to the incident that addresses the student's needs;
 - (b) a mechanism to consider consequences or accommodations the student may need regarding decreased exposure or interactions with the student who caused the incident;
 - (c) notification of the consequences and plan to address the behavior of the student who caused the incident, to the extent allowed by FERPA;
 - (d) support measures designed to preserve the student's access to educational services and opportunities; and
 - (e) to the extent available, access to other resources the parent requests for the student; and

- (2) with respect to the student who caused the incident and in direct coordination with the student's parent or guardian:
 - (a) a range of tailored and appropriate consequences, making reasonable effort to preserve the student's access to educational services and activities;
 - (b) a process to determine and provide any needed resources related to the underlying cause of the incident;
 - (c) supportive measures designed to preserve the student's access to educational services and opportunities while protecting the safety and well-being of other students; and
 - (d) a process to remove the student from School in an emergency situation, including a description of what constitutes an emergency.

The School may not include in an action plan a requirement that the student to whom the incident was directed change the student's:

- (1) educational schedule or placement; or
- (2) participation in a School sponsored sport, club, or activity.

The School shall try to involve the parent or guardian of a student who was involved in an incident of bullying, cyber-bullying, hazing, retaliation, or abusive conduct in the development and implementation of an action plan. However, if, after the School attempts to involve a parent or guardian in the development and implementation of an action plan, the parent or guardian chooses to not participate in the process, the School may develop and implement an action plan without the parent or guardian's involvement.

Communication Plan

The School shall communicate with the parent or guardian of each student involved in an incident of bullying, cyber-bullying, hazing, retaliation, or abusive conduct about the implementation of the action plan. Specifically, the School shall provide regular updates on the implementation of the action plan to each such parent or guardian. The updates shall include:

- (1) the outcome of the School's investigation (if not already provided at the conclusion of the investigation);
- (2) a discussion of safety considerations for the student who is the subject of the incident; and
- (3) an explanation of the School's process for addressing the incident.

The Executive Director or his/her designee shall oversee the implementation of the action plan, monitor the implementation of the communication plan/requirements within the action plan, and assist the School with case-specific needs when the School is addressing an incident of bullying, cyber-bullying, hazing, retaliation, or abusive conduct.

Consequences of Prohibited Behavior

If, after an investigation, a student is found to be in violation of this policy by participating in or encouraging conduct prohibited by this policy, the student shall be disciplined by appropriate measures up to, and including, suspension and expulsion, pursuant to Utah Code § 53G-8-205 and School policy, removal from participation in School activities, and/or discipline in accordance with regulations of the U.S. Department of Education Office for Civil Rights (OCR). In determining the appropriate disciplinary or other responsive action for such a student, the School shall consider all relevant circumstances, including the involved students' respective ages and development and maturity levels, the nature and impact of the prohibited conduct, the surrounding circumstances, any prior incidents or patterns of behavior, the relationship between the parties involved, and the extent to which the prohibited conduct disrupted or interfered with the orderly operation of the School. Discipline may only be imposed on a student after appropriate due process has been provided.

If, after an investigation, a School employee is found to be in violation of this policy, the employee shall be disciplined by appropriate measures, which may include termination, reassignment or other appropriate action.

School officials have the authority to discipline students for off-campus or online speech that causes or threatens a substantial disruption to School operations, including violent altercations or a significant interference with a student's educational performance and involvement in School activities.

Grievance Process for School Employees

As explained above, a School employee who has experienced abusive conduct must report the abusive conduct to the School Executive Director orally or in writing. If the School employee is not satisfied with the Executive Director or designee's investigation of the abusive conduct and/or the resulting disciplinary action (or recommended disciplinary action) against the perpetrator, the School employee may address/raise the issue in accordance with the School's Staff Grievance Policy.

Grievance Process for Parents and Guardians

A parent or guardian of a student who caused an incident of bullying, cyber-bullying, hazing, retaliation, or abusive conduct may appeal one or more of the consequences included in an action plan in accordance with the School's Parent Grievance Policy.

Additional Provisions

The Executive Director will ensure compliance with OCR regulations when civil rights violations are reported, as follows:

- (1) Once the School knows or reasonably should know of possible student-on-student bullying, cyber-bullying, or hazing, the School must take immediate and appropriate action to investigate.

- (2) If it is determined that the bullying, cyber-bullying, or hazing of a student did occur as a result of the student's membership in a protected class, the School shall take prompt and effective steps reasonably calculated to:
 - (a) end the bullying, cyber-bullying, or hazing;
 - (b) eliminate any hostile environment; and
 - (c) prevent its recurrence.
- (3) These duties are the School's responsibilities even if the misconduct is also covered by a separate anti-bullying policy and regardless of whether the student makes a complaint, asks the School to take action, or identifies the bullying, cyber-bullying, or hazing as a form of discrimination.

The Executive Director will take reasonable steps to ensure that any person subjected to prohibited conduct will be protected from further hazing, bullying, cyber-bullying, abusive conduct, and retaliation and that any student or School employee who reports such prohibited conduct will be protected from retaliation.

If the Executive Director believes that any person who was subjected to or who caused conduct prohibited by this policy would benefit from counseling, the Executive Director may refer such individuals for counseling.

If the Executive Director believes that it would be in the best interests of the individuals involved, the Executive Director may involve the parents or guardians of a student who was subjected to or a student who caused hazing, bullying, cyber-bullying, or retaliation in the process of responding to and resolving conduct prohibited by this policy.

Incidents of bullying, cyber-bullying, hazing, and retaliation will be reported in the School's student information system as required.

Student Assessment

The Executive Director or his/her designee will assess the prevalence of bullying, cyber-bullying, hazing, and retaliation in the School, specifically locations where students are unsafe and additional adult supervision may be required, such as playgrounds, hallways, and lunch areas.

Training

The Executive Director will ensure that School students, employees, coaches, and volunteers receive training on bullying, cyber-bullying, hazing, retaliation, and abusive conduct from individuals qualified to provide such training. The training shall meet the standards established by the Utah State Board of Education's rules and include information on:

- (1) bullying, cyber-bullying, hazing, retaliation, and abusive conduct;
- (2) discrimination under the following federal laws:
 - (a) Title VI of the Civil Rights Act of 1964;
 - (b) Title IX of the Education Amendments of 1972;

- (c) Section 504 of the Rehabilitation Act of 1973; and
- (d) Title II of the Americans with Disabilities Act of 1990;

- (3) how bullying, cyber-bullying, hazing, retaliation, and abusive conduct are different from discrimination and may occur separately from each other or in combination;
- (4) how bullying, cyber-bullying, hazing, retaliation, and abusive conduct are prohibited based upon race, color, national origin, sex, disability, or religion;
- (5) the right of free speech and how it differs for students, employees, and parents or guardians; and
- (6) safe digital citizenship.

