

Scholar Academy

Board of Directors Meeting

Date: May 28, 2025

Time: 5:00PM

Location: Web Conference

<https://us02web.zoom.us/j/83763879746?pwd=Q1ZrNnso6B3roJUo06hSLGmB2RQ9fU.1>

Scholar Academy is committed to creating a learning environment that fosters in students the development of divergent thinking and problem-solving skills, providing opportunities which enable all students to develop a sense of civic responsibility and achieve their highest potential.

AGENDA

CALL TO ORDER

PUBLIC COMMENT (limited to three minutes each)

REPORTS

- Director's Report
 - Title IX Athletics Report
 - Review of Staff, Parent and Student Data from Surveys
- Budget Report
 - Fraud Risk Assessment
 - Annual Commitment to Ethical Behavior

CONSENT ITEMS

- April 8, 2025 Board Meeting Minutes

VOTING ITEMS AND DISCUSSION ITEMS

- Audit Engagement Letter
- Amended 2024-2025 Budget
- Proposed 2025-2026 Budget
- Into Reading Quote
- Door Lock Quote
- DHE Quote
- Amended 2025-2026 School Year Calendar
- 2025-2026 School Land Trust Plan
- Teacher Student Success Act Plan
- Sex Education Committee
- Policies:
 - Salary Supplement for Highly Needed Educators Program Policy
 - Paid Parental and Postpartum Recovery Leave Policy
- Board Member Terms and Elected Officers

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).

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.

CALENDARING

- Next Board Meeting June 11 @ 6:00PM – Board Retreat
- Annual Board Meeting Calendar

ADJOURN

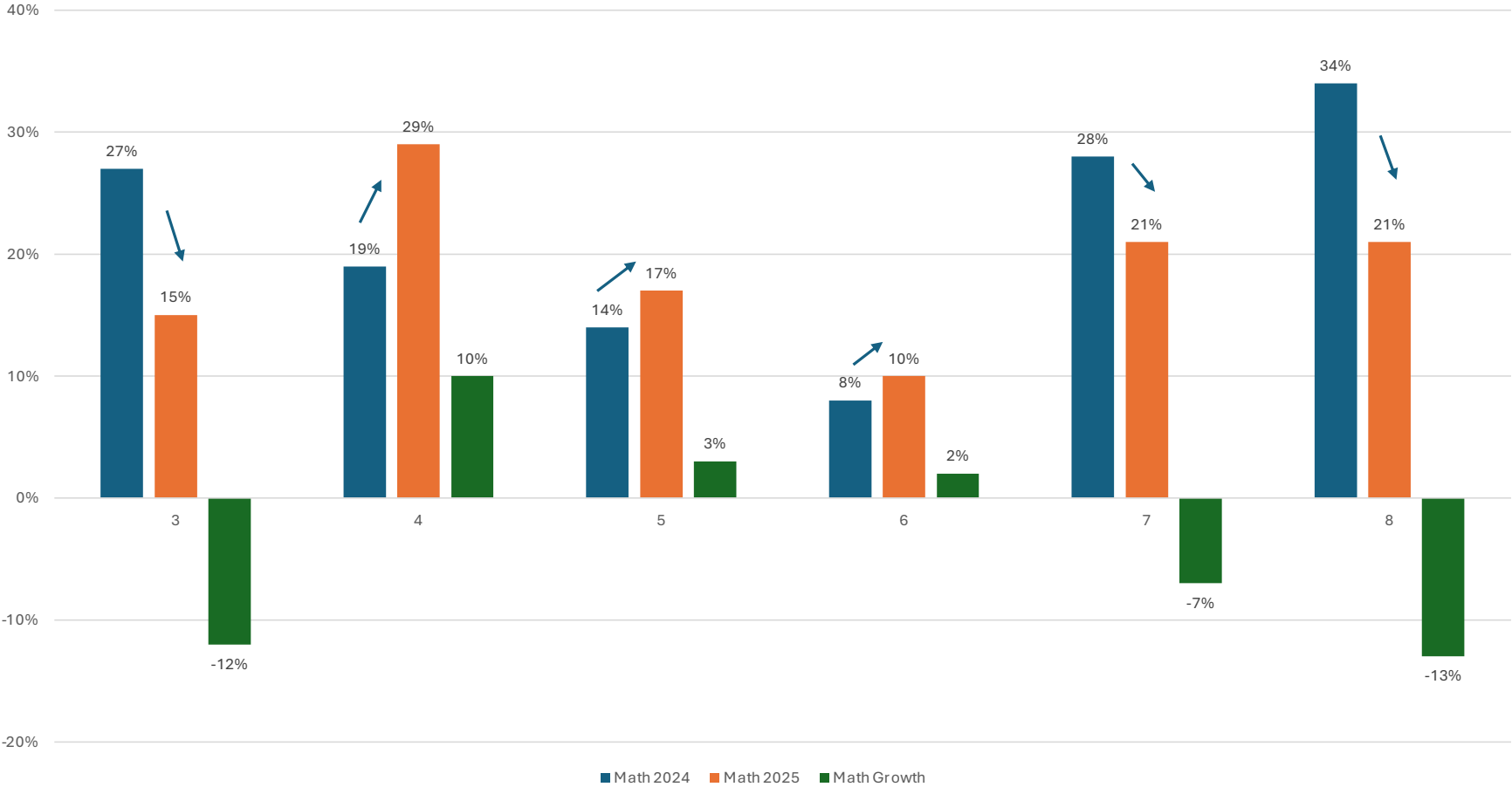
In compliance with the Americans with Disabilities Act, persons needing accommodations for this meeting should call 801-444-9378 to make appropriate arrangements. One or more board members may participate electronically or telephonically pursuant to UCA 52-4-207.



