

HighMark Charter School
Board of Directors Meeting

Date: August 18, 2025

Time: 7:00PM

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



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

AGENDA

CALL TO ORDER

CONSENT ITEMS

- June 4, 2025 Board Meeting and Closed Session Minutes
- Ratify New Hires

REPORTS

- Director's Report
 - Early Learning Plan
 - Parking Strategies at School Wide Events
- Budget Report

VOTING AND DISCUSSION ITEMS

- Curriculum Associates Purchases
- Policies:
 - Re-Approve Parent and Family Engagement Policy
 - Amended Travel Policy
 - Rescind Computer Network Communications & Electronic Devices Policy
 - Amended Electronic Resources Policy
 - Amended Child Abuse and Neglect Reporting
 - Amended Kindergarten Toilet Training Policy

CALENDARING

- Next Board Meeting—October 20, 2025

ADJOURN

HighMark Charter School
Board of Directors Meeting

Date: June 4, 2025

Location: 1255 Park Ave, Park City, UT 84060

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

Others In Attendance: Shawn Miehke, Krystal Taylor, Brandon Fairbanks

MINUTES



CALL TO ORDER

Richard Bigler called the meeting to order at 2:39PM.

CONSENT ITEMS

- March 24, 2025 Board Meeting Minutes
- May 8, 2025 Board Meeting Minutes
- Ratify New Hires

Shawn Miehke shared an update on staffing for the upcoming school year, outlining several new hires. Positions include teachers for 5th, 2nd, and 3rd grades, a cheer coach, a junior high ELA teacher, an assistant administrator, and a special education director. Additional positions under consideration include a 6th grade teacher and a junior high science teacher.

Richard Bigler made a motion to approve the March 24th, 2025 Board Meeting Minutes, the May 8th, 2025 board meeting minutes and to ratify the new hires as discussed. Lori Drake seconded. Motion passed unanimously. Votes were as follows: Richard Bigler, Aye; Lori Drake, Aye; Blake Petersen, Aye; Rory Ukena, Aye.

REPORTS

- Director's Report
 - Title IX Report

Shawn Miehke provided a Utah Title IX Athletics report to the board, detailing the number and types of boys', girls' and co-ed sports offered; student participation figures; per-sport and per-student spending; and an evaluation of practice and game facilities. He reviewed the school's compliance efforts under Utah Code 63G-31 and Title IX—confirming separate, equitable accommodations and no sex-based facility or scheduling disparities. Finally, he noted there is no ≥10 percent imbalance between boys' and girls' sports and therefore no action plan is currently required.

Shawn Miehke shared academic highlights, enrollment updates, staffing changes, and facility improvements. The school experienced its highest math scores to date, with three grade levels meeting or exceeding state averages and double-digit proficiency growth across multiple grades. Science proficiency was maintained at 46%, with several grades, including 5th, 6th, and 8th, seeing significant growth despite new curriculum implementation. ELA scores will be available in October due to hand grading. Several new staff members were introduced for the upcoming year, including teachers in 2nd, 3rd, 5th, and junior high, along with a new cheer coach and assistant administrator. Facility upgrades underway include interior painting, office remodeling, new carpet, safety improvements, and parking lot repairs. Enrollment remains strong with 698 students currently enrolled for the 2025–26 school year. Highmark continues to surpass early literacy goals, maintains low transfer rates, and has demonstrated commendable growth across academic areas. Recent staff development, increased compensation, and strategic leadership efforts have supported strong retention and financial growth. Updates to the school are ongoing with paint, carpet and the office remodel.

- Budget Report
 - Annual Commitment to Ethical Behavior
 - Fraud Risk Assessment

Kim McVey presented the FY25 Fraud Risk Assessment to the board, reporting that HighMark Charter School scored 375 out of 395 points. Based on the state's criteria, this places the

school firmly in the “Very Low” risk category. Board members will also sign the Annual Commitment to Ethical Behavior to be filed with the Fraud Risk Assessment.