The training will also complement the suicide prevention program required for students under R277-620 and the suicide prevention training required for licensed educators consistent with Section 53G-9-704(1), and also include information on when issues relating to R277-613 may lead to student or employee discipline.

The training shall be offered to:

- (1) new school employees, coaches, and volunteers within the first year of employment or service;
- (2) all School employees, coaches, and volunteers at least once every three years after the initial training; and
- (3) all students (regardless of whether they are involved in athletics or extracurricular activities or clubs) at a frequency determined by the Executive Director.

In addition to the training requirements described above, any student, employee, or volunteer coach participating in a School sponsored athletic program, both curricular and extracurricular, or extracurricular club or activity, shall, prior to participating in the athletic program or activity, participate in bullying, cyber-bullying, hazing, retaliation, and abusive conduct prevention training. This training shall be offered to new participants on an annual basis and to all participants at least once every three years. The School will inform student athletes and extracurricular club members of prohibited activities under R277-613 and potential consequences for violation of the law and the rule.

The School will maintain training participant lists or signatures and provide them to the Utah State Board of Education upon request.

Liaison to Utah State Board of Education

The Executive Director or his/her designee shall act as the School's liaison to the Utah State Board of Education regarding bullying, cyber-bullying, hazing, abusive conduct, and retaliation.

Distribution of Policy and Signed Acknowledgement

The School will inform students, parents or guardians, School employees, and volunteers that hazing, bullying, cyber-bullying, abusive conduct, and retaliation are prohibited by distributing a copy of this policy to such individuals annually. A copy of this policy will also be posted on the School's website and included in any student conduct or employee handbooks issued by the School.

On an annual basis, School employees, students who are at least eight years old, and parents or guardians of students shall sign a statement indicating that they have received this policy.

Annual Reporting

In accordance with Utah Code 53G-9-606 and R277-613, the School shall annually report the following information to the Utah State Board of Education on or before June 30:

- (1) a copy of this policy;
- (2) the School's implementation of the signed statement requirement described in Utah Code § 53G-9-605;
- (3) verification of the School's training of its employees relating to bullying, cyber-bullying, hazing, retaliation, and abusive conduct described in Utah Code § 53G-9-607;
- (4) incidents of student bullying, cyber-bullying, hazing, and retaliation; and
- (5) the number and type of incidents described in subsection (4) immediately above that include a student who was alleged bullied, cyber-bullied, hazed, or retaliated against based on the student's actual or perceived characteristics, including disability, race, national origin, religion, sex, gender identity, or sexual orientation, including the federal reporting requirements for civil rights violations.

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ELA Board of Director's Meeting Wednesday, September 16, 2026

Action Item: *Amending Electronic Resources Policy*

Issue:

Amending the Electronic Resources Policy.

Background:

This policy has been revised to comply with the changes to law, including those in SB 88 from the 2026 legislative session. The changes include specifying that the policy must be reviewed and approved at least every three years, that all rules and procedures applicable to the policy must be available for review at the school, that AI glasses are now included in the definition of "electronic device," and that parents may request administration to allow their student to briefly use a privately-owned electronic device during non-instructional time at a specified location designated by the school. The changes also include clarifying the definition of "obscene" and "harmful to minors" and explaining that the school's technology protection measures include a parent-accessible monitoring system that allows parents to review the activity of their children on school-owned electronic devices.

Considerations:

The administration recommends the Board's consideration and approval of the amended Electronic Resources Policy.

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

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

Early Light Academy Electronic Resources Policy



PURPOSE

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

POLICY

Electronic Devices

The School recognizes that various forms of electronic devices are widely used by both students and employees and are important tools in today’s society. The School seeks to ensure that the use of electronic devices, both privately-owned devices and devices owned by the School, does not cause harm or otherwise interfere with the learning, safety, or security of students or employees.

Definitions

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

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

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

“**School day hours**” means the ~~hours that make-up~~ time from the beginning of the School day, according to as designated by the School’s bell schedule, until the end of the School day, as designed by the School’s bell schedule, including all instructional time, lunch periods, recess, and transition times between classes.

“**School-owned electronic device**” means an electronic device that is owned, provided, issued, or lent by the School to a student or employee.

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

Student Use of Electronic Devices

Electronic devices may only be possessed and used by students during ~~the~~ School ~~day~~hours and during School-sponsored activities in accordance with the following standards:

- Electronic devices may not be used to view, access, download, store, or transmit pornography or other obscene or inappropriate material.
- Electronic devices may not be used to bully, threaten, humiliate, embarrass, harass, or intimidate other students, teachers, volunteers, School guests, or School employees.
- Electronic devices may not be used in ways that violate local, state, or federal laws.
- Electronic devices may not be used during quizzes, tests, and standardized assessments except as otherwise provided herein.
- Electronic toys are not allowed in the School.
- Students in grades K-9 may have electronic devices at School during ~~the~~ School ~~day~~hours.
- The rules regarding K-9 student use of privately-owned electronic devices during School hours are~~Students in grades K-9 may not use or respond to privately-owned electronic devices during instructional time or during other times as~~ outlined below:
 - ✓ Students in grades K-6 must turn off or keep privately-owned electronic devices (including but not limited to watch phones) set to a mode where notifications cannot be received and must store them in their backpacks, lockers, or in a location designated by the classroom teacher during ~~the~~ School ~~day~~hours. ~~The s~~School and ~~s~~School employees are not responsible for lost or damaged ~~personal electronics~~privately-owned electronic devices.
 - ✓ Students in grades K-6 may not use privately-owned electronic devices ~~between the hours of 8:25 am and 3:10 pm~~during School hours. This includes recess, lunchtime, restroom breaks, brain breaks, and ~~class~~instructional time, with the exception of approved, appropriate educational purposes communicated explicitly and properly supervised by the teacher.
 - ✓ Students in grades 7-9 may use privately-owned electronic devices during lunch and free time as long as screens are kept private and not shared with or viewed by others.
 - ✓ Students in grades 7-9 must turn off or keep privately-owned electronic devices (including but not limited to watch phones) set to a mode where notifications cannot be received and must store them in their backpacks, lockers, or in a location designated by the classroom teacher during ~~class~~instructional time, unless they are used as part of an approved educational activity or assignment communicated explicitly and properly supervised by the teacher.
- Students may not use privately-owned electronic devices for the following activities:
 - ✓ Gaming, personal social media, or watching videos during instructional time
 - ✓ Taking photos in restrooms, locker rooms, or dressing rooms

- ✓ Posting photographs of another person to social media or online without his/her permission
- ✓ Accessing inappropriate content as outlined in the *Acceptable Use of Technology Policy*
- ✓ Bullying, humiliating, harassing, or intimidating students or school employees
- ✓ During standardized assessments unless specified below

Exceptions

The Executive Director may give permission for a student to possess and use a privately-owned electronic device for good cause if the device does not distract from the instructional or educational process and is not otherwise used inappropriately.

