

HighMark Charter School Board of Directors Meeting

Date: May 29, 2024

Time: 1:00PM

Location: 290 N Flint Street Kaysville, UT 84037



The mission of HighMark Charter School is to equip students with the highest quality education while fostering an entrepreneurial spirit by integrating practical business applications throughout the core curriculum.

AGENDA

CALL TO ORDER

REPORTS & TRAINING

- Principal's Report
- Budget Report
 - Fraud Risk Assessment & Annual Commitment to Ethical Behavior

CONSENT ITEMS

- March 25, 2024 Board Meeting and Closed Session Minutes

VOTING ITEMS AND DISCUSSION ITEMS

- 2024/2025 Proposed Budget
- 2023/2024 Final Amended Budget
- Audit Engagement Letter
- Property & Liability Insurance Renewal
- Varsity Spirit Purchase
- Chromebook Purchase
- Lawncare Contract for 2024
- Entry Way Construction Costs
- Award Janitorial Services RFP
- Teacher Student Success Act Plan
- Sex Education Committee Membership
- Board Member Terms & Elected Officers

GOALS AND STRATEGIC PLANNING

CLOSED SESSION- to discuss the character, professional competence, or physical or mental health of an individual pursuant to Utah Code 52-4-205(1)(a).

VOTING ITEMS AND DISCUSSION ITEMS

- Director Agreement & Compensation

CALENDARING

- Annual Board Meeting Calendar
- National Charter School Conference- Boston, June 30-July 3rd

ADJOURN

In compliance with the Americans with Disabilities Act, persons needing accommodations for this meeting should call 801-444-9378 to make appropriate arrangements. One or more board members may participate electronically or telephonically pursuant to UCA 52-4-207.

Principal's Report

DATA REPORT

Enrollment:

2021: 659
 2022: 651
 2023: 681
 2024: 666
 2025: Projected—685

Acadience Reading (K-6th)

BOY:61%
 MOY:67%
 EOY:72%

Acadience Math (K-3rd)

BOY:61%
 MOY:69%
 EOY:72%

RETENTION RATES

Student Retention Rate:

SY20: 86%
 SY21: 81.5%
 SY22: 86.8%
 SY23: 92.3%
 SY24: 96%

Teacher Retention Rate:

SY20: 78.6%
 SY21: 67.4%
 SY22: 80.5%
 SY23: 82.5%
 SY24: 94%

Transfer Rate:

SY20: 3.0%
 SY21: 5.0%
 SY22: 6.4%
 SY23: 4.3%
 SY24: 3.5%

23 - 24 ACHIEVEMENTS / REVIEW

Highmark Charter School 10-Year Comprehensive Review:

- Strong board governance demonstrated by solid finances, consistent enrollment, and very few complaints or compliances issues. Supported by feedback from CMO (Academica West) representative.
- High student retention rates and low student transfer rates.
- Fidelity to charter mission of building entrepreneurial spirit in K-9 education.
- 'Exemplary' Growth score designation for SY23 RISE testing.
- In-house developed administrator who understands the history

of the school, entrepreneurial mission and vision, and future potential.

- Continue to offer teacher professional development and curriculum reviews to address stagnate RISE proficiency scores.
- Low Math RISE data trend.

Highmark Charter School Accreditation Review:

- Highmark Charter School's strong leadership guides a learner-centered culture reinforced by multiple activities and collaboration opportunities that, through further evaluation of its mission statement, will enhance fairness, equity,

and inclusion with a future-oriented perspective.

- While Highmark Charter School's leadership consistently utilizes data to provide focused and differentiated support for all learners, the staff would benefit from implementing a documented process to determine the effectiveness of curriculum and instruction regularly.

Highmark's IEQ Score: 307

Cognia's IEQ Network Average: 253
 An IEQ above 300 indicates the institution meets Cognia's expectations for accreditation that include one or more Areas for Improvement and may include one or more Noteworthy Practices.

LOOKING AHEAD

Highmark Joining A2A Cohort:
 A2A is a four year, fully funded professional learning initiative focused on improving student learning through strengthening collaborative practices, data fluency, and evidence-based instructional strategies. School and charter leadership teams participate in quarterly professional learning sessions that explore research-based

strategies and topics related to the project objectives. They then engage in three site visits annually to receive customized feedback on building team capacity through optimizing collaborative time.

Projects: Install new entryway to have a more secure front entrance before parents, guardians, and

visitors can enter the building.

All new Jr. High furniture will arrive in July with install completed before August 1st.

Install new carpet throughout the school. (Summer of 2025)

Redesigned front office area to create a better workflow. (24-25)



Accreditation Engagement Review

July 01, 2023 - June 30, 2024

Highmark Charter School

Institution 259890

246 E South Weber Dr
South Weber, Utah 84405-9621
United States of America

Accreditation Is Continuous Improvement

Cognia defines continuous improvement as "an embedded behavior rooted in an institution's culture that constantly focuses on conditions, processes, and practices to improve teaching and learning." Accreditation is a continuous improvement process that helps an institution improve teaching and learning. Using Cognia's Performance Standards, the institution examines its current effectiveness as well as its capacity and capability to achieve its vision and goals for the future.

Cognia believes all institutions can improve no matter how well they are currently performing. In the same manner that educators are expected to understand the unique needs of every learner and tailor the education experience to drive student success, every institution must be empowered

to map out and embrace their unique improvement journey. Cognia expects institutions to use the results and analyses of data from diverse sources to select and implement actions that drive improvement in education quality and student performance. Cognia recognizes that each institution's improvement journey is unique and that we can serve you best by providing key findings specific to your institution.

Around the turn of the 21st century, accreditation transformed its focus and process from a ten-year evaluation focused on the accomplishments of an institution's past decade to a forward-focused process examining what an institution is striving to accomplish in the next five years. Modern accreditation examines the current and future

capabilities and capacities of an institution in the context of its mission, purpose and direction. The Standards for Accreditation define how a good institution behaves and provides the criteria to focus improvement efforts that will lead to growing learners, teachers, and leaders.

In reality, modern accreditation is a continuous improvement process. At least every six years, the institution formally engages the Standards for Accreditation to reflect and examine its progress toward its desired future as expressed through its mission, purpose, and strategic direction.

Cognia's purpose-driven, strategic process is the most widely used continuous improvement process in the world.

Cognia Performance Accreditation and the Engagement Review

This report contains the findings of the Engagement Review. The findings of the report are organized in five sections: Assurances, Rating of Analyses, Cognia Performance Standards, Insights from the Review, and a Summary of Findings that includes Noteworthy Practices and Areas for Improvement.

Accreditation is pivotal to leveraging education quality and continuous improvement. Using a set of rigorous research-based standards, the accreditation process examines the whole institution—the program, the cultural context, and the community of stakeholders—to determine how

well the parts work together to meet the needs of learners. Through the Cognia Accreditation Process, highly skilled and trained evaluators gather first-hand evidence and information pertinent to evaluating an institution's performance against research-based Cognia Performance Standards. Using these standards, evaluators assess the quality of the learning environment to gain valuable insights and target improvements in teaching and learning as well as the operation of the institution.

To build a comprehensive evaluation of your institution, our experts gain a broad understanding of institution

quality through a review of documented evidence, discussions with leadership, and community feedback. Using the standards as a framework, the report provides valuable guidance to help focus your institution's improvement journey.



Assurances

Assurances are requirements that accredited institutions must meet. The assurance statements are based on the type of institution, and the responses are confirmed by the Accreditation Engagement Review. Institutions are expected to meet all assurances and are expected to correct any deficiencies in unmet assurances.

□	ASSURANCES	YES/NO
1.	The institution has read, understands, and complies with the Cognia Accreditation and Certification Policies and Procedures.	✔ Yes
2.	The institution complies with all applicable governmental laws or regulations.	✔ Yes
3.	The institution adheres to ethical marketing and communication practices to transparently disclose current and accurate information to the public.	✔ Yes
4.	The governing authority adheres to written policies that govern its conduct, decision making, ethics, and authority and engages in training aligned to its roles and responsibilities.	✔ Yes
5.	The institution annually submits all financial transactions for an annual audit conducted by an accounting authority external to the institution.	✔ Yes
6.	The institution annually reviews and implements written management plans for security, crisis, safety and health for onsite and virtual environments that includes expectations, communications protocols, and training for students, staff and stakeholders.	✔ Yes
7.	The institution participates in required training related to accreditation or certification by timeframes prescribed by Cognia.	✔ Yes







Evaluations of Institution Analyses

Cognia expects institutions to use a systematic process to collect data and information using quality instruments and then analyze and synthesize that information to arrive at findings. From the findings, Cognia expects institutions to develop, prioritize, and implement theories of action that will sustain high-performing areas and lead to improvement in underperforming areas.

Cognia requires institutions to complete analyses on selected data sources. Each analysis is evaluated using rubrics aligned to the main activities within the analysis process.





Stakeholder Feedback Analysis

CRITERION	YOUR SCORE
The institution has made an accurate appraisal of the quality of their data sources using the Evaluative Criteria.	 Network Average: 3.5
The institution has analyzed and synthesized information.	 Network Average: 3.0
The institution has identified areas of noteworthy achievement and areas in need of improvement.	 Network Average: 3.3
The institution has interpreted findings, prioritized themes, and developed theories of action.	 Network Average: 2.0

Network Comparison for Stakeholder Feedback Analysis



Student Performance Analysis

CRITERION	YOUR SCORE
The institution has made an accurate appraisal of the quality of their data sources using the Evaluative Criteria.	 Network Average: 3.4
The institution has analyzed and synthesized information.	 Network Average: 3.1
The institution has identified areas of noteworthy achievement and areas in need of improvement.	 Network Average: 3.3
The institution has interpreted findings, prioritized themes, and developed theories of action.	 Network Average: 2.8

Network Comparison for Student Performance Analysis



Learning Environments Analysis

CRITERION	YOUR SCORE
The institution has made an accurate appraisal of the quality of their data sources using the Evaluative Criteria.	★★★★ Network Average: 3.4
The institution has analyzed and synthesized information.	★★★★☆ Network Average: 2.8
The institution has identified areas of noteworthy achievement and areas in need of improvement.	★★★★☆ Network Average: 3.1
The institution has interpreted findings, prioritized themes, and developed theories of action.	★★★★☆ Network Average: 2.□



Culture of Learning

CRITERION	YOUR SCORE
The narrative provides evidence for Standards related to Culture of Learning.	★★★★ Network Average: 3.6
The institution has analyzed and synthesized information and responded to the prompts for Culture of Learning.	★★★★☆ Network Average: 3.2
The institution has identified areas of noteworthy achievement and areas in need of improvement.	★★★★☆ Network Average: 3.2
The institution has interpreted findings, prioritized themes, and developed theories of action.	★★★☆☆ Network Average: 2.□



Leadership for Learning

CRITERION	YOUR SCORE
The narrative provides evidence for Standards related to Leadership for Learning.	★★★★ Network Average: 3.5
The institution has analyzed and synthesized information and responded to the prompts for Leadership for Learning.	★★★★ Network Average: 3.1
The institution has identified areas of noteworthy achievement and areas in need of improvement.	★★★★☆ Network Average: 3.1
The institution has interpreted findings, prioritized themes, and developed theories of action.	★★★★☆ Network Average: 2.6



Network Comparison for Leadership for Learning



Engagement of Learning

CRITERION	YOUR SCORE
The narrative provides evidence for Standards related to Engagement of Learning.	★★★★ Network Average: 3.5
The institution has analyzed and synthesized information and responded to the prompts for Engagement of Learning.	★★★★ Network Average: 3.0
The institution has identified areas of noteworthy achievement and areas in need of improvement.	★★★☆☆ Network Average: 3.1
The institution has interpreted findings, prioritized themes, and developed theories of action.	★★★★☆ Network Average: 2.6

Network Comparison for Engagement of Learning



Growth in Learning

CRITERION	YOUR SCORE
The narrative provides evidence for Standards related to Growth in Learning.	★★★★ Network Average: 3.4
The institution has analyzed and synthesized information and responded to the prompts for Growth in Learning.	★★★★☆ Network Average: 3.0
The institution has identified areas of noteworthy achievement and areas in need of improvement.	★★★☆☆ Network Average: 3.1
The institution has interpreted findings, prioritized themes, and developed theories of action.	★★★★☆ Network Average: 2.6

Network Comparison for Growth in Learning



Performance Standards Evaluation Results

Accreditation is based primarily on the evaluation of evidence that reflects an institution's ability to meet the expectations as defined by the Cogna Performance Standards. The Performance Standards define the elements of quality that research indicates are present in an effective institution. Accreditation standards provide the guideposts to becoming a better institution. The Engagement Review evaluators apply a four-level rubric to determine the degree to which the institution demonstrates effective practices that reflect the expectations of the standard. The rubric scale is designed to indicate the current performance of the institution.

The rubric is scored from Level 4 to Level 1. Descriptions are provided in the table below.

RATING	LEVEL	DESCRIPTION
★★★★	4	Demonstrating noteworthy systematic and systemic practices producing clear results that positively impact learners.
★★★★☆	3	Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.
★★★☆☆	2	Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.
★☆☆☆☆	1	Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.



Cognia Performance Standards Ratings

Culture of Learning Standards

A good institution nurtures and sustains a healthy culture for learning. In a healthy culture, learners, parents, and educators feel connected to the purpose and work of the institution as well as behave in alignment with the stated values and norms. The institution also demonstrates evidence that reflects the mission, beliefs, and expectations of the institution (e.g., student work□physical appearance of the institution□participation in institution activities□parents' attendance at institution functions).

Keys to Culture of Learning

A healthy culture is evident where:

- Stakeholders are actively engaged and supportive of the institution's mission
- Learners' academic and non-academic needs and interests are the focal point
- Stakeholders are included and supported

Standard 1

Leaders cultivate and sustain a culture that demonstrates respect, fairness, equity, and inclusion, and is free from bias.

YOUR RATING



Network Average: 3.3

LEVEL	DESCRIPTION
4	4 - Leaders consistently model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members consistently implement ongoing practices, processes, and decision making that embody the values of respect, fairness, equity, and inclusion and are free from bias.
3	3 - Leaders regularly model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members routinely implement ongoing practices, processes, and decision making that embody the values of respect, fairness, equity, and inclusion and are free from bias.
2	2 - Leaders occasionally model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members sometimes implement ongoing practices, processes, and decision making that embody the values of respect, fairness, equity, and inclusion and are free from bias.
1	1 - Leaders rarely model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members seldom implement ongoing practices, processes, and decision making that embody the values of respect, fairness, equity, and inclusion and are free from bias.



Standard 2

Learners' well-being is at the heart of the institution's guiding principles such as mission, purpose, and beliefs.

YOUR RATING
★★★★
Network Average: 3.4

LEVEL	DESCRIPTION
4	4 - Staff members continually demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions are documented and regularly reviewed for consistency with its stated values.
3	3 - Staff members routinely demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions are documented and are consistent with and based on its stated values.
2	2 - Staff members occasionally demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions are consistent with and based on its stated values.
1	1 - Staff members seldom demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions may not be based on its stated values.

Standard 3

Leaders actively engage stakeholders to support the institution's priorities and guiding principles that promote learners' academic growth and well-being.

YOUR RATING
★★★★☆
Network Average: 2.9

LEVEL	DESCRIPTION
4	4 - Leaders establish and sustain conditions that consistently result in support and active participation among stakeholders. Leaders consistently collaborate with stakeholders to advance identified priorities. Institutions implement a formal process to choose areas of focus based on analyzed data on learners' needs and consistent with guiding principles.
3	3 - Leaders establish and sustain conditions that regularly result in support and active participation among stakeholders. Leaders routinely collaborate with stakeholders to advance identified priorities. Institutions choose areas of focus based on analyzed data on learners' needs and consistent with guiding principles.
2	2 - Leaders establish conditions that occasionally result in support and participation among stakeholders. Leaders sometimes collaborate with stakeholders to advance identified priorities. Institutions choose areas of focus sometimes based on data on learners' needs and consistent with guiding principles.
1	1 - Leaders establish conditions that rarely result in support and participation among stakeholders. Leaders seldom collaborate with stakeholders. Institutions choose areas of focus rarely based on data about learners.



Standard 4

Learners benefit from a formal structure that fosters positive relationships with peers and adults.

YOUR RATING
★ ★ ★ ★
Network Average: 3.1

LEVEL	DESCRIPTION
4	4 - A formal structure is planned and consistently implemented to promote a culture and climate in which learners receive support from adults and peers. Peer and adult interactions and behaviors consistently demonstrate respect, trust, and concern for one another's well-being.
3	3 - A formal structure is planned and regularly implemented to promote a culture and climate in which learners receive support from adults and peers. Peer and adult interactions and behaviors routinely demonstrate respect, trust, and concern for one another's well-being.
2	2 - A formal structure may be planned but is minimally implemented to promote a culture and climate in which learners receive support from adults and peers. Peer and adult interactions and behaviors sometimes demonstrate respect, trust, and concern for one another's well-being.
1	1 - A formal structure is not planned or implemented to promote a culture and climate in which learners receive support from adults and peers. Peer and adult interactions and behaviors rarely demonstrate respect, trust, and concern for one another's well-being.

Standard 5

Professional staff members embrace effective collegiality and collaboration in support of learners.

YOUR RATING
★ ★ ★ ★
Network Average: 2.9

LEVEL	DESCRIPTION
4	4 - The institution's documented operating practices cultivate and set expectations for collegiality and collaboration and are monitored for fidelity of implementation. Professional staff members consistently interact with respect and cooperation, learn from one another, and consider one another's ideas. Professional staff members intentionally and consistently work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.
3	3 - The institution's documented operating practices cultivate and set expectations for collegiality and collaboration. Professional staff members regularly interact with respect and cooperation, often learn from one another, and routinely consider one another's ideas. Professional staff members often work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.
2	2 - The institution's operating practices somewhat cultivate and set expectations for collegiality and collaboration. Professional staff members generally interact with respect and cooperation, periodically learn from one another, and somewhat consider one another's ideas. Professional staff members sometimes work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.
1	1 - The institution's operating practices rarely cultivate and set expectations for collegiality and collaboration. Professional staff members may or may not interact with respect and cooperation, learn from one another, or consider one another's ideas. Professional staff members rarely work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.



Standard 6

Professional staff members receive the support they need to strengthen their professional practice.

YOUR RATING
★ ★ ★ ★
Network Average: 2.8

LEVEL	DESCRIPTION
4	4 - Professional staff members consistently receive adequate resources and assistance based on data and information unique to the individual. A formal structure ensures that professional staff members receive personalized mentoring and coaching from leaders and peers.
3	3 - Professional staff members receive adequate resources and assistance based on data and information unique to the individual. Professional staff members receive personalized mentoring and coaching from leaders and peers.
2	2 - Professional staff members receive some resources and assistance based on data and information unique to the individual. Professional staff members periodically receive mentoring and coaching from leaders and peers.
1	1 - Professional staff members receive few or no resources and assistance based on data and information unique to the individual. Professional staff members rarely receive mentoring and coaching from leaders and peers.

Network Comparison for Culture of Learning Standards



Leadership for Learning Standards

The ability of a leader to provide leadership for learning is a key attribute of a good institution. Leaders who engage in their own learning while tangibly supporting the learning process for learners and teachers have a significant positive impact on the success of others. Leaders must also communicate the learning expectations for all learners and teachers continuously with consistency and purpose. The expectations are embedded in the culture of the institution, reflected by learners', teachers', and leaders' behaviors and attitudes toward learning.

Keys to Leadership for Learning

Leadership for learning is demonstrated when school leaders:

- Communicate expectations for learning
- Influence and impact the culture in positive ways
- Model and engage in learning while supporting others to do so

Standard

Leaders guide professional staff members in the continuous improvement process focused on learners' experiences and needs.

YOUR RATING



Network Average: 2.8

LEVEL	DESCRIPTION
4	4 - Leaders consistently engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is based on analyzed trend and current data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members consistently implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.
3	3 - Leaders regularly engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is based on analyzed data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members routinely implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.
2	2 - Leaders occasionally engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is sometimes based on data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members sometimes implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.
1	1 - Leaders seldom engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is rarely based on data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members rarely implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.



Standard 8

The governing authority demonstrates a commitment to learners by collaborating with leaders to uphold the institution's priorities and to drive continuous improvement.

YOUR RATING



Network Average: 3.2

LEVEL	DESCRIPTION
4	4 - The governing authority's policies and decisions are regularly reviewed to ensure an uncompromised commitment to learners and the institution's identified priorities. The governing authority and institution leaders use their respective roles and responsibilities to consistently and intentionally collaborate to further the institution's improvement.
3	3 - The governing authority's policies and decisions demonstrate a commitment to learners and support the institution's identified priorities. The governing authority and institution leaders use their respective roles and responsibilities to collaboratively further the institution's improvement.
2	2 - The governing authority's decisions demonstrate some commitment to learners and sometimes support the institution's identified priorities. The governing authority and institution leaders use their respective roles and responsibilities to focus the institution's improvement.
1	1 - The governing authority's decisions demonstrate minimal commitment to learners and rarely support the institution's identified priorities. The governing authority and institution leaders seldom collaborate on the institution's improvement.

Standard 9

Leaders cultivate effective individual and collective leadership among stakeholders.

YOUR RATING



Network Average: 2.9

LEVEL	DESCRIPTION
4	4 - Leaders consistently recognize and actively encourage leadership potential among stakeholders. Leaders create conditions that ensure formal and informal leadership opportunities, and provide customized support for individuals and groups to improve their leadership skills. Stakeholders show initiative and eagerness to take on individual or shared responsibilities that support the institution's priorities.
3	3 - Leaders frequently recognize and encourage leadership potential among stakeholders. Leaders create conditions that regularly offer formal and informal leadership opportunities, and support individuals and groups to improve their leadership skills. Stakeholders demonstrate a willingness to take on individual or shared responsibilities that support the institution's priorities.
2	2 - Leaders occasionally recognize and encourage leadership potential among stakeholders. Leaders sometimes create conditions that offer leadership opportunities and support individuals and groups to improve their leadership skills. Stakeholders sometimes volunteer to take on individual or shared responsibilities that support the institution's priorities.
1	1 - Leaders seldom recognize and encourage leadership potential among stakeholders. Leaders rarely create conditions that offer leadership opportunities and support individuals and groups to improve their leadership skills. Stakeholders rarely volunteer to take on individual or shared responsibilities that support the institution's priorities.



Standard 10

Leaders demonstrate expertise in recruiting, supervising, and evaluating professional staff members to optimize learning.

YOUR RATING



Network Average: 2.9

LEVEL DESCRIPTION

- 4 - Leaders intentionally and consistently identify, develop, and retain qualified professional staff members who contribute to the institution's culture and priorities. Leaders consistently use analyzed data from a variety of sources to forecast future staffing needs and employ best practices to attract a diverse pool of candidates. Leaders implement and monitor documented practices and procedures for supervision and evaluation that improve professional staff members' performance to optimize learning.
- 3 - Leaders identify, develop, and retain qualified professional staff members who contribute to the institution's culture and priorities. Leaders routinely use data from a variety of sources to forecast future staffing needs and employ best practices to attract a diverse pool of candidates. Leaders regularly implement practices and procedures for supervision and evaluation that improve professional staff members' performance to optimize learning.
- 2 - Leaders hire qualified professional staff members who contribute to the institution's culture and priorities. Leaders sometimes use data to forecast future staffing needs. Leaders supervise and evaluate professional staff members to improve performance.
- 1 - Leaders hire qualified professional staff members without consideration of contribution to the institution's culture and priorities. Leaders rarely use data to forecast future staffing needs. Leaders seldom supervise and evaluate professional staff members to improve performance.

Standard 11

Leaders create and maintain institutional structures and processes that support learners and staff members in both stable and changing environments.

YOUR RATING



Network Average: 3.1

LEVEL DESCRIPTION

- 4 - Leaders consistently demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution's structure and processes are documented, monitored, and thoroughly communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes include emergency and contingency plans that support agile and effective responses to both incremental and sudden change.
- 3 - Leaders regularly demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution's structure and processes are documented and communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes include emergency and contingency plans that support responses to both incremental and sudden change.
- 2 - Leaders sometimes demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution's structure and processes are occasionally documented and communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes include emergency and contingency plans to respond to change.



1 1 - Leaders seldom demonstrate awareness of potential influences on institution stability. The institution's structure and processes are not well documented or communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes may not include emergency and contingency plans to respond to change.

Standard 12

Professional staff members implement curriculum and instruction that are aligned for relevancy, inclusion, and effectiveness.

YOUR RATING
★★★★☆
Network Average: 2.9

LEVEL DESCRIPTION

4 4 - Professional staff members systematically implement, review, and adjust curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are regularly assessed through a formal, systematic process to ensure alignment, relevancy, inclusiveness, and effectiveness for all learners.

3 3 - Professional staff members implement, review, and adjust curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are regularly assessed to ensure alignment, relevancy, inclusiveness, and effectiveness for all learners.

2 2 - Professional staff members implement curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are sometimes assessed to ensure alignment, relevancy, inclusiveness, and effectiveness for all learners.

1 1 - Professional staff members implement locally adopted curriculum and instruction. Curriculum and instructional practices are rarely or not assessed to ensure alignment, relevancy, inclusiveness, and effectiveness for all learners.

Standard 13

Qualified personnel instruct and assist learners and each other in support of the institution's mission, purpose, and beliefs.