VOTING AND DISCUSSION ITEMS

- Final Amended Budget 2024/2025
- Proposed Budget 2025/2026
Kim McVey reviewed the amended 2024–2025 budget, outlining adjustments based on updated revenue and expenditure projections. He then presented the proposed 2025–2026 budget, highlighting anticipated funding, planned allocations, and key priorities for the upcoming fiscal year.
- Audit Engagement Letter
The board reviewed the annual audit engagement with Eide Bailly who will perform audit services for the fiscal year ending June 30, 2025. These services include financial statement audits, student enrollment procedures, state compliance.
- Chromebook Purchase
Shawn Miehke reported a Chromebook purchase from ETS totaling \$32,494 as part of the school’s ongoing device rotation and update cycle. The administration is exploring a new program where students would keep the same device throughout their time at HighMark, with the option to purchase the device for a small fee upon completing 9th grade.
- Summer Purchases
Item tabled. There were no additional purchases at this time.
- Teacher Student Success Act Plan (TSSA Plan)
Shawn Miehke presented the 2025–2026 Teacher and Student Success Plan (TSSA) which focuses on academic growth, specifically aiming for a 7% increase in Language Arts and Math scores from beginning to end of year, as measured by Acadience and end-of-year summative assessments. Key action steps include data-informed instruction and educator stipends tied to student growth. The budget allocates 30% of TSSA funds for stipends and 70% for professional development, supplies, and instructional resources.
- Sex Education Committee
The board reviewed and approved the membership of the Sex Education Committee for the upcoming year. The committee includes administrators, a teacher, parents, and a health professional, with parent representation equal to or greater than that of school employees, as required.
- Policies:
 - Salary Supplement for Highly Needed Educators Program Policy
 - Paid Parental and Postpartum Recovery Leave Policy
 - Donation of PTO and Bereavement Policy
 - Amended Travel Policy

The Board reviewed the new Salary Supplement for Highly Needed Educators (SHiNE) Program Policy, which replaces the TSSP beginning July 1, 2025, and allows LEAs to define and support hard-to-fill teaching positions through locally determined salary supplements. Also reviewed was the Paid Parental and Postpartum Recovery Leave Policy, developed to comply with H.B. 192 and aligned with state employee leave standards.

The board discussed the proposed Donation of Paid Time Off Policy and expressed full support. There was discussion regarding the appropriate amount of PTO that may be donated, and final language will be included in the updated employee handbook. The board also approved updates to the Bereavement Policy, which will now provide five days of leave for all employees, regardless of full-time or part-time status, with corresponding adjustments to handbook language. Lastly, the Amended Travel Policy was reviewed, including a revision allowing board members to book their own lodging and a change in language from “shall” to “may” to clarify that reimbursements can be made.

Blake Petersen made a motion to approve the Final Amended Budget for 2024–2025; the Proposed Budget for 2025–2026; the Audit Engagement Letter, authorizing Shawn Miehke to sign on behalf of the board; a Chromebook purchase in an amount up to \$35,000; the Teacher and Student Success Act (TSSA) Plan; the Sex Education Committee as discussed; and the listed policies as discussed and adjusted. Rory Ukena seconded the motion. Motion passed

unanimously. Votes were as follows: Richard Bigler, Aye; Lori Drake, Aye; Blake Petersen, Aye; Rory Ukena, Aye.

- HighMark Honorees

Each year, the board selects a HighMark Honoree. This honoree is an individual who has made a meaningful and lasting contribution to HighMark Charter School. The selection is based on nominations and board discussion, recognizing individuals who have demonstrated exceptional support, service, or impact on the school community.

Rory Ukena made a motion to approve Janey Stoddard and Brittany Jolley as HMCS Honorees. Blake Petersen seconded. Motion passed unanimously. Votes were as follows: Richard Bigler, Aye; Lori Drake, Aye; Blake Petersen, Aye; Rory Ukena, Aye.

- Board Member Terms and Elected Officers

Richard Bigler and Lori Drake had board terms expiring June 30, 2025. The board would like to continue with current board membership and position.

Rory Ukena made a motion to renew new four year terms for Richard Bigler and Lori Drake ending June 30, 2029 and to keep all board positions as is. Blake Petersen seconded. Motion passed unanimously. Votes were as follows: Richard Bigler, Aye; Lori Drake, Aye; Blake Petersen, Aye; Rory Ukena, Aye.