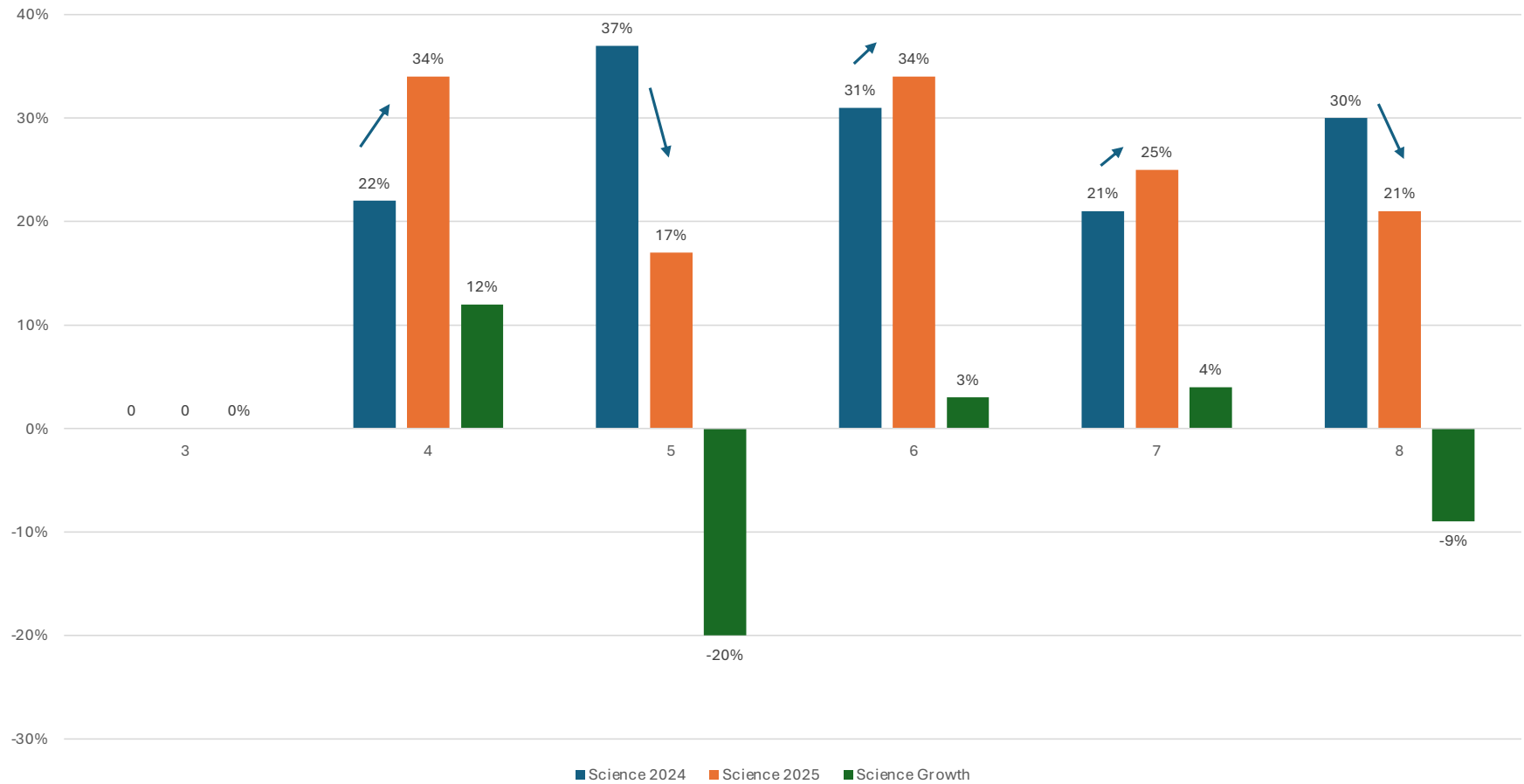
End of Year Data Scholar

By Mr. Hall

RISE Math 2024 vs. 2025

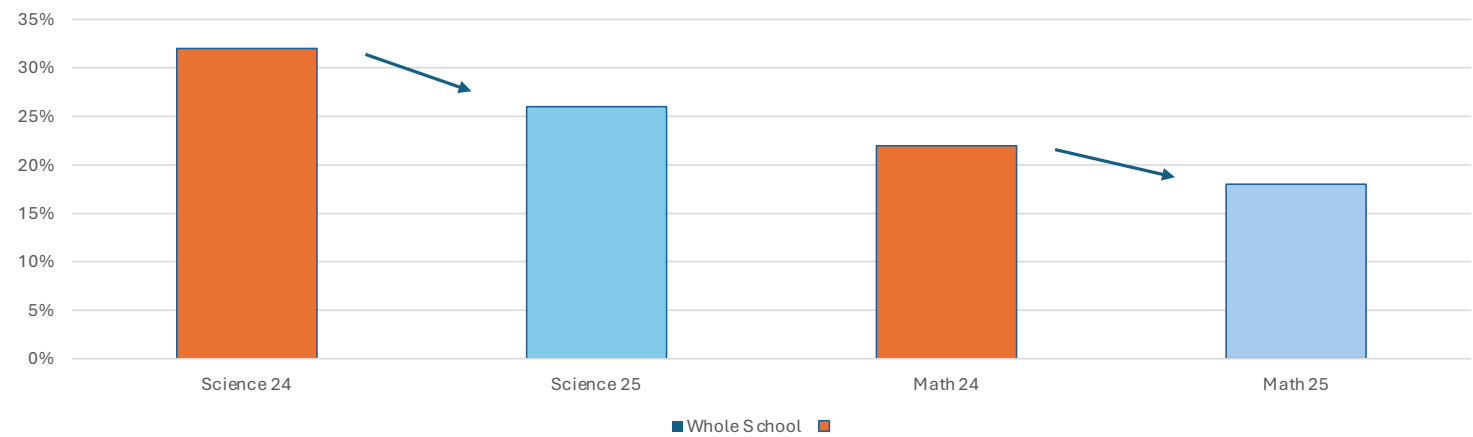


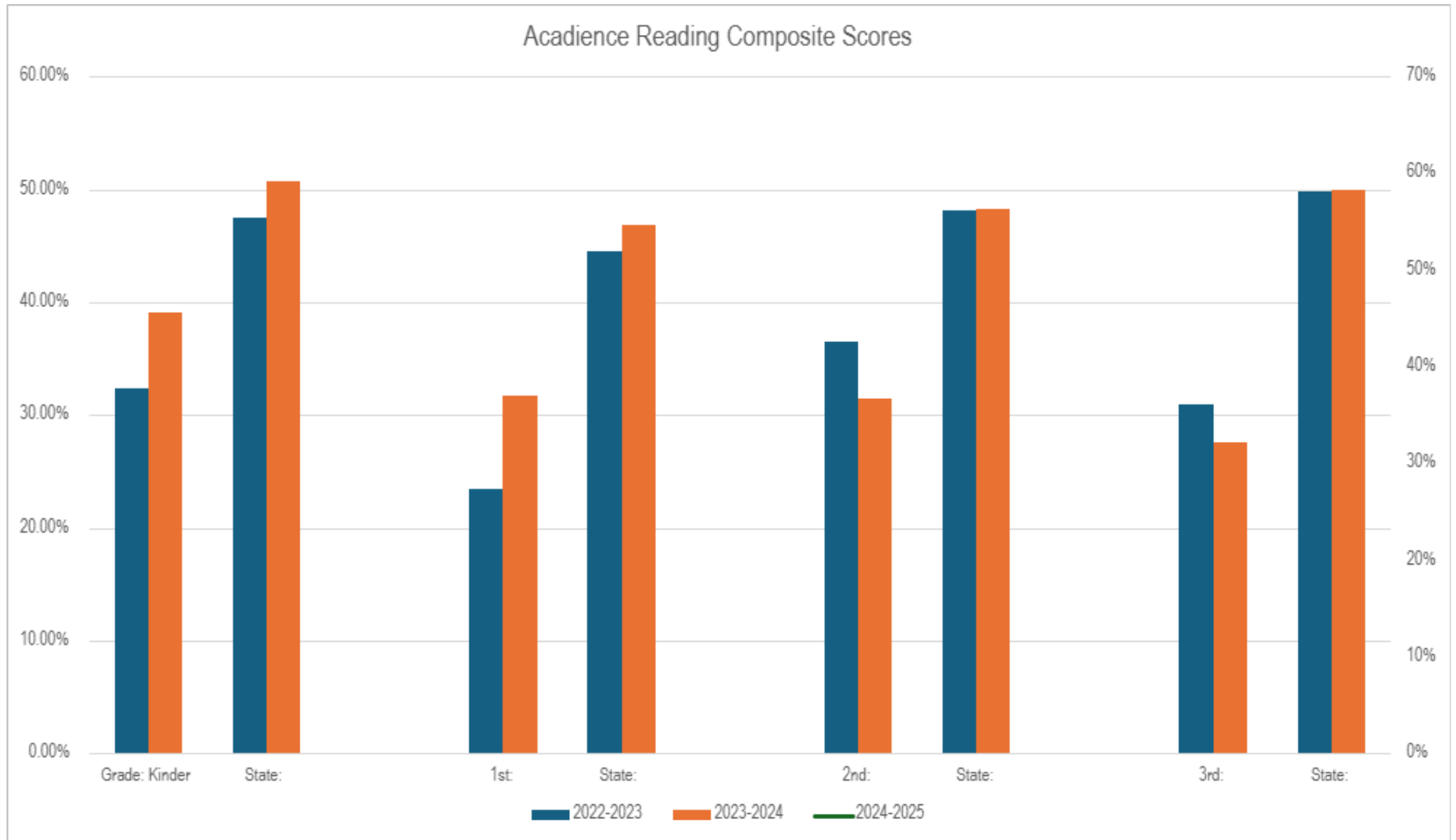
RISE Science 2024 vs. 2025

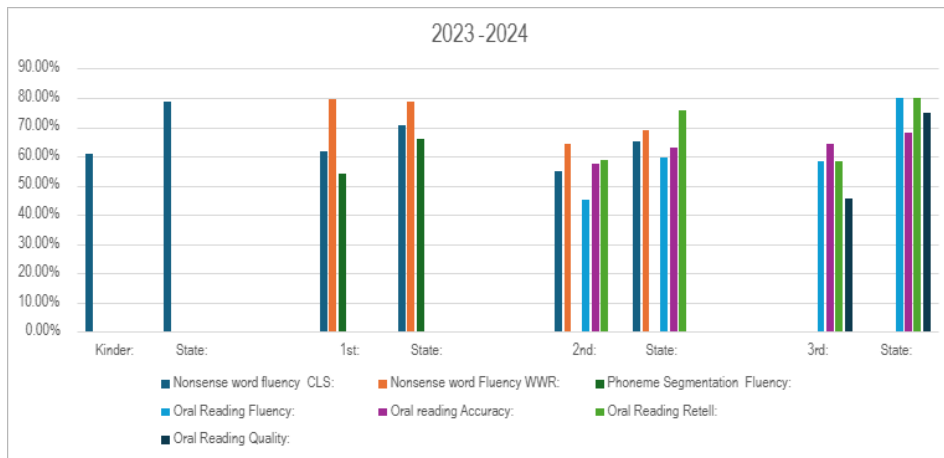
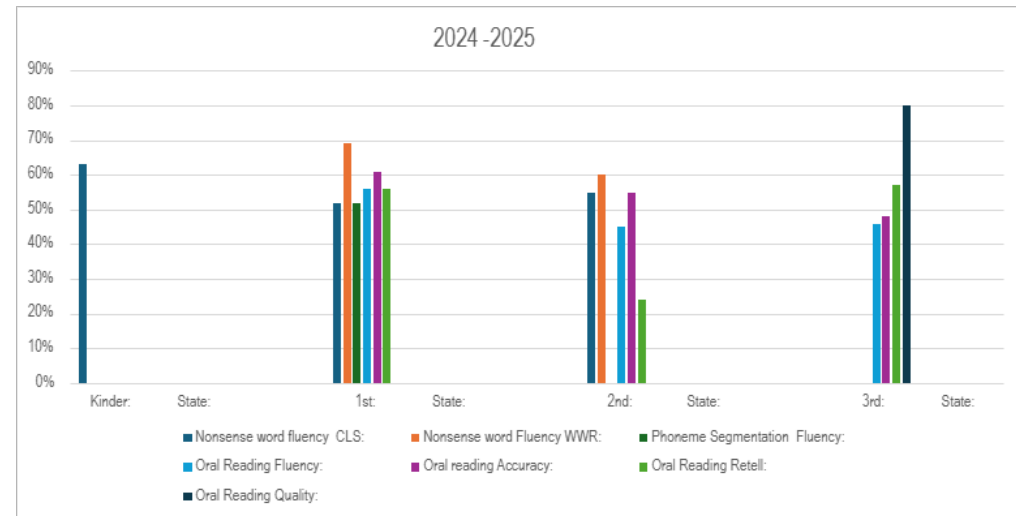


Overall

Math		Science	
2025	18%	2025	26%
2024	22%	2024	32%







School Engagement Survey Results

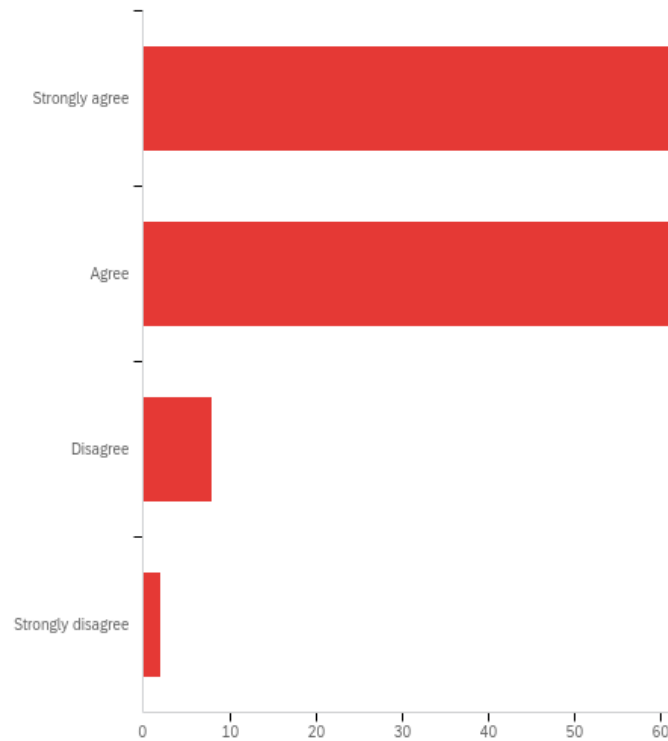




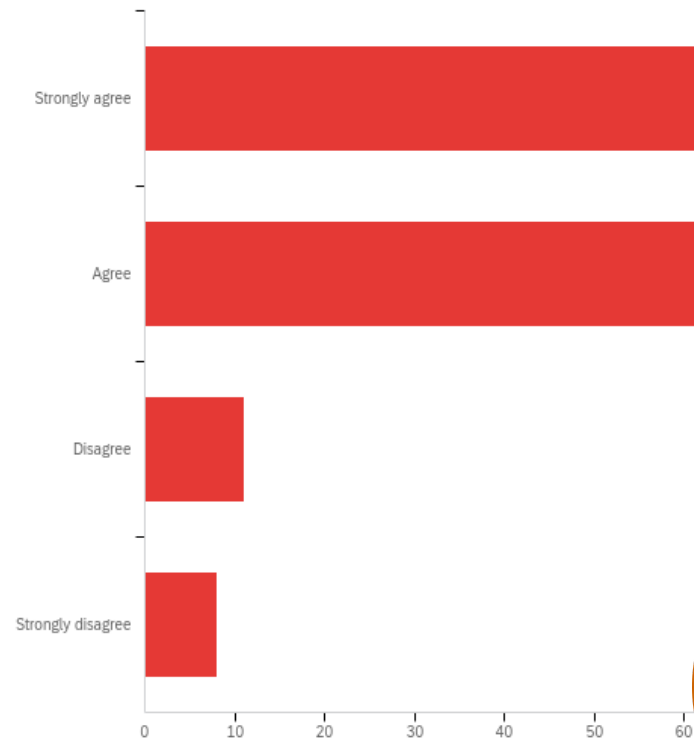
Younger Kids

5th and under

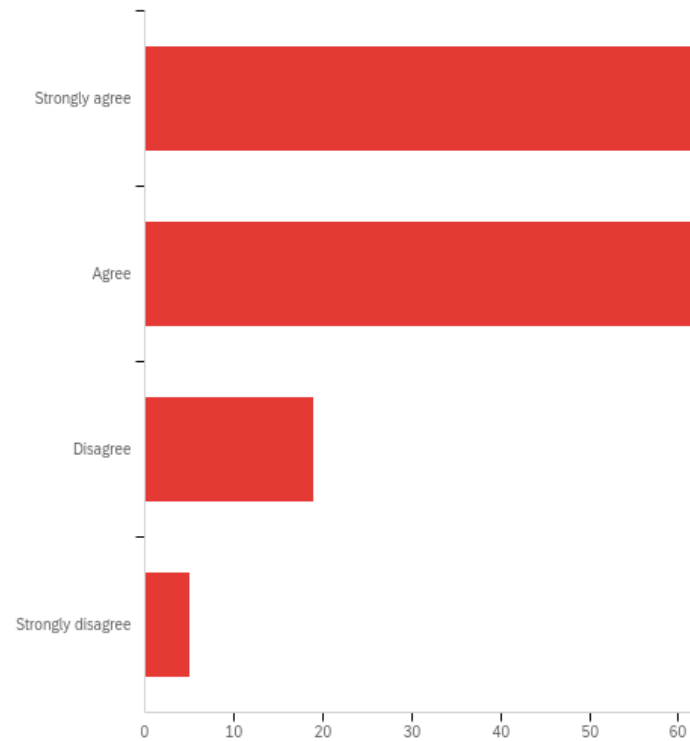
Adults at my
school care
about me.



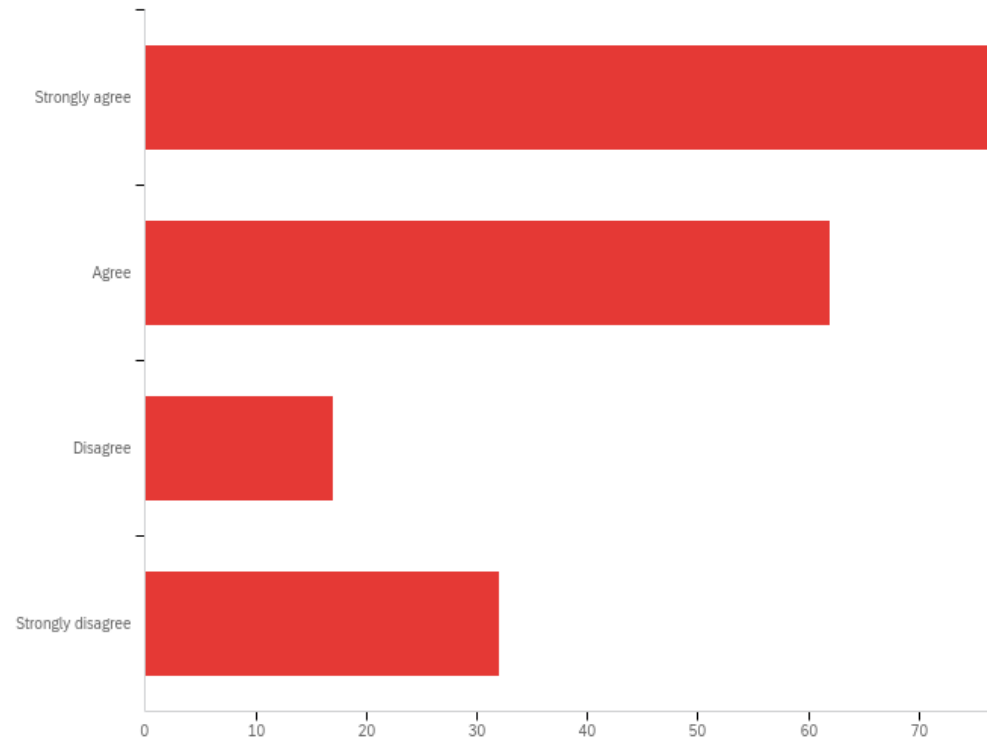
Adults in my
school help
me when
there's a
problem.



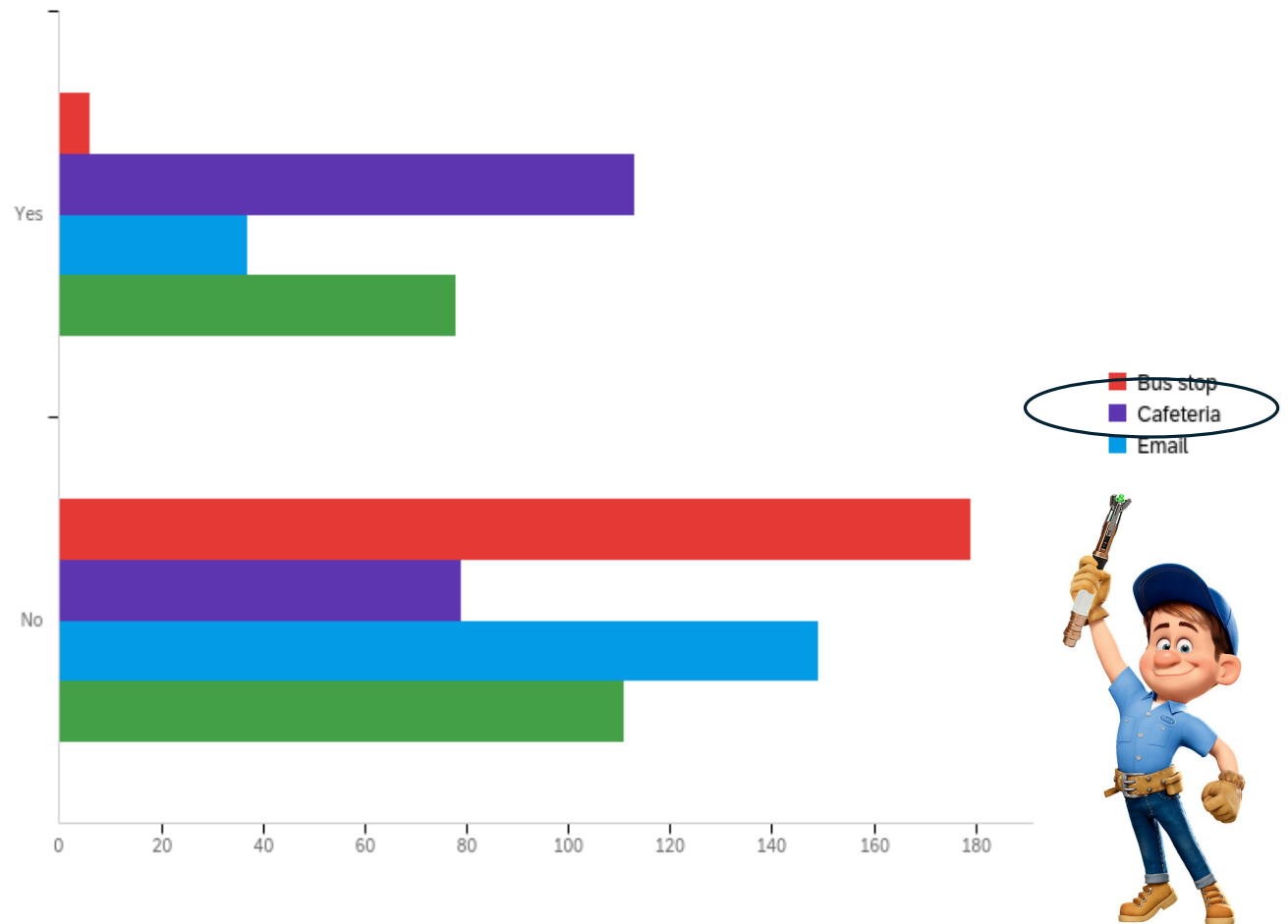
Students feel
safe at my
school.