YOUR RATING
★★★★★
Network Average: 3.0

LEVEL DESCRIPTION

4 4 - All staff members demonstrate commitment to enhancing their professional practice over and above the required knowledge and skills for their positions. Staff members work collaboratively to instruct and assist learners and colleagues in support of the institution's guiding principles. Staff members' individual and collective decisions and behaviors consistently demonstrate alignment and coherence with the institution's mission, purpose, and beliefs.

3 3 - All staff members demonstrate the required knowledge and skills for their positions. Staff members work cooperatively to instruct and assist learners and colleagues in support of the institution's guiding principles. Staff members' individual and collective decisions and behaviors demonstrate alignment and coherence with the institution's mission, purpose, and beliefs.

2 2 - Most staff members demonstrate the required knowledge and skills for their positions, and a plan is being implemented to ensure that all staff members are qualified for their positions. Staff members sometimes work cooperatively to instruct and assist learners and colleagues in support of the institution's guiding principles. Staff members' individual and collective decisions and behaviors sometimes demonstrate alignment and coherence with the institution's mission, purpose, and beliefs.



1 - Some staff members do not demonstrate the required knowledge and skills for their positions, and a plan does not exist to ensure that all staff members are qualified for their positions. Staff members rarely work cooperatively to instruct and assist learners and colleagues in support of the institution's guiding principles. Staff members' individual and collective decisions and behaviors rarely demonstrate alignment and coherence with the institution's mission, purpose, and beliefs.

Standard 14

Curriculum and instruction are augmented by reliable information resources and materials that advance learning and support learners' personal interests.

YOUR RATING
 ★★☆☆
 Network Average: 2.9

LEVEL DESCRIPTION

4 - Professional staff members consistently suggest and provide thoughtfully selected information resources and materials for learners that broaden and enrich the learning process and support learners' personal interests. A systematic process is used to identify and verify that information resources and materials are selected from credible sources.

3 - Professional staff members suggest and provide thoughtfully selected information resources and materials for learners that broaden and enrich the learning process and support learners' personal interests. These information resources and materials are selected from credible sources and based on verifiable information.

2 - Professional staff members sometimes suggest and provide information resources and materials for learners that broaden and enrich the learning process and/or support learners' personal interests. These information resources and materials are usually selected from credible sources and based on verifiable information.

1 - Professional staff members rarely suggest and provide information resources and materials for learners that broaden and enrich the learning process or support learners' personal interests. These information resources and materials are rarely selected from credible sources or may not be based on verifiable information.



Standard 15

Learners' needs drive the equitable allocation and management of human, material, digital, and fiscal resources.

YOUR RATING
★ ★ ★ ★
Network Average: 3.0

LEVEL	DESCRIPTION
4	4 - Professional staff members engage in a systematic process to analyze learners' needs and current trend data to adjust the allocation and management of human, material, digital, and fiscal resources to ensure equity for learning. Adjustments to resource allocation are consistently based on current data at any point in time.
3	3 - Professional staff members routinely analyze learners' needs and current trend data to adjust the allocation and management of human, material, digital, and fiscal resources to ensure equity for learning. Adjustments to resource allocation are routinely based on current data and at predetermined points in time.
2	2 - Professional staff members sometimes analyze learners' needs and current trend data to adjust the allocation and management of human, material, digital, and fiscal resources to ensure equity for learning. Adjustments to resource allocation are sometimes based on current or updated data.
1	1 - Professional staff members rarely analyze learners' needs and trend data to adjust the allocation and management of human, material, digital, and fiscal resources. Resources are rarely allocated in alignment with documented learners' needs or to ensure equity for learning.

Network Comparison for Leadership for Learning Standards



Engagement of Learning Standards

A good institution ensures that learners are engaged in the learning environment. Learners who are engaged in the learning environment participate with confidence and display agency over their learning. A good institution adopts policies and engages in practices that support all learners being included in the learning process.

Keys to Engagement of Learning

Engagement is demonstrated when all learners:

- Are included in the learning process
- Participate with confidence
- Have agency over their learning

Standard 16

Learners experience curriculum and instruction that emphasizes the value of diverse cultures, backgrounds, and abilities.

YOUR RATING



Network Average: 2.9

LEVEL	DESCRIPTION
4	4 - Respect for the diversity of cultures, backgrounds, and abilities is embedded in every aspect of the institution's culture and learning environments. The presence and contributions of the global community are authentically integrated in the curricular content and instructional practices.
3	3 - Respect for the diversity of cultures, backgrounds, and abilities is clearly present in the institution's culture and learning environments. The presence and contributions of the global community are intentionally included in the curricular content and instructional practices.
2	2 - Respect for the diversity of cultures, backgrounds, and abilities is somewhat present in the institution's culture and learning environments. The presence and contributions of the global community are inconsistently included in the curricular content and instructional practices.
1	1 - Respect for the diversity of cultures, backgrounds, and abilities is rarely present in the institution's culture and learning environments. The presence and contributions of the global community are not included in the curricular content and instructional practices.



Learners have equitable opportunities to realize their learning potential.

YOUR RATING



Network Average: 3.0

LEVEL	DESCRIPTION
4	4 - Professional staff members develop relationships with and understand the needs and well-being of individual learners. Academic and non-academic experiences are tailored to the needs and well-being of individual learners. Learners are challenged and supported to strive towards maximal levels of achievement and self-efficacy without barriers or hindrances by schedules or access to academic and non-academic offerings.
3	3 - Professional staff members know their learners well enough to develop and provide a variety of academic and non-academic experiences. Learners have access and choice in most academic and non-academic opportunities available according to grade levels or through expected sequencing of courses. Learners rarely encounter barriers when accessing academic and non-academic experiences most suited to their individual needs and well-being. Learners are challenged and supported to strive towards individual achievement and self-efficacy.
2	2 - Professional staff members give consideration to varying learner needs and well-being when developing and providing academic and non-academic experiences. Learners have access to some variety in academic and non-academic opportunities available according to grade levels or through expected sequencing of courses. Learners may encounter barriers when accessing some academic and non-academic experiences most suited to their individual needs and well-being. Learners are sometimes challenged and supported to strive towards individual achievement and self-efficacy.
1	1 - Professional staff members give little or no consideration to individual learner needs and well-being when developing and providing academic and non-academic experiences. Academic and non-academic opportunities are limited and standardized according to grade levels or a predetermined sequencing of courses. Learners frequently encounter a variety of barriers when accessing academic and non-academic offerings that would be well suited to their individual needs and well-being. Learners are rarely challenged to strive towards individual achievement and self-efficacy.

Standard 18

Learners are immersed in an environment that fosters lifelong skills including creativity, curiosity, risk taking, collaboration, and design thinking.

YOUR RATING
★★★★
Network Average: 2.9

LEVEL	DESCRIPTION
4	4 - Conditions across all aspects of the institution promote learners' lifelong skills. Learners engage in ongoing experiences that develop the non-academic skills important for their next steps in learning and for future success. A formal structure ensures that learning experiences collectively build skills in creativity, curiosity, risk taking, collaboration, and design thinking.
3	3 - Conditions within most aspects of the institution promote learners' lifelong skills. Learners engage in experiences that develop the non-academic skills important for their next steps in learning and for future success. Collectively, the learning experiences build skills in creativity, curiosity, risk taking, collaboration, and design thinking.
2	2 - Conditions within some aspects of the institution promote learners' lifelong skills. Learners engage in some experiences that develop non-academic skills important for their next steps in learning and for future success. Some learning experiences build skills in creativity, curiosity, risk taking, collaboration, and design thinking.
1	1 - Learners engage in environments that focus primarily on academic learning objectives only. Little or no emphasis is placed on non-academic skills important for next steps in learning and for future success. Learning experiences rarely build skills in creativity, curiosity, risk taking, collaboration, or design thinking.

Standard 19

Learners are immersed in an environment that promotes and respects student voice and responsibility for their learning.

YOUR RATING
★★★★☆
Network Average: 2.6

LEVEL	DESCRIPTION
4	4 - Conditions across all aspects of the institution promote learners' active discovery and expression of their needs and interests. Learners give input into the instructional and learning activities they pursue and the methods in which they learn. Learners consistently identify their learning targets and monitor their progress.
3	3 - Conditions within most aspects of the institution are learner-centered and promote learners' active discovery and expression of their needs and interests. Learners give input into most of the instructional and learning activities available to them. Learners are frequently involved in identifying their learning targets and monitoring their progress.
2	2 - Conditions within some aspects of the institution are learner-centered and promote learners' active discovery and expression of their needs and interests. Learners have some opportunity for input into the instructional and learning activities available to them. Learners are sometimes involved in identifying their learning targets and monitoring their progress.
1	1 - Learners engage in environments that are heavily instructor-centered. Learners have little or no input into the instructional and learning activities available to them. Learners are rarely expected to monitor their learning progress.



Standard 20

Learners engage in experiences that promote and develop their self-confidence and love of learning.

YOUR RATING
★ ★ ★ ★
Network Average: 2.9

LEVEL	DESCRIPTION
4	4 - Learners consistently pursue challenging opportunities that may not always result in success, knowing that they will be supported when needed. Learners readily and consistently show motivation, curiosity, and excitement about their learning.
3	3 - Most learners pursue opportunities that may not always result in success, knowing they will be supported. Most learners show motivation, curiosity, and excitement about their learning.
2	2 - Some learners pursue opportunities that may not always result in success, but only with significant, individual support. Some learners show motivation, curiosity, and excitement about their learning.
1	1 - Most learners primarily pursue opportunities they believe to be risk-free or heavily guaranteed to be successful. Most learners show little motivation, curiosity, or excitement about their learning.

Standard 21

Instruction is characterized by high expectations and learner-centered practices.

YOUR RATING
★ ★ ★ ★
Network Average: 2.8

LEVEL	DESCRIPTION
4	4 - Learners engage in instructional activities, experiences, and interactions based on their individual needs and interests. Professional staff members consistently deliver instruction designed for learners to reach their potential.
3	3 - Most learners engage in instructional activities, experiences, and interactions based on their individual needs and interests. Professional staff members routinely deliver instruction designed for learners to reach their potential.
2	2 - Learners engage in instructional activities, experiences, and interactions based on needs and interests typical of most students. Professional staff members infrequently deliver instruction designed for learners to reach their potential.
1	1 - Instructional activities are primarily designed around curriculum objectives with little or no focus on learner needs and interests. Professional staff members rarely deliver instruction designed for learners to reach their individual potential.



Instruction is monitored and adjusted to advance and deepen individual learners' knowledge and understanding of the curriculum.

YOUR RATING
 ★★☆☆
 Network Average: 2.0

LEVEL	DESCRIPTION
4	4 - Professional staff members consistently monitor and adjust instruction based on each learner's response to instruction and achievement of desired learning targets. Professional staff members use a formal, systematic process for analyzing trend and current data to deepen each learner's understanding of content at increasing levels of complexity.
3	3 - Professional staff members regularly monitor and adjust instruction based on each learner's response to instruction and achievement of desired learning targets. Professional staff members routinely analyze trend and current data to deepen each learner's understanding of content.
2	2 - Professional staff members sometimes monitor and adjust instruction based on each learner's achievement of desired learning targets. Professional staff members sometimes analyze data to deepen each learner's understanding of content.
1	1 - Professional staff members rarely monitor and adjust instruction. Professional staff members rarely analyze data to deepen each learner's understanding of content.



Professional staff members integrate digital resources that deepen and advance learners' engagement with instruction and stimulate their curiosity.

YOUR RATING
 ★★☆☆
 Network Average: 2.0

LEVEL	DESCRIPTION
4	4 - Professional staff members seamlessly and deliberately integrate digital resources that add value to the learning process and encourage learners' active engagement in the learning process. Digital resources consistently support learners' pursuit of interests and deepen or extend curriculum topics to stimulate learners' curiosity.
3	3 - Professional staff members intentionally select and integrate digital resources that add value to the learning process and encourage learners' active engagement in the learning process. Digital resources routinely support learners' pursuit of interests and deepen or extend curriculum topics to stimulate learners' curiosity.
2	2 - Professional staff members occasionally select and integrate digital resources that add value to the learning process or encourage learners' active engagement in the learning process. Digital resources sometimes support learners' pursuit of interests and deepen or extend curriculum topics to stimulate learners' curiosity.
1	1 - Professional staff members select and integrate few or no digital resources or select digital resources that rarely add value to the learning process or encourage learners' active engagement in the learning process. Digital resources rarely support learners' pursuit of interests or deepen or extend curriculum topics to stimulate learners' curiosity.

Network Comparison for Engagement of Learning Standards



Growth in Learning Standards

A good institution positively impacts learners throughout their journey of learning. A positive impact on the learner is reflected in readiness to engage in and preparedness for the next transition in their learning. Growth in learning is also reflected in learners' ability to meet expectations in knowledge and skill acquisition.

Keys to Growth in Learning

Growth is evident when

- Learners possess non-academic skills that ensure readiness to learn
- Learners' academic achievement reflects preparedness to learn
- Learners attain knowledge and skills necessary to achieve goals for learning

Standard 24

Leaders use data and input from a variety of sources to make decisions for learners and staff members' growth and well-being.

YOUR RATING



Network Average: 2.9

LEVEL	DESCRIPTION
4	4 - Leaders consistently demonstrate skill and insight in considering a variety of information, choosing relevant and timely information, and interpreting data. Leaders make intentional decisions by consistently taking into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities.
3	3 - Leaders regularly demonstrate skill and insight in considering a variety of information, choosing relevant and timely information, and interpreting data. Leaders make decisions by routinely taking into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities.
2	2 - Leaders sometimes demonstrate skill and insight in considering and choosing information and interpreting data. Leaders make decisions that occasionally take into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities.
1	1 - Leaders rarely demonstrate skill and insight in considering and choosing information and interpreting data. Leaders make decisions that rarely take into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities.



Standard 25

Leaders promote action research by professional staff members to improve their practice and advance learning.

YOUR RATING



Network Average: 2.5

LEVEL	DESCRIPTION
4	4 - Leaders intentionally create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, consistently engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in learning opportunities customized for professional staff members about action research.
3	3 - Leaders regularly create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, routinely engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in learning opportunities for professional staff members to implement action research.
2	2 - Leaders occasionally create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, sometimes engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in some learning opportunities for professional staff members to implement action research.
1	1 - Leaders rarely create a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution or learning environments. Professional staff members seldom engage in action research to make informed instructional changes. Leaders provide and engage in few or no learning opportunities for professional staff members about action research.

Standard 26

Leaders regularly evaluate instructional programs and organizational conditions to improve instruction and advance learning.

YOUR RATING



Network Average: 2.6

LEVEL	DESCRIPTION
4	4 - Leaders consistently implement a documented process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders use a formal, systematic process for analyzing current and trend data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.
3	3 - Leaders routinely implement a documented process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders use analyzed current and trend data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.
2	2 - Leaders occasionally implement a process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders sometimes use data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.



-
- 1 1 - Leaders rarely implement a process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders seldom use data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.
-

Standard 2

Learners diverse academic and non-academic needs are identified and effectively addressed through appropriate interventions.

YOUR RATING



Network Average: 2.9

LEVEL DESCRIPTION

-
- 4 4 - The institution consistently addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are formally and systematically planned and implemented based on analyzed information, data, and instructional best practices to ensure learners' success.
-
- 3 3 - The institution routinely addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are regularly planned and implemented based on analyzed information, data, and instructional best practices to ensure learners' success.
-
- 2 2 - The institution sometimes addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are occasionally planned and implemented based on information, data, and instructional best practices to ensure learners' success.
-
- 1 1 - The institution rarely addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are seldom planned and implemented based on information, data, or instructional best practices.
-



Standard 28

With support, learners pursue individual goals including the acquisition of academic and non-academic skills important for their educational futures and careers.

YOUR RATING



Network Average: 2.8

LEVEL DESCRIPTION

- | | |
|---|--|
| 4 | 4 - Professional staff members consistently engage with learners to help them recognize their talents and potential and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners consistently choose activities and monitor their own progress, demonstrating active ownership of their stated goals. |
| 3 | 3 - Professional staff members regularly engage with learners to help them recognize their talents and potential and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners routinely choose activities and monitor their own progress, demonstrating active ownership of their stated goals. |
| 2 | 2 - Professional staff members sometimes engage with learners to help them recognize their talents and potential and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners occasionally choose activities and monitor their own progress, demonstrating active ownership of their stated goals. |
| 1 | 1 - Professional staff members rarely engage with learners to help them recognize their talents and potential and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners do not choose activities or monitor their own progress toward goals. |

Standard 29

Understanding learners' needs and interests drives the design, delivery, application, and evaluation of professional learning.

YOUR RATING



Network Average: 2.6

LEVEL DESCRIPTION

- | | |
|---|--|
| 4 | 4 - Professional learning is learner-centered, customized around the needs of individual or groups of professional staff members, and focuses on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning is being fully implemented and monitored for fidelity. |
| 3 | 3 - Professional learning is learner-centered, designed around the principle that professional staff members need opportunities to focus on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning is being fully implemented. |
| 2 | 2 - Professional learning is occasionally learner-centered, designed around the principle that professional staff members need opportunities to focus on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning exists but is not fully implemented. |
| 1 | 1 - Professional learning is rarely learner-centered and may or may not focus on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning does not exist. |



Learners' progress is measured through a balanced system that includes assessment both for learning and of learning.

YOUR RATING
 ★★☆☆
 Network Average: 2.8

LEVEL	DESCRIPTION
4	4 - Professional staff members and learners collaborate to determine learners' progress toward and achievement of intended learning objectives based on assessment data gathered through formal and informal methods. Assessment data are systematically used for ongoing planning, decision making, and modification of curriculum and instruction.
3	3 - Professional staff members and learners regularly use assessment data gathered through formal and informal methods to determine learners' progress toward and achievement of intended learning objectives. Assessment data are routinely used for ongoing planning, decision making, and modification of curriculum and instruction.
2	2 - Professional staff members occasionally use assessment data gathered through formal and informal methods to determine learners' progress toward and achievement of intended learning objectives. Assessment data are sometimes used for ongoing planning, decision making, and modification of curriculum and instruction.
1	1 - Professional staff members seldom use assessment data to determine learners' progress toward and achievement of intended learning objectives. Assessment data are rarely or inconsistently used for ongoing planning, decision making, and modification of curriculum and instruction.

Network Comparison for Growth in Learning Standards



Insights from the Review

The evaluators engaged in professional discussions and deliberations about the effectiveness of the processes, programs, and practices within the institution to arrive at the findings of the report. Guided by evidence, the evaluators arrived at findings that will inform your institution's continuous improvement efforts. The findings are aligned to research-based criteria designed to improve student learning and organizational effectiveness.

The findings are organized into narratives around four Key Characteristics critical to the success of any educational institution: culture of learning, leadership for learning, engagement of learning, and growth in learning. The narratives also provide the next steps to guide your institution's improvement journey in its efforts to improve the quality of educational opportunities for all learners. The feedback provided in this Accreditation Engagement Review Report will assist your institution in reflecting on its current improvement efforts and adapting and adjusting your plans to continuously strive for improvement.

Culture of Learning

Highmark Charter School's strong leadership guides a learner-centered culture reinforced by multiple activities and collaboration opportunities that, through further evaluation of its mission statement, will enhance fairness, equity, and inclusion with a future-oriented perspective. The vision of Highmark Charter School (Highmark), shared in the executive summary, is to equip students with the highest quality education while fostering an entrepreneurial spirit by integrating practical business applications throughout the core curriculum. The mission of Highmark is to build a solid foundation in business education and provide a stepping-stone to successful careers that will encourage critical thinking and reflective approaches to learning. Environmental observations reveal an increase in supportive learning and well-managed classrooms attributed to professional development focused on Positive Behavioral Interventions and Supports (PBIS), instructional coaching, morning meetings, and mentoring, showcasing the institution's commitment to learners' well-being. System-wide mentoring programs further underline the institution's dedication to learners' academic and non-academic needs. Dedicated time for reviewing the mission and vision of a school allows for the evaluation of alignment with

current practices, policies, and decisions, ensuring staff commitment to learners' needs and interests. However, Highmark has not formally reviewed its vision or mission since its inception, indicating a potential gap in aligning current practices with the institution's overarching goals. A formal review of the mission and vision is essential to maintaining focus, ensuring that programs and initiatives align with the institution's core values, and actively engaging stakeholders in the mission.

Parent interviews highlight the value placed on entrepreneurship education, emphasizing its role in teaching valuable life skills. Teacher interviews indicate frequent discussions about the school's mission and purpose, demonstrating a commitment to aligning practices with the institution's goals. The entrepreneurship program, exemplified by grade 8 students presenting business ideas at a "shark tank" event, showcases collaboration and innovation aligned with the school's mission and vision. Furthermore, the PBIS program involves students creating items for the business program, fostering a culture where students actively contribute to the institution's goals. Institutions with direct and clear mission statements can effectively focus, implement, and review programs and initiatives, actively engaging stakeholders in the institution's mission. Highmark's diverse extracurricular offerings, including sports teams and clubs, cater to various interests and contribute to a holistic approach to education. However, continual reference to the school's mission ensures all stakeholders understand the overarching goals, fostering a culture where learners, parents, and educators feel connected to the institution's purpose and work.

The team suggests that the administration incorporate designated time to align programs and initiatives with the mission and vision of the school. Continual reference to the mission ensures that all stakeholders understand the overarching goals, fostering a culture where learners, parents, and educators feel connected to the institution's purpose and work. A healthy learning culture is built when all stakeholders actively support the institution's mission, emphasizing the importance of ongoing evaluation and alignment with the institution's core values.



Leadership for Learning

The Highmark environment encourages professional staff members to consistently suggest and provide thoughtful resources and materials for learners designed to enrich the learning process—however, this process could be solidified through increased awareness of potential influences on the institution's stability and its processes. Teacher interviews reveal a culture that fosters innovation and responsiveness to student needs, exemplified by initiatives, such as introducing a yoga class and developing a history through a sports elective course. Administrative support for these initiatives underscores the institution's commitment to facilitating new approaches to learning. Additionally, the adoption of Summit Learning, a project-based learning platform, and regular coaching sessions for administrative staff demonstrate efforts to enhance teaching practices and promote professional growth. Leadership interviews and stakeholder feedback highlight the introduction of numerous initiatives and programs to improve learning outcomes. However, there is a need to ensure these initiatives become integrated into regular practice to sustain their impact. Paid professional development opportunities and performance incentives for teachers indicate a commitment to ongoing growth and improvement. The strategic improvement plan serves as a roadmap for focusing on needed initiatives. Nevertheless, further refining teacher development and professional learning community (PLC) models supports striking a balance between exploring new ideas and advancing collectively identified best practices.

Institutions that systematically use a process to identify and verify that information resources, curriculum, and materials are selected from credible sources broaden and enrich the learning process. Highmark's emphasis on curriculum alignment and ongoing training for teachers in the Gradient Learning system demonstrates a commitment to providing quality instructional materials and support. However, formalizing a curriculum evaluation and development process, coupled with dedicated training for educational staff, would enhance the clarity of learning expectations for both learners and teachers. This systematic approach would ensure that resources align with the institution's mission and vision while promoting consistency and effectiveness in teaching practices.

The team encourages leadership to refine teacher

development and PLC models to cement a balance between exploring new ideas and advancing collectively identified best practices. The environment at Highmark encourages introducing new ideas and programs and would benefit from a formalized process of discussion, evaluation, and implementation to ensure alignment with the mission and vision. A systematic process to identify and verify materials provides additional awareness of potential influences on the institution's stability, fostering a culture of continuous improvement and effectively supporting learners' diverse needs.

Engagement of Learning

Integrating respect for diverse cultures, backgrounds, and abilities into instructional practices will enhance the positive impacts of implementing project-based learning at Highmark Charter School. Evidence from Effective Learning Environments Observation Tool (eleot) scores for engagement indicates a strong foundation for student involvement in the learning process. However, the standard self-assessment narrative suggests that while the concept of respect is present in school-wide systems, it needs to be more consistently included in curricular content and practices. Although most aspects of the school's operation promote and respect student voice and responsibility for learning, there is room for improvement in embedding diversity into daily instructional practices. The goal to provide teachers with monetary resources to use project-based learning more effectively in their classrooms is commendable. However, integrating diversity into these projects ensures that all learners feel represented and included.

Highmark Charter School's collaboration between the integration specialist and teachers' PLCs to create and implement long-term projects integrating cross-curricular core standards demonstrates a commitment to student-centered learning. However, student interviews reveal that while hands-on learning and organized projects enhance understanding, an opportunity exists to further integrate diverse perspectives into the curriculum. The institution's high level of trust in its current curriculum is commendable—yet, actively comparing it to other sources that could provide additional diversity would enrich the learning experience for students. The standard self-assessment narrative highlights the need to prioritize targeted professional development to successfully equip teachers with the tools to incorporate diversity into their instructional practices. Institutions that



embed diversity of culture, backgrounds, and abilities into everyday aspects of student learning bring the presence of the global community into the learning environment. Highmark has created an environment where students work together through project-based learning. The integration of diversity ensures practices support all learners being represented in the learning process. Focused PLCs with the instructional coach centered around student-centered practices reinforce this commitment. To fully realize the benefits of diversity integration, professional development should be prioritized to provide teachers with the tools and resources necessary to successfully incorporate diverse perspectives into the curriculum.