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

At 4:46 PM Rory Ukena made a motion to move into 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), located at the Park City Library. Blake Petersen seconded. Votes were as follows: Richard Bigler, Aye; Lori Drake, Aye; Blake Petersen, Aye; Rory Ukena, Aye. Motion passed unanimously.

At 5:27 PM Rory Ukena made a motion to come out of closed session. Blake Petersen seconded. Motion passed unanimously. Votes were as follows: Richard Bigler, Aye; Lori Drake, Aye; Blake Petersen, Aye; Rory Ukena, Aye.

VOTING AND DISCUSSION ITEMS

- Director Agreement and Compensation

There was no public discussion on this item.

Rory Ukena made a motion to approve the director agreement and compensation as discussed. Blake Petersen seconded. Motion passed unanimously. Votes were as follows: Richard Bigler, Aye; Lori Drake, Aye; Blake Petersen, Aye; Rory Ukena, Aye.

CALENDARING

- Board Meeting Calendar 2025/2026 School Year
Board meetings will begin for the 2025/2026 School Year in August.

TRAINING & STRATEGIC PLANNING SESSION

- Open and Public Meetings Act Training
- Schedule A Charter Amendment
- Forward Planning
- Business Integration

The board reviewed the Open and Public Meetings Act Training via a game provided by Brandon Fairbanks. Future planning will be postponed to a later date.

ADJOURN

At 5:47 PM Richard Bigler made a motion to adjourn. Rory Ukena seconded. Motion passed unanimously. Votes were as follows: Richard Bigler, Aye; Lori Drake, Aye; Blake Petersen, Aye; Rory Ukena, Aye.

HighMark Charter School
Board of Directors Meeting
Date: June 4, 2025
Location: 1255 Park Ave, Park City, UT 84060



CLOSED SESSION SWORN STATEMENT:

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

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

Signed on the 4th day of June , 2025, at 1255 Park Ave, Park City, UT 84060.

A handwritten signature in black ink, appearing to read 'Richard Bigler', is written over a large, light gray 'DRAFT' watermark.

Richard Bigler, Board Chair

Response Summary:

Thank you for submitting an Early Learning Plan for your Local Education Agency (LEA).

This plan provides the Utah State Board of Education (USBE) with information regarding your LEA's early literacy and early mathematics curriculum, established goals, and the implementation of the four components of mathematics instruction as required by Utah State Code 53G-7-218, 53E-3-521, and Board Rule R277-406.

We appreciate your collaborative efforts between LEA literacy and mathematics leaders in the development of this plan.

Q2. LEA Name

Highmark Charter School

Q3. LEA Literacy Leader First and Last Name(s)

Shawn Miehlike

Q4. LEA Literacy Leader Email Address(es)

smiehlike@highmarkhawks.com

Q5. LEA Mathematics Leader First and Last Name(s)

Shawn Miehlike

Q6. LEA Mathematics Leader Email Address(es)

smiehlike@highmarkhawks.com

Q7. Please list your LEA Superintendency/Leadership that should be included in goal outcome communications.

Please include their first and last name(s), title(s), and email address(es).

Shawn Miehlike - smiehlike@highmarkhawks.com

Q9. Select your evidence-informed core curriculum program(s) for grades K-3 literacy along with the year published or edition.

***Evidence-Informed Curriculum(s) (defined in SB 127 as: (i) is developed using high-quality research outside of a controlled setting in the given field, and (ii) includes strategies and activities with a strong scientific basis for use)**

[SB 127 \(2022\) Early Literacy Outcomes Improvement](#)

More than one box may be selected.

- Wonders 2023
- Heggerty Phonemic Awareness 2022
- i-Ready Learning Magnetic Foundations 2023
- i-Ready Learning Magnetic Reading 2023
- Reading Horizons Discover Reading Foundations Kit 2023

Q10. Select your evidence-based intervention program(s)/strategies for grades K-3 literacy along with the year published or edition.