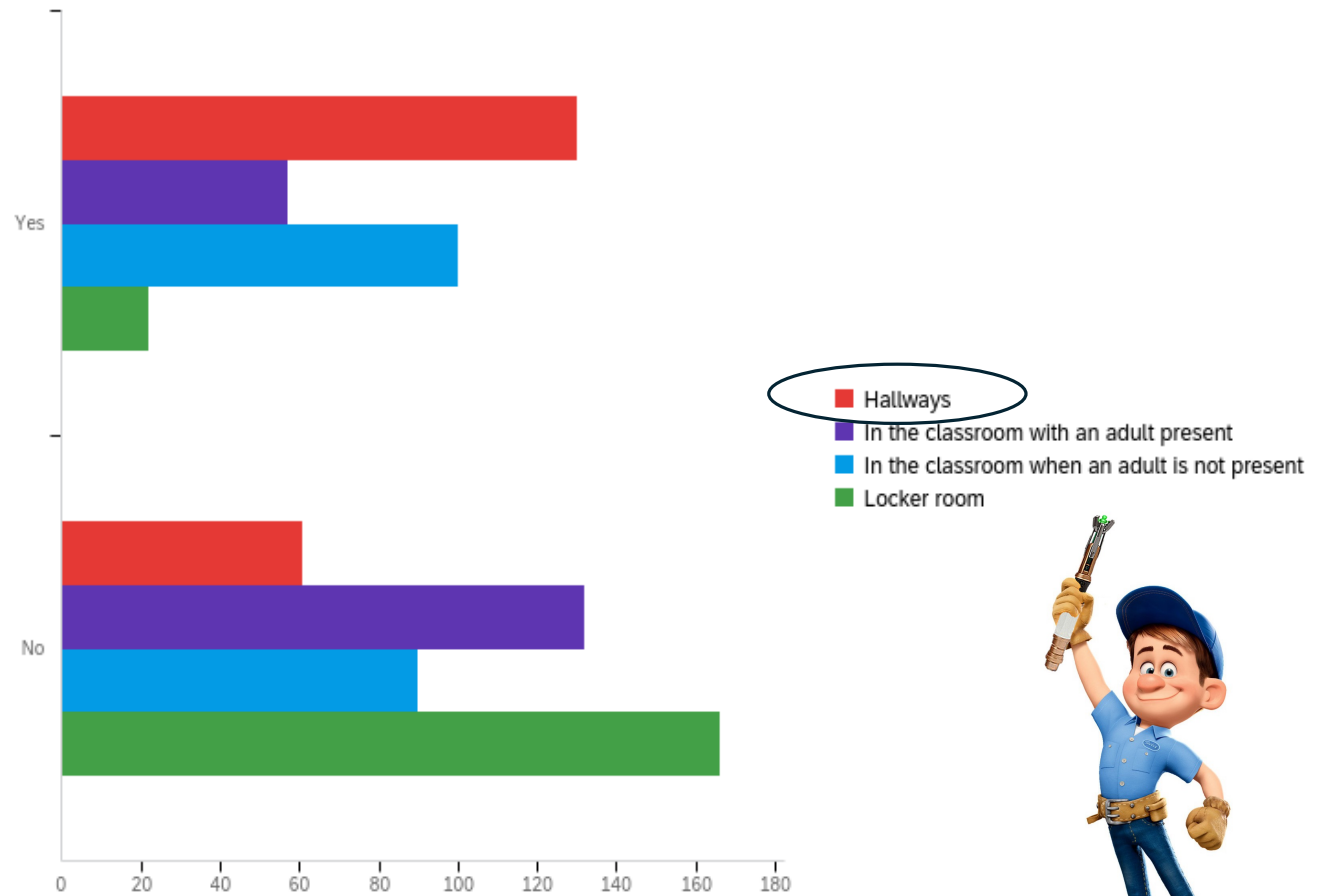
I have heard
students at my
school use hurtful
language that
makes me feel
uncomfortable.



Does bullying
take place in
any of the
following areas
in this school?



Does bullying
take place in
any of the
following areas
in this school?



in Jr. High School

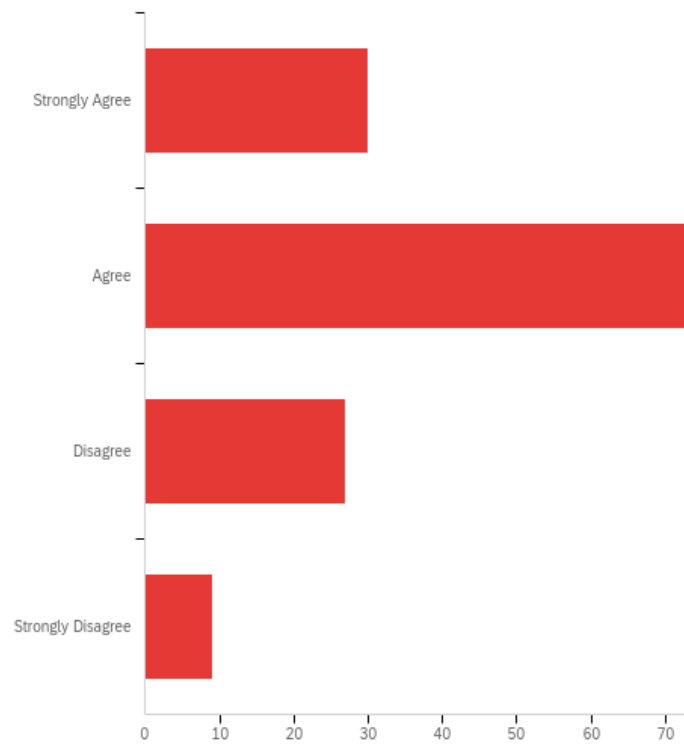


This Photo by Unknown Author is licensed under [CC BY-NC-ND](#)

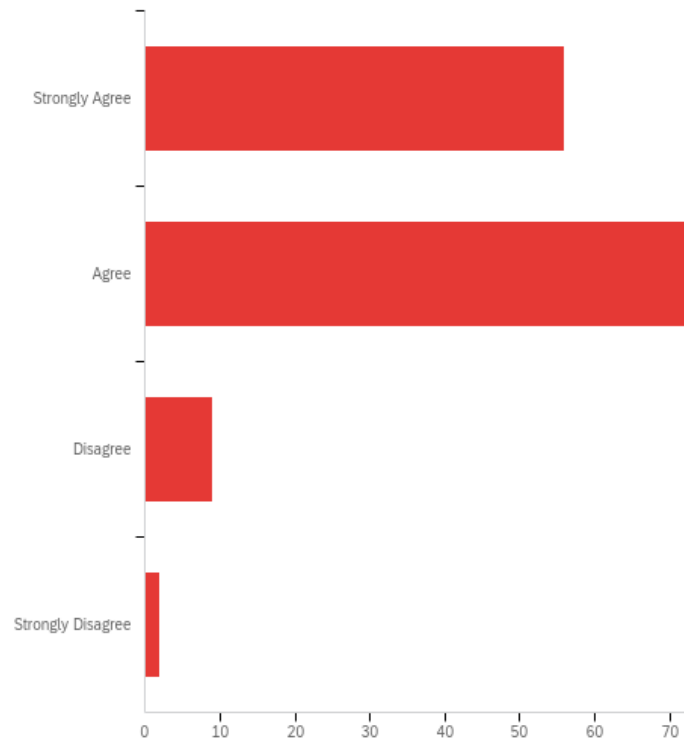
Older Kids

6th – 8th

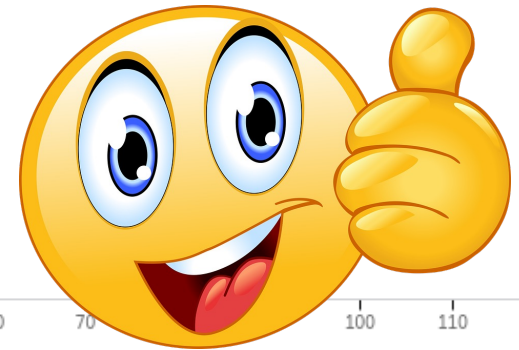
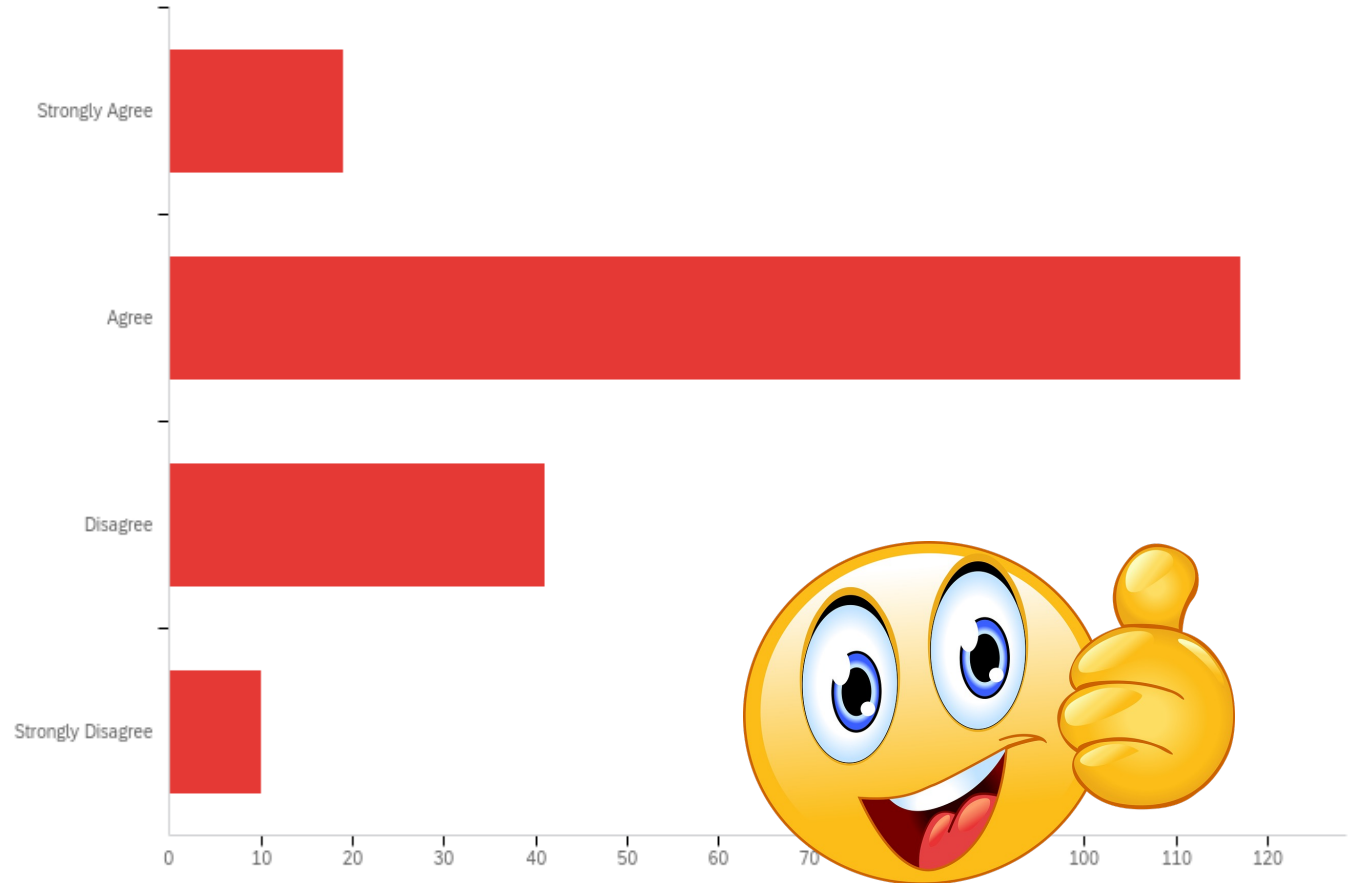
I feel safe at
this school.



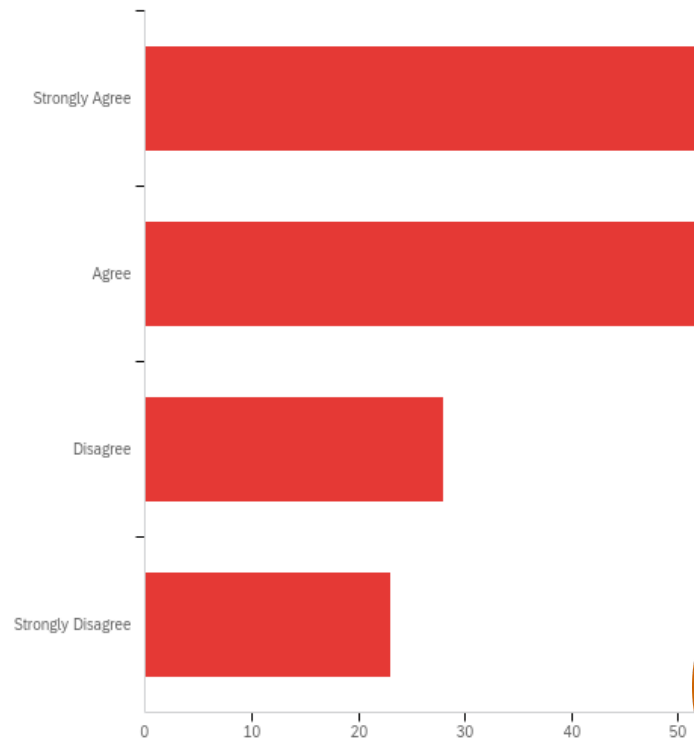
I feel safe
going to and
from school.



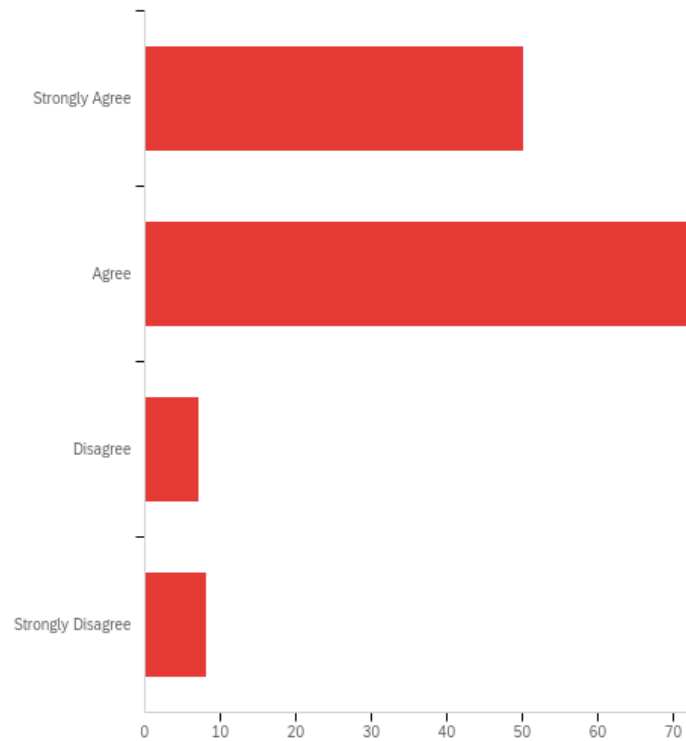
Students at
our school
feel safe.