The team encourages the administration to provide targeted professional development and PLC time to examine and critique the current curriculum for representation and integration of respect for diverse cultures, backgrounds, and abilities. This practice aims to broaden the learning perspective and create global connectedness. Preparing teachers to successfully incorporate diversity ensures students gain a global perspective and personal connection to content. By prioritizing professional development aligned with the school's engagement of learning goals and vision, Highmark can create a more inclusive and enriching learning environment for all students.

Growth in Learning

While Highmark Charter School's leadership consistently utilizes data to provide focused and differentiated support for all learners, the staff would benefit from implementing a documented process to determine the effectiveness of curriculum and instruction regularly. Evidence from various sources illustrates the school's commitment to addressing learners' diverse academic and non-academic needs. Leadership presentations highlight the school's dedication to supporting students with disabilities, such as providing full-time braille assistance and tailored interventions. Portfolio evidence further indicates a robust support system with dedicated staff members and resources allocated for special education. Additionally, interviews with administrators and parents underscore the school's emphasis on personalized support and student ownership of learning, with initiatives like the SOAR program and regular grade check-ins. Teacher interviews and administrative insights further emphasize the school's commitment to ongoing professional development and collaborative practices

through PLCs.

Highmark's efforts to address learners' developmental, physical, emotional, and intellectual needs positively impact learners' ability to meet expectations and acquire necessary knowledge and skills. Despite exemplary growth in some areas, such as typical achievement in language arts, the school acknowledges areas for improvement, particularly in math, where performance is slightly lower than the state average. The leadership team's proactive approach to curriculum evaluation and teacher training reflects a commitment to continuous improvement. Initiatives like the Whole Student Initiative and student-centered progress monitoring demonstrate a willingness to adapt instructional practices to better meet all learners' needs. Aligning data collection processes with curriculum evaluation would further strengthen the school's ability to assess program effectiveness and drive instructional improvement. Institutions that implement documented processes to determine the effectiveness of curriculum and instruction positively impact all learners throughout their learning journey. Highmark has already embedded data collection and student support into its culture, positioning it well to leverage this information for curriculum evaluation. A consistent process for documenting and reviewing learner data to evaluate programs and instruction will further enhance the school's ability to advance learning outcomes. By utilizing data-driven insights to inform decision-making and resource allocation, Highmark can ensure that its curriculum and instructional practices effectively meet the diverse needs of its student population.

While Highmark Charter School demonstrates a solid commitment to supporting learner growth through data-informed practices and personalized interventions, formalizing processes for curriculum evaluation will enhance the staff's ability to drive instructional improvement and better prepare students for future success. The team suggests that leadership continue prioritizing data collection and analysis as integral components of its improvement efforts to further strengthen its impact on student learning and achievement.



Summary of Findings

The review process focused on establishing evidence of effective practice and performance of the institution in relation to the accreditation standards.

Areas for Improvement

Using the information collected and reviewed, the evaluator identified the following Areas for Improvement that will help the institution improve. The Areas for Improvement will be revisited when the institution conducts Cognia's Progress Report.

1 Implement action research in the PLC process to evaluate curriculum alignment and effectiveness.

Standard 12 Standard 22 Standard 25

RATIONALE When leaders intentionally provide learning opportunities customized for professional staff engagement in action research to identify the effectiveness of curriculum, then learners experience a deepened understanding of content aligned with state standards.

2 Establish a balance between exploring new ideas and advancing collectively identified best practices.

Standard □

RATIONALE When leaders consistently engage professional staff members in analyzing, monitoring, adjusting, and improving current programs and practices, then instruction improves and learning is advanced.



Accreditation Status and Index of Education Quality®

Cognia will review the results of the Accreditation Engagement Review to make a final determination concerning the accreditation status of your institution based on these findings. Cognia provides the Index of Education Quality (IEQ) as a holistic measure of overall performance.

Your Institution's IEQ

307

Cognia's IEQ Network Average: **253**

SCORE

DESCRIPTION

Below 220

An IEQ score below 220 indicates that the institution has several Areas for Improvement and should focus their improvement efforts on those areas and the related Standards and/or Assurances. The institution will be required to present evidence of improvement to Cognia within one year through a Progress Monitoring Review. Additional Progress Reports may be required if satisfactory improvement is not achieved.

220 - 300

An IEQ in the range of 220-300 suggests the institution has some Areas for Improvement and may include one or more Noteworthy Practices. Institutions must address the Areas for Improvement and provide evidence of actions taken and results to Cognia in a required Progress Report due three years following the review. Additional progress monitoring may be required if satisfactory improvement is not achieved.

Above 300

An IEQ above 300 indicates the institution meets Cognia's expectations for accreditation that include one or more Areas for Improvement and may include one or more Noteworthy Practices. Institutions must address the Areas for Improvement and provide evidence of actions taken and results to Cognia in a required Progress Report due three years following the review. Additional progress monitoring may be required if satisfactory progress is not achieved.

Your Next Steps

Accreditation is a continuous improvement process. The Engagement Review provides independent, objective guidance in relation to the Performance Standards and the institution's improvement journey. Upon receiving the Accreditation Engagement Review Report, the institution is expected to implement the following steps:

- Review and share the findings in this report with stakeholders.
- Use the findings from the report to guide and strengthen your institution's improvement efforts.
- Celebrate the successes noted in the report.
- Continue the improvement journey.
- Report to Cognia on your progress toward improvement.



Evaluator Roster

The Engagement Review is conducted by professionals with varied backgrounds and professional experiences. All evaluators complete Cognia training and elect certification to ensure knowledge and understanding of the Cognia tools and processes. The following professional(s) served on the Engagement Review:

EVALUATOR NAME	BRIEF BIOGRAPHY
Celina Poppe Lead Evaluator	Celina Poppe has spent the majority of her career in the Catholic School system. Her career has included experiences as a high school science teacher, Campus Minister, director of Campus Ministry, retreat director, and administration team member. She serves Cognia as a lead and associate lead evaluator for schools in Utah. Mrs. Poppe has a B.A. in chemistry from the University of San Diego, a master's in teacher leadership and policy from the University of Utah and is currently working on her doctorate in teacher leadership and policy from the University of Utah.
Brian Walker	



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HighMark Charter School

10-Year Comprehensive Review

Comprehensive Review Process, Rules, and Code

The SCSB is required by board rule and legislation to review the charter schools it authorizes annually, during its third and fifth year, and every five years after that.

Legislation

The legislation which guides this review can be found in 53G-5-406. It reads:

The state board shall, after consultation with chartering entities, make rules in accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act, that:

- (1) require a charter school to develop an accountability plan, approved by its charter school authorizer, during its first year of operation;
- (2) require an authorizer to:
 - (a) visit a charter school at least once during:
 - (i) its first year of operation; and
 - (ii) the review period described under Subsection (3); and
 - (b) provide written reports to its charter schools after the visits; and
- (3) establish a review process that is required of a charter school once every five years by its authorizer.

Board Rule

The board rule governing this review can be found in R277-553-2. It reads:

- (3) An authorizer shall annually review and document matters specific to effective charter school operations, including:
 - (a) financial performance;
 - (b) academic performance;
 - (c) enrollment; and
 - (d) governing board performance.
 - (4) An authorizer shall conduct and document a comprehensive review of governing board performance and review the charter agreement at least once every five years.
- Effective 1/24/2018



SCSB Comprehensive Review Summary

Based on information available to the SCSB as of the date on this document, the staff have conducted an analysis to determine Strengths, Weaknesses, Opportunities, and Threats (SWOT) for HighMark Charter School. These statements are observational and meant to prompt a discussion.

Table 1. HighMark Charter School SWOT analysis

Strengths	Weaknesses
<ul style="list-style-type: none"> ▪ Strong board governance demonstrated by solid finances, consistent enrollment, and very few complaints or compliances issues. Supported by feedback from CMO (Academica West) representative ▪ High student retention rates and low student transfer rates ▪ Fidelity to charter mission of building entrepreneurial spirit in K-9 education ▪ ‘Exemplary’ Growth score designation for SY23 RISE testing ▪ In-house developed administrator who understands the history of the school, entrepreneurial mission and vision, and future potential 	<ul style="list-style-type: none"> ▪ Original charter with SCSB is out of date with current education law and does not have relevant academic goals ▪ Low Math RISE data trend
Opportunities	Threats
<ul style="list-style-type: none"> ▪ Engage with parent community to improve self-reporting of demographic data ▪ Continue to offer teacher professional development and curriculum reviews to address stagnate RISE proficiency scores. ▪ Find creative ways to highlight and show off entrepreneurial spirit of school in the building 	<ul style="list-style-type: none"> ▪ No specific threats identified for HighMark ▪ General charter school threats include competition from charter schools, traditional schools, homeschool options, and upcoming school voucher program

SCSB Supportive Authorizing Discussion

1. Suggest collaboration between HighMark and SCSB to update charter agreement



School Summary

This section describes information about the school based on what the SCSB has in the current charter agreement. Incorrect information presents an opportunity to review the charter agreement to make sure the school is following all requirements.

Background Information

Location:	2467 East South Weber Drive South Weber, UT 84405	
Year Opened:	July 1, 2012 (SY13)	
Grades Served:	K-9	
Mission Statement:	The mission of HighMark Charter School is to equip students with the highest quality education while fostering an entrepreneurial spirit by integrating practical business applications throughout the core curriculum.	
Vision Statement:	No vision statement	

LEA Leadership

Table 2. HighMark leadership as of SY 2024

Board Members	Director	Business Manager
Richard Bigler Blake Petersen Lori Drake Rory Ukena Tyree Simonich	Shawn Miehke	Krystal Taylor Ryan Smith

All board members and the school director have background checks on file with the SCSB. Director Shawn Miehke holds a professional license. It was entered into CACTUS on July 1, 2020. It is valid through June 30, 2025. The license areas are for Elementary Education and School Leadership. His listed assignment is principal, and this assignment began on July 1, 2022.



Student Enrollment

Student enrollment measures the number of students that attend a school. It can be an indicator of academics and school culture, but itself can be an indicator of problems or success in academics, community priorities, finances, etc.

Max Authorized	SY24 Current Enrollment	% Of Max
695	666	95.8%

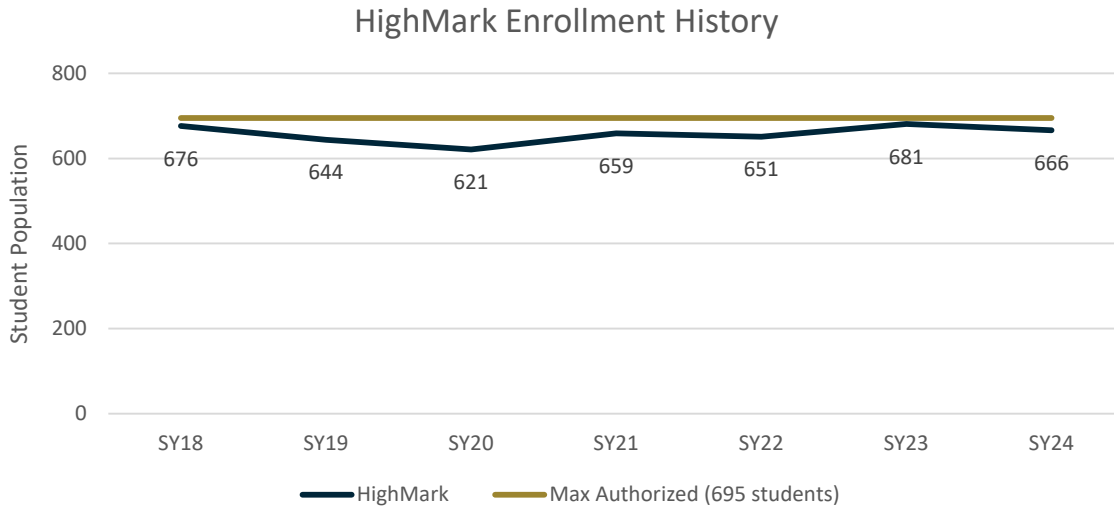


Table 3. HighMark Charter School enrollment history by grade (K-9)

SY	Total	Kindergarten	1st-6th	7th-8th	9th
2015	655	45	358	191	61
2016	674	44	369	177	84
2017	685	46	345	210	84
2018	676	46	334	214	82
2019	644	47	317	180	100
2020	621	46	324	171	80
2021	659	42	343	176	98
2022	651	44	329	200	78
2023	681	59	326	195	101
2024	666	46	329	190	101
HighMark Average	661	47	337	190	87

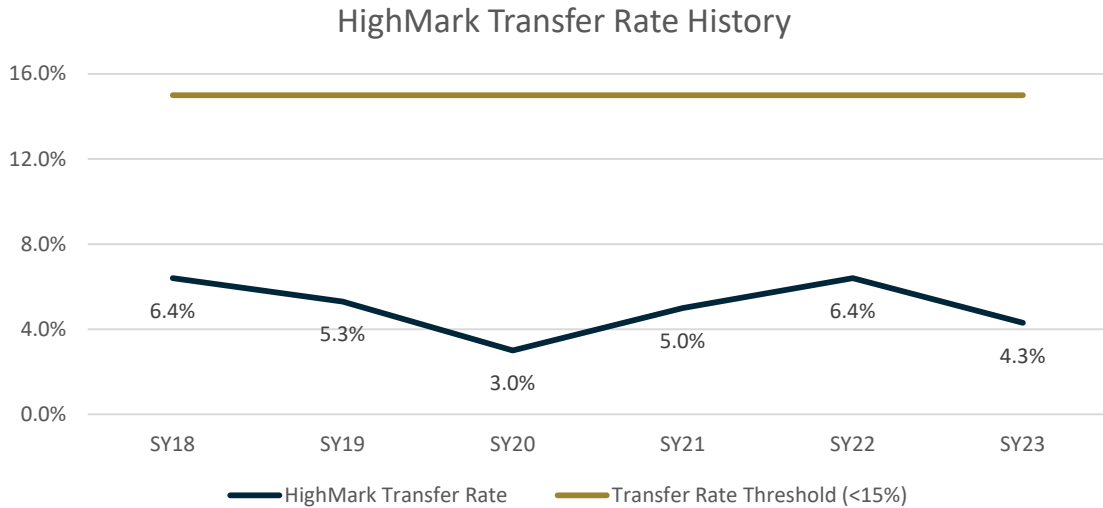


Table 4. HighMark Charter School demographics history by student groups

SY	English Learners	Ethnic Minority	Economically Disadvantaged	Students w/ Disabilities
2015	0.8%	16.3%	14.0%	8.4%
2016	0.4%	15.9%	16.0%	9.2%
2017	0.3%	16.4%	16.4%	9.5%
2018	0.1%	17.6%	13.8%	10.5%
2019	0.0%	15.2%	14.8%	11.3%
2020	0.2%	17.4%	12.7%	11.0%
2021	0.9%	16.2%	2.3%	12.3%
2022	1.1%	17.5%	3.8%	13.2%
2023	1.5%	17.6%	1.8%	12.5%
2024	0.8%	16.4%	3.2%	12.5%
HighMark Average	0.8%	16.7%	9.9%	11.0%
SCSB Average	7.9%	34.8%	29.3%	15.3%

Student Transfer Rates

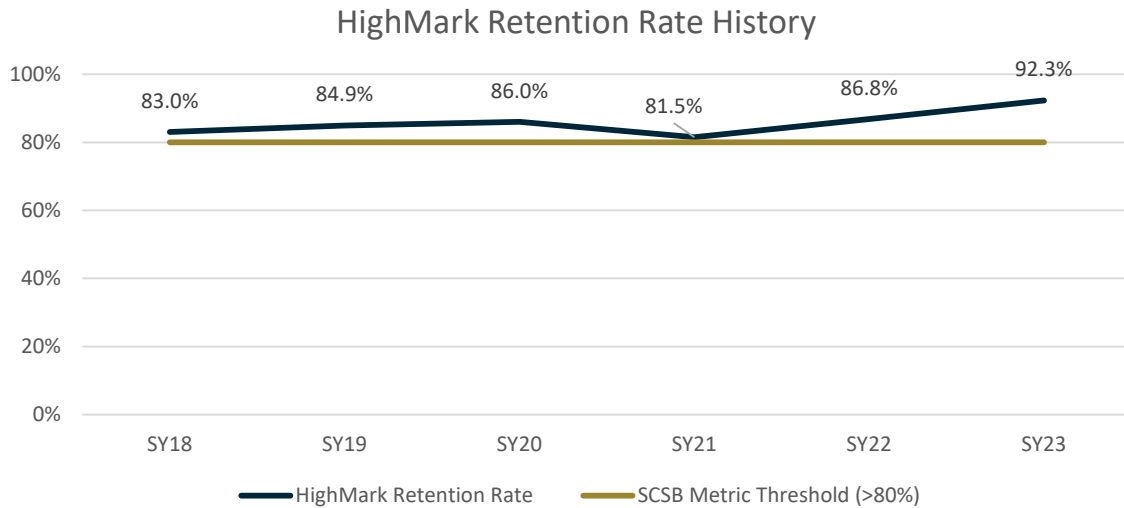
Transfer rate is a measure of the number of students who withdraw from the school in the middle of the year. The gold line represents the SCSB threshold of 15%. Schools should work to getting the lowest transfer rate possible.





Student Retention Rate

Retention rate measures the percent of students who returned from year to year. The SCSB target is to have at least 80% retention.



Highmark Enrollment Summary

HighMark Charter School has demonstrated a stable enrollment history near the maximum authorized throughout the 5-year review period. The student demographics data reflects the South Weber community, although the school should begin preparations for more English Learners in the future as the community grows. School leadership indicated that the sharp decline in economically-disadvantaged students may be caused by parents unwilling to self-report.

Historically, the school has had lower than average student transfer rates and average retention rates that were near the 80% SCSB metric threshold. However, in SY23 the school kept over 92% of students which was the most in its history. The low transfer rates, improving retention rates, and stable enrollment numbers suggest a strong and positive school culture that is well-received by families.

Question that might be helpful to consider when examining this data include:

- Retention rate appears to be rebounding, to what does the board attribute this trend?
- Does the board have any specific practices it has implemented that are having a positive impact on enrollment?
- The transfer rate steadily climbed between SY20-SY22. Did the board conducted exit surveys of these students and families leaving?
- To what does the board attribute the dramatic decrease among students identified as economically disadvantaged?



Academic Performance

As a public charter school, HighMark Charter School is responsible for educating students according to the standards set for all Utah public schools. As of SY23, Utah uses the RISE assessments for state accountability for elementary students. These tests measure proficiency and growth in three subjects; English Language Arts, Math, and Science

Table 5. HighMark Charter School student outcomes on Utah end of year assessments.

	SY21*	SY22	SY23	State Average SY23
Achivement	Typical	Typical	Typical	--
English	44.9%	40.8%	43.3%	45.7%
Math	41.1%	35.5%	37.2%	44.1%
Science	43.6%	41.2%	48.2%	49.5%
Growth		Comendable	Exemplary	--
English	ND	57.9%	61.7%	61.8%
Math	ND	50.4%	58.2%	62.1%
Science	ND	54.3%	65.7%	62.0%
Low. 25% Growth	ND	55.5%	64.4%	61.4%
EL Progress	--	--	--	--
Adequate Progress	N<10	N<10	N<10	38.3%
Reaching Proficiency	N<10	N<10	N<10	17.7%
Early Literacy	--	--	--	--
Students on Grade	34.8%	33.6%	51.7%	46.5%
Making Typical or Better	59.4%	60.7%	74.5%	68.2%

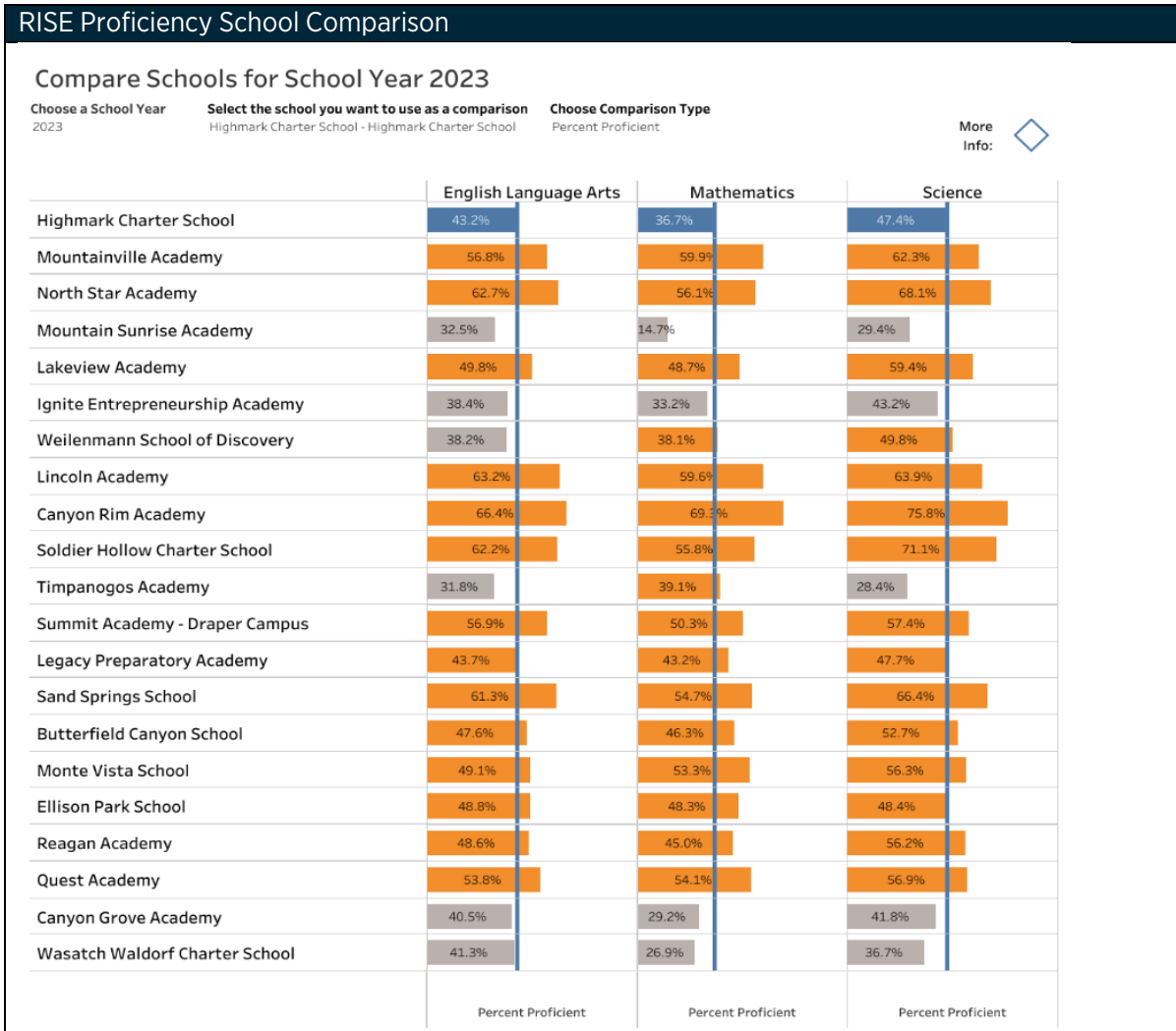
Table 5: The table shows the performance of HighMark Charter School on the RISE assessments for the past 3 years. No data was collected in 2020 due to the disruptions in education caused by the pandemic. Furthermore, the data collected in 2021 is for information only and will not be used for accountability purposes.

**Due to the impacts of COVID-19, interpret 2021 scores with caution. Comparisons of 2021 scores to other years or across student groups, schools, and districts are not advised.*



Table 6: The table shows the SY23 performance of HighMark Charter School in proficiency compared to 20 similar schools. USBE uses a Gower Index calculation that includes metrics such as enrollment size, grades served, and demographics to find comparable schools.