**Evidence-based is defined in SB 127 as: means that a strategy demonstrates a statistically significant effect, of at least a 0.40 effect size, on improving student outcomes based on: (i) strong evidence from at least one well-designed and well-implemented experimental study or (ii) moderate evidence from at least one well-designed and well-implemented quasi-experimental study.*

SB 127 (2022) Early Literacy Outcome Improvement

For example: 95% Phonics Lesson Library 1st Edition, Read 180 Reading 2022, etc.

***Software programs are not considered eligible intervention curriculum for tier 2 and tier 3 instruction.**

You are able to select more than one.

SIPPS-5th edition
Reading Horizons Discovery

Q11. List the evidence-informed core curriculum being used in tier 1 K-3 mathematics instruction.

For example: Eureka Math Squared, iReady Classroom Mathematics 2024, etc.

Eureka Math, iReady Classroom Mathematics 2024

Q12. List the evidence-informed intervention programs/strategies used for grades K-3 mathematics interventions.

For example: Building Fact Fluency Kits, Kickstart Number Sense for Targeted Math Interventions, Bridges Interventions, etc.

***Software programs are not considered eligible intervention curriculum for tier 2 and tier 3 instruction.**

IXL The Ultimate Math, Small Group Targeted Math Interventions

Describe how the following mathematical components are incorporated in tier 1 instruction in grades K-3.

Support Document: [Components of Early Mathematics Resources](#)

Q32. Conceptual Understanding: the comprehension and connection of concepts, operations, and relations.

For example: Incorporate evidence based strategies like implementing mathematical tasks that promote reasoning and problem solving, facilitating meaningful mathematical discourse, engaging students in number talks

Building conceptual understanding through concrete, real-life examples. Teaching math by concepts rather than asking students to memorize isolated facts, methods, or formulas. Comprehensive mathematics instruction. Using categorizing, naming, and sorting activities.

Q33.

Procedural Fluency: the meaningful, flexible, accurate, and efficient use of procedures to solve problems.

For example: Implement fluency building components of evidence-based mathematics curricular programs (e.g. Building Fact Fluency Kits), Implement evidence-based fluency strategies that promote meaningful, flexible, accurate, and efficient procedures. (e.g. build procedural fluency from conceptual understanding, games that promote fluency, number talks)

The use of regular timed testing will NOT be approved as research shows it is ineffective and damaging.

Procedural Fluency: the meaningful, flexible, accurate, and efficient use of procedures to solve problems. Building on a foundation of conceptual understanding, strategic reasoning, and problem-solving. Integrating concepts and procedures and building on familiar procedures as students create their own informal strategies and procedures. Strengthen their understanding and skill through distributed practice. Using visual models to support students' understanding of general methods.

Q34. Strategic and Adaptive Mathematics Thinking: the ability to formulate, represent, and solve mathematical problems with the capacity to justify the logic used to arrive at the solution.

For example: Implement evidence-based strategies including engaging students in the Standards for Mathematical Practice in the Utah Core Mathematics Standards, engaging in rigorous mathematical tasks.

Mathematical practices in the Utah Core State Standards. Using five different strands when teaching math conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and productive disposition.

Q35. Productive Disposition: the attitude of a student who sees mathematics as useful and worthwhile while exercising a steady effort to learn mathematics.

For example: Implement evidence-based strategies including goal setting, supporting positive mathematical experiences, promoting positive mathematical mindsets.

Building diligence and perseverance in Math. A growth mindset is perceived as a process that leads to discovery.

Q8. The state growth goal requires 60% of first through third grade students to make typical, above typical, or well above typical growth from beginning of year to the end of the year as measured by Pathways of Progress on the Acadience Math assessment.

Per [53G-7-218](#) and [R277-406](#), an LEA that fails to meet the State Growth Goal in Math **MUST** participate in the USBE Math System of Support.

- We understand the expectation for meeting the State Growth Goal for math and agree to participate in the USBE Math System of Support if our LEA fails to meet the goal as outlined above.

Your LEA is responsible for creating two goals that are specific to your LEA, measurable, address current performance gaps in students' mathematics proficiency based on data, and include specific strategies for improving outcomes. (53G-7-218)

Please answer the questions below to generate your goal.

Q14. Goal 1:

What is your LEAs last day of school?

Thursday, May 21st, 2026.

Q16. What grade level will this goal focus on?