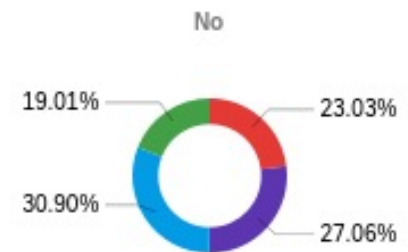
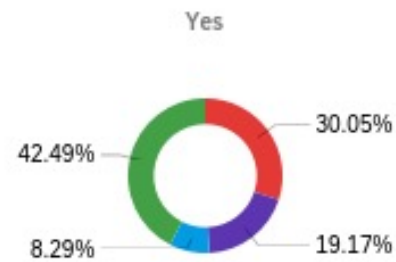
There is an adult at
this school who I
would feel
comfortable
talking to about a
concern.



I understand
the difference
between
bullying and
natural conflict.

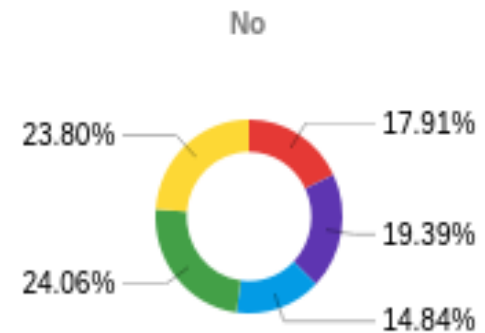
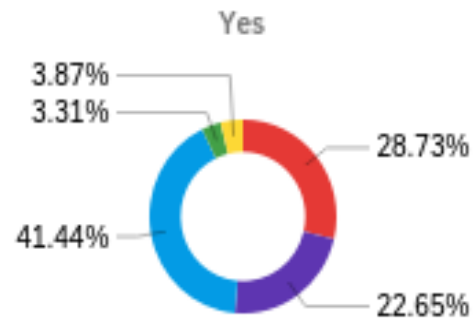


Does bullying
take place in
any of the
following areas
in this school?




■ In the classroom when an adult is not present ■ In the classroom with an adult present ■ Locker room ■ Playground

Does bullying
take place in
any of the
following areas
in this school?




 Athletic events

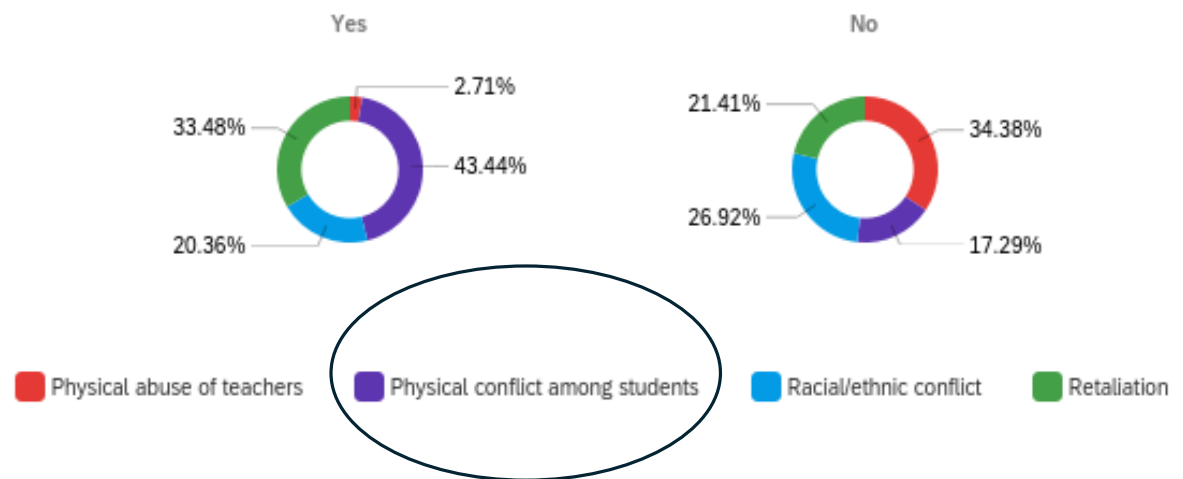
 Auditorium

 Bathroom

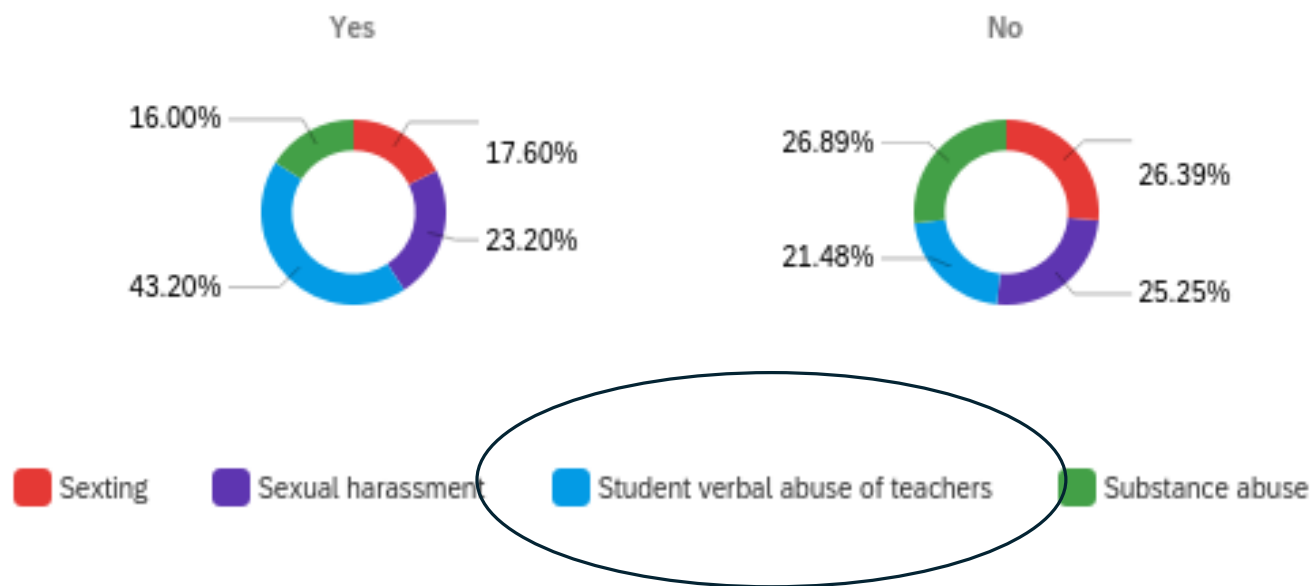
 Bus

 Bus stop

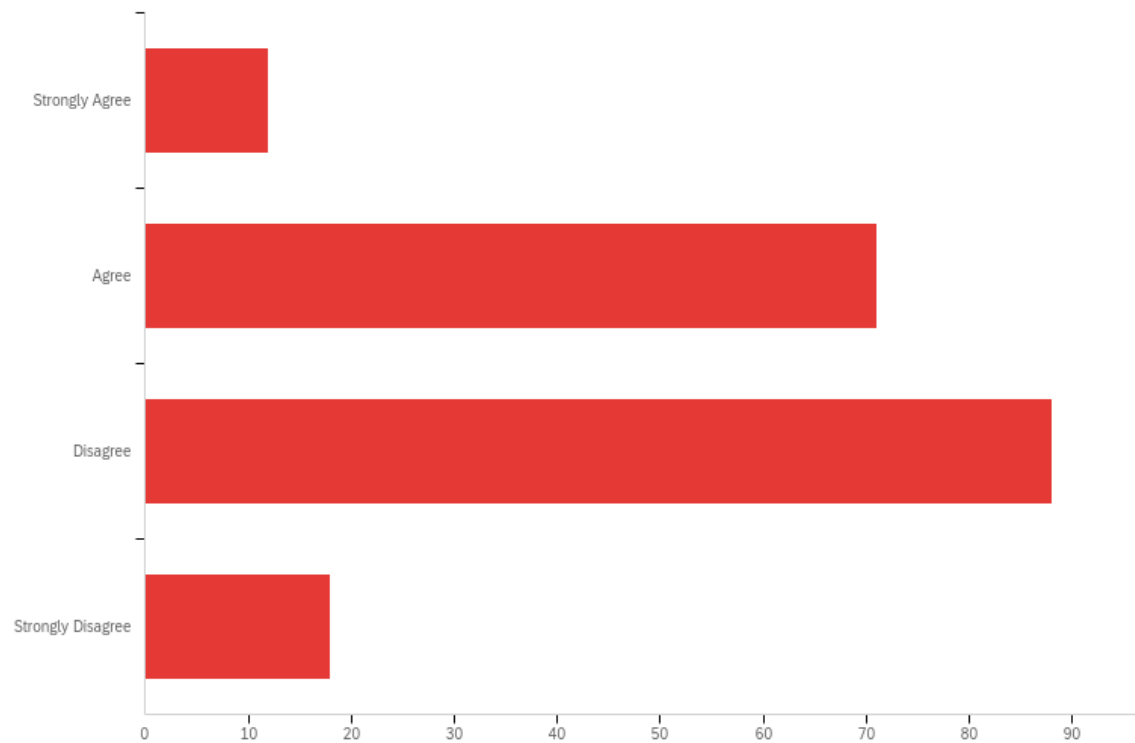
Do the following types of problems occur often at this school?



Do the following types of problems occur often at this school?



Students
respect one
another.



Takeaway

- Data Shows Specific areas for Growth. Teachers, groups, etc...
- Science Curriculum consideration
- 4th Grade has consistent Growth. 10%
- Open up Resources possible new curriculum. Lot of holes in standards and worried about its (Karma) School perception.





What's Up?

- Strategic Planning Session in June.
- Coaching , behavior, instruction support, in works.
- Additional 3 days for Teachers who need support.
 - ICE= Keepin' it cool like Snoop!
 - Instruction, Classroom (Community & Management), Engagement
- Scholar 3

UTAH TITLE IX ATHLETICS REPORTING

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

REQUIREMENTS:

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

UTAH TITLE IX ATHLETICS REPORTING

{24-25}

Category	Female-Designated Interscholastic Sports	Male-Designated Interscholastic Sports	Co-Ed Interscholastic Sports
Number and Type of Interscholastic Sports Available	<ul style="list-style-type: none"> • <i>Basketball</i> • <i>Volleyball</i> • <i>Soccer</i> 	<ul style="list-style-type: none"> • <i>Basketball</i> • <i>Soccer</i> 	<ul style="list-style-type: none"> • <i>Cross Country</i>
Number of Students Competing in a Gender-Designated Interscholastic Sport	<ul style="list-style-type: none"> • <i>Basketball: 20</i> • <i>Volleyball: 18</i> • <i>Soccer: 20</i> <li style="text-align: right;">- <i>Total: 58</i> 	<ul style="list-style-type: none"> • <i>Basketball: 25</i> • <i>Soccer: 20</i> <li style="text-align: right;"><i>Total: 45</i> 	<ul style="list-style-type: none"> • <i>Cross Country: 18 Boys, 12 Girls</i> <li style="text-align: right;"><i>Total: 30</i>

<p>Amount of Spending the School Devotes to Each Gender- Designated Interscholastic Sport*</p> <p><i>The dollar amounts in this row include all funds spent by the school on gender-designated interscholastic sports, including fees collected from students/parents and then subsequently spent by the school on gender-designated interscholastic sports.</i></p>	<p>Basketball</p> <ul style="list-style-type: none"> • Student Fee: \$ _50_ • Actual Spent Per Student: \$ _20_ • Budget Allocation: \$ _125_ • Total Spent: \$ _150_ <p>Volleyball</p> <ul style="list-style-type: none"> • Student Fee: \$ _50_ • Actual Spent Per Student: \$ _20_ • Budget Allocation: \$ _150_ • Total Spent: \$ _200_ <p>Soccer</p> <ul style="list-style-type: none"> • Student Fee: \$ _50_ • Actual Spent Per Student: \$ _20_ • Budget Allocation: \$ _150_ • Total Spent: \$ _200_ 	<p>Basketball</p> <ul style="list-style-type: none"> • Student Fee: \$ _50_ • Actual Spent Per Student: \$ _20_ • Budget Allocation: \$ _100_ • Total Spent: \$ _150_ <p>Soccer</p> <ul style="list-style-type: none"> • Student Fee: \$ _50_ • Actual Spent Per Student: \$ _20_ • Budget Allocation: \$ _150_ • Total Spent: \$ _200_ 	<p>Cross Country</p> <ul style="list-style-type: none"> • Student Fee: \$ _30_ • Actual Spent Per Student: \$ _20_ • Budget Allocation: \$ _300_ • Total Spent: \$ _300_
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Gender-Designated Interscholastic Sports Comparison and Evaluation

Sport	Practice Locations	Home Game Locations	Notes
<ul style="list-style-type: none"> • Basketball • Volleyball • Soccer • Cross Country 	<p>Various for Cross Country</p> <p>We only have one gym and one soccer field for them to practice on.</p>	<p>Various for Cross Country.</p> <p>We only have one gym and one soccer field for them to practice on.</p>	<p>Cross Country runs to various locations. Boys and girls locations are our 1 gym and 1 soccer field. There is not a designated area for girls or boys.</p>

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

Category	Compliance Efforts by School
Providing Separate Accommodates for Males and Females to Protect Individual Privacy, Health, and Competitive Opportunity	<i>The school complies with applicable laws and policies by providing separate accommodations for males and females to ensure privacy, health, and fair competition.</i>
Not Providing a Sex-Designated Facility, Program, or Event of a Higher Quality to One Sex and of a Lesser Quality to the Opposite Sex	<i>The school complies with applicable laws and policies by providing separate accommodations for males and females to ensure privacy, health, and fair competition.</i>
Not Providing Males or Females Preferred or More Advantageous Scheduling of Facilities, Programs, or Events in Comparison to the Opposite Sex	<i>The school complies with applicable laws and policies by providing separate accommodations for males and females to ensure privacy, health, and fair competition.</i>
Not Providing Males or Females with More Sex-Designated Opportunities than the Opposite Sex in Excess of a 10% Disparity	<i>The school complies with applicable laws and policies by providing separate accommodations for males and females to ensure privacy, health, and fair competition.</i>
Not Requiring Males or Females to Participate or Compete Against the Opposite Sex in any Sex-Designated Facility, Program, or Event	<i>The school complies with applicable laws and policies by providing separate accommodations for males and females to ensure privacy, health, and fair competition.</i>
Not Requiring, Giving Official Authorization For, or Knowingly Allowing Males or Females to Use a Sex-Designated Facility in the Presence of the Opposite Sex	<i>The school complies with applicable laws and policies by providing separate accommodations for males and females to ensure privacy, health, and fair competition.</i>

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

The school does not currently have a need for an Action Plan to address a discrepancy of 10% or greater between male-designated and female-designated interscholastic sports, as the opportunities are balanced and compliant with applicable regulations. We did not have a Boys Volleyball team do to scheduling issues with our gym.