- - ORANGE bars represent a school that scored ABOVE HighMark Charter School
- - GRAY bars represent a school that scored BELOW HighMark Charter School

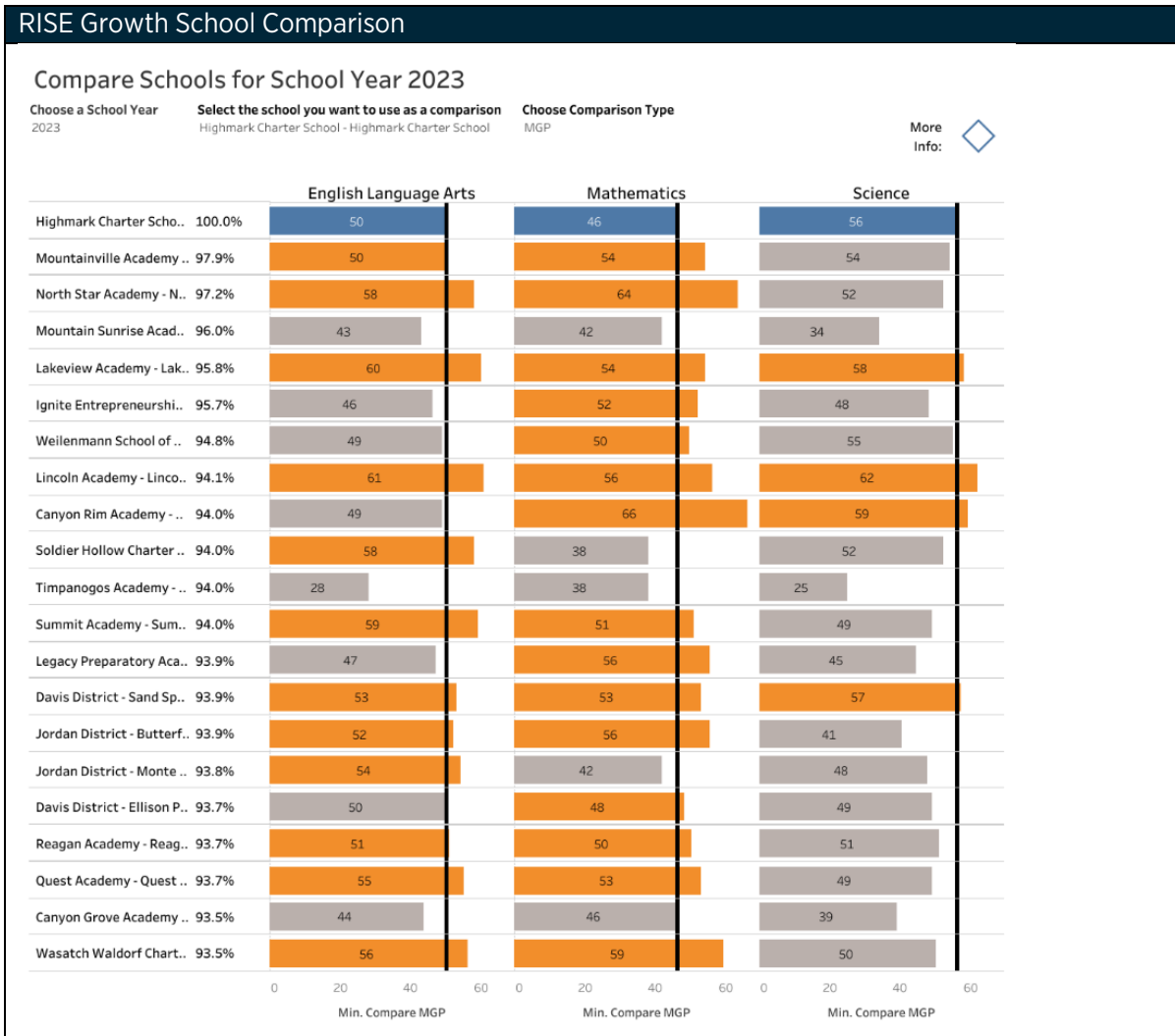


- #### RISE Proficiency Comparison Summary
- English Language Arts – HighMark outperformed 6 of the 20 comparable schools
 - Math – HighMark outperformed 4 of the 20 comparable schools
 - Science – HighMark outperformed 5 of the 20 comparable schools



Table 7: The table shows the SY23 performance of HighMark Charter School in growth compared to 20 similar schools. USBE uses a Gower Index calculation that includes metrics such as enrollment size, grades served, and demographics to find comparable schools.

- - ORANGE bars represent a school that scored ABOVE HighMark Charter School
- - GRAY bars represent a school that scored BELOW HighMark Charter School



- ### RISE Growth Comparison Summary
- English Language Arts - HighMark outperformed 8 of the 20 comparable schools
 - Math - HighMark outperformed 5 of the 20 comparable schools
 - Science - HighMark outperformed 16 of the 20 comparable schools



HighMark Charter School Academic Summary

HighMark Charter School has consistently received a 'Typical' designation for RISE proficiency from the Utah State Board of Education. However, recent years have seen steady improvements in growth scores, leading to an 'Exemplary' designation in SY23. In addition, Acadience scores have improved each year since 2021. Notably, in SY23 over 75% of K-3 students demonstrated typical or better growth in reading, indicating significant progress. Despite these achievements, when compared to similar schools based on demographics, student population, and grade structure, HighMark tends to fall behind in academic performance. Recognizing this discrepancy, the school leadership is taking proactive measures by implementing a strategic teacher development program and curriculum changes aimed at addressing these challenges and further enhancing student outcomes.

Potential questions the board might consider when looking at academic performance include:

- What strategies has the school implemented that has led to such a high percent of students making typical or better progress?
- What academic data does the board look at on an annual base?
- Even though we can't look to past RISE tests, what internal data were you looking at over the past 3 years?
- What plans does the school have to improve student proficiency in ELA, Math, and Science?



Financial Performance

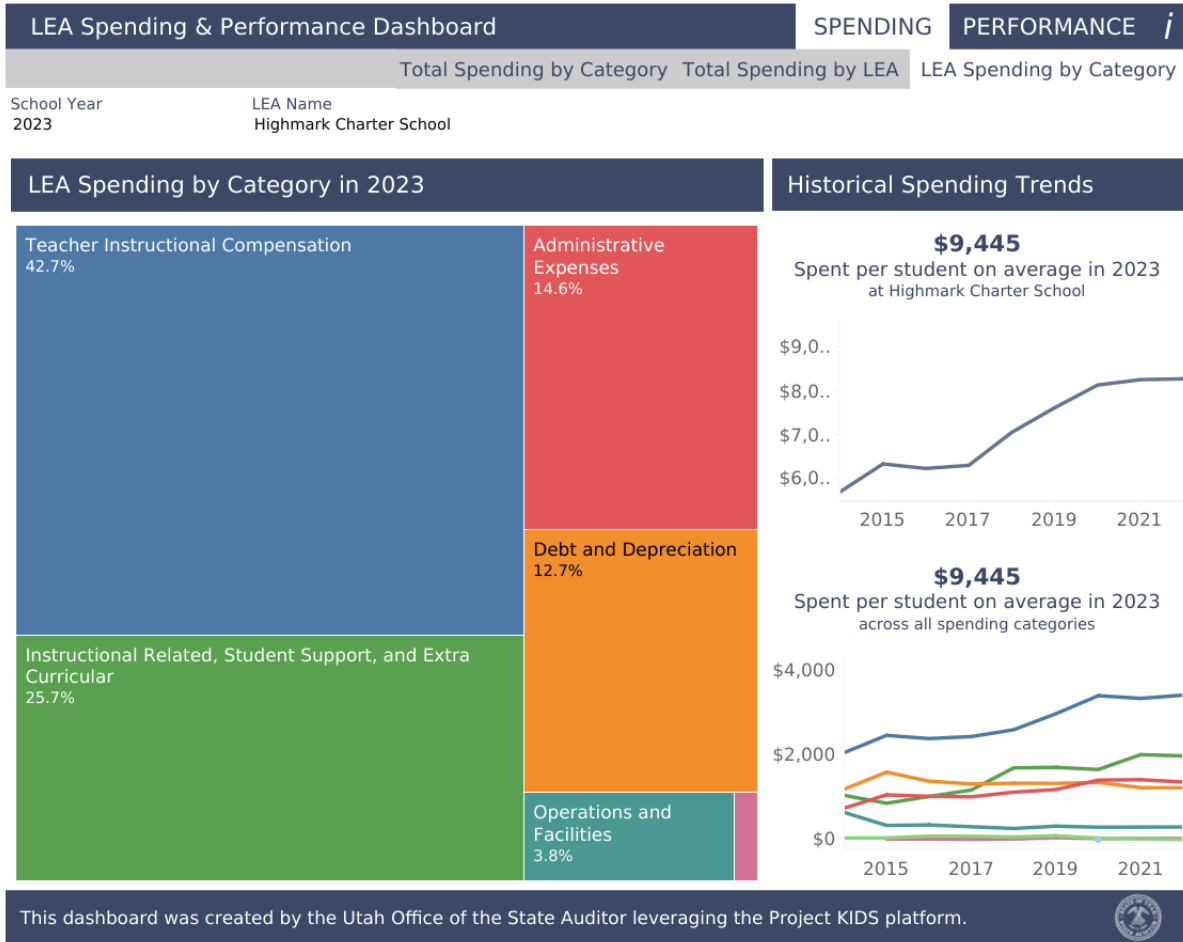
Charter schools are responsible to use public funds wisely. The table below includes the different metrics the SCSB looks at to gauge the financial health of the charter schools it authorizes.

Table 8. HighMark Charter School financial metrics from 2019-2023

METRIC	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	SCSB Targets
Annual Cash Flow	-\$151,821	-\$4,118	\$24,167	\$484,601	\$479,532	> \$0
Change In Net Position	\$37,581	-\$45,985	\$167,801	\$617,842	\$788,847	> \$0
Current Ratio	2.35	2.3	2.31	3.06	3.68	>1
Debt Service Coverage Ratio	---	---	---	1.82	2.07	>1.1
Debt To Asset Ratio	0.89	0.89	0.9	0.85	0.8	<1
Facility Cost	---	---	---	21.36%	21.07%	<24%
Total Margin	0.75%	-0.97%	2.99%	10.55%	12.06%	> 0%
Unrestricted Days Cash On Hand	107 days	80 days	84 days	130 days	152 days	Maintain at least 30 days
Comment	No material audit findings	No material audit findings	No material audit findings	No material audit findings	No material audit findings	No material audit findings



Figure 1. Summary of HighMark Charter School spending by category in FY23. Data and graphic provided by Project KIDS team in the Utah Office of the State Auditor.



HighMark Charter School Financial Summary

As of fiscal year 2023, HighMark Charter School is in a strong financial position. The school has invested wisely in building upgrades and prioritized teacher compensation. HighMark has positive cash flow and over 5 months of days cash on hand. Furthermore, there have been no material audit findings throughout the 5-year review period. The HighMark Governing Board has been an excellent steward of public funds. Past strategic decisions by the board will allow the school to focus on student and teacher needs in the future.

Some questions that would be helpful to begin discussions about the board’s capacity as stewards of public funds might include:

- What is the board doing to ensure positive financial results?
- What, if anything, is the plan for the 152 days of unrestricted cash?
- Is the financial standing in FY23 based on emergency funds, or special COVID funding? If so, does the board have a plan for how they are going to spend it, and importantly, how they are going to maintain a strong financial position once the funds are gone?



Governance Performance

The board’s performance is measured in two ways. The first way is through the performance of the school. As the governing body in charge of making key decisions, the school’s performance reflects the board’s governance. The second way is through the board’s adherence to its own bylaws and the requirements of governing boards in the state of Utah.

Charter Agreement Review

- Agreement between SCSB and HighMark Charter School signed in 2010
- Outdated law references (53A)
- Student assessment goals (UPASS, etc.) are outdated

Questions for Governing Board

1. When was your current charter agreement (including Exhibit A) signed?
2. When was your charter agreement last reviewed by the governance board?
3. Do the mission and vision statements reflect the school priorities?
4. Do you have appropriate academic goals in your agreement?
5. Are all charter agreement bylaws implemented with fidelity?

Open and Public Meetings

HighMark Charter School board meeting data from July 2017 – February 2023

- Average number of meetings per school year – 11.4 meetings
- Average number of motions per meeting – 4.2 motions
- Average board member attendance – 88.6%
- Average length of board meeting – 74.9 minutes
- Percentage of board meetings with a closed session – 45.9%

Charter School Accountability Framework Summary

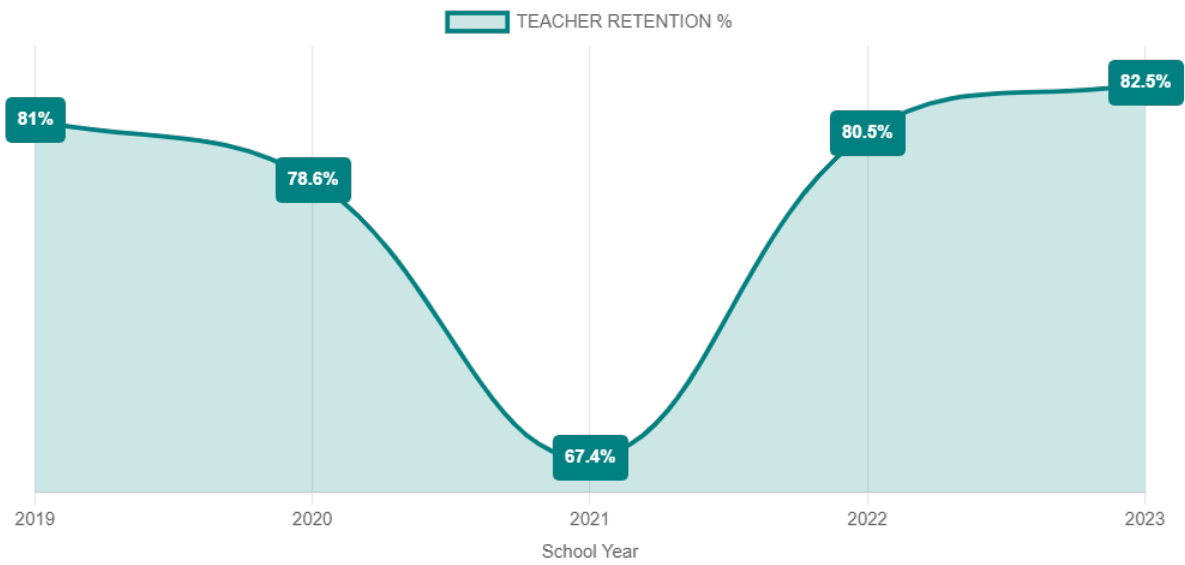
The Charter School Accountability Framework (CSAF) is the oversight model used by the SCSB. CSAF allows the SCSB to give individualized remediation to help charter schools be compliant and successful.

- HighMark has no unresolved CSAF issues with the SCSB during the 5-year review period.

CSAF (SY18-SY23)	Opened	Resolved	Active
Complaints	8	8	0
Compliance Monitoring	1	1	0
Research & Reviews	8	8	0
Notice of Concerns	0	0	0
Warnings/Probations	0	0	0



Figure 2: HighMark teacher retention history.



Board Member Annual Commitment to Ethical Behavior

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

Signature _____
Board Member Name Date

Signature _____
Board Member Name Date

Signature _____
Board Member Name Date

Signature _____
Board Member Name Date

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Board Member Name Date

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Board Member Name Date

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Board Member Name Date

HighMark Charter School
Statement of Activities
Final Amended 23-24 and Proposed 24-25 Budget

	Year-to-Date April 30, 2024	Annual June 30, 2024	Proposed June 30, 2025
	Actual	Budget	Proposed
Income			
Revenue From Local Sources			
1510 - Interest on Investments	89,333	95,000	90,000
1741 - General Student Fees	1,074	1,000	1,100
1743 - Curricular Activity Fees	23,272	25,000	25,000
1745 - Co-Curricular Activity Fees	2,231	0	2,000
1747 - Extra-Curricular Activity Fees	57,783	45,000	45,000
1750 - School Vending & Stores (Gross Sales)	18,181	20,000	20,000
1910 - Rentals	13,164	13,500	14,000
1920 - Contributions and Donations From Private Sources	11,560	12,000	10,000
1990 - Miscellaneous	109,842	115,000	115,000
1990-001 - Field Trips	2,485	2,400	2,500
Total Revenue From Local Sources	328,925	328,900	324,600
Revenue From State Sources			
3005 - Regular School Programs K	170,226	204,272	182,898
3010 - Regular School Programs 1-12	2,097,724	2,507,478	2,627,036
3020 - Professional Staff	174,469	209,363	216,607
3100 - Restricted Basic School Programs	526,573	630,344	656,781
3200 - Related to the Basic Programs	1,866,771	2,222,752	2,357,746
3300 - Special Populations	19,848	25,280	-
3400 - Other Programs	345,855	413,363	435,813
3500 - One-time Funding	235,349	262,713	273,087
3800 - Non-MSP State Revenues (via USBE)	5,000	28,059	61,000
Total Revenue From State Sources	5,441,815	6,503,624	6,810,968
Revenue From Federal Sources			
4200 - Unrestricted Revenue Received From Federal Government Through The State	-	47,034	-
4522 - IDEA - B -- Pre-School Disabled (Sec 619)	-	4,173	4,173
4524 - IDEA - B -- Disabled (PL 101-476)	-	108,320	108,320
4800 - Federal No Child Left Behind	-	624	624
Total Revenue From Federal Sources	-	160,151	113,117
Revenue from Other Sources			
5200 - Transfers In From Other Funds	-	450,000	-
Total Revenue from Other Sources	-	450,000	-
Total Income	5,770,740	7,442,675	7,248,685
Expenses			
Instruction/Salaries			
0121 - Salaries - Principals and Assistants	263,491	333,000	335,000
0131 - Salaries - Teachers	1,916,620	2,900,000	3,015,000
0132 - Salaries - Substitute Teachers	24,604	35,000	35,000
0142 - Salaries - Guidance Personnel	55,017	81,000	85,000
0152 - Salaries - Secretarial and Clerical Personnel	56,637	70,000	75,000
0161 - Salaries - Teacher Aides and Para-Professionals	353,095	415,000	495,000
Total Instruction/Salaries	2,669,464	3,834,000	4,040,000
Employee Benefits			
0220 - Social Security	200,554	285,000	309,061
0230 - Local Retirement	68,988	100,000	110,000
0240 - Group Insurance	69,518	100,000	110,000
0270 - Industrial Insurance	4,005	6,000	7,000
0280 - Unemployment Insurance	35,990	55,000	55,000
0290 - Other Employee Benefits	1,502	5,000	5,000
Total Employee Benefits	380,557	551,000	596,061
Purchased Prof & Tech Serv			
0320 - Professional - Educational Services	95,319	105,000	110,000
0330 - Professional Employee Training and Development	1,829	5,000	10,000
0340 - Other Professional Services	43,897	65,000	65,000
0345 - Business Services	274,454	298,000	325,000
0350 - Technical Services	70,715	85,000	95,000
Total Purchased Professional & Technical Services	486,214	558,000	605,000
Purchased Property Services			
0410 - Utility Services	13,444	17,500	20,000
0422 - Snow Removal Services	14,492	14,500	20,000
0423 - Custodial Services	44,721	60,000	65,000

0424 - Lawn Care Services	14,585	30,000	30,000
0430 - Repairs & Maintenance Services	28,061	60,000	60,000
0441 - Rental of Land & Buildings	120	500	500
0450 - Construction Services	8,934	10,000	61,000
0490 - Other Purchased Property Services	2,423	10,000	10,000
Total Purchased Property Services	126,780	202,500	266,500
Other Purchased Services			
0513 - Student Transportation Services - Commercial	7,268	15,000	15,000
0517 - Student Overnight Trips/Field Trips	775	1,000	1,000
0518 - Student Day Trips/Field Trips (includes Admission Charges)	6,760	10,000	10,000
0521 - Property Insurance	25,439	25,500	30,000
0522 - Liability Insurance	1,500	1,500	-
0530 - Communication (Telephone & Other)	9,643	12,000	15,000
0540 - Advertising	838	1,000	5,000
0561 - Student Tuition to other LEAs In State	300	500	1,000
0580 - Travel/Per Diem	2,266	5,000	7,500
Total Other Purchased Services	54,789	71,500	84,500
Supplies & Materials			
0610 - General Supplies	138,975	200,000	180,000
0610-001 - Furniture and Fixtures (not capitalized)	7,559	10,000	10,000
0610-002 - Other Food Purchases	85,367	100,000	115,000
0621 - Natural Gas	19,652	25,000	30,000
0622 - Electricity	30,908	42,500	50,000
0641 - Textbooks	2,861	20,000	15,000
0642 - E-Textbooks / Online Curriculum	17,531	30,000	30,000
0644 - Library Books	208	500	500
0650 - Supplies - Technology Related	80,833	90,000	110,000
0670 - Software	20,721	25,000	30,000
0680 - Maintenance Supplies and Materials	13,722	20,000	20,000
Total Supplies & Materials	418,337	563,000	590,500
Property			
0733 - Capitalized Furniture and Fixtures	55,634	330,000	225,000
0734 - Technology Related Hardware	10,813	11,000	-
Total Property	66,447	341,000	225,000
Debt Services & Miscellaneous			
0810 - Dues and Fees	24,761	30,000	35,000
0810-001 - UBTI Federal Tax	3,997	-	-
0830 - Interest	356,678	421,017	409,902
0840 - Redemption of Principal	646,973	686,836	241,778
Total Debt Services & Miscellaneous	1,032,409	1,137,853	686,680
Total Expenses	5,234,997	7,258,853	7,094,241
Total Net Income	535,743	183,822	154,444

Highmark Charter School
Budget Summary
Final Amended 23-24 & 24-25 Preliminary Budgets

	FY24	FY25
	6/30/2024	6/30/2025
	Final Amended	Preliminary
Income		
Revenue From Local Sources	328,900	324,600
Revenue From State Sources	6,503,624	6,810,969
Revenue From Federal Sources	160,150	113,116
Revenue From Other Sources	450,000	-
Total Income	7,442,674	7,248,685
Expenses		
Instruction/Salaries	3,834,000	4,040,000
Employee Benefits	551,000	596,061
Purchased Prof & Tech Serv	558,000	605,000
Purchased Property Services	202,500	266,500
Other Purchased Services	71,500	84,500
Supplies & Materials	563,000	590,500
Property	341,000	225,000
Debt Services & Miscellaneous	1,137,852	686,680
Total Expenses	7,258,852	7,094,241
Total Net Income	183,822	154,444



OFFICE OF THE
STATE AUDITOR

Questionnaire

Revised December 2020

Fraud Risk Assessment

INSTRUCTIONS:

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

Fraud Risk Assessment

Continued

*Total Points Earned: 375 /395 *Risk Level: Very Low Low Moderate High Very High
 > 355 316-355 276-315 200-275 < 200

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

*Entity Name: HighMark Charter School

*Completed for Fiscal Year Ending: June 30, 2024 *Completion Date: May 24, 2024

*CAO Name: Shawn Miehlike *CFO Name: Blake Petersen

*CAO Signature: _____ *CFO Signature: _____

*Required

Basic Separation of Duties

See the following page for instructions and definitions.

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

* MC = Mitigating Control

Basic Separation of Duties

Continued

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

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

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

Definitions:

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

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

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

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

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

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

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

Fraud Risk Assessment

Continued

*Total Points Earned: ____/395 *Risk Level:

Very Low	Low	Moderate	High	Very High
> 355	316-355	276-315	200-275	< 200

	Yes	Pts
1. Does the entity have adequate basic separation of duties or mitigating controls as outlined in the attached Basic Separation of Duties Questionnaire?	200	200
2. Does the entity have governing body adopted written policies in the following areas:		
a. Conflict of interest?	0	5
b. Procurement?	5	5
c. Ethical behavior?	0	5
d. Reporting fraud and abuse?	0	5
e. Travel?	0	5
f. Credit/Purchasing cards (where applicable)?	5	5
g. Personal use of entity assets?	5	5
h. IT and computer security?	5	5
i. Cash receipting and deposits?	5	5
3. Does the entity have a licensed or certified (CPA, CGFM, CMA, CIA, CFE, CGAP, CPFO) expert as part of its management team?	20	20
a. Do any members of the management team have at least a bachelor's degree in accounting?	10	10
4. Are employees and elected officials required to annually commit in writing to abide by a statement of ethical behavior?	20	20
5. Have all governing body members completed entity specific (District Board Member Training for local/special service districts & interlocal entities, Introductory Training for Municipal Officials for cities & towns, etc.) online training (training.auditor.utah.gov) within four years of term appointment/election date?	20	20
6. Regardless of license or formal education, does at least one member of the management team receive at least 40 hours of formal training related to accounting, budgeting, or other financial areas each year?	20	20
7. Does the entity have or promote a fraud hotline?	20	20
8. Does the entity have a formal internal audit function?	0	20
9. Does the entity have a formal audit committee?	20	20

*Entity Name: HIGHMARK CHARTER SCHOOL

*Completed for Fiscal Year Ending: 6/30/2023 *Completion Date: _____

*CAO Name: SHAWN MIEHLKE *CFO Name: BLAKE PETERSEN

*CAO Signature: _____ *CFO Signature: _____

*Required

Basic Separation of Duties

See the following page for instructions and definitions.

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

* MC = Mitigating Control

HighMark Charter School Board of Directors Meeting

Date: March 25, 2024

Time: 7:00PM

Location: 2467 E South Weber Drive, South Weber, UT 84405

In Attendance: Richard Bigler, Lori Drake, Blake Petersen, Tyree Simonich, Rory Ukena

Others In Attendance: Shawn Miehke, Krystal Taylor, Janey Stoddard, Ryan Smith, Kim McVey



MINUTES

CALL TO ORDER- Richard Bigler called the meeting to order at 7:00PM.

PUBLIC COMMENT- There were no public comments.

REPORTS & TRAINING

- Principal's Report
Shawn Miehke updated the board on the recent state comprehensive review. Richard Bigler commented how impressed he was with the overall results of the review. The state seemed to be extremely impressed with HighMark and the SWOT analysis that was completed. Janey Stoddard was present at the review meeting, and highlighted the praise and encouraging remarks that were made from the review. The final accreditation report will be coming shortly and Shawn Miehke will provide that to the board when it arrives. Enrollment is looking solid for the upcoming school year. Teachers are being sent to a training in Chicago this summer. Rory Ukena joined the meeting at 7:11PM.
- Budget Report
Blake Petersen reviewed current financial projections. The tax return has been prepared and will be sent off to Richard Bigler for signature. Overall numbers are healthy and looking to be on track.
- Open and Public Meetings Act Training
Krystal Taylor provided to the board a training on the open and public meetings act. This training outlines the laws and regulations surrounding the board, which is a public body. There were clarifying questions surrounding GRAMA and the laws surrounding those requests.