Parents may request that the Executive Director allow a student to possess and use a privately-owned electronic device on active mode at all times during ~~the~~ School ~~day~~hours and during School-sponsored activities, with the exception of during tests and standardized assessments, for good cause, including medical needs or unusual family situations. Parents may also request that the Executive Director allow a student to briefly use a privately-owned electronic device during non-instructional time in a specified location designated by the School.

Students may use a privately-owned electronic device to address a medical necessity.

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

Privately-owned electronic devices may be possessed and used in the event of an emergency during the limited period of the emergency in order to protect the safety of a student or School employee, visitor or volunteer. This includes using a privately-owned electronic device to respond to an imminent threat to health or safety of an individual or to respond to a School-wide emergency.

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

Parents may make other individualized requests for exceptions to this policy to the Executive Director.

Consequences for Violation

Upon violation of this policy with respect to privately-owned electronic devices, the privately-owned electronic device(s) will be confiscated, labeled, and held in a secure location until the end of the school day. The Executive Director, teacher(s), and other staff members may confiscate privately owned devices under this policy.

Violations that involve cheating or constitute a violation of the School's Student Conduct and Discipline Policy or Bullying and Hazing Policy will result in additional consequences at the discretion of the Executive Director.

An individual other than a student that finds or confiscates a privately-owned electronic device may search the device for the purpose of determining the device's owner. Students may not search privately-owned electronic devices that do not belong to them. Privately-owned electronic devices that are used inappropriately may be subject to search by the Executive Director or other individuals designated by the Executive Director if there is a reasonable suspicion that the device contains obscene or pornographic material or has been used to cheat or to threaten, embarrass, harass, or intimidate other students, teachers, volunteers, School guests, or School employees. School-owned electronic devices may be searched at any time by School officials, with or without cause.

The School is not responsible for loss, damage or theft of any privately owned electronic devices. The School will make reasonable efforts to notify parents/guardians if the School has confiscated a student's privately-owned electronic device. Parents/guardians who show identification may retrieve confiscated electronic devices at the end of the school day ~~during School hours~~ or by appointment. The School will retain un-retrieved privately-owned electronic devices until the end of the School year, at which time the devices will be disposed of in a manner that ensures that no data stored on the device may be retrieved.

The Executive Director may, subject to applicable law, impose additional disciplinary consequences for a student's violation of this policy, considering the nature of the violation and other disciplinary actions in which the student has been involved. Such disciplinary actions may include:

- Loss of the privilege to possess or use electronic devices
- Disciplinary letter to the student's parent/guardian that is placed in the student's file
- Detention
- In-School suspension
- Suspension
- Expulsion
- Loss of the privilege of participating in School-sponsored activities or of receiving honor recognition

The School may contact law enforcement if School employees believe that a student has used an electronic device in connection with a violation of criminal law, and criminal penalties may arise from inappropriate use of electronic devices.

Notice of the Policy

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

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

Creative and Innovative Uses for Electronic Devices

Teachers and other School employees are encouraged to use electronic devices creatively in order to effectively communicate with students and parents/guardians and to enhance instruction. Creative uses might include notifying absent students of assignments, communicating with parents when students excel or if they are behind or absent, notifying students and parents of news articles or events that would enhance the learning experience, providing feedback to students on tests and assignments, parents notifying the School when students are absent or tardy.

Other Provisions

Picture taking or sound or video recording by students is prohibited in School unless authorized by a teacher or the Executive Director. Picture taking or sound or video recording by students is prohibited in private areas of the School such as locker rooms, counseling sessions, washrooms, and dressing areas. Violations of this may subject students to discipline, and any suspected illegal activity may be reported to law enforcement.

Students bring privately-owned electronic devices on School property at their own risk. The School is not responsible for lost, stolen or damaged privately-owned electronic devices.

Students are responsible for their privately-owned electronic devices and may be subject to discipline if other students misuse their personal electronic devices.

Parents, guests and visitors to the School may use privately-owned electronic devices at School and at School-sponsored activities only in accordance with rules established by the Executive Director. Such individuals who use the School's electronic resources, including the School's equipment, services, or connectivity, whether on or off School property, may not use such resources to access inappropriate material or information.

Internet Safety

It is the School's policy to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act (section 254(h) of title 47, United States Code).

Definitions

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

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

- 1- Obscene, which means material that is obscene under~~as that term is defined in~~ section 1460 of title 18, United States Code, and applicable United States Supreme Court precedent.
- 2- Child Pornography, as that term is defined in section 2256 of title 18, United States Code; or
- 3- Harmful to minors.

“Harmful to Minors” means, as set forth in section 254 of title 47, United States Code, any picture, image, graphic image file, or other visual depiction that:

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

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

Access to Inappropriate Material

~~To the extent practical, the~~ The School ~~will~~ employs technology protection measures (or “Internet filters”) to block or filter Internet access to—or other forms of electronic communications containing—inappropriate information over the School’s network or by School-owned electronic devices. These technology protection measures constitute the School’s preapproved content filtering system as described in Utah Code § 53G-7-1003, and they are employed by the School regardless of whether a parent requests them or not. The School also employs a parent-accessible monitoring system, which is a technology platform that enables a parent to review the activity of the parent’s student on School-owned electronic devices.

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

Subject to staff supervision, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes. Procedures for disabling or otherwise modifying any technology protection measures shall be the responsibility of the Executive Director or designated representatives.

Inappropriate Network Usage

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

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

Education, Supervision and Monitoring

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

Student Acceptable Use of School Electronic Resources

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

Electronic resources can provide access to a multitude of information and allow communication with people all over the world. Along with this access comes the availability of materials that may be considered inappropriate, unacceptable, of no educational value, or even illegal. The School has initiated safeguards to restrict access to inappropriate materials, and use of the Internet and other electronic resources is monitored as well.

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

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

The School may contact law enforcement if School employees believe that a student has used School electronic resources in connection with a violation of criminal law, and criminal penalties may arise from inappropriate use of electronic resources. This applies to use of the School's electronic resources at any time and place, whether on or off School grounds.

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

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

The Executive Director shall ensure that additional rules and procedures regarding students' use of the School's electronic resources are established and clearly communicated to students and their parents/guardians. The Executive Director shall ensure that students receive appropriate training regarding these rules and procedures. The rules and procedures shall be available for review at the School.