- Second Grade

Q19. What Acadience Math measure will your goal focus on? (e.g. composite, NNF, computation)

Acadience Math Composite from BOY to EOY

Q21. What is the target increase in the percentage of students scoring at or above benchmark from the beginning of the school year to the end of the school year?

- 1%-3%

Q22. How will you achieve this goal? What evidence-based strategies will you implement?

Teachers will be provided ongoing professional learning and instructional coaching on our small group math blocks through Eureka Math, Imagine Math, progress monitoring, and i-Ready programs to help increase the percentage of students at or above the benchmark. Teachers will provide targeted, evidence-based interventions that align with the student's diagnostic needs to fill gaps in specific areas and increase proficiency.

Your LEA is responsible for creating two goals that are specific to your LEA, measurable, address current performance gaps in students' mathematics proficiency based on data, and include specific strategies for improving outcomes. (53G-7-218)

Please answer the questions below to generate your goal.

Q2. Goal 2:

What is your LEAs last day of school?

Thursday, May 21st, 2026.

Q3. What grade level will this goal focus on?

- Third Grade

Q4. What Acadience Math measure will your goal focus on? (e.g. composite, NNF, computation)

Acadience Math Composite from BOY to EOY

Q5. What is the target increase in the percentage of students scoring at or above benchmark from the beginning of the school year to the end of the school year?

- 4%-6%

Q6. How will you achieve this goal? What evidence-based strategies will you implement?

Teachers will be provided ongoing professional learning and instructional coaching on our small group math blocks through Eureka Math, Imagine Math, progress monitoring, and i-Ready programs to help increase the percentage of students at or above the benchmark. Teachers will provide targeted, evidence-based interventions that align with the student's diagnostic needs to fill gaps in specific areas and increase proficiency.

Q31. The LEA assures that it is in compliance with State Code [53E-4-307.5](#), [53G-7-218](#), [53E-3-521](#) and Utah Board Rule [R277-406](#) applicable to this program.

- Agree

Q32. The LEA has adopted high quality literacy instructional materials and intervention programs aligned with the effective research regarding the science of reading and the LEA's reading strategies meet the criteria in Section [53G-11-303](#).

- Agree

Q33. Our LEA assures that we will complete and submit the Goal Attainment Survey by July 15, 2026.

- Agree

Q39. Our LEA assures that we will present the outcomes of our Early Learning Plan and attainment of our goals to our school board in an open and public meeting as required in [R277-406](#).

- Agree

Embedded Data:

N/A

HighMark Charter School
Statement of Financial Position
Created on August 10, 2025
For Prior Month

	07/01/2025 Through 07/31/2025 <u>Actual</u>	Year Ending 06/30/2025 <u>Actual</u>
Assets & Other Debits		
Current Assets		
Operating Cash	3,156,312	3,170,219
Accounts Receivables	2,125	157,312
Other Current Assets	36,992	36,992
Total Current Assets	<u>3,195,429</u>	<u>3,364,523</u>
Restricted Cash	<u>421,448</u>	<u>419,837</u>
Net Assets		
Fixed Assets	13,256,490	13,256,490
Depreciation	(3,529,966)	(3,529,966)
Total Net Assets	<u>9,726,524</u>	<u>9,726,524</u>
Total Assets & Other Debits	<u>13,343,401</u>	<u>13,510,884</u>
Liabilities & Fund Equity		
Current Liabilities	151,911	543,457
Long-Term Liabilities	<u>8,827,747</u>	<u>8,827,747</u>
Fund Balance	4,139,680	3,334,208
Net Income	224,063	805,472
Total Liabilities & Fund Equity	<u>13,343,401</u>	<u>13,510,884</u>