CONSENT ITEMS

- January 22, 2024 Board Meeting and Closed Session Minutes
Lori Drake made a motion to approve the January 22, 2024 Board Meeting and Closed Session Minutes. Blake Petersen seconded. Motion passed unanimously. Votes were as follows: Richard Bigler, Aye; Blake Petersen, Aye; Lori Drake, Aye; Tyree Simonich, Aye; Rory Ukena, Aye.

VOTING ITEMS AND DISCUSSION ITEMS

- 2024/2025 School LAND Trust Plan

- Furniture Purchase

Shawn Miehlike outlined the details of the School LAND Trust Plan and how the funds awarded through this are being allocated. The funds will be used towards salaries and Chromebooks. The plan is similar to the current year's plan.

Shawn Miehlike sent over room designs and provided a look book to the board. There are needs for additional customized furniture on the upper level classrooms. After looking at the overall budget, there have been funds allocated towards additional furniture. Options for furniture were provided to the teachers for further input. This purchase will be the final purchase to complete new furniture throughout the building.

Rory Ukena made a motion to approve the 2024/2025 School LAND Trust Plan; Furniture Purchase for up to \$275,000. Lori Drake seconded. Motion passed unanimously. Votes were as follows: Richard Bigler, Aye; Blake Petersen, Aye; Lori Drake, Aye; Tyree Simonich, Aye; Rory Ukena, Aye.

- Rescind Learner Validated Program Policy

- Rescind Religion and Education Policy

Krystal Taylor and Janey Stoddard explained the reasoning for the above policies need to be rescinded. The Religion and Education Policy will be transferred into a procedure.

Richard Bigler made a motion to rescind the learner validated program policy and to rescind the religion and education policy. Blake Petersen seconded. Motion passed unanimously. Votes were as follows: Richard Bigler, Aye; Blake Petersen, Aye; Lori Drake, Aye; Tyree Simonich, Aye; Rory Ukena, Aye.

CALENDARING

- Schedule Next Board Meeting in May

- National Charter School Conference- Boston, June 30-July 3rd

The board will meet on May 29th for a year end meeting. The final budget and proposed budget will be available to review and approve at this time. The UAPCS conference will be held on June 11th and 12th at the Davis Conference center. The board praised the UAPCS conference and how educational the speakers and presenters are.

CLOSED SESSION- to discuss the character, professional competence, or physical or mental health of an individual pursuant to Utah Code 52-4-205(1)(a).

At 7:53PM. Rory Ukena made a motion to move into closed session located at HighMark Charter School in the art room. Blake Petersen seconded. Votes were as follows: Richard Bigler, Aye; Blake Petersen, Aye; Lori Drake, Aye; Tyree Simonich, Aye; Rory Ukena, Aye. Motion passed unanimously.

ADJOURN

At 8:32 PM Richard Bigler made a motion to come out of closed session and adjourn. Lori Drake seconded. Votes were as follows: Richard Bigler, Aye; Blake Petersen, Aye; Lori Drake, Aye; Tyree Simonich, Aye; Rory Ukena, Aye. Motion passed unanimously.

**HighMark Charter School
Board of Directors Closed Session**

Meeting Date: March 25, 2024

Location: 2467 E. South Weber Drive, South Weber, UT 84405

CLOSED SESSION SWORN STATEMENT:

At a duly noticed public meeting held on the date listed above, the board of directors for HighMark Charter School entered into a closed session for the sole purpose of discussing the character, professional competence, or physical or mental health of an individual in accordance with Utah Code Ann. 52-4-2(1)(a).

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

Signed on the 25th day of March, 2024 at 2467 E. South Weber Drive, South Weber, UT 84405.



Richard Bigler, Board Chair

DRAFT

May 1, 2024

Board of Directors

School

Address

City, State

You have requested that we audit the financial statements of the governmental activities and each major fund of School as of June 30, 2024, and for the year then ended, and the related notes to the financial statements, which collectively comprise School's basic financial statements.

In addition, we will audit the entity's compliance over major federal award programs for the period ended June 30, 2024, if necessary. We are pleased to confirm our acceptance and our understanding of this audit engagement by means of this letter.

Our audits will be conducted with the objectives of our expressing an opinion on each opinion unit and an opinion on compliance regarding the entity's major federal award programs. The objectives of our audit of the financial statements are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with auditing standards generally accepted in the United States of America (GAAS) and in accordance with *Government Auditing Standards*, and/or any state or regulatory audit requirements will always detect a material misstatement when it exists. Misstatements, including omissions, can arise from fraud or error and are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

The objectives of our compliance audit are to obtain sufficient appropriate audit evidence to form an opinion and report at the level specified in the governmental audit requirement about whether the entity complied in all material respects with the applicable compliance requirements and identify audit and reporting requirements specified in the governmental audit requirement that are supplementary to GAAS and *Government Auditing Standards*, if any, and perform procedures to address those requirements.

Accounting principles generally accepted in the United States of America (U.S. GAAP), as promulgated by the Governmental Accounting Standards Board (GASB), require that Management's Discussion and Analysis, Statement of Revenues, Expenditures and Changes in Fund Balance – Budget and Actual – General Fund and Notes to Required Supplementary Information be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. As part of our engagement, we will apply certain limited procedures to the required supplementary information (RSI) in accordance with auditing standards generally accepted in the United States of America. These limited procedures will consist primarily of inquiries of management regarding their methods of measurement and presentation and comparing the information for consistency with management's responses to our inquiries. We will not express an opinion or provide any form of assurance on the RSI. The following RSI is required by accounting principles generally

accepted in the United States of America. This RSI will be subjected to certain limited procedures but will not be audited:

- Management’s Discussion and Analysis
- Statement of Revenues, Expenditures and Changes in Fund Balances - Budget and Actual – General Fund
- Notes to Required Supplementary Information

Schedule of Expenditures of Federal Awards

We will subject the schedule of expenditures of federal awards to the auditing procedures applied in our audit of the basic financial statements and certain additional procedures, including comparing and reconciling the schedule to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and additional procedures in accordance with auditing standards generally accepted in the United States of America. We intend to provide an opinion on whether the schedule of expenditures of federal awards is presented fairly in all material respects in relation to the financial statements as a whole.

Data Collection Form

Prior to the completion of our engagement, we will complete the sections of the Data Collection Form that are our responsibility. The form will summarize our audit findings, amounts and conclusions. It is management’s responsibility to submit a reporting package including financial statements, schedule of expenditure of federal awards, summary schedule of prior audit findings and corrective action plan along with the Data Collection Form to the federal audit clearinghouse. The financial reporting package must be text searchable, unencrypted, and unlocked. Otherwise, the reporting package will not be accepted by the federal audit clearinghouse. We will assist you in the electronic submission and certification. You may request from us copies of our report for you to include with the reporting package submitted to pass-through entities.

The Data Collection Form is required to be submitted within the *earlier* of 30 days after receipt of our auditors’ reports or nine months after the end of the audit period, unless specifically waived by a federal cognizant or oversight agency for audits. Data Collection Forms submitted untimely are one of the factors in assessing programs at a higher risk.

Audit of the Financial Statements

We will conduct our audits in accordance with GAAS, the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States of America, the audit requirements of Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance) and, if applicable, in accordance with any state or regulatory audit requirements. As part of an audit of financial statements in accordance with GAAS and in accordance with Government Auditing Standards, Uniform Guidance and/or any state or regulatory audit requirements we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of control.

- Obtain an understanding of the system of internal control in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. However, we will communicate to you in writing concerning any significant deficiencies or material weaknesses in internal control relevant to the audit of the financial statements that we have identified during the audit.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- Conclude, based on the audit evidence obtained, whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for a reasonable period of time.

Because of the inherent limitations of an audit, together with the inherent limitations of internal control, an unavoidable risk that some material misstatements or noncompliance may not be detected exists, even though the audit is properly planned and performed in accordance with GAAS and *Government Auditing Standards* of the Comptroller General of the United States of America and/or state or regulatory audit requirements.

Our responsibility as auditors is limited to the period covered by our audit and does not extend to any other periods.

We will issue a written report upon completion of our audit of the School's basic financial statements. Our report will be addressed to the governing body of the School. Circumstances may arise in which our report may differ from its expected form and content based on the results of our audit. Depending on the nature of these circumstances, it may be necessary for us to modify our opinions, add an emphasis-of-matter or other-matter paragraph(s) to our auditor's report, or if necessary, withdraw from the engagement. If our opinions on the basic financial statements are other than unmodified, we will discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed opinions, we may decline to express opinions or to issue a report as a result of this engagement.

In accordance with the requirements of *Government Auditing Standards*, we will also issue a written report describing the scope of our testing over internal control over financial reporting and over compliance with laws, regulations, and provisions of grants and contracts, including the results of that testing. However, providing an opinion on internal control and compliance over financial reporting will not be an objective of the audit and, therefore, no such opinion will be expressed.

We also will issue a written report on our financial statement and single audit upon completion of our audit.

Audit of Major Program Compliance

Our audit of the School's major federal award program(s) compliance will be conducted in accordance with the requirements of the Single Audit Act, as amended; and the Uniform Guidance and will include tests of accounting records, a determination of major programs in accordance with the Uniform Guidance, and other procedures we consider necessary to enable us to express such an opinion on major federal award program compliance and to render the required reports. We cannot provide assurance that an unmodified opinion on compliance will be expressed. Circumstances may arise in which it is necessary for us to modify our opinion or withdraw from the engagement.

The Uniform Guidance requires that we also plan and perform the audit to obtain reasonable assurance about whether the material noncompliance with applicable laws and regulations, the provisions of contracts and grant

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

As part of a compliance audit in accordance with GAAS and in accordance with *Government Auditing Standards*, we exercise professional judgment and maintain professional skepticism throughout the audit. We also identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks.

Our procedures will consist of determining major federal programs and performing the applicable procedures described in the U.S. Office of Management and Budget *OMB Compliance Supplement* for the types of compliance requirements that could have a direct and material effect on each of the entity's major programs, and performing such other procedures as we considers necessary in the circumstances. The purpose of those procedures will be to express an opinion on the entity's compliance with requirements applicable to each of its major programs in our report on compliance issued pursuant to the Uniform Guidance.

Also, as required by the Uniform Guidance, we will obtain an understanding of the entity's internal control over compliance relevant to the audit in order to design and perform tests of controls to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with compliance requirements applicable to each of the entity's major federal award programs. Our tests will be less in scope than would be necessary to render an opinion on these controls and, accordingly, no opinion will be expressed in our report. However, we will communicate to you, regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we have identified during the audit.

We will issue a report on compliance that will include an opinion or disclaimer of opinion regarding the entity's major federal award programs, and a report on internal controls over compliance that will report any significant deficiencies and material weaknesses identified; however, such report will not express an opinion on internal control.

Management Responsibilities

Our audit will be conducted on the basis that management and, when appropriate, those charged with governance, acknowledge and understand that they have responsibility:

1. For the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America;
2. For the design, implementation, and maintenance of the system of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error;
3. For identifying, in its accounts, all federal awards received and expended during the period and the federal programs under which they were received;

4. For maintaining records that adequately identify the source and application of funds for federally funded activities;
5. For preparing the schedule of expenditures of federal awards (including notes and noncash assistance received) in accordance with the Uniform Guidance;
6. For designing, implementing, and maintaining effective internal control over federal awards that provides reasonable assurance that the entity is managing federal awards in compliance with federal statutes, regulations, and the terms and conditions of the federal awards;
7. For identifying and ensuring that the entity complies with federal laws, statutes, regulations, rules, provisions of contracts or grant agreements, and the terms and conditions of federal award programs and implementing systems designed to achieve compliance with applicable federal statutes, regulations, and the terms and conditions of federal award programs;
8. For disclosing accurately, currently, and completely, the financial results of each federal award in accordance with the requirements of the award;
9. For identifying and providing report copies of previous audits, attestation engagements, or other studies that directly relate to the objectives of the audit, including whether related recommendations have been implemented;
10. For taking prompt action when instances of noncompliance are identified;
11. For addressing the findings and recommendations of auditors, for establishing and maintaining a process to track the status of such findings and recommendations and taking corrective action on reported audit findings from prior periods and preparing a summary schedule of prior audit findings;
12. For following up and taking corrective action on current year audit findings and preparing a corrective action plan for such findings;
13. For submitting the reporting package and data collection form to the appropriate parties;
14. For making the auditor aware of any significant contractor relationships where the contractor is responsible for program compliance;
15. To provide us with:
 - a. Access to all information of which management is aware that is relevant to the preparation and fair presentation of the financial statements including disclosures, and relevant to federal award programs, such as records, documentation, and other matters;
 - b. Additional information that we may request from management for the purpose of the audit; and
 - c. Unrestricted access to persons within the entity and others from whom we determine it necessary to obtain audit evidence.
16. For adjusting the financial statements to correct material misstatements and confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the current year period(s) under audit are immaterial, both individually and in the aggregate, to the financial statements as a whole;
17. For acceptance of nonattest services, including identifying the proper party to oversee nonattest work;
18. For maintaining adequate records, selecting and applying accounting principles, and safeguarding assets;
19. For informing us of any known or suspected fraud affecting the entity involving management, employees with significant role in the system of internal control and others where fraud could have a material effect on compliance;
20. For the accuracy and completeness of all information provided;
21. For taking reasonable measures to safeguard protected personally identifiable and other sensitive information; and
22. For confirming your understanding of your responsibilities as defined in this letter to us in your management representation letter.

With regard to the schedule of expenditures of federal awards referred to above, you acknowledge and understand your responsibility (a) for the preparation of the schedule of expenditures of federal awards in

accordance with the Uniform Guidance, (b) to provide us with the appropriate written representations regarding the schedule of expenditures of federal awards, (c) to include our report on the schedule of expenditures of federal awards in any document that contains the schedule of expenditures of federal awards and that indicates that we have reported on such schedule, and (d) to present the schedule of expenditures of federal awards with the audited financial statements, or if the schedule will not be presented with the audited financial statements, to make the audited financial statements readily available to the intended users of the schedule of expenditures of federal awards no later than the date of issuance by you of the schedule and our report thereon.

With regard to the supplementary information referred to above, you acknowledge and understand your responsibility (a) for the preparation of the supplementary information in accordance with the applicable criteria, (b) to provide us with the appropriate written representations regarding supplementary information, (c) to include our report on the supplementary information in any document that contains the supplementary information and that indicates that we have reported on such supplementary information, and (d) to present the supplementary information with the audited financial statements, or if the supplementary information will not be presented with the audited financial statements, to make the audited financial statements readily available to the intended users of the supplementary information no later than the date of issuance by you of the supplementary information and our report thereon.

As part of our audit process, we will request from management and, when appropriate, those charged with governance, written confirmation concerning representations made to us in connection with the audit.

We understand that your employees will prepare all confirmations we request and will locate any documents or invoices selected by us for testing.

If you intend to publish or otherwise reproduce the financial statements and make reference to our firm, you agree to provide us with printers' proofs or masters for our review and approval before printing. You also agree to provide us with a copy of the final reproduced material for our approval before it is distributed.

Nonattest Services

With respect to any nonattest services we perform, we agree to perform the following:

- Prepare federal and state income tax returns.
- Prepare or assist with preparing financial statements in conformity with U.S. generally accepted accounting principles based on information provided by you.
- Complete the auditee's portion of the Data Collection Form, as applicable.
- Prepare or assist in preparing the government-wide statements and conversion entries and note disclosures.
- Assistance with preparation of Schedule of Expenditures, as applicable.

We will not assume management responsibilities on behalf of the School. The School's management understands and agrees that any advice or recommendation we may provide in connection with our audit engagement are solely to assist management in performing its responsibilities.

The School's management is responsible for (a) making all management decisions and performing all management functions; (b) assigning a competent individual to oversee the services; (c) evaluating the adequacy of the services performed; (d) evaluating and accepting responsibility for the results of the services performed; and (e) designing, implementing, and maintaining the system of internal control, including the process used to monitor the system of internal control.

Our responsibilities and limitations of the nonattest services are as follows:

- We will perform the services in accordance with applicable professional standards.
- The nonattest services are limited to the services previously outlined above. Our firm, in its sole professional judgment, reserves the right to refuse to do any procedure or take any action that could be construed as making management decisions or assuming management responsibilities. Our firm will advise the School with regard to tax positions taken in the preparation of the tax return, but the School must make all decisions with regard to those matters.

Fees and Timing

Ken Jeppesen is the engagement partner for the audit services specified in this letter. He will be assisted with the Single Audit portion of the engagement (as necessary) by Paul Skeen. The engagement partner's responsibilities include supervising services performed as part of this engagement and signing or authorizing another qualified firm representative to sign the audit report.

Our fees are based on the amount of time required at various levels of responsibility, plus actual out-of-pocket expenses, administrative charges and a technology fee. Invoices are payable upon presentation. We estimate that our fees for the financial statement audit and state compliance procedures will be \$12,985. If a Single Audit is required, these fees will be billed separately. The information return (Form 990) fees are estimated at \$1,900.

The ability to perform and complete our engagement consistent with the estimated fee included above depends upon the quality of your underlying accounting records and the timeliness of your personnel in providing information and responding to our requests. To assist with this process, we will provide you with an itemized request list that identifies the information you will need to prepare and provide in preparation for our engagement, as well as the requested delivery date for those items. A lack of preparation, including not providing this information in an accurate and timely manner, unanticipated audit adjustments, and/or untimely assistance by your personnel may result in an increase in our fees and/or a delay in the completion of our engagement.

We may be requested to make certain audit documentation available to outside parties, including regulators, pursuant to authority provided by law or regulation or applicable professional standards. If requested, access to such audit documentation will be provided under the supervision of Eide Bailly LLP's personnel. Furthermore, upon request, we may provide copies of selected audit documentation to the outside party, who may intend, or decide, to distribute the copies of information contained therein to others, including other governmental agencies. We will be compensated for any time and expenses, including time and expenses of legal counsel, we may incur in making such audit documentation available or in conducting or responding to discovery requests or participating as a witness or otherwise in any legal, regulatory, or other proceedings as a result of our Firm's performance of these services. You and your attorney will receive, if lawful, a copy of every subpoena we are asked to respond to on your behalf and will have the ability to control the extent of the discovery process to control the costs you may incur.

Should our relationship terminate before our audit procedures are completed and a report issued, you will be billed for services to the date of termination. All bills are payable upon receipt. A service charge of 1% per month, which is an annual rate of 12%, will be added to all accounts unpaid 30 days after billing date. If collection action is necessary, expenses and reasonable attorney's fees will be added to the amount due.

Other Matters

During the course of the engagement, we will only provide confidential engagement documentation to you via Eide Bailly's secure portal or other secure methods, and request that you use the same or similar tools in providing information to us. Should you choose not to utilize secure communication applications, you acknowledge that such communication contains a risk of the information being made available to unintended third parties. Similarly, we may communicate with you or your personnel via e-mail or other electronic methods, and you acknowledge that communication in those mediums contains a risk of misdirected or intercepted communications.

Should you provide us with remote access to your information technology environment, including but not limited to your financial reporting system, you agree to (1) assign unique usernames and passwords for use by our personnel in accessing the system and to provide this information in a secure manner; (2) limit access to "read only" to prevent any unintentional deletion or alteration of your data; (3) limit access to the areas of your technology environment necessary to perform the procedures agreed upon; and (4) disable all usernames and passwords provided to us upon the completion of procedures for which access was provided. We agree to only access your technology environment to the extent necessary to perform the identified procedures.

Regarding the electronic dissemination of audited financial statements, including financial statements published electronically on your website or elsewhere, you understand that electronic sites are a means to distribute information and, therefore, we are not required to read the information contained in these sites or to consider the consistency of other information in the electronic site with the original document.

Professional standards prohibit us from being the sole host and/or the sole storage for your financial and non-financial data. As such, it is your responsibility to maintain your original data and records and we cannot be responsible to maintain such original information. By signing this engagement letter, you affirm that you have all the data and records required to make your books and records complete.

We may use third party service providers and/or affiliated entities (including Eide Bailly Shared Services Private Limited) (collectively, "service providers") in order to facilitate delivering our services to you. Our use of service providers may require access to client information by the service provider. We will take reasonable precautions to determine that they have the appropriate procedures in place to prevent the unauthorized release of confidential information to others. We will remain responsible for the confidentiality of client information accessed by such service provider and any work performed by such service provider. You acknowledge that your information may be disclosed to such service providers, including those outside the United States.

Neither of us may use or disclose the other's confidential information for any purpose except as permitted under this engagement letter or as otherwise necessary for Eide Bailly to provide the services. Your confidential information is defined as any information you provide to us that is not available to the public. Eide Bailly's confidential information includes our audit documentation for this engagement. Our audit documentation shall at all times remain the property of Eide Bailly LLP. The confidentiality obligations described in this paragraph shall supersede and replace any and all prior confidentiality and/or nondisclosure agreements (NDAs) between us.

We agree to retain our audit documentation or work papers for a period of at least eight years from the date of our report.

Further, we will be available during the year to consult with you on financial management and accounting matters of a routine nature.

You agree to share all facts that may affect your financial statements, even if you first become aware of those facts after the date of the auditor's report but before the date your financial statements are issued.

At the conclusion of our audit engagement, we will communicate to management and the board of directors the following significant findings from the audit:

- Our view about the qualitative aspects of the entity's significant accounting practices;
- Significant difficulties, if any, encountered during the audit;
- Uncorrected misstatements, other than those we believe are trivial, if any;
- Disagreements with management, if any;
- Other findings or issues, if any, arising from the audit that are, in our professional judgment, significant and relevant to those charged with governance regarding their oversight of the financial reporting process;
- Material, corrected misstatements that were brought to the attention of management as a result of our audit procedures;
- Representations we requested from management;
- Management's consultations with other accountants, if any; and
- Significant issues, if any, arising from the audit that were discussed, or the subject of correspondence, with management.

Government Auditing Standards require that we provide, upon request, a copy of our most recent external peer review report and any subsequent review reports to the party contracting for the audit. Accordingly, we will provide a copy of our most recent peer review report at your request.

MEDIATION

Any disagreement, controversy or claim arising out of or related to any aspect of our services or relationship with you (hereafter a "Dispute") shall, as a precondition to litigation in court, first be submitted to mediation. In mediation, the parties attempt to reach an amicable resolution of the Dispute with the aid of an impartial mediator. Mediation shall begin by service of a written demand. The mediator will be selected by mutual agreement. If we cannot agree on a mediator, one shall be designated by the American Arbitration Association ("AAA"). Mediation shall be conducted with the parties in person in Ogden, Utah. Each party will bear its own costs in the mediation. The fees and expenses of the mediator will be shared equally by the parties. Neither party may commence a lawsuit until the mediator declares an impasse.

LIMITED INDEMNITY

Eide Bailly LLP and its partners, affiliates, officers and employees (collectively "Eide Bailly") shall not be responsible for any misstatements in your financial statements and tax return that we may fail to detect as a result of misrepresentations or concealment of information by any of your owners, directors, officers or employees. You shall indemnify and hold Eide Bailly harmless from any claims, losses, settlements, judgments, awards, damages and attorneys' fees arising from any such misstatement or concealment of information.

If through no fault of Eide Bailly we are named as a party to a dispute between you and a third party, you shall indemnify and hold Eide Bailly harmless against any losses, damages, settlements, judgments, awards, and the costs of litigation (including attorneys' fees) we incur in connection with the dispute.

Eide Bailly shall not be entitled to indemnification under this agreement unless the services were performed in accordance with professional standards in all material respects.

LIMITATION OF LIABILITY

The exclusive remedy available to you for any alleged loss or damages arising from or related to Eide Bailly's services or relationship with you shall be the right to pursue claims for actual damages that are directly caused by Eide Bailly's breach of this agreement or Eide Bailly's violation of applicable professional standards. In no event shall Eide Bailly's aggregate liability to you exceed two times fees paid under this agreement, nor shall Eide Bailly ever be liable to you for incidental, consequential, punitive or exemplary damages, or attorneys' fees.

TIME LIMITATION

You may not bring any legal proceeding against Eide Bailly unless it is commenced within twenty-four (24) months ("Limitation Period") after the date when we delivered our report, return, or other deliverable under this agreement to you, regardless of whether we do other services for you or that may relate to the audit and tax return preparation. The Limitation Period applies and begins to run even if you have not suffered any damage or loss, or have not become aware of a possible Dispute.

GOVERNING LAW AND VENUE

Any Dispute between us, including any Dispute related to the engagement contemplated by this agreement, shall be governed by Minnesota law. Any unresolved Dispute shall be submitted to a federal or state court located in Minneapolis, Minnesota.

ASSIGNMENTS PROHIBITED

You shall not assign, sell, barter or transfer any legal rights, causes of actions, claims or Disputes you may have against Eide Bailly to any person.

Please sign and return the attached copy of this letter to indicate your acknowledgment of, and agreement with, the arrangements for our audit of the financial statements including our respective responsibilities.

We appreciate the opportunity to be your certified public accountants and look forward to working with you and your staff.

Respectfully,

Kenneth D. Jeppesen
Partner

RESPONSE:

This letter correctly sets forth our understanding.