Staff Acceptable Use of School Electronic Resources

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

At-Will Employment

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

The School's Rights

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

1. All data, files, programs, and materials downloaded with or used, sent, received, or stored upon the School's electronic resources are the School's property, and the School may deal with such items as it deems appropriate.
2. The School may log network use and monitor server space utilization by users and assumes no responsibility or liability for files deleted due to violation of server space allotments.
3. The School may remove a user account on the network with or without notice.

4. The School may monitor all user activities on the School's electronic resources, including but not limited to real-time monitoring of network activity and/or maintaining a log of Internet activity for later review.
5. The School may provide internal and external controls of network usage as appropriate and feasible, including but not limited to restricting online destinations through software or other means.
6. The School may limit or restrict, with or without notice, access to the School's electronic resources for those who do not abide by this policy or other direction governing the use of the School's electronic resources.
7. The School may determine, in its sole discretion, what materials, files, information, software, communications, and other content or activity are permitted or prohibited.
8. The School may delete or remove, with or without notice, any files, programs, data or other materials from any of the School's electronic resources.
9. The School may provide additional policies or guidelines regarding acceptable use of electronic resources.

Employees' Responsibilities Regarding Students' Use of Electronic Resources

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

User Responsibilities

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

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

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

Acceptable Use

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

1. All use of the School's electronic resources, including but not limited to use of computers and other electronic devices, use of e-mail, and network and Internet access must be consistent with the School's mission.
2. Network accounts are to be used only by the authorized user of the account for the authorized purpose.
3. Users must take reasonable steps to protect the privacy of students, School employees and other members of the School community and must strictly maintain the confidentiality of information regarding such individuals.
4. Use of the School's electronic resources, whether inside or outside the School, must comply with the School's employee handbook, as established from time to time.
5. Employees must comply with applicable copyright laws, ethical rules, and other applicable laws and regulations.
6. Users must exercise appropriate professional judgment and common sense when transporting files to and from school, keeping in mind copyright and other legal issues, as well as ensuring that the non-School to or from which files are being transferred are employing appropriate virus-control technologies.
7. Users must exhibit professionally appropriate behavior when using the School's electronic resources in order to professionally represent and preserve the image the School.
8. Users must take reasonable precautions to protect the School's electronic resources in order to reduce repair costs, maintain the integrity of the network, and protect the School's assets. Employees who damage School electronic resources may be financially responsible for the cost of repair or replacement.
9. From time to time, the School will make determinations on whether specific uses of the School's electronic resources are consistent with the intent of this policy.

Unacceptable Use

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

1. Excessive use of the School's electronic resources for personal matters. "Excessive use" includes but is not limited to use of electronic resources in a manner that interferes with an employee's performance of work-related responsibilities or with the functioning of the School's electronic resources.
2. Use of the School's electronic resources in connection with social networking sites for non-academic purposes is prohibited.
3. Use of the School's electronic resources for commercial or for-profit purposes.
4. Use of the School's electronic resources for product advertisement or political lobbying.
5. Personal electronic devices may only be connected to the School's network with appropriate authorization.
6. Intentionally seeking information on, obtaining copies of, or modifying files, other data, or passwords belonging to other users, or impersonating or misrepresenting other users of the School's network.

7. Unauthorized use or disclosure of personal student information in violation of R277-487 and the Family Educational Rights and Privacy Act, 34 CFR, Part 99.
8. Use of the School's electronic resources in a manner that disrupts the use of the network by others.
9. Destroying, modifying, or abusing the School's electronic resources in any way.
10. Use of the School's electronic resources in a manner that threatens or impairs the integrity or security of the network.
11. Use of the School's electronic resources for hate mail, chain letters, harassment, discriminatory remarks, and other antisocial behaviors.
12. Downloading or installation of any software, including shareware and freeware, for use on the School's electronic resources without the approval of the Executive Director or designee.
13. Use of any software on the School's electronic resources in violation of the applicable license or use agreement.
14. Use of the School's electronic resources to access, process, store, send or receive pornographic, sexually explicit or otherwise inappropriate material (as determined by the Executive Director).
15. Use of the School's electronic resources for downloading entertainment software, files or other material not related to the mission of the School. This prohibition pertains to freeware, shareware, copyrighted commercial and non-commercial software, and all other forms of software and files not directly related to the instructional and administrative purposes of the School.
16. Downloading, copying, otherwise duplicating, and/or distributing copyrighted materials without the specific written permission of the copyright owner, except that duplication and/or distribution of materials for educational purposes is permitted when such duplication and/or distribution would fall within the Fair Use Doctrine of federal copyright law.
17. Use of the School's electronic resources for any unlawful purpose.
18. Use of the School's electronic resources to intentionally access, process, store, send or receive materials containing profanity, obscenity, racist terms, or other harassing, abusive, intimidating, threatening, discriminatory or otherwise offensive language or images.
19. Use of the School's electronic resources for playing games unless it is for instructional purposes or otherwise approved by the Executive Director or designee.
20. Participating in activities, including but not limited to the preparation or dissemination of content, which could damage the School's professional image, reputation and/or financial stability.
21. Permitting or granting access to the School's electronic resources, including but not limited to granting use of an e-mail or network account or password, to another individual, including but not limited to someone whose access has been denied or terminated.
22. Portable data storage devices may only be used to backup or transport files and data between computers and use of such devices for the operation of unauthorized portable applications is prohibited.
23. Establishing connections to live communications, including text, voice, or video, may only be done in a manner approved by the Executive Director or designee.

24. Malicious use of the School's electronic resources to develop programs that harass other users or infiltrate a computer or computing system and/or damage the software components of a computer or computing system.

Disclaimer

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

Privacy

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

Training

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

- The contents of this policy;
- The importance of digital citizenship;
- The School's conduct and discipline related consequences as related to a violation of this policy;
- The School's general conduct and discipline policies;

- The benefits of connecting to the Internet and utilizing the School's Internet filters while on School property; and
- Any specific rules governing the permissible and restricted uses of privately-owned electronic devices while in a classroom.

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

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

Complaints

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

Review and Approval

This policy will be reviewed and approved ~~regularly~~ at least every three years to ensure that it continues to meet the School's needs.



EARLY LIGHT ACADEMY

Staff Acceptable Use of School Electronic Resources Acknowledgement of Receipt and Understanding

I hereby certify that I have read and fully understand the contents of the School's policies regarding use of the School's electronic resources. Furthermore, I have been given the opportunity to discuss any information contained therein or any concerns that I may have. I understand that my employment and continued employment is based in part upon my willingness to abide by and the School's policies, rules, regulations and procedures. I acknowledge that the School reserves the right to modify or amend its policies at any time, without prior notice. I acknowledge that these policies do not create any promises or contractual obligations between the School and its employees and that my employment with the School continues to be at will. My signature below certifies my knowledge, acceptance and adherence to the School's policies, rules, regulations and procedures regarding the use of its electronic resources. I acknowledge that violation of any of these policies may be grounds for discipline, up to and including termination.