HighMark Charter School

Statement of Activities

Created on August 10, 2025
For Prior Month

	Annual June 30, 2026 Budget	Year-to-Date July 31, 2025 Actual	% of Budget
Net Income			
Income			
Revenue From Local Sources	318,500	30,754	9.7 %
Revenue From State Sources	7,896,520	698,366	8.8 %
Revenue From Federal Sources	114,114	0	0.0 %
Total Income	8,329,134	729,120	8.8 %
Expenses			
Instruction/Salaries	4,510,240	39,420	0.9 %
Employee Benefits	678,800	5,021	0.7 %
Purchased Prof & Tech Serv	623,095	47,733	7.7 %
Purchased Property Services	502,500	124,797	24.8 %
Other Purchased Services	103,650	35,202	34.0 %
Supplies & Materials	543,500	65,778	12.1 %
Property	295,000	131,673	44.6 %
Debt Services & Miscellaneous	692,853	55,433	8.0 %
Total Expenses	7,949,638	505,057	6.4 %
Total Net Income	379,496	224,063	59.0 %

Curriculum Associates®

Prepared For:

Shawn Miehke
Highmark CS
2467 E South Weber Dr,
South Weber, UT 84405

7/15/2025

Dear Shawn Miehke,

Thank you for requesting a price quote from Curriculum Associates. The chart below provides a summary of the products and i-Ready Partner Services included. If you have any questions or would like any changes, please contact us.

Implementation Starting: 2025-2026 Quote ID: 423774.2 Quote Valid through: 12/31/2025

Product	List Price	Net Price
i-Ready	\$31,075.00	\$20,538.00
Professional Learning	\$500.00	\$0.00
i-Ready Partners Services	\$2,000.00	\$0.00
List Total:		\$33,575.00
Savings:		\$13,037.00
Shipping/Tax/Other:		\$1,489.01
Total:		\$22,027.01

Thank you again for your interest in Curriculum Associates.

Sincerely

Joel Kongaika
(801) 319-4832
jkongaika@cainc.com

i-Ready Partners Services Includes:

- Initial Implementation Services: Provisioning, Initial Rostering, Hosting, Technology Assessment
- Implementation Management: Partner Success Manager You Know On A First Name Basis, Implementation Guidance, Realtime Achievement Data After Every Assessment, Ongoing Data Management
- Staff Development Consultation and Resources: Consultative services to help you plan and make the most of Professional Learning sessions; Access to Online Educator Learning (OEL) Digital Courses, and i-Ready Central Self-Service Resources
- Technical Support: Proactive Network Monitoring & Issue Notification, Annual Health Check, Technical Support

Please submit this quote with your purchase order

Curriculum Associates®

Quote ID: 423774.2

Date: 7/15/2025

Quote Valid through: 12/31/2025

Prepared For:

Shawn Miehke

Highmark CS

2467 E South Weber Dr,

South Weber, UT 84405

smiehke@hmcharterschool.org

8014764627

Your Representative:

Joel Kongaika

(801) 319-4832

jkongaika@cainc.com

i-Ready

Product Name	Item #	ISBN	Qty	List Price	Net Price	Total
i-Ready Personalized Instruction Math and Reading Upgrade to Site License 501-800 Students 1 Year	17794.0	978-1-4957-2043-7	1	\$23,970.00	\$13,433.00	\$13,433.00
i-Ready Utah EISP Reading Per Student License 1 Year	38500.0	978-1-7280-9511-0	203	\$35.00	\$35.00	\$7,105.00
i-Ready Subtotal:						\$20,538.00

Professional Learning

Product Name	Item #	ISBN	Qty	List Price	Net Price	Total
Online Educator Learning Site License - Digital PL Courses and Personalized Learning to Compliment Professional Learning Sessions	40124.0	978-1-6630-0817-6	1	\$500.00	\$0.00	\$0.00
Professional Learning Subtotal:						\$0.00

i-Ready Partners Services

Product Name	Item #	ISBN	Qty	List Price	Net Price	Total
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	27939.0	978-1-7280-1479-1	1	\$2,000.00	\$0.00	\$0.00
i-Ready Partners Services Subtotal:						\$0.00

Total		
	List Total:	\$33,575.00
	Savings:	\$13,037.00
	Merchandise Total:	\$20,538.00
	Voucher/Credit:	\$0.00
	Estimated Tax:	\$1,489.01
	Estimated Shipping:	\$0.00
	Total:	\$22,027.01

Special Notes	
Estimated EISP reimbursement based on October 2024 K-3 enrollment of 203: \$7105	

F.O.B.: N. Billerica, MA 01862
Shipping: Shipping based on MDSE total
Terms: Net 30 days, pending credit approval
Fed. ID: #26-3954988

Please submit this quote with your purchase order

N1



Unparalleled Service and Educator Support

The *i-Ready Partners* team was born from our core value: the quality of our services is as important as the quality of our products. Know that when you implement our programs, your local *i-Ready Partners* will be there to support your team every step of the way.