Scholar Academy

Statement of Activities

Created on May 10, 2025
For Prior Month

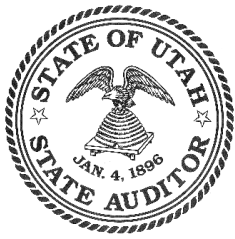
	Annual June 30, 2025 Budget	Year-to-Date April 30, 2025 Actual	% of Budget
Net Income			
Income			
Revenue From Local Sources	284,969	306,296	107.5 %
Revenue From State Sources	6,621,271	5,994,942	90.5 %
Revenue From Federal Sources	510,347	365,834	71.7 %
Total Income	<u>7,416,587</u>	<u>6,667,072</u>	<u>89.9 %</u>
Expenses			
Instruction/Salaries	3,720,741	2,664,036	71.6 %
Employee Benefits	907,635	742,129	81.8 %
Purchased Prof & Tech Serv	641,886	519,033	80.9 %
Purchased Property Services	86,524	54,544	63.0 %
Other Purchased Services	105,883	96,094	90.8 %
Supplies & Materials	793,618	515,695	65.0 %
Property	19,017	0	0.0 %
Debt Services & Miscellaneous	837,248	847,855	101.3 %
Total Expenses	<u>7,112,552</u>	<u>5,439,386</u>	<u>76.5 %</u>
Total Net Income	<u><u>304,035</u></u>	<u><u>1,227,686</u></u>	<u><u>403.8 %</u></u>

Scholar Academy
Statement of Financial Position
Created on May 10, 2025
For Prior Month

	Period Ending 04/30/2025 <u>Actual</u>	Period Ending 04/30/2024 <u>Actual</u>
Assets & Other Debits		
Current Assets		
Operating Cash	4,899,743	3,473,817
Accounts Receivables	1,212	4,744
Total Current Assets	<u>4,900,955</u>	<u>3,478,561</u>
Restricted Cash	<u>930,094</u>	<u>891,157</u>
Net Assets		
Fixed Assets	11,603,101	11,223,436
Depreciation	(1,655,268)	(1,342,415)
Total Net Assets	<u>9,947,833</u>	<u>9,881,021</u>
Total Assets & Other Debits	<u>15,778,882</u>	<u>14,250,739</u>
Liabilities & Fund Equity		
Current Liabilities	117,099	107,724
Long-Term Liabilities	<u>10,428,405</u>	<u>10,634,166</u>
Fund Balance	<u>4,005,442</u>	<u>3,396,058</u>
Net Income	<u>1,227,936</u>	<u>112,791</u>
Total Liabilities & Fund Equity	<u>15,778,882</u>	<u>14,250,739</u>

Scholar Academy
Proposed Initial FY26 Budget and Final FY25 Budget
For Approval at May 29, 2025 Board Meeting

Accounts	Actual FY2024 Results	Original FY2025 Budget	Current P&L Through 4-30-25	Proposed FY2025 Amended	Proposed FY2026 (All Funds)
Income					
1000 - Revenue From Local Sources	303,096	284,969	306,296	347,585	347,585
3000 - Revenue From State Sources	6,424,572	6,621,271	5,994,942	7,182,113	7,759,332
4000 - Revenue From Federal Sources	645,910	510,347	365,834	601,179	356,793
5000 - Other Financing Sources					
Total Income	7,373,578	7,416,587	6,667,072	8,130,877	8,463,709
Gross Margin	7,373,578	7,416,587	6,667,072	8,130,877	8,463,709
Gross Margin %	100.0%	100.0%	100.0%	100.0%	100.0%
Expenses					
0100 - Salaries	3,571,096	3,720,741	2,664,036	3,720,741	3,875,750
0200 - Employee Benefits	947,461	907,635	742,129	1,070,000	1,118,000
0300-Purchased Professional and Technical Services	510,297	641,886	519,033	646,000	665,000
0400-Purchased Property Services	395,911	86,524	54,544	150,550	254,500
0500-Other Purchased Services	95,518	105,883	96,094	121,500	113,500
0600-Supplies and Materials	646,281	793,618	515,695	878,500	760,000
0700-Property	20,095	19,017	0	50,000	50,000
0800-Debt Service and Miscellaneous	823,373	837,249	847,855	863,332	924,000
Total Expenses	7,010,031	7,112,553	5,439,386	7,500,623	7,760,750
Net Income	363,547	304,035	1,227,686	630,254	702,959
Net Income %	4.9%	4.1%	18.4%	7.8%	8.3%
EBITDA	363,547	304,035	1,227,686	630,254	702,959
EBITDA %	4.9%	4.1%	18.4%	7.8%	8.3%
Notes:					
Original FY25 Budget based on 640 Students					
Updated FY25 Estimate from State based on 692 Students					
Original FY26 Budget based on 686 Students					



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

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

*Entity Name: Scholar Academy

*Completed for Fiscal Year Ending: June 30, 2025 *Completion Date: _____

*CAO Name: Traelle Gailey *CFO Name: Traelle Gailey

*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.

Board Member Annual Commitment to Ethical Behavior

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

Signature _____
Board Member Name

Date

Signature _____
Board Member Name

Date

Signature _____
Board Member Name

Date

Signature _____
Board Member Name

Date

Signature _____
Board Member Name

Date

Signature _____
Board Member Name

Date

Signature _____
Board Member Name

Date

Scholar Academy

Board of Directors Meeting

Date: April 8, 2025

Location: <https://us02web.zoom.us/j/85436752330?pwd=WDVpsRwS16P4J56mSXTelt4dJxxaRA.1>

In Attendance: Dusty Griffith, Johanna Leonelli, Caitlin Shumway, Traelle Gailey

Excused: Sandra Shepard

Others In Attendance: Jeff Hall, Jon McQueary, Nicole Jones, Alicia Ady, Aaron Pratt

MINUTES

CALL TO ORDER

Dusty Griffith called the meeting to order at 5:00 PM.

Jon McQueary joined at 5:01pm

CONSENT ITEMS

- March 27, 2025, Board Meeting Minutes
Traelle Gailey made a motion to approve March 27, 2025, Board Meeting Minutes. Caitlin Shumway seconded. Motion passed unanimously. Votes were as follows: Caitlin Shumway, Aye; Traelle Gailey, Aye; Dusty Griffith, Aye.

VOTING ITEMS AND DISCUSSION ITEMS

- DHE Quote
Jeff Hall discussed the needed electronic devices. These devices will be used for the 5th grade refresh. There is money in the Digital Learning and Teaching Budget for this purchase. Jon McQueary asked which year's budget they would like this purchase on. Jeff Hall discussed that they would like to have the devices for summer and would like to add it to this year's budget.

Johanna Leonelli and Aaron Pratt joined the meeting at 5:07pm

Caitlin Shumway made a motion to approve the DHE Computer Systems Invoice for 90 computers and 3-year warranty for up to \$40,000. Traelle Gailey seconded. Motion passed unanimously. Votes were as follows: Johanna Leonelli, Aye; Caitlin Shumway, Aye; Traelle Gailey, Aye; Dusty Griffith, Aye.

- Flooring Quote
This item was tabled.

CALENDARING

- Next Board Meeting May 29, 2025 @ 5:00PM

ADJOURN

At 5:17 pm Caitlin Shumway made a motion to adjourn. Traelle Gailey seconded. Motion passed unanimously. Votes were as follows: Johanna Leonelli, Aye; Caitlin Shumway, Aye; Sandra Shepard, Aye; Traelle Gailey, Aye; Dusty Griffith, Aye.

April 7, 2025

Board of Directors

"[Name and Address of Client]"

You have requested that we audit the financial statements of the governmental activities and each major fund of [Client] (the School) as of June 30, 2025, 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, 2025, 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 controls.
- 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 the financial statements, and single audit as necessary, 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*, 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 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 necessary.
- Prepare or assist in preparing the government-wide statements and conversion entries and note disclosures.
- Assistance with preparation of Schedule of Expenditures, as necessary.

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 fee for the audit will be \$12,950. 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, CPA
Partner

RESPONSE:

This letter correctly sets forth our understanding.

Acknowledged and agreed on behalf of the School by:

Name: _____

Title: _____



Proposal #009267752
Prepared For
Scholar Academy

Attention:
Ashley Tignor
atignor@scholarcharter.org

For the Purchase of:
**Into Reading K-6 Version 3 + Waggle +Writable 3
YR**

Prepared By
Casey Rose
casey.rose@hnhco.com

Please submit this proposal with your purchase order.

Purchase orders or duly executed service agreements for **Professional Services** purchased, must be submitted at least 30 days before the service event date.

For greater detail, the complete Terms of Purchases may be reviewed here:
<http://www.hnhco.com/common/terms-conditions>

Coupon Code: PRODPB5

Send **Check Payments** to:
HMH Education Company
14046 Collection Center Drive
Chicago, IL 60693

Attention:
Ashley Tignor
atignor@scholarcharter.org

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FAX: 800-269-5232

Proposal for Scholar Academy

ISBN	Title		Price	Quantity	Value of all Materials	Value of Free Materials	Value of Charged Materials
Grade K							
Student Digital Licenses							
1893062	9798202061851	Into Reading Vrs3 Student License WA 3 Year Package Includes: Into Reading Vrs3 Digital Student Resources 3 Year Grades K-6 Waggle ELA Digital Student Resources 3 Year Grades K-6 Implementation Success	\$128.25	82	\$10,516.50	\$525.62	\$9,990.88
Total for Student Digital Licenses			\$9,990.88				
Teacher Digital Licenses							
1893200	9798202061936	Into Reading VRS3 Teacher License WA 3 Year Grades K-6 Package Includes: Into Reading Vrs3 Digital Teacher Resources 3 Year Grades K-6 Waggle ELA Digital Teacher Resources 3 Year Grades K-6 Access to Teacher's Corner	\$542.70	3	\$1,628.10	\$1,628.10	
Total for Teacher Digital Licenses			\$0.00				
A la Carte Items Available for Purchase							
Teacher Materials							
1886179	9798202028168	Into Reading Vrs3 Teacher's Guide Set Grade K	\$197.35	3	\$592.05	\$29.61	\$562.44
1889838	9798202043420	Into Reading Vrs3 Big Book Set Grade K	\$240.24	3	\$720.72	\$36.03	\$684.69
1889834	9798202043406	Into Reading Vrs3 Read Aloud Set Grade K	\$137.60	3	\$412.80	\$20.64	\$392.16
1874676	9780358976240	Into Reading Vrs3 Bookstix Grade K	\$4.85	3	\$14.55	\$0.72	\$13.83
1889840	9798202043437	Into Reading Vrs3 Instructional Card Kit Grade K	\$82.50	3	\$247.50	\$12.39	\$235.11
1721083	9781328522900	Into Reading Tabletop Minilessons Reading Grade K	\$33.90	3	\$101.70	\$5.10	\$96.60
1716734	9781328491602	Into Reading Tabletop Minilessons English Language Development Grade K	\$33.90	3	\$101.70	\$5.10	\$96.60
Student Materials							
1885991	9798202027222	Into Reading Vrs3 Student myBook Softcover 3 Year Print Grade K	\$16.50	82	\$1,353.00	\$68.06	\$1,284.94
Total for A la Carte Items Available for Purchase			\$3,366.37				
Total for Grade K			\$13,357.25				

Coupon Code: PRODPB5

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Proposal for Scholar Academy

ISBN	Title		Price	Quantity	Value of all Materials	Value of Free Materials	Value of Charged Materials
Grade 1							
Student Digital Licenses							
1893062	9798202061851	Into Reading Vrs3 Student License WA 3 Year Package Includes: Into Reading Vrs3 Digital Student Resources 3 Year Grades K-6 Waggle ELA Digital Student Resources 3 Year Grades K-6 Implementation Success	\$128.25	82	\$10,516.50	\$525.62	\$9,990.88
Total for Student Digital Licenses			\$9,990.88				
Teacher Digital Licenses							
1893200	9798202061936	Into Reading VRS3 Teacher License WA 3 Year Grades K-6 Package Includes: Into Reading Vrs3 Digital Teacher Resources 3 Year Grades K-6 Waggle ELA Digital Teacher Resources 3 Year Grades K-6 Access to Teacher's Corner	\$542.70	3	\$1,628.10	\$1,628.10	
Total for Teacher Digital Licenses			\$0.00				
A la Carte Items Available for Purchase							
Teacher Materials							
1886181	9798202028175	Into Reading Vrs3 Teacher's Guide Set Grade 1	\$197.35	3	\$592.05	\$29.61	\$562.44
1886169	9798202028113	Into Reading Vrs3 Teaching Pal Set Grade 1	\$41.49	3	\$124.47	\$6.21	\$118.26
1736147	9781328639097	Into Reading Big Book Set Grade 1	\$91.75	3	\$275.25	\$13.77	\$261.48
1736145	9781328639059	Into Reading Read Aloud Set Grade 1	\$96.09	3	\$288.27	\$14.40	\$273.87
1874678	9780358976257	Into Reading Vrs3 Bookstix Grade 1	\$4.85	3	\$14.55	\$0.72	\$13.83
1889842	9798202043444	Into Reading Vrs3 Instructional Card Kit Grade 1	\$82.50	3	\$247.50	\$12.39	\$235.11
1721084	9781328522917	Into Reading Tabletop Minilessons Reading Grade 1	\$33.90	3	\$101.70	\$5.10	\$96.60
1716735	9781328491619	Into Reading Tabletop Minilessons English Language Development Grade 1	\$33.90	3	\$101.70	\$5.10	\$96.60
1736148	9781328639103	Into Reading Focal Text Single Copy Set Grade 1	\$27.15	3	\$81.45	\$4.08	\$77.37
Student Materials							
1886005	9798202027291	Into Reading Vrs3 Student myBook Softcover Set 3 Year Print Grade 1	\$16.50	82	\$1,353.00	\$68.06	\$1,284.94
Total for A la Carte Items Available for Purchase			\$3,020.50				
Total for Grade 1			\$13,011.38				

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Proposal for Scholar Academy

ISBN	Title		Price	Quantity	Value of all Materials	Value of Free Materials	Value of Charged Materials
Grade 2							
Student Digital Licenses							
1893062	9798202061851	Into Reading Vrs3 Student License WA 3 Year Package Includes: Into Reading Vrs3 Digital Student Resources 3 Year Grades K-6 Waggle ELA Digital Student Resources 3 Year Grades K-6 Implementation Success	\$128.25	82	\$10,516.50	\$525.62	\$9,990.88
Total for Student Digital Licenses			\$9,990.88				
Teacher Digital Licenses							
1893200	9798202061936	Into Reading VRS3 Teacher License WA 3 Year Grades K-6 Package Includes: Into Reading Vrs3 Digital Teacher Resources 3 Year Grades K-6 Waggle ELA Digital Teacher Resources 3 Year Grades K-6 Access to Teacher's Corner	\$542.70	3	\$1,628.10	\$1,628.10	
Total for Teacher Digital Licenses			\$0.00				
A la Carte Items Available for Purchase							
Teacher Materials							
1886183	9798202028182	Into Reading Vrs3 Teacher's Guide Set Grade 2	\$197.35	3	\$592.05	\$29.61	\$562.44
1886171	9798202028120	Into Reading Vrs3 Teaching Pal Set Grade 2	\$41.49	3	\$124.47	\$6.21	\$118.26
1889836	9798202043413	Into Reading Vrs3 Read Aloud Set Grade 2	\$137.60	3	\$412.80	\$20.64	\$392.16
1874680	9780358976264	Into Reading Vrs3 Bookstix Grade 2	\$4.85	3	\$14.55	\$0.72	\$13.83
1889844	9798202043451	Into Reading Vrs3 Instructional Card Kit Grade 2	\$82.50	3	\$247.50	\$12.39	\$235.11
1721085	9781328522924	Into Reading Tabletop Minilessons Reading Grade 2	\$33.90	3	\$101.70	\$5.10	\$96.60
1716736	9781328491626	Into Reading Tabletop Minilessons English Language Development Grade 2	\$33.90	3	\$101.70	\$5.10	\$96.60
1736149	9781328639110	Into Reading Focal Text Single Copy Set Grade 2	\$27.15	3	\$81.45	\$4.08	\$77.37
Student/ Materials							
1886021	9798202027376	Into Reading Vrs3 Student myBook Softcover Set 3 Year Print Grade 2	\$16.50	82	\$1,353.00	\$68.06	\$1,284.94
Total for A la Carte Items Available for Purchase			\$2,877.31				
Total for Grade 2			\$12,868.19				