Employee Signature

Employee Name

Date

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ELA Board of Director's Meeting Wednesday, September 16, 2026

Action Item: *Amend Paid Parental & Postpartum Recovery Leave Policy*

Issue:

Amending Paid Parental and Postpartum Recovery Leave Policy.

Background:

HB 329 from the 2026 legislative session expanded paid leave benefits for qualified LEA employees. The bill requires LEAs to provide an additional three (3) weeks of paid leave to a qualified employee who adopts a child under six (6) years of age (this leave is in addition to the three (3) weeks of parental leave already available to a qualified employee who adopts a child). The bill also creates a separate category of foster leave, requiring LEAs to provide four (4) weeks of paid leave to a qualified employee who becomes a foster parent of a child. Unlike adoption leave, foster leave is not in addition to parental leave because the bill removes foster leave from the parental leave category and establishes it as a separate leave benefit. The Paid Parental and Postpartum Recovery Leave Policy has been revised to incorporate these changes, and its title has been updated to the Paid Parental, Postpartum Recovery, Adoption, and Foster Leave Policy. Another change to the policy was made to specify that non-contract days during an employee's summer break count toward the applicable leave period.

Recommendation:

It is recommended that the Board approve the Amended Paid Parental and Postpartum Recovery Leave Policy and changing its title to Paid Parental, Postpartum Recovery, Adoption, and Foster Leave Policy.

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

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

Early Light Academy

Paid Parental, & Postpartum Recovery, Adoption, and Foster Leave Policy



In accordance with Utah Code § 53G-11-209, the School offers qualified employees paid parental leave, and postpartum recovery leave, adoption leave, and foster leave ~~to enable employees to care for and bond with their new child and to recover from childbirth.~~ This policy is effective July 1, 2025.

Definitions

For purposes of this policy:

“Adoption leave” means paid leave hours the School provides to an adoption leave eligible employee.

“Adoption leave eligible employee” means a School employee who:

- (a) receives regular paid personal time off (PTO) benefits from the School; and
- (b) is legally adopting a young child, unless the employee is the spouse of the young child’s pre-existing parent.

“Child” means an individual younger than 18 years old.

“Foster leave” means paid leave hours the School provides to a foster leave eligible employee.

“Foster leave eligible employee” means a School employee who:

- (a) receives regular paid personal time off (PTO) benefits from the School; and
- (b) is the foster parent of a child.

“Parental leave” means paid leave hours the School provides to a parental leave eligible employee to bond with a child or incapacitated adult, including a child or incapacitated adult for whom the parental leave eligible employee is appointed the legal guardian.

“Parental leave eligible employee” means a School employee who receives regular paid personal time off (PTO) benefits from the School and is:

- (a) a birth parent as defined in Utah Code § ~~78B-6-103~~81-13-101;
- (b) legally adopting a ~~minor~~ child, unless the ~~individual~~employee is the spouse of the child’s pre-existing parent;
- (c) the intended parent of a child born under a validated gestational agreement in accordance with Title 81, Chapter 5, Part 8, Gestational Agreement; or
- (d) appointed the legal guardian of a ~~minor~~ child or incapacitated adult; ~~or~~
- ~~(e) a foster parent of a minor child.~~

“Postpartum recovery leave” means paid leave hours the School provides to a postpartum recovery leave eligible employee to recover from childbirth that occurs at 20 weeks or greater gestation.

“Postpartum recovery leave eligible employee” means ~~an~~ School employee who:

- (a) ~~who~~ receives regular paid personal time off (PTO) benefits from the School; and
- (b) ~~who~~ gives birth to a child.

“Qualified employee” means:

- (a) a parental leave eligible employee; ~~or~~
- (b) a postpartum recovery leave eligible employee;
- (c) an adoption leave eligible employee; or
- ~~(b)~~ (d) a foster leave eligible employee.

“Qualified leave” means:

- (a) parental leave;
- (b) postpartum recovery leave;
- (c) adoption leave; or
- (d) foster leave.

“Retaliatory action” means to do any of the following regarding an employee:

- (a) dismiss the employee;
- (b) reduce the employee’s compensation;
- (c) fail to increase the employee’s compensation by an amount to which the employee is otherwise entitled to or was promised;
- (d) fail to promote the employee if the employee would have otherwise been promoted; or
- (e) threaten to take an action described immediately above.

“Young child” means an individual younger than six years old.

~~Paid~~ Postpartum Recovery Leave

The School allows a postpartum recovery leave eligible employee to use up to 15 contracted workdays of ~~paid~~ postpartum recovery leave for recovery from childbirth that occurs at 20 weeks or greater gestation.

Postpartum recovery leave as described above:

- (a) shall be used starting on the day on which the postpartum recovery leave eligible employee gives birth, unless a health care provider certifies that an earlier start date is medically necessary;
- (b) shall be used in a single continuous period, unless otherwise authorized in writing by the Executive Director; and
- ~~(e)~~ runs concurrently with FMLA leave, if applicable to the postpartum recovery leave eligible employee; ~~and~~
- ~~(d)~~ (c) runs consecutively to parental leave.

A postpartum recovery leave eligible employee's ~~paid~~ postpartum recovery leave does not increase if the postpartum recovery leave eligible employee has more than one child born from the same pregnancy.

Paid-Parental Leave

The School allows a parental leave eligible employee to use up to three calendar weeks of ~~paid~~ parental leave for:

- (a) the birth of the parental leave eligible employee's child;
- (b) the adoption of a child; or
- ~~(e) the appointment of legal guardianship of a child or incapacitated adult; or~~
- ~~(d)(c) the placement of a foster child in the parental leave eligible employee's care.~~

Parental leave as described above:

- (a) may not be used before the day on which:
 - (1) the parental leave eligible employee's child is born;
 - (2) the parental leave eligible employee adopts a child; or
 - ~~(3) the parental leave eligible employee is appointed legal guardian of a child or incapacitated adult; or~~
 - ~~(4)(3) a foster child is placed in the parental leave eligible employee's care;~~
- (b) may not be used more than six months after the date described immediately above;
- (c) shall be used in a single continuous period, unless:
 - (1) by mutual written agreement between the School and the parental leave eligible employee; or
 - (2) a health care provider certifies that intermittent leave is medically necessary due to a serious health condition of the child;
- (d) runs concurrently with FMLA leave, if applicable to the parental leave eligible employee; and
- (e) runs consecutively to postpartum recovery leave, if applicable to the parental leave eligible employee.