Service Components

Our *i-Ready Partners* team is tasked with helping you implement our programs to meet ambitious district goals. *i-Ready Partners* support includes:

- **An Account Manager You Know on a First-Name Basis:** Dedicated account managers are your point of connection to a powerful network of *i-Ready* experts focused on making your implementation successful.
- **Consultative Professional Development Planning:** Tailored professional development plans ensure that PD is tied to your implementation goals and that educators are equipped to optimize the use of our programs from day one.
- **Real-Time Achievement Data after Every Assessment:** Detailed student achievement analytics to empower data-driven practices in classrooms.
- **Educational Consultants to Help You Know What's Coming Next:** Educational consultants to keep you up to speed on our latest research, development, and best practices.
- **Technical Support and Health Checks:** Proactive support that anticipates and heads off issues before they start—and is there for you should they arise.



**Account
Management**



**Professional
Development**



**Educational
Consultants**



**Achievement
Analytics**



**Technical
Support**

Your *i-Ready* *Partners* Team

Dedicated to helping you implement *i-Ready* programs and achieve your district goals



Curriculum Associates®

Placing an Order

Email: Orders@cainc.com

Fax: 1-800-366-1158

Mail:

ATTN: CUSTOMER SERVICE DEPT.

Curriculum Associates LLC

153 Rangeway Rd

North Billerica, MA 01862-2013

Please visit CurriculumAssociates.com for more information about placing orders or contact CA's customer service department (1-800-225-0248) and reference quote number for questions.

Please attach quote to all signed purchase orders.

If tax exempt, please submit a valid exemption certificate with PO and quote in order to avoid processing delays. Exemption certificates can also be submitted to exempt@cainc.com.

Shipping Policy

Unless otherwise noted, shipping costs are calculated as follows:

Order Amount	Freight Amount
\$74.99 or less	Max charge of \$12.75
\$75.00 to \$999.99	12% of order
\$1,000 to \$4,999.99	10% of order

Order Amount	Freight Amount
\$5,000.00 to \$99,999.99	9% of order
\$100,000 and more	7% of order

Please contact your local CA representative or customer service (1-800-225-0248) for expedited shipping rates. The weight limit for an expedited order is 500lbs.

The enhanced shipping and handling services listed below are available upon request subject to the availability of our carrier partners. Please notify us of these delivery requests prior to submitting your PO so that we can include the service on your quote appropriately:

- White Glove Delivery Service \$500/shipment location

If our carrier partners are unable to deliver to the location instructed on the PO or you need to change the time or location of delivery, one or more of the following fees may be applicable:

- Delivery Address Change \$400/shipment location
- Freight Storage \$600 /shipment location
- Freight Carrier Redelivery \$100/pallet

Unless otherwise expressly indicated, the shipping terms for all deliveries is FOB CA's Shipping Point (whether to a CA or third party facility). Risk of loss and title is passed to purchaser upon transfer of the goods to carrier, standard shipping charges (listed above) are added to the invoice or included in the unit price unless otherwise specified.

Supply chain challenges outside of Curriculum Associates' control may impact inventory availability for print product. We recommend submission of purchase orders as soon as possible to help ensure timely delivery.

Payment Terms

Payment terms are as follows:

- With credit approval: Net 30 days
- Without credit approval: payment in full at time of order
- Accounts must be current before subsequent shipments are made

To ensure payment processing is timely and environmentally conscious, CA encourages ACH payments. If you would like to pay via ACH, please request remittance information by emailing AR@cainc.com.

Please send any payment notifications to payments@cainc.com. Credit card payments are only accepted for purchases under \$50,000.