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Proposal for Scholar Academy

ISBN	Title		Price	Quantity	Value of all Materials	Value of Free Materials	Value of Charged Materials
Grade 3							
Student Digital Licenses							
1893062	9798202061851	Into Reading Vrs3 Student License WA 3 Year Package Includes: Into Reading Vrs3 Digital Student Resources 3 Year Grades K-6 Waggle ELA Digital Student Resources 3 Year Grades K-6 Implementation Success	\$128.25	82	\$10,516.50	\$525.62	\$9,990.88
Total for Student Digital Licenses			\$9,990.88				
Teacher Digital Licenses							
1893200	9798202061936	Into Reading VRS3 Teacher License WA 3 Year Grades K-6 Package Includes: Into Reading Vrs3 Digital Teacher Resources 3 Year Grades K-6 Waggle ELA Digital Teacher Resources 3 Year Grades K-6 Access to Teacher's Corner	\$542.70	3	\$1,628.10	\$1,628.10	
Total for Teacher Digital Licenses			\$0.00				
A la Carte Items Available for Purchase							
Teacher Materials							
1886185	9798202028199	Into Reading Vrs3 Teacher's Guide Set Grade 3	\$197.35	3	\$592.05	\$29.61	\$562.44
1886173	9798202028137	Into Reading Vrs3 Teaching Pal Set Grade 3	\$41.49	3	\$124.47	\$6.21	\$118.26
1889902	9798202043734	Into Reading Vrs3 Vocabulary Cards Grade 3	\$25.75	3	\$77.25	\$3.87	\$73.38
1721086	9781328522931	Into Reading Tabletop Minilessons Reading Grade 3	\$33.90	3	\$101.70	\$5.10	\$96.60
1716737	9781328491633	Into Reading Tabletop Minilessons English Language Development Grade 3	\$33.90	3	\$101.70	\$5.10	\$96.60
1736150	9781328639127	Into Reading Focal Text Single Copy Set Grade 3	\$27.15	3	\$81.45	\$4.08	\$77.37
Student Materials							
1886037	9798202027451	Into Reading Vrs3 Student myBook Softcover Set 3 Year Print Grade 3	\$16.50	82	\$1,353.00	\$68.06	\$1,284.94
Total for A la Carte Items Available for Purchase			\$2,309.59				
Total for Grade 3			\$12,300.47				

Coupon Code: PRODPB5

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Proposal for Scholar Academy

ISBN	Title		Price	Quantity	Value of all Materials	Value of Free Materials	Value of Charged Materials
Grade 4							
Student Digital Licenses							
1893062	9798202061851	Into Reading Vrs3 Student License WA 3 Year Package Includes: Into Reading Vrs3 Digital Student Resources 3 Year Grades K-6 Waggle ELA Digital Student Resources 3 Year Grades K-6 Implementation Success	\$128.25	82	\$10,516.50	\$525.62	\$9,990.88
Total for Student Digital Licenses			\$9,990.88				
Teacher Digital Licenses							
1893200	9798202061936	Into Reading VRS3 Teacher License WA 3 Year Grades K-6 Package Includes: Into Reading Vrs3 Digital Teacher Resources 3 Year Grades K-6 Waggle ELA Digital Teacher Resources 3 Year Grades K-6 Access to Teacher's Corner	\$542.70	3	\$1,628.10	\$1,628.10	
Total for Teacher Digital Licenses			\$0.00				
A la Carte Items Available for Purchase							
Teacher Materials							
1886187	9798202028205	Into Reading Vrs3 Teacher's Guide Set Grade 4	\$197.35	3	\$592.05	\$29.61	\$562.44
1886175	9798202028144	Into Reading Vrs3 Teaching Pal Set Grade 4	\$41.49	3	\$124.47	\$6.21	\$118.26
1889914	9798202043741	Into Reading Vrs3 Vocabulary Cards Grade 4	\$25.75	3	\$77.25	\$3.87	\$73.38
1721087	9781328522948	Into Reading Tabletop Minilessons Reading Grade 4	\$33.90	3	\$101.70	\$5.10	\$96.60
1716738	9781328491640	Into Reading Tabletop Minilessons English Language Development Grade 4	\$33.90	3	\$101.70	\$5.10	\$96.60
1736151	9781328639134	Into Reading Focal Text Single Copy Set Grade 4	\$27.15	3	\$81.45	\$4.08	\$77.37
Student Materials							
1886053	9798202027536	Into Reading Vrs3 Student myBook Softcover Set 3 Year Print Grade 4	\$16.50	82	\$1,353.00	\$68.06	\$1,284.94
Total for A la Carte Items Available for Purchase			\$2,309.59				
Total for Grade 4			\$12,300.47				

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Proposal for Scholar Academy

ISBN	Title		Price	Quantity	Value of all Materials	Value of Free Materials	Value of Charged Materials
Grade 5							
Student Digital Licenses							
1893062	9798202061851	Into Reading Vrs3 Student License WA 3 Year Package Includes: Into Reading Vrs3 Digital Student Resources 3 Year Grades K-6 Waggle ELA Digital Student Resources 3 Year Grades K-6 Implementation Success	\$128.25	82	\$10,516.50	\$525.62	\$9,990.88
Total for Student Digital Licenses			\$9,990.88				
Teacher Digital Licenses							
1893200	9798202061936	Into Reading VRS3 Teacher License WA 3 Year Grades K-6 Package Includes: Into Reading Vrs3 Digital Teacher Resources 3 Year Grades K-6 Waggle ELA Digital Teacher Resources 3 Year Grades K-6 Access to Teacher's Corner	\$542.70	3	\$1,628.10	\$1,628.10	
Total for Teacher Digital Licenses			\$0.00				
A la Carte Items Available for Purchase							
Teacher Materials							
1886189	9798202026966	Into Reading Vrs3 Teacher's Guide Set Grade 5	\$197.35	3	\$592.05	\$29.61	\$562.44
1886177	9798202028151	Into Reading Vrs3 Teaching Pal Set Grade 5	\$41.49	3	\$124.47	\$6.21	\$118.26
1889916	9798202043727	Into Reading Vrs3 Vocabulary Cards Grade 5	\$25.75	3	\$77.25	\$3.87	\$73.38
1721088	9781328522955	Into Reading Tabletop Minilessons Reading Grade 5	\$33.90	3	\$101.70	\$5.10	\$96.60
1716739	9781328491657	Into Reading Tabletop Minilessons English Language Development Grade 5	\$33.90	3	\$101.70	\$5.10	\$96.60
1736153	9781328639141	Into Reading Focal Text Single Copy Set Grade 5	\$27.15	3	\$81.45	\$4.08	\$77.37
Student Materials							
1886069	9798202027611	Into Reading Vrs3 Student myBook Softcover Set 3 Year Print Grade 5	\$16.50	82	\$1,353.00	\$68.06	\$1,284.94
Total for A la Carte Items Available for Purchase			\$2,309.59				
Total for Grade 5			\$12,300.47				

Coupon Code: PRODPB5

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Proposal for Scholar Academy

ISBN	Title		Price	Quantity	Value of all Materials	Value of Free Materials	Value of Charged Materials
<u>Writable for Into Reading - Grades 3-6</u>							
Student Licenses							
1812140 9780358581383	2021 Writable for Into Reading Student License Digital 3 Year Grades 3-6		\$36.00	492	\$17,712.00	\$885.60	\$16,826.40
Includes: Writable for Into Reading Digital Student Resources 3 Year Implementation Success							
Total for Student Licenses			\$16,826.40				
Teacher Licenses							
1812148 9780358581468	2021 Writable for Into Reading Teacher License Digital 3 Year Grades 3-6		\$663.00	18	\$11,934.00	\$11,934.00	
Includes: Writable for Into Reading Digital Teacher Resources 3 Year Access to Teacher's Corner							
Total for Teacher Licenses			\$0.00				
Total for Writable for Into Reading - Grades 3-6			\$16,826.40				

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Proposal for Scholar Academy

ISBN	Title	Price	Quantity	Value of all Materials	Value of Free Materials	Value of Charged Materials
Professional Services - Writable for Into Reading Grades 3-6						
Implementation Support - Writable for Into Reading Grades 3-6						
1787298 9780358385219	Getting Started: Introduction to Writable for Into Reading Writing Workshop Live Online 2-Hour Grade K-6 This session walks teachers through how to use Writable in their classroom to improve writing with flexible tools that guide students to develop purposeful drafts, incorporate personalized feedback, and produce writing that shines. This initial session is the first step on the way to a successful first 30 days. Additional training and support will be provided via Teacher's Corner on Ed. There, teachers will access a guided learning pathway based on their HMH program(s), grade level and implementation timeline. A recommended sequence of live sessions and on-demand interactive media and videos will help teachers plan, teach and assess learning using their new HMH program. Note: To ensure a successful training, please schedule this session after teachers are rostered on Ed, HMH teaching and learning platform.	\$800.00	1	\$800.00	\$40.00	\$760.00
Total for Implementation Support - Writable for Into Reading Grades 3-6		\$760.00				
<u>Total for Professional Services - Writable for Into Reading Grades 3-6</u>		\$760.00				

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Proposal for Scholar Academy

ISBN	Title	Price	Quantity	Value of all Materials	Value of Free Materials	Value of Charged Materials
<u>Professional Services- Into Reading Vrs3 WA K-6</u>						
Coaching						
1883292	9798202010903 Coachly Getting Started Live Online 1-Hour Grades K-12 In this initial district-scheduled session, participants will explore the Coachly experience, discuss the impact of collaboration on student and teacher growth, and develop strategies to make the most of their Coachly partnership.	\$400.00	1	\$400.00	\$400.00	
1883291	9798202010897 Coachly Leader Success Live Online 1-Hour Grades K-12 In this building level leader-focused session, participants will explore the Coachly experience, discuss its value and the impact of collaboration on student and teacher growth, and develop strategies to make the most of their Coachly partnership.	\$400.00	1	\$400.00	\$400.00	
	Included are recommendations for usage and progress monitoring and details around next steps for teachers to launch their partnerships.					
1893958	9798202064968 Into Reading Vrs3 WA Coachly 4+ 1-Year Grades K-6 Coachly provides one-on-one coaching to teachers to build their program expertise, support lesson planning, and discuss data-driven, actionable strategies to grow teacher practice. Each teacher is matched with a certified coach with whom they can schedule virtual sessions and message via the Ed platform. The Coachly 4+ annual subscription includes 4 Coachly digital licenses and 1 in-person coaching days. In-person coaching days can support individuals or teams of teachers with lesson modeling, lesson planning, and data analysis.	\$6,500.00	1	\$6,500.00		\$6,500.00
Total for Coaching		\$6,500.00				
Implementation Support for Into Reading Vrs3 WA K-6						
1893350	9798202064432 Into Reading Vrs3 WA Getting Started Live Online 2-Hour Grades K-6 This two-hour Getting Started session introduces teachers to their new program's structure, essential resources, and implementation recommendations. Teachers will also explore Ed, HMH's teaching and learning platform, and the professional learning pathway on Ed. Getting Started is the initial step toward a successful first 30 days. Ongoing training and support will be also provided on Ed. There, teachers will access a guided learning pathway based on their grade level and implementation timeline. A recommended sequence of topics, which includes live sessions, videos, interactive media, and related resources, will help teachers plan, teach, and assess student learning using their new HMH program. After teachers complete each pathway topic, they receive a certificate of completion.	\$800.00	1	\$800.00	\$40.00	\$760.00
Total for Implementation Support for Into Reading Vrs3 WA K-6		\$760.00				
<u>Total for Professional Services- Into Reading Vrs3 WA K-6</u>		\$7,260.00				

Coupon Code: PRODPB5

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Proposal for
Scholar Academy

ISBN	Title	Price	Quantity	Value of all Materials	Value of Free Materials	Value of Charged Materials
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<i>Total Savings:</i>	\$26,677.01
<i>Subtotal Purchase Amount:</i>	\$100,984.63
<i>Shipping & Handling:</i>	\$5,057.96
<i>Total Cost of Proposal (PO Amount):</i>	\$106,042.59

****Please add proper sales tax to your order****

Coupon Code: PRODPB5

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Total Cost of Proposal (PO Amount): \$106,042.59

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- Please return this cost proposal with your signed purchase order that matches product, prices and shipping charges.
- Provide the exact address for *delivery* of print materials. The shipping address may be your district warehouse or individual school sites, but it is essential that this is accurate.
- Please supply the name of each important district point of contact for all aspects of the solution including their direct contact information (email/phone):
 - o Point of Contact for Print materials
 - o Point of Contact for Digital materials
 - o Point of Contact for Scheduling Professional Development
 - o Email address for Accounts Payable contact
- Please confirm that we have the correct 'Ship to' and 'Sold to' information on the cost proposal.

Ship to: Scholar Academy 928 N 100 E Tooele, UT 84074-4630	Sold to: Scholar Academy 928 N 100 E Tooele, UT 84074-4630
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- Please provide funding start and end dates.
- Please note HMH bills products and services as they are fulfilled. You may receive multiple invoices for your order.
- HMH reserves the right to transmit documents electronically.
- Our payment terms are 30 days from the invoice date.
- Print subscription material quantities may be adjusted across grades for like products, to accommodate enrollment fluctuations, quantities cannot be adjusted between different programs or copyrights.
- Our shipping terms are FOB shipping point. The shipping term for your proposal is Shipping Point.
- Any proposed shipping or tax amount provided on this proposal, is based on the Ship To account location quoted within.
- If the location of your delivery changes, please include the proper sales tax and shipping charges for that location in the applicable Purchase Order
- Should any of these Terms of Sale conflict with any preprinted terms on your purchase order, the HMH terms of service shall apply.

Thank you in advance for supplying us with the necessary information at time of purchase.

Our goal is to ensure your success throughout the duration of this agreement, which starts with a highly successful delivery of our solution.