Acknowledged and agreed on behalf of the School by:

Name: _____

Title: _____



Customer Quote Summary

Highmark School

Quote#: 58602159

Cust#: 50002785

Billing Information:

HIGHMARK SCHOOL
 BOOKEEPER
 2467 E SOUTH WEBER DR
 SOUTH WEBER,UT 84405
 DAVIS US

Phone: (801)476-8426

Fax:

Contact Name:ARICKA YOCOM

Squad Type: JUNIOR HIGH

Tax Exempt? Y **On File?**

Tax Rate: 0 % **Tax Freight?** N

Shipping Information:

HIGHMARK SCHOOL
 ARIKA YOCOM - CHEER
 2467 E SOUTH WEBER DR
 SOUTH WEBER,UT 84405
 DAVIS US

Phone: (801)476-8426

Phone: (801)476-4627

Squad Class: CHEER

Tax# 12081893-002-STC

Alternate Shipping:

Email:asy.ate@hotmail.com

Squad Group:ALL SPORTS/YR ROUND

Expiration Date:

Invoice Comments:

#	Style#/Package#	Description	Colors	Word	Qty	Unit Price	Unit Total
1	DBLR2404CV - Discount	Dance Bodyliner			18	\$70.95	\$1,277.10
					18	(\$3.55)	(\$63.90)
2	MFS2113B - Discount	VSF MotionFLEX Skirt			18	\$90.95	\$1,637.10
					18	(\$4.55)	(\$81.90)
3	MNBN1 - Discount	Individual Name Monogram	KEL		18	\$11.25	\$202.50
					18	(\$0.56)	(\$10.08)
4	DT2404SW - Discount	Dance Top			18	\$95.95	\$1,727.10
					18	(\$4.80)	(\$86.40)
5	CFACDAR3 - Discount	3 Clr Double Arch	FRO FKE FWH HIGHMARK		18	\$68.50	\$1,233.00
					18	(\$3.43)	(\$61.74)
6	CFL3 - Discount	3 Color Large Letter	FRO FWH FKE H		18	\$11.75	\$211.50
					18	(\$0.59)	(\$10.62)
7	SSHDO23/TOP SHOP SCREEN	Hooded Sweatshirt			18	\$36.95	\$665.10
8	SC2401P/TOP SHOP SCREEN	Screen Print Gameday		HMCS	18	\$9.00	\$162.00

Merchandise Quote Only - Any changes to the styles and/or quantities will change the final totals.

This is not an invoice. Tax is an estimate. Sales tax, when applicable is calculated at the time your order is shipped complete and invoiced.

Title and risk of loss transfers to the customer upon delivery of goods to the common carrier.

Customer Quote Summary

Order#: 58602159

Highmark School

Cust#: 50002785

#	Style#/Package#	Description	Colors	Word	Qty	Unit Price	Unit Total
9	IDVBRTAW1/SPIRITPAK3	Sublimated Bra /Qty Price		HAWKS	18	\$39.96	\$719.28
10	IDHCSW1/SPIRITPAK3	Sublim Short/Qty Price		CHEER	18	\$37.56	\$676.08
11	VCT/SPIRITPAK3	Varsity Classic T-Shirt			18	\$14.36	\$258.48
12	2403P/SPIRITPAK3	Personalized Screen		HAWKS	18	\$7.20	\$129.60
13	B242/SPIRITPAK3	Back Design w/Names		HMCS	18	\$3.20	\$57.60
14	VCTSW/SPIRITPAK3	VSF Spec Wash Classic T			18	\$15.96	\$287.28
15	PRS244P/SPIRITPAK3	Puff/Regular Screen Combo	WHT COL	CHEER	18	\$9.60	\$172.80
16	CFRTA/SPIRITPAK3	Cotton RacerTank			18	\$18.36	\$330.48
17	HTARLW2	Heat Transfer	CBS WHS	HAWKS	18	\$35.00	\$630.00
	- Discount				18	(\$1.75)	(\$31.50)
18	CSLSK/SPIRITPAK3	VSF Stocked Skirt			18	\$19.16	\$344.88
19	MFSH13Q/SPIRITPAK3	MotionFLEX Short-Stock			18	\$23.96	\$431.28
20	V22AA	Ascend Air			18	\$119.95	\$2,159.10
	- Discount				18	(\$6.00)	(\$108.00)
21	SSP23	Bootcut SS Pant			18	\$39.95	\$719.10
	- Discount				18	(\$2.00)	(\$36.00)
22	HTFBLN	Full Block Name Transfer			18	\$18.00	\$324.00
	- Discount				18	(\$0.90)	(\$16.20)
23	SPHOL63	6" 3-Clr Holographic Pom			36	\$28.00	\$1,008.00
	- Discount				36	(\$1.40)	(\$50.40)
24	V22AA	Ascend Air			1	\$119.95	\$119.95
	- Discount				1	(\$29.99)	(\$29.99)

Order Total:	\$15,483.31
Less Discount:	(\$586.73)
Shipping/Handling:	\$1,081.00
Less S/H Discount:	(\$1,081.00)
Tax:	0 % \$.00
Total:	\$14,896.58

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Customer Quote Summary

Order#: 58602159

Highmark School

Cust#: 50002785

<u>VOC</u>	<u>Style/Package</u>	<u>Qty</u>	<u>Description</u>	<u>Disc Date</u>	<u>Unit Price</u>	<u>Unit Total</u>
1	DBLR2404CV	18	Dance Bodyliner		\$67.40	\$1,213.20 *

Detail Comment:

<u>Seq</u>	<u>Garment Detail</u>	<u>Setup</u>	<u>Setup Desc:</u>
1	Binding	FKE	Motionflex Kelly
2	Body	FWH	Motionflex White
3	Waistband	FWH	Motionflex White
4	Upper Sleeve	FWH	Motionflex White
5	Sleeve Panel	FKE	Motionflex Kelly
6	Lower Sleeve	FRO	Motionflex Royal Blue
7	Logo Color	ROY	Royal Blue



<u>Qty</u>	<u>Size/Adj</u>
4	XS
9	S
4	M
1	L

* Reflects Discounted Amount. The prices and totals represented are not yet associated with an order that is shipped complete and invoiced. This quote is subject to change pending any changes made to merchandise, shipping method or associated sale tax legislation.

Merchandise Quote Only - Any changes to the styles and/or quantities will change the final totals.

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Customer Quote Summary

Order#: 58602159

Highmark School

Cust#: 50002785

<u>VOC</u>	<u>Style/Package</u>	<u>Qty</u>	<u>Description</u>	<u>Disc Date</u>	<u>Unit Price</u>	<u>Unit Total</u>
2	MFS2113B	18	VSF MotionFLEX Skirt		\$86.40	\$1,555.20 *

Detail Comment:

<u>Seq</u>	<u>Garment Detail</u>	<u>Setup</u>	<u>Setup Desc:</u>
1	Waistband	FRO	Motionflex Royal Blue
2	Front / Back	FRO	Motionflex Royal Blue
3	Inset Panels	FKE	Motionflex Kelly
4	Side Panels	FWH	Motionflex White
5	Hem Panel	FKE	Motionflex Kelly
6	Brief Color	FRO	Motionflex Royal Blue
7	Brief Type	BOY	Boy Cut



<u>Qty</u>	<u>Size/Adj</u>
1	2XS+1
3	YM+1
3	XS+1
1	S
6	S+1
1	S+2
2	M+1
1	L+1

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Customer Quote Summary

Order#: 58602159

Highmark School

Cust#: 50002785

<u>VOC</u>	<u>Style/Package</u>	<u>Qty</u>	<u>Description</u>	<u>Disc Date</u>	<u>Unit Price</u>	<u>Unit Total</u>
3	MNBN1	18	Individual Name Monogram		\$10.69	\$192.42 *

Detail Comment:

<u>Seq</u>	<u>Garment Detail</u>	<u>Setup</u>	<u>Setup Desc:</u>	<u>W/L/M1:</u>
1	Color 1	KEL	Kelly Green	<u>W/L/M2:</u> <u>W/L/M3:</u> <u>W/L/M4:</u>

Sz: 1.00 Sew On: 2-MFS2113B Cat Ref: NEW ORDER

Position/Arrangement: Left Upper Skirt/Pant/Straight Across

Prev Ord: 0 Vch: 0

<u>Qty</u>	<u>Size/Adj</u>	<u>Ltr Name/Yr</u>	<u>Ind Name</u>
1	2XS+1	Allie	Allie Tapia
1	YM+1	Jocilynn	Jocilynn Wessman
1	YM+1	Roslyn	Roslyn LaRose
1	YM+1	Tylin	Tylin Mead
1	XS+1	Emersyn	Emersyn Schilling
1	XS+1	Emma	Emma Eddy
1	XS+1	JoCee	JoCee Lofgran
1	S	Paislie	Paislie Edwards
1	S+1	Abby	Abby Manning
1	S+1	Audri	audrianna emmertson
1	S+1	Chloe	Chloe Judkins
1	S+1	Jade	Jade Eliason
1	S+1	Maddy	Maddy Crosby
1	S+1	Morgan	Morgan Gallegos
1	S+2	Zayda	Zayda Ukena
1	M+1	Penny	penny Reed
1	M+1	Teagan	teagan bybee
1	L+1	Zohlie	Zohlie Ivan

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Customer Quote Summary

Order#: 58602159

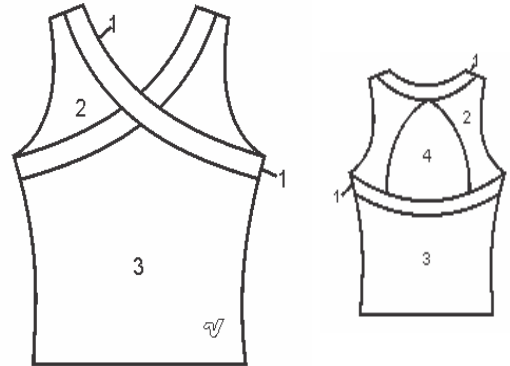
Highmark School

Cust#: 50002785

<u>VOC</u>	<u>Style/Package</u>	<u>Qty</u>	<u>Description</u>	<u>Disc Date</u>	<u>Unit Price</u>	<u>Unit Total</u>
4	DT2404SW	18	Dance Top		\$91.15	\$1,640.70 *

Detail Comment:

<u>Seq</u>	<u>Garment Detail</u>	<u>Setup</u>	<u>Setup Desc:</u>
1	Neck/Inset Panels	FKE	Motionflex Kelly
2	Upper Front / Back	FWH	Motionflex White
3	Lower Front / Back	FRO	Motionflex Royal Blue
4	Center Back	FRO	Motionflex Royal Blue
5	Front Lining	NDE	Nude
6	Logo Color	WHT	White



<u>Qty</u>	<u>Size/Adj</u>
2	XS
2	XS+1
3	S+1
4	S+2
3	M+1
3	M+2
1	L+1

<u>VOC</u>	<u>Style/Package</u>	<u>Qty</u>	<u>Description</u>	<u>Disc Date</u>	<u>Unit Price</u>	<u>Unit Total</u>
5	CFACDAR3	18	3 Clr Double Arch		\$65.08	\$1,171.44 *

Detail Comment:

<u>Seq</u>	<u>Garment Detail</u>	<u>Setup</u>	<u>Setup Desc:</u>	<u>W/L/M1:</u>
1	Color 1	FRO	Motionflex Royal Blue	HIGHMARK
2	Color 2	FKE	Motionflex Kelly	
3	Color 3	FWH	Motionflex White	

Sz: 2.00 Sew On: 4-DT2404SW Cat Ref: NEW ORDER

Position/Arrangement: Center Chest/Straight Across

Prev Ord: 0 Vch: 0

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Title and risk of loss transfers to the customer upon delivery of goods to the common carrier.

Customer Quote Summary

Order#: 58602159

Highmark School

Cust#: 50002785

<u>VOC</u>	<u>Style/Package</u>	<u>Qty</u>	<u>Description</u>	<u>Disc Date</u>	<u>Unit Price</u>	<u>Unit Total</u>
6	CFLL3	18	3 Color Large Letter		\$11.16	\$200.88 *

Detail Comment:

<u>Seq</u>	<u>Garment Detail</u>	<u>Setup</u>	<u>Setup Desc:</u>	<u>W/L/M1:</u>
1	Color 1	FRO	Motionflex Royal Blue	H
2	Color 2	FWH	Motionflex White	
3	Color 3	FKE	Motionflex Kelly	
Sz: 4.00	Sew On: 4-DT2404SW	Cat Ref:	NEW ORDER	

Position/Arrangement:

Prev Ord: 0 Vch: 0

<u>VOC</u>	<u>Style/Package</u>	<u>Qty</u>	<u>Description</u>	<u>Disc Date</u>	<u>Unit Price</u>	<u>Unit Total</u>
7	SSHDO23	18	TOP SHOP SCREEN Hooded Sweatshirt		\$36.95	\$665.10

Detail Comment:

<u>Seq</u>	<u>Garment Detail</u>	<u>Setup</u>	<u>Setup Desc:</u>
1	Sweatshirt Color	HEA	Heather Grey



<u>Qty</u>	<u>Size/Adj</u>
1	XS
4	S
12	M
1	L

* Reflects Discounted Amount. The prices and totals represented are not yet associated with a order that is shipped complete and invoiced. This quote is subject to change pending any changes made to merchandise, shipping method or associated sale tax legislation.

4/19/2024

Varsity Spirit Fashion P.O. Box 842805 Dallas, TX 75284-2805

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Title and risk of loss transfers to the customer upon delivery of goods to the common carrier.

Rep Name: Christina Moa

Phone:

Fax:

Email: cmoa@varsity.com

Customer Quote Summary

Order#: 58602159

Highmark School

Cust#: 50002785

<u>VOC</u>	<u>Style/Package</u>	<u>Qty</u>	<u>Description</u>	<u>Disc Date</u>	<u>Unit Price</u>	<u>Unit Total</u>
8	SC2401P	18	TOP SHOP SCREEN Screen Print Gameday		\$9.00	\$162.00

Detail Comment:

<u>Seq</u>	<u>Garment Detail</u>	<u>Setup</u>	<u>Setup Desc:</u>	<u>W/L/M1:</u>	<u>W/L/M2:</u>	<u>W/L/M3:</u>	<u>W/L/M4:</u>
1	Main Screen Color	COL	Columbia Blue	HMCS	CHEERLEADING		
2	2nd Screen Color	WHT	White				
3	Print	SOL	Solid				

Sz: 0 Sew On: 7-SSHDO23 Cat Ref: NEW ORDER

Position/Arrangement: Center Chest/Straight Across

Prev Ord: 0 Vch: 0

<u>VOC</u>	<u>Style/Package</u>	<u>Qty</u>	<u>Description</u>	<u>Disc Date</u>	<u>Unit Price</u>	<u>Unit Total</u>
9	IDVBRTAW1	18	SPIRITPAK3 Sublimated Bra /Qty Price		\$39.96	\$719.28

Detail Comment:

<u>Seq</u>	<u>Garment Detail</u>	<u>Setup</u>	<u>Setup Desc:</u>	<u>W/L/M1:</u>	<u>W/L/M2:</u>	<u>W/L/M3:</u>	<u>W/L/M4:</u>
1	Binding	ROY	Royal Blue	HAWKS			
2	Bra Print	SWL	Swirl				
3	Bra Main Color	ROY	Royal Blue				
4	Bra 2nd Color	COL	Columbia Blue				
5	Waistband Lettering	WHT	White				
6	Logo Color	WHT	White				
7	Front Lining	WHT	White				



<u>Qty</u>	<u>Size/Adj</u>
2	YM
2	XS
6	S
7	M
1	L

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4/19/2024

Varsity Spirit Fashion P.O. Box 842805 Dallas, TX 75284-2805

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Customer Quote Summary

Order#: 58602159

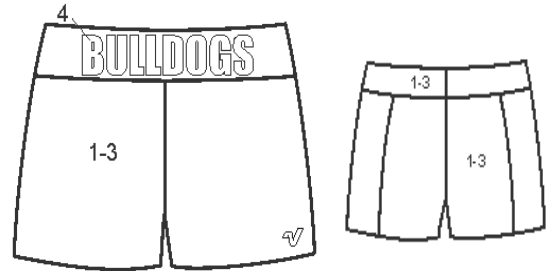
Highmark School

Cust#: 50002785

<u>VOC</u>	<u>Style/Package</u>	<u>Qty</u>	<u>Description</u>	<u>Disc Date</u>	<u>Unit Price</u>	<u>Unit Total</u>
10	IDHCSW1 SPIRITPAK3	18	Sublim Short/Qty Price		\$37.56	\$676.08

Detail Comment:

<u>Seq</u>	<u>Garment Detail</u>	<u>Setup</u>	<u>Setup Desc:</u>	<u>W/L/M1:</u>
1	Short Print	SWL	Swirl	CHEER
2	Short Main Color	ROY	Royal Blue	
3	Short 2nd Color	COL	Columbia Blue	
4	Word Color	WHT	White	
5	Logo	WHT	White	
6	Lining	WHT	White	



<u>Qty</u>	<u>Size/Adj</u>
2	YS
4	XS
8	S
4	M

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Customer Quote Summary

Order#: 58602159

Highmark School

Cust#: 50002785

<u>VOC</u>	<u>Style/Package</u>	<u>Qty</u>	<u>Description</u>	<u>Disc Date</u>	<u>Unit Price</u>	<u>Unit Total</u>
11	VCT SPIRITPAK3	18	Varsity Classic T-Shirt		\$14.36	\$258.48

Detail Comment:

<u>Seq</u>	<u>Garment Detail</u>	<u>Setup</u>	<u>Setup Desc:</u>
1	Shirt Color	WHT	White



<u>Qty</u>	<u>Size/Adj</u>
1	YM
1	YL
3	XS
6	S
6	M
1	L

<u>VOC</u>	<u>Style/Package</u>	<u>Qty</u>	<u>Description</u>	<u>Disc Date</u>	<u>Unit Price</u>	<u>Unit Total</u>
12	2403P SPIRITPAK3	18	Personalized Screen	2024-12-31	\$7.20	\$129.60

Detail Comment:

<u>Seq</u>	<u>Garment Detail</u>	<u>Setup</u>	<u>Setup Desc:</u>	
1	Main Screen Color	DKG	Dark Green	W/L/M1: HAWKS
2	2nd Screen Color	BLK	Black	W/L/M2: HIGHMARK
				W/L/M3: CHEERLEADING
				W/L/M4:

Sz: 0 Sew On: 11-VCT Cat Ref: NEW ORDER

Position/Arrangement: Center Chest/Straight Across

Prev Ord: 0 Vch: 0

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Customer Quote Summary

Order#: 58602159

Highmark School

Cust#: 50002785

<u>VOC</u>	<u>Style/Package</u>	<u>Qty</u>	<u>Description</u>	<u>Disc Date</u>	<u>Unit Price</u>	<u>Unit Total</u>
13	B242 SPIRITPAK3	18	Back Design w/Names	2024-12-31	\$3.20	\$57.60

Detail Comment:

ABBY, ALLIE, AUDRI, CHLOE, EMERSYN, EMMA, JADE, JOCEE, JOCILYNN, MADDY, MORGAN, PAISLIE, PENNY, ROSLYN, TEAGAN, TYLIN, ZAYDA, ZOHLIE

<u>Seq</u>	<u>Garment Detail</u>	<u>Setup</u>	<u>Setup Desc:</u>	<u>W/L/M1:</u>
1	Main Screen Color	DKG	Dark Green	HMCS
2	2nd Screen Color	BLK	Black	

Sz: 0 Sew On: 11-VCT Cat Ref: NEW ORDER

Position/Arrangement: Center Back/Straight Across

Prev Ord: 0 Vch: 0

<u>VOC</u>	<u>Style/Package</u>	<u>Qty</u>	<u>Description</u>	<u>Disc Date</u>	<u>Unit Price</u>	<u>Unit Total</u>
14	VCTSW SPIRITPAK3	18	VSF Spec Wash Classic T		\$15.96	\$287.28

Detail Comment:

<u>Seq</u>	<u>Garment Detail</u>	<u>Setup</u>	<u>Setup Desc:</u>
1	Shirt Color	BWM	Black Mineral Wash



<u>Qty</u>	<u>Size/Adj</u>
1	YM
1	YL
3	XS
6	S
6	M
1	L

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Customer Quote Summary

Order#: 58602159

Highmark School

Cust#: 50002785

<u>VOC</u>	<u>Style/Package</u>	<u>Qty</u>	<u>Description</u>	<u>Disc Date</u>	<u>Unit Price</u>	<u>Unit Total</u>
15	PRS244P SPIRITPAK3	18	Puff/Regular Screen Combo		\$9.60	\$172.80

Detail Comment:

<u>Seq</u>	<u>Garment Detail</u>	<u>Setup</u>	<u>Setup Desc:</u>	<u>W/L/M1:</u>
1	Color 1	WHT	White	CHEER
2	Color 2	COL	Columbia Blue	HMCS
				W/L/M3:
				W/L/M4:

Sz: 0 Sew On: 14-VCTSW Cat Ref: NEW ORDER

Position/Arrangement: Center Chest/Straight Across

Prev Ord: 0 Vch: 0

<u>VOC</u>	<u>Style/Package</u>	<u>Qty</u>	<u>Description</u>	<u>Disc Date</u>	<u>Unit Price</u>	<u>Unit Total</u>
16	CFRTA SPIRITPAK3	18	Cotton RacerTank		\$18.36	\$330.48

Detail Comment:

<u>Seq</u>	<u>Garment Detail</u>	<u>Setup</u>	<u>Setup Desc:</u>
1	Shirt Color	BLK	Black



<u>Qty</u>	<u>Size/Adj</u>
3	YM
3	YL
6	XS
5	S
1	M

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Order#: 58602159

Highmark School

Cust#: 50002785

<u>VOC</u>	<u>Style/Package</u>	<u>Qty</u>	<u>Description</u>	<u>Disc Date</u>	<u>Unit Price</u>	<u>Unit Total</u>
17	HTARLW2	18	Heat Transfer		\$33.25	\$598.50 *

Detail Comment:

<u>Seq</u>	<u>Garment Detail</u>	<u>Setup</u>	<u>Setup Desc:</u>	<u>W/L/M1:</u>	<u>W/L/M2:</u>	<u>W/L/M3:</u>	<u>W/L/M4:</u>
1	Color 1	CBS	Columbia Solid Transfer	HAWKS	CHEERLEADER		
2	Color 2	WHS	White Solid Transfer				

Sz: 0 Sew On: 16-CFRTA Cat Ref: NEW ORDER

Position/Arrangement: Center Chest/Straight Across

Prev Ord: 0 Vch: 0

<u>VOC</u>	<u>Style/Package</u>	<u>Qty</u>	<u>Description</u>	<u>Disc Date</u>	<u>Unit Price</u>	<u>Unit Total</u>
18	CSLSK SPIRITPAK3	18	VSF Stocked Skirt		\$19.16	\$344.88

Detail Comment:

<u>Seq</u>	<u>Garment Detail</u>	<u>Setup</u>	<u>Setup Desc:</u>
1	Color	BLK	Black



<u>Qty</u>	<u>Size/Adj</u>
2	YM
1	YL
2	XS
9	S
4	M

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Highmark School

Cust#: 50002785

<u>VOC</u>	<u>Style/Package</u>	<u>Qty</u>	<u>Description</u>	<u>Disc Date</u>	<u>Unit Price</u>	<u>Unit Total</u>
19	MFSH13Q SPIRITPAK3	18	MotionFLEX Short-Stock		\$23.96	\$431.28

Detail Comment:

<u>Seq</u>	<u>Garment Detail</u>	<u>Setup</u>	<u>Setup Desc:</u>
1	Short Color	BLK	Black



<u>Qty</u>	<u>Size/Adj</u>
2	YM
3	XS
5	S
8	M

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4/19/2024

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Phone:

Fax:

Email: cmoa@varsity.com

Customer Quote Summary

Order#: 58602159

Highmark School

Cust#: 50002785

<u>VOC</u>	<u>Style/Package</u>	<u>Qty</u>	<u>Description</u>	<u>Disc Date</u>	<u>Unit Price</u>	<u>Unit Total</u>
20	V22AA	18	Ascend Air		\$113.95	\$2,051.10 *

Detail Comment:

<u>Seq</u>	<u>Garment Detail</u>	<u>Setup</u>	<u>Setup Desc:</u>
1	Color	WHT	White



<u>Qty</u>	<u>Size/Adj</u>
1	11C
1	4.5
2	5.5
3	6
2	7
1	7.5
5	8
2	8.5
1	10.5

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Order#: 58602159

Highmark School

Cust#: 50002785

<u>VOC</u>	<u>Style/Package</u>	<u>Qty</u>	<u>Description</u>	<u>Disc Date</u>	<u>Unit Price</u>	<u>Unit Total</u>
21	SSP23	18	Bootcut SS Pant		\$37.95	\$683.10 *

Detail Comment:

<u>Seq</u>	<u>Garment Detail</u>	<u>Setup</u>	<u>Setup Desc:</u>
1	Color	HEA	Heather Grey



<u>Qty</u>	<u>Size/Adj</u>
6	XS
8	S
4	M

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4/19/2024

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Order#: 58602159

Highmark School

Cust#: 50002785

<u>VOC</u>	<u>Style/Package</u>	<u>Qty</u>	<u>Description</u>	<u>Disc Date</u>	<u>Unit Price</u>	<u>Unit Total</u>
22	HTFBLN	18	Full Block Name Transfer		\$17.10	\$307.80 *

Detail Comment:

<u>Seq</u>	<u>Garment Detail</u>	<u>Setup</u>	<u>Setup Desc:</u>	<u>W/L/M1:</u>
1	Transfer Color	CBS	Columbia Solid Transfer	<u>W/L/M2:</u> <u>W/L/M3:</u> <u>W/L/M4:</u>

Sz: 3.00 Sew On: 21-SSP23 Cat Ref: 175-D NEW ORDER

Position/Arrangement:

Prev Ord: 0 Vch: 0

<u>Qty</u>	<u>Size/Adj</u>	<u>Ltr Name/Yr</u>	<u>Ind Name</u>
1	XS	Abby	Abby Manning
1	XS	Allie	Allie Tapia
1	XS	Chloe	Chloe Judkins
1	XS	Jocilynn	Jocilynn Wessman
1	XS	Roslyn	Roslyn LaRose
1	XS	Tylin	Tylin Mead
1	S	Audri	audrianna emmertson
1	S	Emersyn	Emersyn Schilling
1	S	Emma	Emma Eddy
1	S	Jade	Jade Eliason
1	S	Morgan	Morgan Gallegos
1	S	Penny	penny Reed
1	S	Teagan	teagan bybee
1	S	Zohlie	Zohlie Ivan
1	M	JoCee	JoCee Lofgran
1	M	Maddy	Maddy Crosby
1	M	Paislie	Paislie Edwards
1	M	Zayda	Zayda Ukena

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Order#: 58602159

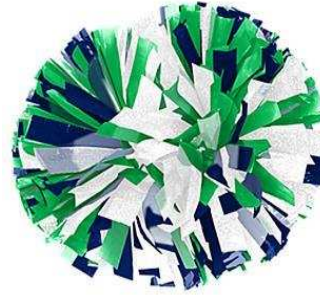
Highmark School

Cust#: 50002785

<u>VOC</u>	<u>Style/Package</u>	<u>Qty</u>	<u>Description</u>	<u>Disc Date</u>	<u>Unit Price</u>	<u>Unit Total</u>
23	SPHOL63	36	6" 3-Clr Holographic Pom		\$26.60	\$957.60 *

Detail Comment:

<u>Seq</u>	<u>Garment Detail</u>	<u>Setup</u>	<u>Setup Desc:</u>
1	Metallic Color	GRN	Green
2	Metallic Color	BLU	Blue
3	Holographic Color	HWT	Holographic White



<u>VOC</u>	<u>Style/Package</u>	<u>Qty</u>	<u>Description</u>	<u>Disc Date</u>	<u>Unit Price</u>	<u>Unit Total</u>
24	V22AA	1	Ascend Air		\$89.96	\$89.96 *

Detail Comment:

<u>Seq</u>	<u>Garment Detail</u>	<u>Setup</u>	<u>Setup Desc:</u>
1	Color	WHT	White

<u>Qty</u>	<u>Size/Adj</u>
1	5.5

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ISSUED TO

HighMark Charter School
2467 E South Weber Dr
South Weber UT 84405

DATE

5/1/2024

PROJECT DESCRIPTION

Chromebooks Summer 2024

EXPIRATION DATE

5/31/2024

PROJECT MANAGER

Shah, Jasim
jasim.shah@etscorp.com

DESCRIPTION

QTY

UNIT PRICE

EXT PRICE

Chromebooks

1

29,874.00

29,874.00

(Qty. 78) Dell Chromebook 3110
(Qty. 78) Google Chromebook Management License
Standard Setup & Configuration of Chromebook 3110

TERMS AND CONDITIONS

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

SUBTOTAL

29,874.00

SALES TAX

0.00

QUOTE TOTAL

29,874.00

Signature: _____

Date: _____

Thank you for considering ETS for your project. We are pleased to present you with a project quote for the services we will provide. The quote presented in this document includes a description of the services we will provide and the total project cost. We strive to take all factors into consideration to provide a fair and accurate quote for your project. If the project requires a change in materials or scope of work, ETS will produce a change order for your approval.