A parental leave eligible employee's ~~paid~~ parental leave does not increase if the parental leave eligible employee:

- (a) has more than one child born from the same pregnancy;
- (b) adopts more than one child; or
- ~~(e) has more than one foster child placed in the parental leave eligible employee's care; or~~
- ~~(d)(c) is appointed legal guardian of more than one child or incapacitated adult.~~

A parental leave eligible employee may not use more than three calendar weeks of ~~paid~~ parental leave within a single 12-month period, regardless of whether during that 12-month period the parental leave eligible employee:

- (a) becomes the parent of more than one child;
- (b) adopts more than one child; or
- ~~(e) has more than one foster child placed in the parental leave eligible employee's care; or~~

~~(d)~~(c) _____ is appointed legal guardian of more than one child or incapacitated adult.

Adoption Leave

The School allows an adoption leave eligible employee to use up to three calendar weeks of adoption leave for adopting a young child, unless the employee is the spouse of the young child's pre-existing parent.

Adoption leave as described above:

- (a) may not be used before the day on which the adoption leave eligible employee adopts a young child;
- (b) may not be used more than six months after the date described immediately above;
- (c) shall be used in a single continuous period, unless:
 - (1) by mutual written agreement between the School and the adoption leave eligible employee; or
 - (2) a health care provider certifies that intermittent leave is medically necessary due to a serious health condition of the young child;
- (d) runs concurrently with FMLA leave, if applicable to the adoption leave eligible employee; and
- (e) runs consecutively to parental leave taken for the adoption of a child.

An adoption leave eligible employee's adoption leave does not increase if an adoption leave eligible employee adopts more than one young child. Accordingly, an adoption leave eligible employee may not use more than three calendar weeks of adoption leave within a single 12-month period, regardless of whether during that 12-month period the adoption leave eligible employee adopts more than one young child.

If a young child is legally adopted by two adoption leave eligible employees, the adoption leave eligible employees are entitled to use a single three-calendar-week period of adoption leave, which the employees may allocate between themselves. Adoption leave eligible employees who intend to allocate adoption leave as described in this paragraph shall provide notice of this intent in the manner and before the deadline described in the "Notice of Plan to Take Leave" section below.

Foster Leave

The School allows a foster leave eligible employee to use up to four calendar weeks of foster leave for the placement of a foster child in the employee's care.

Foster leave as described above:

- (a) may not be used before the day on which a child is placed in foster care with a foster leave eligible employee;
- (b) may not be used more than six months after the date described immediately above;
- (c) may not be used after the child is no longer placed in foster care with the foster leave eligible employee;
- (d) may be used intermittently; and
- (e) runs concurrently with FMLA leave, if applicable to the foster leave eligible employee.

A foster leave eligible employee's foster leave does not increase if a foster leave eligible employee has more than one child placed in foster care with the foster leave eligible employee. Accordingly, a foster leave eligible employee may not use more than four calendar weeks of foster leave within a single 12-month period, regardless of whether during that 12-month period more than one child is placed in foster care with the foster leave eligible employee.

If a child is placed in foster care with two foster leave eligible employees, the foster leave eligible employees are entitled to use a single four-calendar-week period of foster leave, which the employees may allocate between themselves. Foster leave eligible employees who intend to allocate foster leave as described in this paragraph shall provide notice of this intent in the manner and before the deadline described in the "Notice of Plan to Take Leave" section below.

A qualified employee may not use:

- (a) both foster leave and parental leave with respect to the same child; or
- (b) both foster leave and adoption leave with respect to the same young child.

Leave Period

The maximum amount of ~~paid~~ postpartum recovery leave available to qualified employees under this policy is 15 contracted workdays. ~~Any non-contracted workdays (such as~~ Weekends, holidays, and other non-contracted workdays ~~days during summer break, etc.)~~ that occur ~~during~~after a qualified employee's ~~paid~~ postpartum recovery leave has begun do not count toward the 15-contracted-workday leave period, except that non-contracted workdays (Monday through Friday) occurring during an employee's summer break count toward the 15-contracted-workday leave period.

The maximum amount of ~~paid~~ parental leave available to qualified employees under this policy is three calendar weeks. Any non-contracted workdays (such as weekends, holidays, days during summer break, etc.) that occur ~~during~~after a qualified employee's ~~paid~~ parental leave has begun count toward the three-calendar-week leave period.

The maximum amount of adoption leave available to qualified employees under this policy is three calendar weeks. Any non-contracted workdays (such as weekends, holidays, days during summer break, etc.) that occur after a qualified employee's adoption leave has begun count toward the three-calendar-week leave period.

The maximum amount of foster leave available to qualified employees under this policy is four calendar weeks. Any non-contracted workdays (such as weekends, holidays, days during summer break, etc.) that occur after a qualified employee's foster leave has begun count toward the three-calendar-week leave period.

Notice of Plan to Take Leave

Qualified employees shall give the School's Executive Director notice at least 30 days before the day on which the qualified employee plans to:

- (a) begin using ~~parental leave or postpartum recovery~~qualified leave; and
- (b) stop using ~~postpartum recovery~~qualified leave.

If circumstances beyond the qualified employee's control prevent the qualified employee from giving notice as described above, the qualified employee shall give the School each notice described above as soon as reasonably practicable.

All such notices shall be reviewed by the Executive Director. If the employee providing notice does not meet the definition of a qualified employee under this policy (and is therefore not entitled to ~~paid parental or postpartum recovery~~qualified leave), the Executive Director shall inform the employee. Employees may be required to provide documentation supporting the need for ~~parental or postpartum recovery~~qualified leave.

Other Leave

Except with respect to FMLA leave, the School may not charge ~~parental leave or postpartum recovery~~qualified leave against a qualified employee's regular paid personal time off (PTO) or any other leave a qualified employee is entitled to under the School's leave policies.

Employee Benefits During Leave

During the time a qualified employee uses ~~parental leave or postpartum recovery~~qualified leave, the qualified employee shall continue to receive all employment related benefits and payments at the same level that the qualified employee received immediately before beginning the ~~parental leave or postpartum recovery~~qualified leave, provided that the qualified employee pays any required employee contributions.

Employee Position after Leave

Following the expiration of a qualified employee's ~~parental leave or postpartum recovery~~qualified leave, the School shall ensure that the qualified employee may return to:

- (a) the position that the qualified employee held before using ~~parental leave or postpartum recovery~~qualified leave; or
- (b) a position within the School that is equivalent in seniority, status, benefits, and pay to the position that the qualified employee held before using ~~parental leave or postpartum recovery~~qualified leave.