For greater detail, the complete Terms of Purchase may be reviewed here: <http://www.hmhco.com/common/terms-conditions>

Date of Proposal: 2/11/2025

Proposal Expiration Date: 3/28/2025



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Scholar Academy - Refresh

Quote #012307 v1

Prepared For:

Scholar Academy

KAREN MORGAN
Scholar Charter School
928 North 100 East
Tooele, UT 84074

P: (435) 268-1753

E: kmorgan@scholarcharter.org

Prepared by:

DHE Computer Systems - CO

Dan Hammack
7076 South Alton Way
Building C
Centennial, CO 80112

P: 720.240.4560

E: dan.hammack@dhecs.com

Date Issued:

03.25.2025

Expires:

04.24.2025

Products

Product ID	Customer Description	Qty	Price	Tax	Total Price
82VLS01M00	Notebook Lenovo 100w G4 - Intel® N100 Processor - 4GB Memory - 128G Storage - W11Pro License - 720P HD RGB with 3YR Depot Embedded	120	\$359.00	\$3,015.60	\$43,080.00
5WS0N75691	3Y Depot (School Year Term)	120	\$36.00	\$302.40	\$4,320.00
21MA0003US	ThinkPad E16 G2, Intel® Core Ultra 5, Windows 11, 16.0GB, 256GB SSD, Intel® Graphics, BT 5.1 or above, 3 Cell Li-Pol 47Wh	6	\$885.00	\$0.00	\$5,310.00
11JN002PUS	ThinkCentre M75q Gen 2, AMD Ryzen 5 PRO 5650GE (3.40GHz, 3MB), Windows 11 Pro 64, 8GB, 1x256GB SSD M.2 2280 PCIe TLC Opal, AMD Radeon Graphics, Intel 9260 AC, BT 5.1 or above, 3 Year On-site	6	\$745.00	\$0.00	\$4,470.00
12NAGAR1US	ThinkCentre Tiny-In-One 24 Gen 5 - Flat - 23.8 Inch - 1920 x 1080 - 16:9 - 60Hz - 1000:1 - Anti-glare - 16.7 Million - 4 Ms - 250 nits - 178/178 - 3Wx2 - 14W - Black - Tilt, Swivel, Pivot, Height Adjust Stand - Supports VESA mount 100mm - TUV - 3-year	6	\$249.00	\$104.58	\$1,494.00
Freight	Free Dock to Dock Shipping	1	\$0.00	\$0.00	\$0.00
				Subtotal:	\$58,674.00

Omnia Public Sector Contract

Participating Dealer Authorization – DHE Computer Systems LLC Omnia Partners Public Sector #R200803

Quote Summary	Amount
Products	\$58,674.00
Subtotal:	\$58,674.00
Estimated Tax:	\$3,422.58
Total:	\$62,096.58

DHE reserves the right to change or cancel any order due to unforeseen price changes by any of the manufactures that we provide a quote for. This could include Tariffs, shipping cost increases, product constraints or other unknown cost increases.



Acceptance

DHE Computer Systems - CO

Scholar Academy

A handwritten signature in black ink, appearing to read "Dan", is written over a horizontal line.

Dan Hammack

KAREN MORGAN

Signature / Name

Signature / Name

Initials

03/25/2025

Date

Date

Scholar Academy

School Year 2025-2026

Website: scholarcharter.org

AUGUST 2025							SEPTEMBER 2025							OCTOBER 2025							YEAR AT A GLANCE		
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	Aug 6-8	New Teachers	New Teacher Training
					1	2		1	2	3	4	5	6				1	2	3	4	Aug 11-15	Teacher Days	Teacher Work Days - Opening Institute
3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11	Aug 14	Back To School	Back to School Night
10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18	Aug 15	No School	Legislative Day
17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25	Aug 18	School Starts	First Day of School
24	25	26	27	28	29	30	28	29	30					26	27	28	29	30	31		Aug 18-20	Testing	Kindergarten Assessments
31																					Aug 18	School Starts	First Day of Kindergarten
NOVEMBER 2025							DECEMBER 2025							JANUARY 2026							Sept 1	No School	Labor Day
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	Sept 11-12	Early Out	Parent Teacher Conferences 2:30-7:00
						1		1	2	3	4	5	6					1	2	3	Oct 15	Term Ends	End of First Term (43 days)
2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10	Oct 16-17	No School	Fall Break (16th Teacher Comp Day)
9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17	Oct 20	No School	Teacher Work Day (Legislative day)
16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24	Oct 21	Second Term	Second Term Starts
23	24	25	26	27	28	29	28	29	30	31				25	26	27	28	29	30	31	Nov 13-14	Early Out	Parent Teacher Conferences 2:30-7:00
30																					Nov 26-28	No School	Thanksgiving Recess (26th Teacher Comp Day)
FEBRUARY 2026							MARCH 2026							APRIL 2026							Dec 19	Early Out	Christmas Break
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	Dec 19	Term Ends	End of Second Term
1	2	3	4	5	6	7	1	2	3	4	5	6	7				1	2	3	4	Dec 19-Jan 2	No School	Winter Recess
8	9	10	11	12	13	14	8	9	10	11	12	13	14	5	6	7	8	9	10	11	Jan 5	No School	Teacher Work Day (Legislative Day)
15	16	17	18	19	20	21	15	16	17	18	19	20	21	12	13	14	15	16	17	18	Jan 6	Third Term	Third Term Starts
22	23	24	25	26	27	28	22	23	24	25	26	27	28	19	20	21	22	23	24	25	Jan 19	No School	Martin Luther King Jr Day
							29	30	31					26	27	28	29	30			Feb 6	Early Out	Parent Teacher Conferences
																					Feb 16	No School	Presidents' Day
MAY 2026							JUNE 2026							JULY 2026							Mar 12	Term Ends	End of Third Term (46 days)
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	Mar 13	No School	Teacher Work Day (Legislative Day)
					1	2		1	2	3	4	5	6				1	2	3	4	Mar 16	Fourth Term	Start of Fourth Term
3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11	Mar 30-Apr 3	No School	Spring Break
10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18	May 21	Early Out	Last Day of School , End of Fourth Term
17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25	May 22	No School	Teacher Comp Day
24	25	26	27	28	29	30	28	29	30					26	27	28	29	30	31				
31																							
DAILY SCHOOL SCHEDULE																							
Extended Day Kindergarten- 8:30-12:45 pm																							
Full Day Kindergarten- 8:30-3:00 pm																							
Grades 1-8: 8:30-3:00 pm																							
Early Release Days: 8:30-12:45 pm																							

School LAND Trust Plan 2025-2026 - Scholar Academy

Please Finish your Plan Submission

Saving Your Work:

- **Most sections autosave:** After completing a section, click on a blank screen area to save.
- **Some sections require manual save:** For the "Action Plan Steps and Expenditures" sections, you **must click "Save."**
- **Best practice:** Save your work in a separate document as a backup.

Important:

- Each goal needs at least one trust land expenditure.
- Clearly describe how funds will achieve each goal. Unclear or misaligned expenses will result in the plan being returned for edits.

At least one goal is required.

Goal #1

close

Goal Statement

close

Councils will formulate concise and impactful student-centered, data-driven, and evidence-based goal statements. A goal statement should answer the question *"What specific academic outcomes will students achieve by the end of the upcoming school year as a direct result of the Land Trust Plan?"*

Example:*By the end of the school year, we will have 60% of K-6 students achieve Typical or Better growth in literacy skills as measured by the Acadience Reading EOY Pathways of Progress composite score.*

Our 6th-8th grade science students at Scholar Academy will demonstrate a 10% increase in performance from unit pre-assessment to the unit post-assessment.

Refer to ~~R277-477-4~~ for a list of priority academic areas. A council may, supported by a council’s data discussion, include goals in other areas if priorities have been addressed, or another area is a priority of the local board.

Please **select only** the priority area/s that your data determines as an area of most critical academic need. For each academic priority selected, there **must** be a corresponding assessment or data tool in the Measurements section. *If academic areas are selected that don’t have a corresponding measurement, the plan may be sent back for edits.*

Priorities	Other Academic Areas in Core Standards
<input type="checkbox"/> College and Career Readiness (<i>secondary schools only</i>)	<input type="checkbox"/> CTE (Career and Technical Education)
<input type="checkbox"/> English/Language Arts	<input type="checkbox"/> Educational Technology/Library/Media
<input type="checkbox"/> Graduation Rate Increase (<i>secondary schools only</i>)	<input type="checkbox"/> Financial Literacy
<input type="checkbox"/> Mathematics	<input type="checkbox"/> Fine Arts
<input checked="" type="checkbox"/> Science	<input type="checkbox"/> Health
	<input type="checkbox"/> Physical Education
	<input checked="" type="checkbox"/> Social Studies
	<input type="checkbox"/> Technology
	<input type="checkbox"/> World Languages

Describe the data and/or other relevant indicators supporting the decision of the council to identify this academic area as a "most critical academic need."

What measurements will be used to indicate success? Limit the data sources to meaningful tools so that progress may be gauged. Please remember, for each academic area selected above, there must be a corresponding measurement.

Pre and Post unit assessment

Action plan steps should be specific and clear on what is being purchased with School LAND Trust funds and how the steps support the goal. Please:

- List and number the specific steps.
- Write the School LAND Trust funding amount in parentheses at the end of each action step.

If implementing cross-curricular methods (using art to support a math goal) that do not have an assessment or data tool, explain how the method will be implemented in the action plan steps.

Example:

1. *We will hire a paraprofessional for reading groups. (\$10,000)*
2. *The paraprofessional will work with small groups of students to provide structured support in areas of reading that the students are struggling with.*
3. *We will purchase reading software to complement classroom literacy instruction. (\$5,000)*

Teachers will meet together to plan field experiences that will support the teaching of science standards.

Students will participate in experiential learning through the Teton Science Schools field program and Lagoon Physics Day. These experiences will support project-based learning aligned with Utah SEEd Standards, focusing on the relationships between natural systems and physical forces. Through place-based exploration and hands-on investigation, students will deepen their understanding of core science concepts while developing critical thinking and real-world problem-solving skills.

Trips will occur throughout the school year and teachers will present pre and post-assessments to maximize student learning during the field experience. These field trips include the Teton Science center where students will learn about how life systems store and transfer matter and energy (Utah Seed standard 8.3) and interactions with natural systems and resources (Utah Seed Standard 8.4). During Science days at Lagoon students learn about matter and energy interacting with physical world (Utah Seed standard 8.1) and how energy is stored and transferred into systems (Utah Seed Standard 8.3).

Students will compose post-trip reflections to demonstrate understanding of their field experience.

Students will participate in experiential learning through the Teton Science Schools field program and Lagoon Physics Day. These experiences will support project-based learning aligned with Utah SEEd Standards, focusing on the relationships between natural systems and physical forces. Through place-based exploration and hands-on investigation, students will deepen their understanding of core science concepts while developing critical thinking and real-world problem-solving skills.

Action Steps and Expenditures must be saved manually using this button:

SAVE ACTION PLAN STEPS

Category	Description	Estimated Cost		
Admission, transportation to and from school. Transportation for school related activities provided by LEAs, public carriers, parents, students	Purchase of admission, travel, and expenses related to and supporting field experiences.	\$40,378.14	Edit/Cancel Save	Delete
	Total:	\$40,378.14		

[Scroll to the top to add a goal.](#)

Goal #2

close

Goal Statement

close

Councils will formulate concise and impactful student-centered, data-driven, and evidence-based goal statements. A goal statement should answer the question *"What specific academic outcomes will students achieve by the end of the upcoming school year as a direct result of the Land Trust Plan?"*

Example:*By the end of the school year, we will have 60% of K-6 students achieve Typical or Better growth in literacy skills as measured by the Acadience Reading EOY Pathways of Progress composite score.*

Students will be provided a behavior intervention specialist (BIS), that will work with teachers and staff on helping to support students in grades 5-8 who may need behavior intervention. The BIS who will support students and teachers of students who are exhibiting behavior difficulties that cannot be handled through normal classroom procedures. The BIS works with individuals or groups in order to facilitate positive and healthy behavior. Healthy and positive behavior will result in increased academic achievement. Goal: Reading and math scores in grades 3-8 will increase by 1% on the spring formative assessment from the prior years score.

Refer to ~~R277-477-4~~ for a list of priority academic areas. A council may, supported by a council’s data discussion, include goals in other areas if priorities have been addressed, or another area is a priority of the local board.

Please **select only** the priority area/s that your data determines as an area of most critical academic need. For each academic priority selected, there **must** be a corresponding assessment or data tool in the Measurements section. *If academic areas are selected that don’t have a corresponding measurement, the plan may be sent back for edits.*

Priorities	Other Academic Areas in Core Standards
<input type="checkbox"/> College and Career Readiness (<i>secondary schools only</i>)	<input type="checkbox"/> CTE (Career and Technical Education)
<input checked="" type="checkbox"/> English/Language Arts	<input type="checkbox"/> Educational Technology/Library/Media
<input type="checkbox"/> Graduation Rate Increase (<i>secondary schools only</i>)	<input type="checkbox"/> Financial Literacy
<input checked="" type="checkbox"/> Mathematics	<input type="checkbox"/> Fine Arts
<input type="checkbox"/> Science	<input type="checkbox"/> Health
	<input type="checkbox"/> Physical Education
	<input type="checkbox"/> Social Studies
	<input type="checkbox"/> Technology
	<input type="checkbox"/> World Languages

Describe the data and/or other relevant indicators supporting the decision of the council to identify this academic area as a "most critical academic need."

What measurements will be used to indicate success? Limit the data sources to meaningful tools so that progress may be gauged. Please remember, for each academic area selected above, there must be a corresponding measurement.

BIS will target students, or groups of students that are identified by the classroom teachers and will implement strategies and plans to create an environment that is conducive to learning, as well

as meeting the needs of behavior students. Reading and math scores in grades 3-8 will increase by 1% on the spring formative assessment from the prior years score.

Action Plan Steps and Expenditures

close

Action plan steps should be specific and clear on what is being purchased with School LAND Trust funds and how the steps support the goal. Please:

- List and number the specific steps.
- Write the School LAND Trust funding amount in parentheses at the end of each action step.

If implementing cross-curricular methods (using art to support a math goal) that do not have an assessment or data tool, explain how the method will be implemented in the action plan steps.

Example:

1. *We will hire a paraprofessional for reading groups. (\$10,000)*
2. *The paraprofessional will work with small groups of students to provide structured support in areas of reading that the students are struggling with.*
3. *We will purchase reading software to complement classroom literacy instruction. (\$5,000)*
 1. Scholar will pay behavior intervention specialist using Trust lands

The BIS will improve the academic performance of students in ELA and mathematics by:

Minimizing Disruptions

- Implement behavior plans and positive reinforcement to reduce disruptions and support focus in reading and math.

Boosting Attendance & Engagement

- Address chronic absenteeism and low participation through individualized support and family collaboration.

- Building Executive Function Skills

Support student development in organization, task initiation, self-monitoring, and time management to improve academic outcomes.

Action Steps and Expenditures must be saved manually using this button:

SAVE ACTION PLAN STEPS

Category	Description	Estimated Cost		
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	Behavior Intervention Specialist	\$27,000.00	<div>Edit/Cancel</div> <div>Save</div>	<div>Delete</div>
	Total:	\$27,000.00		

Scroll to the top to add a goal.