The following process will be followed by client or ETS if a change to this quote is required:

- A request to change or add to any part of the project must be made in writing and will be considered a 'Change Order' to the original project.
- If the Change Order will require a difference in the original project cost, an estimated amount will be provided to the Client for review and approval.
- The Client will confirm the Change Order via email response or signature on change order quote, and in doing so, it is agreed that the Client will pay any difference in cost illustrated in the change order once the project is completed and invoiced. If the Change Order requires some payment upfront, this will be noted.

If you have any questions or concerns about the project quote, please do not hesitate to contact us. We appreciate the opportunity to work with you and look forward to the possibility of partnering on this project.



2024 Property Maintenance Proposal

“YOUR COMPLETE PROPERTY MAINTENANCE SPECIALIST”

Client:	Highmark Charter School	Contact:	Kirk Blake
Address:	2467 E South Weber dr	Contact Number:	801-444-9878
Billing Address:		Email:	Kirk@academicwest.com
Item	Quantity	Unit Price	Total Investment
Weekly Lawn Maintenance-mowing, trimming, edging, weeding & blowing	April to October approx. 24 mowings	\$405.00	
Commercial turf fertilizer program (5-6 total applications) 1 pre-emergent/fertilizer, 4 fertilizer w/herbicide, 1 insecticide & 1 revive app	5-6 applications Preventative Insecticide included Follow up app if needed Approx-59,975 sq ft	\$1225.00	
Irrigation System Start up	Spring	\$325.00	
Irrigation Repairs & adjustments	When needed	\$60 per man / hr + parts	
Irrigation Winterization/Blow out	Fall	\$425.00	
Spring cleanup & haul off debris	Spring	\$55 per man/hr	
Aeration or Dethatching	Spring	\$725.00	
Fall leaf cleanups & haul off debris	Fall/as needed	\$55 per man/hr	
Shrub Pruning & haul off debris (3 prunings a year recommended)	Late Spring/Summer/Fall	\$55 per man/hr	
Compost/Mulch delivery & application	If desired	\$98 per yard	
Sterilant/herbicide application along fence lines and along N/W sidewalk	If desired	\$1250	
Tree Pruning and haul off debris	If needed	\$60 per man/hr	

I Acknowledge the prices for the referenced property and agree to the terms and specifications. This contract may become void, by either party, with a written notice 30 days prior to termination for any legitimate reasoning. Upon termination of contract, balance for all completed services will be due. An itemized monthly statement will be mailed by the end of that month for all services that are due.

Owner / Property Manager _____ Date _____
 Owner / Account Manager Justin T. Meyers _____ Date 05/06/2024

Butler General Inc
1627 W. Angelo Way
Keyssville, UT 84037

Contractors Invoice

TO: Highmark Charter School
2467 So Weber Drive
So Weber

WORK PERFORMED

Front Entry Way

DATE	YOUR WORK ORDER NO.	OUR BID NO.
------	---------------------	-------------

DESCRIPTION OF WORK PERFORMED

- Framing
- Drywall - Hang - Tape - Mud
- 12x12 Door w/ Von Duprin Panels
- Exit sign & power to it - Run conduit from ceiling level to door
- Heat Run into entry
- Insulation
- Paint
- Clean-up & Haul-off trash
- contractor fee
- contingency

Match existing door glass includ. transom

Total \$36,000⁰⁰

Add - for low voltage to door to release

Butler

Allowance \$3,000⁰⁰

allowance listed, but not specifics as to what it goes towards.

Total \$39,000⁰⁰

All Material is guaranteed to be as specified, and the above work was performed in accordance with the drawings and specifications provided for the above work and was completed in a substantial workmanlike manner for the agreed sum of _____

Dollars (\$ _____).

This is a Partial Full invoice due and payable by: _____

in accordance with our Agreement Proposal No. _____ Dated _____

Bluemark Construction, LLC
 2104 N 5 E
 Layton, UT 84041 US
 +1 8016982813
 mason@bluemarkconstruction.com
 https://www.bluemarkconstruction.com/



ADDRESS

Academica West
 290 N Flint Street Ste. A
 Kaysville, Utah 84037

Estimate 1108

DATE 05/10/2024

	DESCRIPTION	QTY	RATE	AMOUNT
	Highmark Charter School Cafeteria and Entry Separation - Option 1 - Full Height Storefront Glass			
General Conditions	Construction General Conditions	1	3,110.00	3,110.00
Existing Conditions	Demolition as required, Prep area for construction.	1	850.00	850.00
Insulation	Insulation in new wall.	1	215.00	215.00
Joint Sealants	Joint Sealants.	1	500.00	500.00
Openings	Storefront Glass with double doors and VonDuprin panic hardware that will work with control access. Includes upper and lower sections, overall 12 Feet high by 12 feet wide.	1	17,475.00	17,475.00
Drywall and Framing	Drywall and 6" Metal Stud Framing around Storefront Glass Openings with header in between glass sections	1	4,200.00	4,200.00
Painting and Coating	Painting of Wall to match existing.	1	685.00	685.00
HVAC	Add duct branch line from cafeteria ducting and install vent above glass.	1	1,200.00	1,200.00
Electrical	Add two new outlets on isolated circuits and add two new breakers at panel. Add exit sign, run lower to storefront doors.	1	1,800.00	1,800.00
Electrical	Low Voltage. Door Access Control - (Qty. 1) DAC Cable - (Qty. 1) Door Hardware - (Qty. 1) Card Reader - (Qty. 1) Door Controller - Installation Labor - Setup and Configure	1	2,890.00	2,890.00
Contingency	Contingency	1	3,000.00	3,000.00

DESCRIPTION		QTY	RATE	AMOUNT
				Subtotal: 35,925.00
Fee	Contractor Fee	1	3,592.50	3,592.50

- This is an estimate only and project will be billed at actual cost plus Contractor's Fee.
- Only the scopes of work listed above are included, anything above and beyond the listed scope is excluded.
- Does not include design, permit or plan check and review fees.
- ProDataKey Monthly Subscription for Access control not included.

TOTAL	\$39,517.50
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subtract \$850 to not have dedicated circuits (electrical)

Accepted By

Accepted Date

Bluemark Construction, LLC
 2104 N 5 E
 Layton, UT 84041 US
 +1 8016982813
 mason@bluemarkconstruction.com
 https://www.bluemarkconstruction.com/



ADDRESS

Academica West
 290 N Flint Street Ste. A
 Kaysville, Utah 84037

Estimate 1109

DATE 05/10/2024

	DESCRIPTION	QTY	RATE	AMOUNT
	Highmark Charter School Cafeteria and Entry Separation - Option 2 - Lower Section Storefront Glass Only			
General Conditions	Construction General Conditions. Includes Dumpster and Haul off of Debris.	1	3,110.00	3,110.00
Existing Conditions	Demolition as required, Prep area for construction.	1	850.00	850.00
Insulation	Insulation in new wall.	1	270.00	270.00
Joint Sealants	Joint Sealants.	1	500.00	500.00
Openings	Storefront Glass with double doors and VonDuprin panic hardware that works with access control. Includes lower section only, overall 8'-10" high by 12 feet wide.	1	16,566.00	16,566.00
Drywall and Framing	Drywall and 6" Metal Stud Framing around Storefront Glass Opening with wall above glass section.	1	3,660.00	3,660.00
Painting and Coating	Painting of Wall to match existing.	1	960.00	960.00
HVAC	Add duct branch line from cafeteria ducting and install vent above glass.	1	1,200.00	1,200.00
Electrical	Add two new outlets on isolated circuits and add two new breakers at panel. Add exit sign, run power to storefront doors	1	1,800.00	1,800.00
Electrical	Low Voltage. Door Access Control - (Qty. 1) DAC Cable - (Qty. 1) Door Hardware - (Qty. 1) Card Reader - (Qty. 1) Door Controller - Installation Labor - Setup and Configure	1	2,890.00	2,890.00

DESCRIPTION		QTY	RATE	AMOUNT
Contingency	Contingency	1	3,000.00	3,000.00
				Subtotal: 34,806.00
Fee	Contractor Fee	1	3,480.60	3,480.60

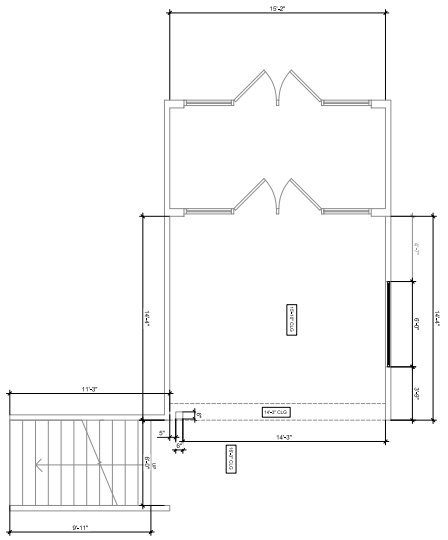
- This is an estimate only and project will be billed at actual cost plus Contractor's Fee.
- Only the scopes of work listed above are included, anything above and beyond the listed scope is excluded.
- Does not include design, permit or plan check and review fees.
- ProDataKey Monthly Subscription for Access control not included.

TOTAL \$38,286.60

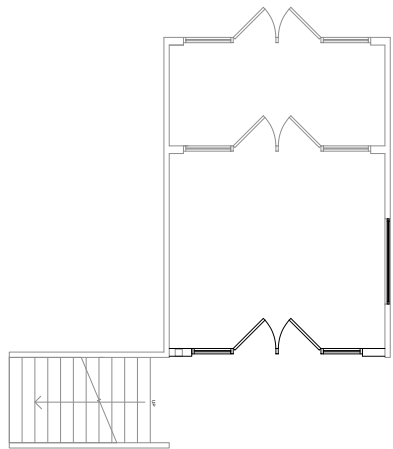
subtract \$850 to not have dedicated circuits (electrical)

Accepted By

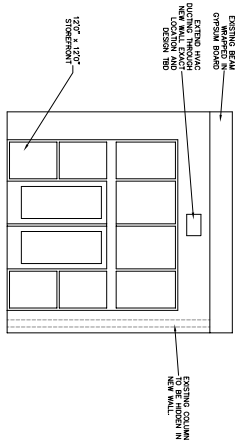
Accepted Date



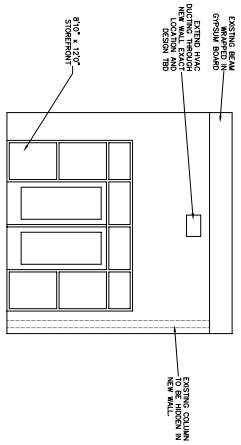
EXISTING PLAN
SCALE: 1/4" = 1'-0"
1
A109



PROPOSED PLAN
SCALE: 1/4" = 1'-0"
2
A109



OPTION 1 ELEVATION
SCALE: 1/4" = 1'-0"
3
A109



OPTION 2 ELEVATION
SCALE: 1/4" = 1'-0"
4
A109

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SCHOOL FACILITY MAINTENANCE

JANITORIAL PROPOSAL:

Highmark Charter School

Cost Related Information

ABC will provide all the necessary cleaning chemicals, restroom spray and disinfect equipment, advanced floor equipment, and all other cleaning equipment / supplies.

Client will either provide all paper products, hand soap, and replacement liners for trash receptacles, etc. or purchase those dispensable items separately with ABC's discounted client product rates.

COMMERCIAL JANITORIAL SERVICES PROVIDED:

Price

MONTHLY BILLING AMOUNT - 12 MONTH EQUAL PAYMENTS (INCLUDES):

□4,969

- 1.) 6 hours daily - Day Porter (per school calendar)
- 2.) 5 days per week (After School Cleaning) - "Effective Results Cleaning Service (per school calendar) - scope of work as listed in RFP

Summer Break Special Services

- 1.) Steam extraction carpet cleaning for all carpeted and walk-off mat areas
- 2.) Tile cleaning all restrooms and kitchen areas
- 3.) Full strip and cleaning of VCT floors
- 4.) Multiple coats of wax on all VCT and tile surfaces
- 5.) All interior and exterior windows cleaned
- 6.) Clean all walls, horizontal surfaces, vents, and storage areas
- 7.) Thorough cleaning of the gym floor

Winter Break Special Services

- 1.) Full strip and wax of all tile
- 2.) All internal windows cleaned
- 3.) All horizontal surfaces cleaned
- 4.) Thorough cleaning of the gym floor

Total Annual Pricing = \$59,628

Signature of Authorized Company Representative:



SIGNATURE

Kristi Cundiff

* In order to properly set client up, prepare to serve, and provide the best services available to Client, ABC requires a "minimum" of two weeks notice (signed agreement) prior to starting services.

HIGHMARK CHARTER SCHOOL
RFP for Janitorial Services Provider
Evaluation Committee Statement

Background

On April 29, 2024, HighMark Charter School issued an RFP for Janitorial Services Provider. The School posted the RFP on its website for approximately three weeks. The deadline to submit proposals on the RFP was May 20, 2024.

Evaluation and Scoring

One company submitted a proposal. The School reviewed the proposal that was submitted by Advanced Building Care, LLC, including the offeror's experience, qualifications, and track record; quality of offeror's services based on references; and expertise and ability to satisfy scope of work. The School has determined that the submitted proposal was responsive to the requirements of the RFP and that the cost quoted is reasonable.

Best Value to the School

The School believes that it is in its best interests to award Advanced Building Care, LLC the janitorial contract. The proposal demonstrated that the company is experienced in cleaning schools, that it does high-quality work for its client schools, and that it has the expertise and ability to clean the School's building in accordance with the School's specifications set forth in the RFP and for a reasonable cost. In addition, Advanced Building Care, LLC has been providing janitorial services to the School for the past three years, and the School has been satisfied with the quality and pricing of their services.

Award Recommendation

For the reasons explained above, the School believes that Advanced Building Care, LLC's proposal provides the best value to the School for janitorial services and recommends that the Board of Directors award the janitorial contract to Advanced Building Care, LLC.



SCHOOL FACILITY MAINTENANCE

Highmark Charter School

Non Cost Related Information

Dear Platte,

Thank you for the opportunity to provide your school with our advanced service proposal. We have listened carefully to your requirements and we have developed this customized proposal based upon our professional knowledge / experiences serving numerous schools as well as numerous facilities in other industries. We are grateful for and excited for the opportunity to work with you and have you be apart of our efforts and success in revolutionizing the professional janitorial service market.

I am fully confident that the attached proposal will allow you to see that we are not only serious about improving the cleanliness and health of your school, but most importantly, we are also 100% dedicated in building both strong and mutually beneficial relationships with each of our clients. We know that there are times when problems are unforeseen or could periodically arise, but we will give you our promise that we will IMMEDIATELY fix any problems, so that they do not cause any issues with your school staff, teachers, students, or others within the facility. We really do care about each of our clients and the results that are obtained!

We take great pride in improving the overall health and appearance of the entire school. We are willing to do whatever it takes to achieve 100% satisfaction from you and everyone that enters your facility. In addition, we are confident that our services will be instrumental in the promotion of your school by means of improving its representation and cleanliness.

Our company is based upon true professionalism in every service offered. With this concept in mind, you will find that all our services are carried out with only the highest standards of quality and safety. We are continually proving that the highest client satisfaction levels and results expected can only be obtained through continual advancement and complete understanding of the needs and wants of each specific client.

By utilizing only the most effective and efficient building janitorial technologies, we are able to provide superior quality and "guaranteed results" in every service offered. Advanced Building Care's unique and innovative owner-operator business model that provides full accountability and transparency combined with the continual technological advancements utilized to create unsurpassed efficiency and effectiveness in every service offered, are the keys that allow us to build and maintain strong relationships with our clients and within our organization. Personal satisfaction and happiness from the advancement of our knowledge base, problem solving skills, leadership capabilities, and the measurable positive impact we each make within our communities give us the desire and motivation to both lead within and revolutionize this industry.

You can be assured that "We really do care" about you and your business! Our company and our franchise owners / operators are each committed to the enclosed Advanced Building Care, LLC "Pledge of Excellence". The customized inspection list for our innovative "Effective Results Cleaning Program" (ERC) will show you that we serious about delivering the "RESULTS" that you deserve. We understand that your business can only be earned through complete trust and satisfaction!

We are fully confident that with our services, you will obtain the very BEST DOLLAR VALUE, while receiving COMPLETE CUSTOMER SATISFACTION, and obtaining the HIGHEST QUALITY of workmanship. Your facility needs ADVANCED BUILDING CARE!

Leave the dirty work to us,

Kristi Cundiff
General Manager

Signature of Authorized Company Representative:

 SIGNATURE
Kristi Cundiff

REQUEST FOR PROPOSAL INFORMATION

Advanced Building Care, LLC
240 N. East Promontory, Suite 200
Farmington, UT 84025

Please Contact:
Kristi Cundiff
Kristi@advancedbuildingcare.com
801-946-4387
<https://advancedbuildingcare.com>

CHARTER SCHOOLS SERVICED / QUALIFICATIONS & A FEW REFERENCES

Advanced Building Care, LLC was formed in 2013 after multiple years of successful national service business ownership and experience, and after seeing how the janitorial industry as a whole lacked full accountability and transparency with Clients and within janitorial companies as a whole. Advanced Building Care, LLC created a unique owner/operator business model where business ownership, accountability, safety, ethics, and customer service trainings are first on its list before advanced cleaning products, equipment, and processes are trained on. In order to be fair and create a mutually beneficial relationship between clients, owners / operators, and Advanced Building Care, LLC, we have turned to continually researching, testing, and putting into practice the most effective and advanced products, equipment, and processes available in order to cut labor costs, maintain the highest standards, and provide the most inclusive services available.

Advanced Building Care, LLC currently has 4 full-time office employees, has 35 owner / operator crews completing the daily and weekly contracted cleanings of over 100+ commercial buildings and apartment complexes.

Advanced Building Care, LLC currently contracts its services with the following charter schools: **Ascent Academy Farmington, Ascent Academy West Jordan, Ascent Academy Lehi, Ascent Academy West Valley, Ascent Academy Saratoga Springs, Canyon Rim Academy, Highmark Charter School, Jefferson Academy, Ogden Preparatory Charter School, Wallace Stegner Academy SLC, Maria Montessori Academy, Guadalupe Charter School, and Promontory School of Expeditionary Learning**

Advanced Building Care, LLC is continually looking to help schools improve services through free trainings, product and equipment demos, and professional advice whether or not the school utilizes Advanced Building Care's paid services. We really do care about the health, appearance, safety, and work related efficiency and effectiveness of every school.

A few contacts who have allowed others to contact them as references:

Ogden Preparatory Charter School
Kasey Kennington
kkennington@ogdenprep.org
801-660-8198

Promontory School of Expeditionary Learning
Shawna Ulm
Sulm@promontoryschool.org
435-919-1900

PETZL
Annette Lee
alee@petzl.com
801-926-1591

PLEDGE OF EXCELLENCE

Public Health - maintaining a high level of cleanliness by thoroughly performing each task. Consistent and meticulous performance assures healthy and germ free environments.

Safety - performing tasks by using safe, sanitary, and aseptic cleaning procedures. Avoiding carelessness or inferior cleaning methods will safeguard the well-being of everyone.

Detail - employing a conscientious work ethic. Close attention to detail ensures quality and allows others to enjoy a clean and attractive facility. Tasks will be self-inspected prior to and upon finishing to eliminate substandard work.

Knowledge - gaining new and improved skills through personal study, attending trainings, and researching advanced technologies and methods. A quest to look, learn about, and fully understand all client needs / requests in order to constantly improve performance. Wisdom is gained by maintaining a non-biased point of view.

Mastery - understanding the operation and proper use of various cleaning tools, techniques, and supplies while consistently finding improved methods, tools, and improved technologies will improve effectiveness and efficiency. Superior problem solving, diagnostic, and troubleshooting skills will resolve most cleaning problems. Dedication and determination are required to achieve excellence in workmanship.

Cooperation - committing to teamwork, communications, and common goals. Mutual respect builds stronger relationships and morale. Constantly improving our standards and quality of service will create greater satisfaction to everyone we serve. Open communications will encourage feedback and constructive criticism.

Integrity - displaying honesty in all dealings no matter what the situation entails. A straightforward transparent approach builds trust, strengthens accountability, and encourages prompt resolution of deficiencies. Going the EXTRA MILE ensures that promises are kept.

Maturity - affording the same level of courtesy to others as you would like to receive. Constructive relationships prosper when unjust criticism, complaining, backbiting, tattling, and unkind remarks are curtailed. Proper image, dress, grooming, and mature conduct further display professionalism.

Initiative - applying a resourceful work ethic to make things better. A proactive approach locates substandard appearances and addresses them before problems arise. Dependability is demonstrated by punctuality and perseverance.

Efficiency - embracing improved technology and employing productive work skills. Reducing wasted movement, non-productive activities, and unnecessary tasks is a critical goal. By setting a steady pace, each job can be pushed along to efficient completion which promotes mutual benefit.

Security - employing watchful and alert observation to protect the safety and assets of everyone. Careful adherence to protective policies will ensure safety and security. Sensitive and private information will remain confidential.

Custodianship - responding to the needs of others, and at the same time protecting facility assets. Proper care and maintenance extends the longevity of equipment, supplies, fixtures, furniture, and structures.

ABOUT US

Advanced Building Care, LLC offers a complete line of professional "turn-key" facility services to suit every business and budget. Over several years in the business, we've developed ADVANCED service offerings along with an exclusive "Effective Results Cleaning" program. "ERC" provides full transparency and accountability for everyone and ensures that RESULTS are delivered. Continual research and implementation of only the most innovative products, equipment, and processes allow us to serve our customers in the most efficient and effective manner possible while also maintaining the competitive advantage within the building service and janitorial market. Typically, a potential client of our industry may have to decide whether they want the loyalty, trust, and customer service that a small service company may offer or the knowledge, training, experience, and innovation that may be provided by a larger organization. Advanced Building Care's UNIQUE owner-operator franchise business model (focused on building people vs taking advantage of them) ensures that Advanced Building Care, LLC and every franchise owner-operator are "equally" vested to solve industry problems and build long-term success with every client. It is the unique business model where both ABC and its owners are centrally focused in delivering RESULTS to the client that creates the opportunity for every client to obtain the best possible service without having any sacrifices made.