Despite the foregoing, if during the time a qualified employee uses ~~parental leave or postpartum recovery~~qualified leave the School experiences a reduction in force and, as part of the reduction in force, the qualified employee's employment would have been terminated had the qualified employee not been using the ~~parental leave or postpartum recovery~~qualified leave, the School may terminate the qualified employee's employment in accordance with any applicable process or procedure as if the qualified employee were not using the ~~parental leave or postpartum recovery~~qualified leave. In addition, upon termination of a qualified employee's employment (for any reason), the employee is not entitled to be paid for any unused ~~parental leave or postpartum recovery~~qualified leave.

Retaliatory Action

The School may not interfere with or otherwise restrain a qualified employee from using ~~parental leave or postpartum recovery~~qualified leave in accordance with this policy. In addition, the School may not take retaliatory action against a qualified employee for using ~~parental leave or postpartum recovery~~qualified leave in accordance with Utah Code § 53G-11-209.

Part-Time Qualified Employees

In the event a qualified employee of the School is also a part-time employee, the employee shall be allowed to use the amount of ~~parental leave or postpartum recovery~~qualified leave available to the qualified employee under this policy on a pro rata basis.

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ELA Board of Director's Meeting Wednesday, September 16, 2026

Action Item: *Amending Sex Education Instruction Policy*

Issue:

Amending the Sex Education Instruction Policy.

Background:

HB 281 from the 2025 legislative session revised the definition of "sex education instruction." It also modified the list of sex education related topics that are not allowed to be taught in school (e.g., adding abortion or abortive methods to the list of prohibited topics). In addition, HB 281 revised health curriculum requirements for junior high and high school students (e.g., requiring instruction in "situational awareness" and the "success sequence"). The school's Sex Education Instruction Policy and admin procedures have been revised to comply with the updated definitions and requirements from HB 281. Other proposed revisions to the policy and procedure have also been made, including specifying that parent or staff complaints about the school's sex education instruction materials should be addressed in accordance with the school's applicable grievance policy. Although HB 281 was passed in 2025, the changes relative to sex education instruction go into effect beginning July 1, 2026.

Recommendation:

It is recommended that the Board approve the Amended Sex Education Instruction Policy.

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

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

Early Light Academy
Sex Education Instruction Policy
Approved: October 25, 2018



POLICY PURPOSE

The purpose of this policy is to ensure that ~~the any~~ Sex Education Curriculum instruction or instructional program taught at Early Light Academy (the “School”) is compliant with state law.

POLICY

The School will comply with applicable state law regarding the presentation of sex education instruction or instructional programs.

"Sex education instruction or instructional programs" means any course, unit, class, activity or presentation that provides instruction or information to students about: sexual abstinence, human ~~sexuality~~ development, including puberty and maturation; human ~~reproduction~~ reproductive processes including conception, fetal development, pregnancy, and birth; ; human reproductive anatomy and; physiology; healthy dating practices; ~~pregnancy~~, marriage, and parenthood, in accordance with the success sequence as defined in Utah Code § 53G-10-402; - adoption in accordance with Utah Code § 53G-10-404; information about contraceptive methods or devices in accordance with Utah Code § 53G-10-402(2)(b) and (c); ~~childbirth, parenthood, contraception, HIV/AIDS~~ chronic, infectious, and acute diseases and conditions of the reproductive system, including sexually transmitted infections and diseases; ; or refusal skills, as defined in Utah Code § 53G-10-402. While these topics are most likely discussed in courses such as health education, health occupations, human biology, physiology, parenting, adult roles, psychology, sociology, child development, and biology, this policy applies to any course or class in which these topics are the focus of discussion.

The Executive Director shall establish administrative procedures to help the School comply with the requirements related to sex education instruction or instructional programs under Utah law.

Review

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



EARLY LIGHT ACADEMY

Sex Education Instruction Administrative Procedures

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

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

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

The School's health curriculum will include instruction in the following topics, as required by Utah Code § 53G-10-402(2)(a)(ii):

- (a) the success sequence;
- (b) community and personal health, including personal hygiene and the prevention of communicable disease;
- (c) physiology;
- (d) human development;
- (e) marriage and safe dating practices;
- (f) refusal skills;
- (g) resilience;
- (h) situational awareness;
- (i) the harmful effects of pornography; and
- (j) the consequences of behaviors that pose a risk to individual health or of failure under the success sequence.

The School shall ensure that health curriculum instruction:

- (a) stresses the importance of abstinence from all sexual activity before marriage and fidelity after marriage as methods for: maintaining mental, physical, and social health, including reducing stress; eliminating risks associated with sexual activity, including preventing pregnancy and certain communicable diseases; and achieving the success sequence; and
- (b) personal skills that encourage abstinence, the return to abstinence, and fidelity.

The Director will establish a curriculum materials review committee composed of parents, health professionals, school health educators, and administrators. ~~school employees, and others selected by the Director. If possible, the committee will also include health professionals and school health educators.~~ The committee will have at least as many parents as school employees. ~~The committee will select officers and is subject to the Utah Open and Public Meetings Act.~~ The School's Board of Directors will review and approve the membership of the committee on or before August 1 each year. ~~If the School's Board of Directors is composed of a majority of parents, it may elect to act as the committee.~~

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

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

The following topics may not be taught in the School:

- The intricacies of ~~intercourse~~, sexual stimulation or erotic behavior;
- The advocacy of premarital or extramarital sexual activity;
- The advocacy or encouragement of the use of contraceptive methods or devices (however, instruction that includes information about contraceptive methods or devices, not including abortion or any abortive methods, that stresses effectiveness, failure rates for youth, limitations, risks, and information on state law applicable to minors obtaining contraceptive methods or devices is allowed); or
- Any means or methods that facilitate or encourage the violation of any state or federal criminal law by a minor or an adult, including as a response to a spontaneous question from a student ~~The advocacy of premarital or extramarital sexual activity.~~

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

- a) explain a parent's right to review proposed curriculum materials in a timely manner;

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

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

The School will ensure that educators with any responsibility for any aspect of sex education instruction will receive appropriate professional development outlining the sex education curriculum and the criteria for sex education instruction. The School will ensure that educators receive this professional development at least once every three years. Additionally, the School will ensure that such educators are familiar with the student privacy requirements of ~~the Utah Family Educational Rights and Privacy Act~~ Utah Code § 53E-9-202 through -203.

Any complaint or appeal concerning sex education instruction materials adopted by the School should be addressed in accordance with the School's Parent Grievance Policy or Staff Grievance Policy, as applicable.

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ELA Board of Director's Meeting Wednesday, September 16, 2026

Action Item: *CommGap Rate Card*

Rationale:

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

The School currently has an agreement with **CommGap** for interpretive services which has an accompanying rate card. We use these services on an as needed basis for occasional IEP mtgs, possibly during Jr. high advisory and core classes, and at student-led conferences. As the rates increase, we would need to approve their updated rates. It has been recommended that we approve their rate card on an annual basis.