Goal #3

close

Goal Statement

close

Councils will formulate concise and impactful student-centered, data-driven, and evidence-based goal statements. A goal statement should answer the question *"What specific academic outcomes will students achieve by the end of the upcoming school year as a direct result of the Land Trust Plan?"*

Example:*By the end of the school year, we will have 60% of K-6 students achieve Typical or Better growth in literacy skills as measured by the Acadience Reading EOY Pathways of Progress composite score.*

K-2 students who score well below or below on the beginning of year Acadience and work with a Reading intervention specialist will increase their Acadience words correct and accuracy by 10% from BOY to EOY assessment.

Academic Area

close

Refer to [R277-4.77-4](#) for a list of priority academic areas. A council may, supported by a council's data discussion, include goals in other areas if priorities have been addressed, or another area is a priority of the local board.

Please **select only** the priority area/s that your data determines as an area of most critical academic need. For each academic priority selected, there **must** be a corresponding assessment or data tool in the Measurements section. *If academic areas are selected that don't have a corresponding measurement, the plan may be sent back for edits.*

Priorities

- ☐ College and Career Readiness (*secondary schools only*)
- ☒ English/Language Arts
- ☐ Graduation Rate Increase (*secondary schools only*)
- ☐ Mathematics
- ☐ Science

Other Academic Areas in Core Standards

- ☐ CTE (Career and Technical Education)
- ☐ Educational Technology/Library/Media
- ☐ Financial Literacy
- ☐ Fine Arts
- ☐ Health
- ☐ Physical Education
- ☐ Social Studies
- ☐ Technology
- ☐ World Languages

Measurements

close

Describe the data and/or other relevant indicators supporting the decision of the council to identify this academic area as a "most critical academic need."

What measurements will be used to indicate success? Limit the data sources to meaningful tools so that progress may be gauged. Please remember, for each academic area selected above, there must be a corresponding measurement.

BOY Acadience DORF determined from Fall 2024 to Spring 2025 Acadience Assessment- k-1 Phoneme Segment Fluency, 2-3 Daily Oral Reading Fluency

Action Plan Steps and Expenditures

close

Action plan steps should be specific and clear on what is being purchased with School LAND Trust funds and how the steps support the goal. Please:

- List and number the specific steps.
- Write the School LAND Trust funding amount in parentheses at the end of each action step.

If implementing cross-curricular methods (using art to support a math goal) that do not have an assessment or data tool, explain how the method will be implemented in the action plan steps.

Example:

- 1. We will hire a paraprofessional for reading groups. (\$10,000)
- 2. The paraprofessional will work with small groups of students to provide structured support in areas of reading that the students are struggling with.
- 3. We will purchase reading software to complement classroom literacy instruction. (\$5,000)

Scholar will fund part of the intervention teacher salary

Administer fall 2024 k-2 Acadience BOY reading assessment

Review data from Fall 2024 Acadience

Select students who are benchmarked as below and well below who need reading intervention in grades k-2.

Provide daily reading intervention using Heggerty and Reading Horizons

Administer MOY Acadience

Target students who are below and well below benchmark on MOY Acadience. Adjust groups as needed

Assess with DIBELS EOY

Staff compiling data analysis

Principal complete survey results on School Trust Land report

Action Steps and Expenditures must be saved manually using this button:

SAVE ACTION PLAN STEPS

Category	Description	Estimated Cost		
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	Response to intervention specialist	\$40,000.00	<div>Edit/Cancel</div> <div>Save</div>	<div>Delete</div>
	Total:	\$40,000.00		

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Admission, transportation to and from school. Transportation for school related activities provided by LEAs, public carriers, parents, students	\$40,378.14
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	\$67,000.00
Total:	\$107,378.14

Funding Estimates – Please Update

Estimates	Totals	
Carry-over from <u>2023-2024</u>	\$0.00	
Distribution for <u>2024-2025</u>	\$96,205.84	
Total Available Funds for <u>2024-2025</u>	\$96,205.84	
Estimated Funds to be Spent in <u>2024-2025</u>	\$ <div>96205.84</div>	<div>Update</div>
Estimated Carry-over from <u>2024-2025</u>	\$0.00	
Estimated Distribution for <u>2025-2026</u>	\$107,378.14	
Total Available Funds for <u>2025-2026</u>	\$107,378.14	
Summary of Estimated Expenditures for <u>2025-2026</u>	\$107,378.14	
Estimated Carry-over to <u>2026-2027</u>	\$0.00	

The Estimated Distribution is subject to change if student enrollment counts change.

Publicity

[Click here to order free stickers for identifying School LAND Trust purchases such as books or computers.](#)

The following items are the proposed methods of how the Plan would be publicized to the community:

☐ Letters to policymakers and/or administrators of trust lands and trust funds

☐ Other: Please explain

☐ School assembly

- ☐ School marquee
- ☒ School newsletter or website
- ☐ Social Media
- ☐ Stickers that identify purchases made with School LAND Trust funds

Council Plan Approval

Please indicate the voting results to approve this school plan.

Number Approved:

6

Number Not Approved:

0

Number Absent:

0

Date:

01-15-2025



2nd Council Plan Approval (Optional)

Please indicate the voting results to approve this school plan.

Number Approved:

6

Number Not Approved:

0


Number Absent:

0

Date:

01-28-2025

✕



Please attach relevant documents here. *If attaching data to support the Measurement section, please ensure it does not include any student data.*

Comments

Date	Name	Comment
2025-05-01	Marcus Chen	Plan Comment: 1st edit, Goal #1 Statement: Move “Scholar Academy will ensure that all students participate in field experiences annually, aligned with grade-level science and social studies standards, with post-experience assessments..” and consider this change: “Students will demonstrate a 10% increase in [insert science and social studies measurement]
2025-05-01	Marcus Chen	Plan Comment: 2nd edit, Goal 1, Action Step 1 and 2: Please provide more specific details on the field trips that will be planned to support Goal #1 and how they support the academic goal areas.
2025-05-01	Marcus Chen	Plan Comment: 3rd edit, Goal 2, Action Step 2: Provide details on how this position will support academic achievement in ELA and mathematics.
2025-05-01	Marcus Chen	Plan Comment: 4th edit, Goal #4: The sound system would fall under facilities cost and is considered an unallowable use of School LAND Trust funds. Work with your council to determine an alternative procedure for supporting the academic areas in this goal.

Please submit comments below.

Comments are only seen by those involved in submitting or reviewing plans and cannot be edited or removed.

There is a 1000 charater limit on the comments. SAVE button shows when entry is made. Character Count: 0

Review before Submission

Please review the following before submitting (once approved, this report is public):

- **Spelling & grammar**
- **There is no student or personal data**

Once submitted the report may only be revised through the review process by the LEA Reviewer or Charter (Business Administrator) Reviewer. Once the review is complete, the report may not be edited.

☐ This form is ready for display on the public website. Spelling and grammar have been checked. There is no student data included.

[BACK](#)

**Scholar Academy
Teacher and Student Success Plan (TSSA)
School Year: 2025-2026**

School: Scholar Academy (6J)

Date Board Student Success Framework Approved: June 28, 2019

Date Teacher and Student Success Plan Approved: May 29, 2025

General Information – *In accordance with the Student Success Framework approved by Scholar Board, the school's administration has created 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 will be submitted to the 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 Scholar Academy School Land Trust Council will select a component of the approved plan to address within the School Land Trust Plan.***

Goals based on Scholar Student Needs

1. SA Students in grades 3 - 8 will increase language arts scores by 1 percentage point as compared to the previous years' proficiency scores. **
2. SA Students in grades 3 - 8 will increase math scores by 1 percentage point as compared to the previous years' proficiency scores. **
3. SA Students in grades 1 - 2 will meet at least one of the goals established in the K/3 Learning Plan.
4. 90% of SA Students in grades 7 - 8 will pass all four core classes (Math, English, Science, Social Studies).
5. 70% of students in grades 1 - 8 attending after school Math, Reading or English tutoring for 1 term (8 sessions) will improve performance on in-class formative assessments.

Measurement

1. Goal 1 measured by end of year summative test.
2. Goal 2 measured by end of year summative test.
3. Goal 3 measured by EOY Acadience scores.
4. Goal 4 is measured by the number of 7th/8th students passing Core classes.
5. Goal 5 is measured by the growth students demonstrate in core classes on in-class assessments.

Action Steps

- Mentors will be assigned and assist new teachers in establishing best classroom practices. Instructional coach will work with staff on implementing best practices in core classes.

- Teachers will use data to create instructional opportunities for students.
- Students will take end of year summative tests in language arts and math.
- Staff will offer before or after school math or reading tutoring in grades 1 - 8.
- Administration will provide reinforcement of current school programs to assist teachers with their classrooms.

Budget

40% of the budget will be used for teacher salary increases.

10% of the budget will be used for mentor stipends.

10 % of the budget will be used to pay staff for after school tutoring.

40% of the budget will be used for instructional supplies and materials.

Scholar Academy will post on the website at scholarcharter.org (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.

Sex Education Committee

Jeff Hall- Administration

Abraham Mendoza – teacher

Mishala Pilling – Parent

Krista Lay- Parent

Traelle Gailey - Parent

Emily Hullinger- Health Professional, (Nurse)

Policy Summaries

Scholar Academy

Salary Supplement for Highly Needed Educators Program Policy

SB 173 from the 2024 legislative session repealed the Teacher Salary Supplement Program (TSSP) as of the end of June 30, 2025, and replaced it with the Salary Supplement for Highly Needed Educators (SHiNE) Program, which goes into effect July 1, 2025. Like the TSSP, the SHiNE Program provides LEAs with additional funding to pay teachers who are highly needed in schools. However, whereas the TSSP designated the teaching assignments that are eligible for the extra funding, SHiNE requires LEAs to choose on their own which teaching assignments they consider to be hard to fill or retain (or are “highly needed”) in their schools. The SHiNE Program requires LEAs to adopt a new policy that, among other things, identifies their high needs areas, establishes the amount of the salary supplement each eligible teacher will receive, sets forth the appeals process for teachers who feel they should have received the salary supplement, and outlines the process the LEA goes through to determine if a teacher is eligible for SHiNE Program funding. The new Salary Supplement for Highly Needed Educators Program Policy is intended to satisfy these new policy requirements. The policy gives the administration the ability to establish the salary supplement amount eligible teachers will receive each year, which amount must be commensurate with the total SHiNE Program funds allocated to and received by the LEA for the year.

Paid Parental and Postpartum Recovery Leave Policy

Per H.B. 192 from the 2024 legislative session, all LEAs are required to develop, by July 1, 2025, a paid parental leave and postpartum recovery leave policy that provides such leave in a manner that is no more restrictive than the paid parental leave and postpartum recovery leave available to state employees. As set forth in Utah Code § 63A-17-511, a state employee who is granted paid leave benefits (e.g., PTO) is entitled to (1) up to three work weeks of paid parental leave in the event the employee gives birth to a child, adopts a child, is appointed as a legal guardian of a child, or has a foster child placed with him/her; and (2) for an employee who gives birth to a child, up to an additional three work weeks of paid postpartum recovery leave for recovery from childbirth. Such leave for an eligible state employee must be used within certain timeframes, must be used continuously (not intermittently) unless certain conditions exist, runs concurrently with any FMLA leave granted to the employee, and cannot be charged against the employee’s regular PTO. The proposed Paid Parental and Postpartum Recovery Leave Policy for the school attempts to comply with and incorporate these state employee leave requirements as applied to school employees. This policy will be added to the school’s employee handbook, as that is where employee leave (such as PTO and FMLA leave) is addressed.

Scholar Academy

Policy: Salary Supplement for Highly Needed Educators Program Policy

Adopted: 05.28.2025

Purpose

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

Definitions

“Eligible teacher” means a teacher who:

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

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

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

Policy

High-Needs Areas

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

- (a) Special Education (K-8);
- (b) Secondary Science (7-8); and
- (c) Secondary Math (7-8).

Process for Determining if a Teacher is an Eligible Teacher

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

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

On an annual basis, the School’s Principal or his/her designee shall create a list of all teachers

who have been determined to meet the definition of eligible teacher under this policy.

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

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

Salary Supplement Amount

All teachers at the School determined to be eligible teachers under this policy (i.e., all teachers on the certified list described above) shall receive a salary supplement under the SHiNE Program in an amount commensurate with the funds allocated to and received by the School under the SHiNE Program. Eligible teachers who are assigned 1.0 FTE in a high needs area shall receive the full salary supplement. Eligible teachers who are assigned less than 1.0 FTE in a high needs area shall receive a prorated salary supplement based on the percentage of their FTE in the high needs area.

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

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

Appeals

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

- (a) believes he/she does meet the definition of eligible teacher under this policy; or
- (b) has a teaching assignment at the School that is substantially equivalent to a high-needs area and otherwise meets the definition of eligible teacher under this policy.

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

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

Administrative Procedures

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

Updating Policy

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

Paid Parental and Postpartum Recovery Leave

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

Definitions

For purposes of this policy:

“Parental leave” means leave hours the School provides to a parental leave eligible employee.

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

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

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

“Postpartum recovery leave eligible employee” means an employee:

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

“Qualified employee” means:

- (a) a parental leave eligible employee; or
- (b) a postpartum recovery leave eligible employee.

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

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

Paid Parental Leave

The School allows a parental leave eligible employee to use up to three work weeks (15 workdays) of paid parental leave for:

- (a) the birth of the parental leave eligible employee’s child;
- (b) the adoption of a child;
- (c) the appointment of legal guardianship of a child or incapacitated adult; or

- (d) the placement of a foster child in the parental leave eligible employee's care.

Parental leave as described above:

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

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

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

A parental leave eligible employee may not use more than three work weeks (15 workdays) of paid parental leave within a single 12-month period, regardless of whether during that 12-month period the parental leave eligible employee:

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

Paid Postpartum Recovery Leave

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

Postpartum recovery leave as described above:

- (a) shall be used starting on the day on which the postpartum recovery leave eligible employee gives birth, unless a health care provider certifies that an earlier start date is medically necessary;
- (b) shall be used in a single continuous period, unless otherwise authorized in writing by the Principal;

- (c) runs concurrently with FMLA leave, if applicable to the postpartum recovery leave eligible employee; and
- (d) runs consecutively to parental leave.

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

Notice of Plan to Take Leave

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

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

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

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

Other Leave

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

Employee Benefits During Leave

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

Employee Position after Leave

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

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

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

Retaliatory Action

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

Part-Time Qualified Employees

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

SCHOLAR ACADEMY

ACHIEVING EXCELLENCE TOGETHER

Name	Position	Term End Date
Dusty Griffith	Board Chair	07/01/28
Traelle Gailey	Financial Coordinator / Audit and finance committee	07/01/29
Caitlin Shumway	Vice Chair	07/01/27
Johanna Leonelli	Board Member	07/01/27
Sandra Shepard	Board Member	07/01/27

SCHOLAR ACADEMY

ACHIEVING EXCELLENCE TOGETHER

Board Meeting Schedule

Below are the tentative Scholar Academy Board Meeting dates for the 2025-2026 school year. Meetings are tentatively scheduled for the last Thursday 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.

*September 25th
Online 5:00 PM*

*November 20th
Online 5:00 PM*

*January 29th
Scholar Academy Library 5:00 PM*

*March 26th
Online 5:00 PM*

*May 28th
Scholar Academy Library 5:00 PM*