Our Business Philosophy - Integrity, Innovation, & Influence

We believe first and foremost in building people! We inspire others and provide the opportunities needed to advance the knowledge and skill-sets required to achieve personal and professional success within the industry and beyond. While many people only dream of success, our people are both determined and work hard to become the leaders of our industry and within our communities. We are each fully committed to building long-term, trusting relationships with those we work with and serve. Our success is fully dependent on helping others build theirs.


"WE REALLY DO CARE!"




ADVANCED ONLINE LEARNING & TRAINING

ADVANCED BUILDING CARE'S CUSTOM ONLINE TRAINING AND LEARNING PORTAL EXCLUSIVE TO ABC OWNERS AND EMPLOYEES IS AVAILABLE 24/7 (online and on APP) TO LEARN NOT ONLY ABOUT THE "JANITORIAL BASICS" BUT MORE IMPORTANTLY ABOUT THE TOPICS THAT BUILD AND DEVELOP OUR COUNTRIES GREATEST LEADERS AND WORKERS . BELOW YOU WILL FIND A SAMPLE LIST OF SOME OF THE COURSES FOUND WITHIN OUR EXCLUSIVE ABC LEARNING PORTAL

IN ADDITION, WE PROVIDE "ON-SITE" TRAINING IN ORDER TO BEST CREATE RESOLUTIONS TO SPECIFIC CLIENT NEEDS AND PROBLEMS




Search courses



<https://advancedbuildingcare.talentlms.com/catalog/info/id:125>

Janitorial Industry "BASICS" Training (ABC Basic)
<https://advancedbuildingcare.talentlms.com/catalog/info/id:125>
Basic Janitorial Services


****IMPORTANT NOTE**** These video training's will give both Franchise Owners and their employees a "basic" knowledge of janitorial services and expectations within the industry. These videos do not show nor promote "Innovation". This course is...



<https://advancedbuildingcare.talentlms.com/catalog/info/id:129>

Advanced Carpet Cleaning (Encapsulation / Specialty Stain Removal)
<https://advancedbuildingcare.talentlms.com/catalog/info/id:129>
Advanced Janitorial Services


Advanced Building Care is the Utah distributor of "Releasit" encapsulation cleaning products. This low moisture encapsulation product is the best carpet-cleaning product we have ever seen. Cleaning carpet with this product can help you be more...



<https://advancedbuildingcare.talentlms.com/catalog/info/id:130>

HAPPINESS & SUCCESS
<https://advancedbuildingcare.talentlms.com/catalog/info/id:130>
Advanced Leadership and Culture


The Mission of Advanced Building Care is to inspire and give opportunities to create positive change within the lives and businesses of our people and those whom we are blessed to work with and serve. We will learn and grow together as we...



<https://advancedbuildingcare.talentlms.com/catalog/info/id:135>

Hazard Communications / Safety Data Sheets (by Pro-Link)
<https://advancedbuildingcare.talentlms.com/catalog/info/id:135>
Basic Janitorial Services


After this course / presentation, you should be better equipped to: - Understand OSHA's Hazard Communication Standard - Become familiar with product labels - Know what a Safety Data Sheet is and where to find the SDS book in your facility -...



<https://advancedbuildingcare.talentlms.com/catalog/info/id:134>

INFLUENCE <https://advancedbuildingcare.talentlms.com/catalog/info/id:134>
Advanced Leadership and Culture


The Mission of Advanced Building Care is to Build lasting success through the care invested in our people and for our customers We will learn and grow together as we discover and create huge success for ourselves and others through our...



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INNOVATION <https://advancedbuildingcare.talentlms.com/catalog/info/id:132>
Advanced Leadership and Culture

The Mission of Advanced Building Care is to build lasting success through the care invested in our people and for our customers We will learn and grow together as we discover and create huge success for ourselves and others through our...



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INTEGRITY <https://advancedbuildingcare.talentlms.com/catalog/info/id:131>
Advanced Leadership and Culture

The Mission of Advanced Building Care is to build lasting success through the care invested in our people and for our customers We will learn and grow together as we discover and create huge success for ourselves and others through our...

GETTING STARTED

Now that we have completed a detailed school evaluation in order to build your customized "EFFECTIVE RESULTS CLEANING" Proposal, we would love the opportunity to sit down with you for a few quick moments to discuss our unique "EFFECTIVE RESULTS" facility service program built for you, answer questions you may have, and make any changes necessary to our proposal that you feel could create added value for your building while also staying within the budgets allotted for your facility maintenance. Upon finalizing and executing a mutually beneficial service program and agreement, we will proceed as follows:

1. SELECTING THE PERFECT MATCH

We have found that it is extremely important to spend our initial efforts in selecting an owner-operator that is excited about, fully capable of, and willing to be accountable for delivering the results expected by your school. Every industry and building within has its own specific needs. By allowing us the opportunity to walk-through your facility with one or more owner-operators, giving them the opportunity to discover and provide possible solutions for problems seen, allows us to fully discover their willingness / ability to be accountable for the results. As such, we are able to prevent many of the "future" concerns usually found within the industry. If specialty training is needed for specific needs of your facility, we also provide such training on-site to ensure that those needs will be consistently taken care of. We take great pride in making sure that we have the "Right" fit for your school.

2. OWNER-OPERATOR INTRODUCTION & SCHOOL WALK-THROUGH

Scheduled at a time convenient for you, our Account Manager and Operation Manager will schedule a time where we can introduce you to the owner-operator selected to service your building, walk-through the building with you or your staff, obtain any needed keys, gather important operational / contact information, discover additional concerns or pet peeves that need to be focused on, and answer any additional questions you or your staff may have.

3. INITIAL IMPACT CLEANING FOR SCHOOL HEALTH & APPEARANCE

During the initial few services provided, we feel that it is important to not only improve the health and appearance of the school itself, but just as important, prove to you that we really do care about your business and the success we can obtain together. We believe that the first step in building trust with our clients is to not only fulfill our end of the agreement but to also portray our eagerness, willingness, and desire to build positive communication, accept constructive criticism, and serve in other capacities beyond the scope of the agreement.

4. CONTINUAL RESULTS FOCUSED MAINTENANCE

Our owner-operators and staff will be available to ensure that the results you expect are being provided. You will be provided with several means of communication to take care of emergencies and to ensure your satisfaction. Please never hesitate to let us know of ways you feel that we can better serve you and your business. We are continually advancing the manner in which we do business and we are adaptable to changes that you may need. Our goal is to provide the absolute best service and value possible!

YOUR SCHOOL FACILITY SERVICE EXPERTS!

Your students go daily to gain knowledge and wisdom, your faculty works hard to make a difference no matter what, or where each child comes from. We promise to work hard and provide the results that you deserve, but most important, we will be trustworthy and caring to each person we SERVE!



Our Professional Service will help your school:

- ✓ Enjoy a clean, safe, and healthy environment for your students to learn, and your faculty to teach in
- ✓ Project a first class image for your school
- ✓ Improve the longevity of your building
- ✓ Provide a healthy building that will increase productivity, and reduce the amount of sick time taken by students & faculty
- ✓ Lower your overall maintenance and replacement costs

DON'T WAIT TO GET THE ADVANCED SERVICES YOU DESERVE!

**Our prices are very competitive, and our service is exemplary
The customer care we provide is unmatched
Keeping healthy and happy schools is our passion**



"WE REALLY DO CARE!"

HOW DIRTY IS YOUR CHILD'S SCHOOL?
ISSA

DIRTY SCHOOLS = SICK PEOPLE

NEARLY **22 MILLION** SCHOOL DAYS ARE LOST ANNUALLY TO THE COMMON COLD

38 MILLION SCHOOL DAYS ARE LOST EACH YEAR DUE TO INFLUENZA

ELEMENTARY STUDENTS CONTRACT 8 TO 10 COLDS OR FLU CASES EACH SCHOOL YEAR

TEACHERS AVERAGE 5.3 ABSENT DAYS A YEAR

STUDENTS AVERAGE 4.5 ABSENT DAYS A YEAR

THE COST OF STUDENT & TEACHER ABSENCES

STUDENT ABSENCES CAN LEAD TO HIGHER INSTANCES OF DROPOUTS

TEACHER ABSENCE COSTS SCHOOLS MORE THAN \$25 BILLION ANNUALLY

CHRONICALLY ABSENT STUDENTS ARE 7.4 TIMES MORE LIKELY TO DROP OUT OF SCHOOL

SUBSTITUTE TEACHERS COST THE US \$4 BILLION ANNUALLY

IMPORTANCE OF CLEANLINESS

GERMS CAN BE TRANSMITTED BY TOUCHING A CONTAMINATED SURFACE AND THEN TOUCHING YOUR EYES, NOSE, OR MOUTH

COLD AND FLU VIRUSES CAN LIVE ON SURFACES ANYWHERE FROM A FEW SECONDS TO 48 HOURS

SOME BACTERIA CAN LIVE ON SURFACES FOR MONTHS

BACTERIA HOTSPOTS

WATER FOUNTAIN SPIGOT 2,700,000 PER YEAR	CAFETERIA TRAY 33,800 PER YEAR	COLD WATER FAUCET 32,000 PER YEAR
CAFETERIA PLATE 15,800 PER YEAR	COMPUTER KEYBOARD 3,300 PER YEAR	TOILET SEAT 3,200 PER YEAR

SCHOOL FACILITY BUDGETS ARE BEING CUT. SCHOOLS ARE GETTING DIRTIER

ONLY **43.5%** OF SCHOOL DISTRICTS PROVIDE GUIDANCE FOR EFFECTIVE DISEASE PREVENTION

CLEANLINESS IS USUALLY DEFINED BY VISUAL INSPECTION

WHEN QUANTITATIVE STANDARDS ARE USED TO MEASURE CLEANLINESS, HEALTH CAN IMPROVE

EFFECTIVE RESULTS CLEANING "ERC"

ACCOUNTABILITY & TRANSPARENCY - RESULTS

Say goodbye to the industry's standard daily, weekly, and monthly cleaning schedules that do not hold accountability and lack transparency with both Clients and Cleaning Contractors. Advanced Building Care's "Effective Results Cleaning" combined with its unique and very effective Owner / Operator business model, guarantee full accountability and transparency for EVERY detailed task needed.

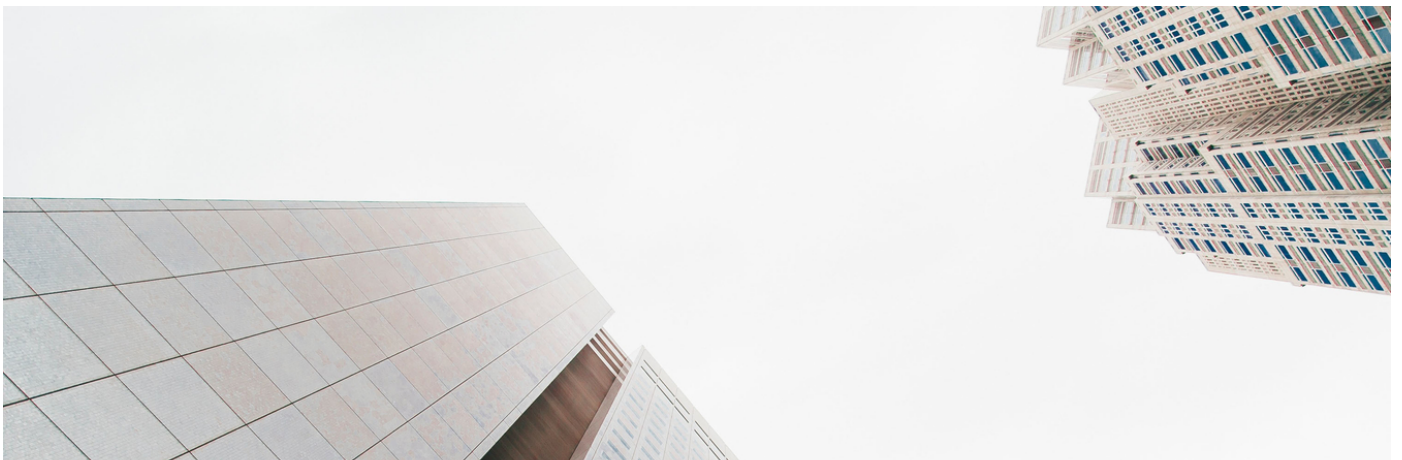
Think about it... every building is different and will need certain tasks completed each and every service, and other tasks completed depending on what takes place during the time before the cleaning services take place. Maybe during the day someone makes a smear or smudge on the wall. How can someone always be held accountable for the cleanliness of the walls if a cleaning schedule states that walls will be cleaned on a weekly basis? Dust accumulates in buildings depending on several factors including the location of the building, the type of HVAC equipment, length of time between changing filters, amount of time windows & doors are left open, and a variety of other factors. Don't you want to know that your building will ALWAYS be looking its best and know that everyone in the building can be assured of its cleanliness?

Advanced Building Care developed "Effective Results Cleaning" so that there could be full accountability and transparency for every detailed task after each service provided!

Advanced Building Care's Owners / Operators receive comprehensive training on inspecting every detail of a building before starting our advanced cleaning processes at the start of each service. They are trained as "Business Owners" and "Sales People", not just "Cleaners"! We know that a great business owner really cares about his or her business and clientele. A good janitorial "Salesperson" on the other hand can immediately identify a problem in a building to be able to bring it to the prospective client's attention (also important for every "cleaner" to know to always identify detailed tasks and problems before the start of every service).

Our Owners / Operators are not trained as robots wasting time completing time consuming tasks that may not be needed during that service. Instead, they spend their time wisely completing every detailed task that is seen deficient from both the initial and final inspections completed. Our Advanced equipment, products, and processes are then utilized to provide a clean / germ-free environment. Accountability is fully held from the RESULTS obtained after every service completed!

If for some reason there is EVER a time when a client is not 100% satisfied with a service completed, Advanced Building Care LLC employees and the Advanced Building Care Owners / Operators will IMMEDIATELY take care of the deficiency seen, and do so without questions asked. We pride ourselves in obtaining the absolute highest customer satisfaction levels.



YOUR CUSTOM "EFFECTIVE RESULTS CLEANING" PLAN

Offices, Classrooms, Hallways, Building Entrances / Lobby, Gymnasium, Multi-Purpose, & Common Areas

- * Clean and dust free horizontal surfaces - desks, chairs, credenza, book shelves, counter, and file cabinet tops (ABC does not move or clean under personal items, papers, etc.)
- * Dust and dirt free vents, light fixtures, and window ledges / sills, doors / frames, ceilings / corners (accessible by 6ft ladder or extension pole)
- * Doorjamb, pictures, décor, electronics, phone receivers, chair legs, cabinet fronts, and other hard surface furniture cleaned of dust, fingerprints, smudges, etc.
- * Fabric chairs and upholstery/fabric free of dust, lint, paper shavings, etc.
- * Entrance doors and internal glass partitions (up to 8ft tall) free of fingerprints and smudges
- * Clean, sanitized, and polished drinking fountains and sinks
- * Dust window coverings
- * Clean stairs that are free of dirt / debris and disinfect railings
- * Clean elevators
- * Carpeted flooring and edges vacuumed and new spots and/or small spills removed (ABC will clean new spots and spills that can be easily removed with the powerful Releasit Encapsulation Spot Cleaner. Spots or spills that require an enzyme or specialty carpet chemical could require a small extra charge)
- * Clean hard surface flooring - litter, shoe marks, spills, streaks, or film (a neutral ph floor cleaner used on VCT for lasting protection and to prevent damage to floor coating.
- * Clean / disinfected high touch surfaces such as door knobs / handles, light switches / covers
- * Walls, doors, baseboards and kick plates dusted and clean fingerprints and smudges
- * Trashes emptied, liners clean or replaced, and outsides of cans / lids clean
- * Clean and organized janitorial closet with safety data sheets provided for chemicals stored on-site

A DAILY DAY PORTER FOR LUNCH SERVICES (SETUP, TAKE-DOWN, & CLEANUP) & GENERAL RESULTS TASKS WILL BE PROVIDED FOR 8 HOURS DAILY (per school calendar)

NIGHTLY JANITORIAL STAFF WILL BE PROVIDED TO ENSURE ALL RESULTS TASKS ARE COMPLETED (per school calendar)

WE GUARANTEE RESULTS FOR EVERY TASK AND EACH SERVICE PROVIDED (TASKS, INSPECTIONS, & RESULTS COMPLETED ON A DAILY BASIS TO ENSURE CONTINUAL RESULTS)

PLEASE NOTE

In order to work effectively and efficiently as well as maintain completely clean classrooms with trashes emptied and floors cleaned, teachers and students are responsible to have all trash cans needing trash removed to be placed in the hallway next to their door and chairs stacked or placed where floors can be cleaned appropriately (where applicable).

YOUR CUSTOM "ERC" PLAN CONTINUED.....

RESTROOMS - "Every nook and cranny sprayed and disinfected"

- * Clean and disinfected sinks, counter tops, toilet bowls, seats, urinals, and surroundings - free of unsightly appearance, and odors
- * Clean, disinfected, and polished fixtures and dispensers/sanitary napkin receptacles
- * Clean mirrors
- * Clean restroom partitions and walls
- * Soap, paper products, and other supplies restocked
- * Clean and disinfected door knobs / handles, light switches, and partition handles
- * Clean and disinfected hard surface flooring with no litter, spills, streaks, odors
- * Trashes emptied, liners clean, outsides of cans / lids clean / disinfected, & cans straightened
- * Air vents, mirror frames, tops of doors / partitions, and lights free of dust

BREAK AREAS / STAFF ROOM

- * Clean sinks - free of food - thoroughly scoured, cleaned, and disinfected using liquid cleanser
- * Clean exteriors of refrigerators
- * Clean interior and exterior of microwaves free of food spills and messes
- * Clean, dusted, and disinfected counters, cabinet fronts, table tops, chairs, and bases
- * Trashes emptied, liners clean, outsides of cans / lids clean, & cans straightened

COMPLETE RESULTS GUARANTEED FOR EACH TASK & "EVERY" SERVICE PROVIDED

Advanced Building Care, LLC Owners / Operators will perform tasks in a timely manner, immediately respond to all Client's needs, and will always be courteous / respectful to everyone in the Client's facility. We highly encourage communication in regards to the cleanliness of your facility as our Owners and businesses are always looking for ways to improve!

EXAMPLE - FACILITY MAINTENANCE AGREEMENT *EXAMPLE*

This Agreement ("Agreement") is dated May 20, 2024, by and between Advanced Building Care, ("ABC") and Ascent Academy Lehi ("Client") relating to cleaning service to be performed at , ("Facility") beginning on the ___ day of _____, 2024, ("Start Date") under the following terms and conditions.

Advanced Building Care, LLC, ("ABC") is a franchise company requiring its franchisees to uphold high quality safety and service standards and procedures. This Agreement is obtained by ABC for the business benefit of an ABC Franchisee. ABC will walk through the Client facility with one or more Franchisees prior to the start date of service for the purposes of selecting a Franchisee both willing and capable of servicing the facility per the high-quality safety and service standards required by ABC. The ABC Franchisee selected to service Client will receive a copy of this Agreement and hereby agrees to comply with the terms and conditions. ABC will put forth its best effort to select its best franchisee for Client's facility type and requirements, and to provide any additional training according to any specialized needs of Client. After selecting a Franchisee that ABC feels most capable to service all of the Client's needs, ABC will introduce such Franchisee prior to the start date of service.

This Agreement is for two years without interruption and will commence on the Start Date.

ABC certifies that Franchisee has successfully completed the ABC training program and ABC certifications. Franchisee will maintain all necessary insurances and bonding according to ABC requirements and/or specific coverage requested in writing by Client.

The 180 school calendar days have been calculated for the pricing shown on this Agreement. The specialty work shown will be completed on days where school is not in session unless otherwise scheduled with Client. If regular janitorial or day porter work is requested on days where school is not in session, additional charges could apply.

Franchisee is participating in ABC's billing services. ABC will invoice Client on a monthly basis immediately following the start date of services. The charges for the first month of service will be pro-rated basis according to the number of services provided that month. Client agrees to pay ABC the amount that is due and owed under the terms of this Agreement and within 15 days of the billing date. Client agrees to pay ABC a finance charge with an interest rate of 1.5% per month for all late payments received. Client also agrees to pay all costs involved for collection and/or attorney fees as necessary to receive payment and/or finance charges.

Client agrees to notify ABC and/or Franchisee in writing or by telephone if cleaning services do not satisfy the Client's reasonable expectations per the outlined service expectations, specifying the services that the Client considers deficient. As high quality service standards are required of ABC Franchise Owners, if the Franchisee does not remedy the deficiencies identified in a very timely manner, the Client may immediately request to have a different Advanced Building Care Franchisee service the Facility, or the Client may terminate this agreement by providing ABC with a 30 days written notice.

Client agrees that during the term of this Agreement and for a period of one year after the termination of this Agreement, it will not employ directly or indirectly any employees, agents, or representatives, of Advanced Building Care, LLC, any of its Franchise Owners, or any Employees of the Franchise Owners of ABC.

This Agreement shall renew on the two-year anniversary date of the Start Date of services, with the same terms and conditions, unless either party shall give written notice of termination, at least sixty (60) days prior to said anniversary date.

Client consents to receive electronic communication and / or invoices via email.

ABC bills on the 1st of every month and payment is due on the 10th of the month. If Client chooses to pay ABC invoices by ACH or Electronic Payment, Client hereby authorizes ABC to initiate entries to the bank accounts that Client provides, to pay the amounts that Client owes ABC, and if necessary, to initiate adjustments for any transactions credited or debited in error. The individual signing this agreement represents that he or she has the authority to bind the organization that owns the bank accounts, and to authorize all transactions to the bank accounts utilized for payment. He or she also acknowledges that all transactions initiated to the bank accounts must comply with the provisions of U.S. law. This authorization will remain in effect until the organization notifies ABC in writing to cancel it and with such time as to afford ABC and the bank reasonable opportunity to act on it.

Teacher and Student Success Plan

School Year: 2024-2025

School: HighMark Charter School (HMCS)

Date Board Student Success Framework Approved: June 17, 2019

Date Teacher and Student Success Plan Approved: May 29, 2024

General Information – In accordance with the Student Success Framework approved by the Board, the school's administration will create a Teacher and Student Success Plan designed to improve the school's performance under the state's accountability system (SBE staff have indicated that this means achieving at least a 1% increase from the previous year's overall score). The Plan's goals may align with the goals shown on the School Land Trust Plan. Schools must include at least one goal in the plan. Schools must solicit input on developing the plan from administrators, school level educators, parents, and the School Land Trust council and may solicit input from students, support professionals, or other community stakeholders. The Plan must be submitted to the school's Board for approval. The Board will annually review the Plan submitted and use its best efforts to complete the approval process by June 30 each year. The School Land Trust council will select a component of the approved plan to address within the School Land Trust Plan.

Goals based on School Needs

1. Students at HMC will increase Language Arts scores by 7% from BOY to EOY on Acadience.
2. Students at HMC will increase Math scores by 7% from BOY to EOY on Acadience.

Measurement

1. Goal will be measured by end of year summative tests and Acadience.

Action Steps

- Administrators will give data-based portfolio/goals stipends.
- Teachers will use data to create instructional opportunities for students.
- Students will take end of year summative tests in Language Arts and Math.

Budget

30% of the TSSA fund will be used for educators' stipends.

70% of the TSSA funds will be used for training, professional learning, supplies, resources, and inventory to enhance learning, by filling gaps through programs at Highmark.

NOTES: According to statute, administration needs to annually submit to the LEA Board a description of (1) budgeted and actual expenditures of the Plan, (2) how the expenditures relate to the school's Plan, and (3) how the school measures the success of the school's participation in the program. The above plan fulfills these requirements.

The school must post on its website (a) the approved Plan, (b) a description of the school's allocation budgeted and actual expenditures, (c) a summary of how the expenditures help the school accomplish the plan, and (d) the school's current level of performance.

HIGHMARK CHARTER SCHOOL

BOARD MEMBER TERMS & ELECTED OFFICERS

Board terms:

1. Richard Bigler (Board Chair)
 - a. Term End Date: 06/30/2025
2. Blake Petersen (Financial Coordinator)
 - a. Term End Date: 06/30/2026
3. Rory Ukena (Board Member)
 - a. Term End Date: 06/30/2026
4. Lori Drake (Board Member)
 - a. Term End Date: 06/30/2025
5. Tyree Simonich (Board Member)
 - a. Term End Date: 06/30/2027

HMCS ANNUAL BOARD MEETING CALENDAR



Below are the tentative HighMark Charter School Board Meeting dates for the 2024-2025 school year. Meetings are tentatively scheduled on a Monday every other month. These dates are subject to change and additional meetings may take place. All meetings will be posted on the Utah Public Meeting Notice website at least 24 hours in advance.

August 19th at 7:00 PM
HMCS

October 21st at 7:00 PM
HMCS

January 27th at 7:00 PM
HMCS

March 24th at 7:00 PM
HMCS

June 1st at 8:00 AM
TBD

Please note that meetings will generally be held at 2467 E. South Weber Drive; South Weber, UT 84405. Meetings may also be held electronically (HUB: 2467 E. South Weber Drive; South Weber, UT 84405) or at different locations as specified by the Board of Directors.