Recommendation:

It is recommended that the board approve the current CommGap rate card.

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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.

Rate Card

REGION 1 Spoken Languages

On-site Interpreting	
Spanish <i>(per hour, 1-hour minimum)</i>	
Regular 8am to 5pm (MST)	\$47
Before 8am, after 5pm, Holidays & Weekends (MST)	\$57
Other Languages <i>(per hour, 1-hour minimum)</i>	
Regular 8am to 5pm (MST)	\$55
Before 8am, after 5pm, Holidays & Weekends (MST)	\$65
Video Remote Interpreting on our portal (VRI) <i>(per minute, 1-minute minimum)</i>	
All spoken languages (on demand)	\$1.45
<i>Prescheduled available for some languages with a minimum charge. Please check with your Account Manager.</i>	
Virtual Client's Platform/3rd Party (managed by our office) <i>(1 hour minimum. Time requested cancellation applies.)</i>	Same rates as on-site (see above)
Over the Phone Interpreting (OPI)* <i>(per minute, 1-minute minimum)</i>	
All languages (on demand)	\$1.10
<i>* Prescheduled calls require a 30-minute minimum. Time requested applies to all cancellations.</i>	

TERMS:

- 1) Cancellations: Customers will be billed in full for any scheduled assignment not cancelled with TWO (2) BUSINESS DAY'S notice remaining before the scheduled event. For example, an assignment on Wednesday must be cancelled by close of business on Monday to avoid charges.
- 2) Travel time reimbursement may apply.
- 3) Charges after 1-hour minimum for On-site & VRI are calculated on 15-minute increments. Job vouchers signed by medical staff constitute approval and proof for services rendered.
- 4) Accounts must be set up and pre-approved before requests can be processed.
- 5) Fees for Special Requests: Negotiated at point of request. Specialty requests require an interpreter with specialized experience, skill sets and/or training. Above rates cover medical and community interpreters. Legal interpreters will incur additional fees.

American Sign Language (ASL) and related rates available on separate Rate Card.

TO PLACE A REQUEST:

Email orders@commgap.com
or call 801-944-4049 (24-hours a day)

Rate Card

REGION 1 Spoken Languages

On-site Interpreting	
Spanish <i>(per hour, 1-hour minimum)</i>	
Regular 8am to 5pm (MST)	\$47
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Rate Card

General Utah ASL Rates by Region

See map below rates -- Virtual rates below map

Region 1	Price Per Hour Per Interpreter
Weekday M-F 8:00 a.m. - 5:00 p.m. (2-hour minimum charge) Price per hour for one interpreter for up to 90 minutes.	\$89.00
Evening M-F after 5:00 p.m. (2-hour minimum charge) Price per hour for one interpreter for up to 90 minutes.	\$115.00
Weekend Sat-Sun (2-hour minimum charge) Price per hour for one interpreter for up to 90 minutes.	\$115.00
Weekday M-F 8:00 a.m. - 5:00 p.m. (2-hour minimum charge) Price per hour per interpreter for multiple/team interpreting.	\$89.00
Evening M-F after 5:00 p.m. (2-hour minimum charge) Price per hour per interpreter for multiple/team interpreting.	\$115.00
Weekend Sat-Sun (2-hour minimum charge) Price per hour per interpreter for multiple/team interpreting.	\$115.00

Region 2	Price Per Hour Per Interpreter
Weekday M-F 8:00 a.m. - 5:00 p.m. (2-hour minimum charge) Price per hour for one interpreter for up to 90 minutes.	\$ 95.00
Evening M-F after 5:00 p.m. (2-hour minimum charge) Price per hour for one interpreter for up to 90 minutes.	\$120.00
Weekend Sat-Sun (2-hour minimum charge) Price per hour for one interpreter for up to 90 minutes.	\$120.00
Weekday M-F 8:00 a.m. - 5:00 p.m. (2-hour minimum charge) Price per hour per interpreter for multiple/team interpreting.	\$95.00
Evening M-F after 5:00 p.m. (2-hour minimum charge) Price per hour per interpreter for multiple/team interpreting.	\$120.00
Weekend Sat-Sun (2-hour minimum charge) Price per hour per interpreter for multiple/team interpreting.	\$120.00

Region 3	Price Per Hour Per Interpreter
Weekday M-F 8:00 a.m. - 5:00 p.m. (2-hour minimum charge) Price per hour for one interpreter for up to 90 minutes.	\$95.00
Evening M-F after 5:00 p.m. (2-hour minimum charge) Price per hour for one interpreter for up to 90 minutes.	\$120.00
Weekend Sat-Sun (2-hour minimum charge) Price per hour for one interpreter for up to 90 minutes.	\$120.00

Please note that ASL is on high demand.

If you have questions regarding ASL, contact your Account Manager or sales@commgap.com.
www.commgap.com

Weekday M-F 8:00 a.m. - 5:00 p.m. (2-hour minimum charge) Price per hour per interpreter for multiple/team interpreting.	\$95.00
Evening M-F after 5:00 p.m. (2-hour minimum charge) Price per hour per interpreter for multiple/team interpreting.	\$120.00
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Region 4	Price Per Hour Per Interpreter
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Weekend Sat-Sun (2-hour minimum charge) Price per hour per interpreter for multiple/team interpreting.	\$120.00

Region 5	Price Per Hour Per Interpreter
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Weekend Sat-Sun (2-hour minimum charge) Price per hour for one interpreter for up to 90 minutes.	\$120.00
Weekday M-F 8:00 a.m. - 5:00 p.m. (2-hour minimum charge) Price per hour per interpreter for multiple/team interpreting.	\$89.00
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STANDARD REGIONAL SOLICITATION MAP



Virtual Services*		
Over-the-Phone Interpretation*	minute	\$1.10/min
On-demand Video Interpretation on our portal-All Languages	minute	\$1.45/min
ASL Interpreters	Minute	\$2.25/min
Custom Request Video Interpreters*	hourly	Available

*Minimums apply to all prescheduled virtual appointment.

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ASL GUIDELINES:

- 1) American Sign Language is a high demand language. We kindly request two days advance notice minimum. Very rare languages may incur an additional \$20/hour charge.
- 2) Number of Interpreters: To protect the occupational safety of our ASL interpreters and to facilitate communication, assignments exceeding one (1) hour may require a team of two or more interpreters. Your Account Manager will work with you to determine the appropriate number of interpreters needed. Team assignments are charged per interpreter.

TO PLACE A REQUEST:

Email

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or call 801-944-4049**

Please note that ASL is on high demand.

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