Invoice Receipt Preference

CA is pleased to offer electronic invoice delivery. Electronic invoice delivery allows CA to deliver your invoice in a timely and environmentally friendly manner. To request electronic invoice delivery please contact the CA Accounts Receivable team at invoices@cainc.com or by fax (1-800-366-1158). Please reference your quote number, provide a valid email address where the invoice should be directed, and indicate you would like to opt into electronic invoice delivery.

Terms of Service

Customer's use of i-Ready® shall be subject to the i-Ready Terms and Conditions of Use, which can be found at i-ready.com/support. Customer's professional-learning sessions will expire two years following the date of your purchase order or the implementation year noted on your quote, whichever comes first and are subject to the Professional Learning Terms of Service, which can be found at i-ready.com/support.

Return Policy

For any non-print products - your subscription may be terminated and you may request a pro-rata refund for unused services within 90 days of license start date. For Professional Learning services, you may request a refund for unused services within 90 days of purchase date. After 90 days, your non-print products and Professional Learning purchase shall be final and no refunds are available. Except for materials sold on a non-refundable basis, purchaser may return, at purchaser risk and expense, purchased print materials with pre-approval from CA's Customer Service department within 12 months of purchase. Please examine your order upon receipt. Before returning material, call CA's Customer Service department (1-800-225-0248 option 2) for return authorization and documentation. When returning material, please include your return authorization number and the return form that will be provided to you by CA's Return department. We do not accept returns on unused i-Ready or Toolbox licenses®, materials that have been used and/or are not in "saleable condition," and individual components of kits or sets including but not limited to BRIGANCE® Kits, Ready® student and teacher sets, Ready Classroom® student and teacher sets, and Magnetic Reading classroom kits.

Curriculum Associates®

Prepared For:

Shawn Miehke
Highmark CS
2467 E South Weber Dr,
South Weber, UT 84405

7/11/2025

Dear Shawn Miehke,

Thank you for requesting a price quote from Curriculum Associates. The chart below provides a summary of the products and i-Ready Partner Services included. If you have any questions or would like any changes, please contact us.

Implementation Starting: 2025-2026 Quote ID: 423774.1 Quote Valid through: 12/31/2025

Product	List Price	Net Price
i-Ready	\$23,970.00	\$20,538.00
Professional Learning	\$500.00	\$0.00
i-Ready Partners Services	\$0.00	\$0.00
List Total:		\$24,470.00
Savings:		\$3,932.00
Shipping/Tax/Other:		\$1,489.00
Total:		\$22,027.00

Thank you again for your interest in Curriculum Associates.

Sincerely

Joel Kongaika
(801) 319-4832
jkongaika@cainc.com

i-Ready Partners Services Includes:

- Initial Implementation Services: Provisioning, Initial Rostering, Hosting, Technology Assessment
- Implementation Management: Partner Success Manager You Know On A First Name Basis, Implementation Guidance, Realtime Achievement Data After Every Assessment, Ongoing Data Management
- Staff Development Consultation and Resources: Consultative services to help you plan and make the most of Professional Learning sessions; Access to Online Educator Learning (OEL) Digital Courses, and i-Ready Central Self-Service Resources
- Technical Support: Proactive Network Monitoring & Issue Notification, Annual Health Check, Technical Support

Please submit this quote with your purchase order

Curriculum Associates®

Quote ID: 423774.1

Date: 7/11/2025

Quote Valid through: 12/31/2025

Prepared For:

Shawn Miehke

Highmark CS

2467 E South Weber Dr,

South Weber, UT 84405

smiehke@hmcharterschool.org

8014764627

Your Representative:

Joel Kongaika

(801) 319-4832

jkongaika@cainc.com

i-Ready

Product Name	Item #	ISBN	Qty	List Price	Net Price	Total
i-Ready Personalized Instruction Math and Reading Upgrade to Site License 501-800 Students 1 Year	17794.0	978-1-4957-2043-7	1	\$23,970.00	\$20,538.00	\$20,538.00
i-Ready Subtotal:						\$20,538.00

Professional Learning

Product Name	Item #	ISBN	Qty	List Price	Net Price	Total
Online Educator Learning Site License - Digital PL Courses and Personalized Learning to Compliment Professional Learning Sessions	40124.0	978-1-6630-0817-6	1	\$500.00	\$0.00	\$0.00
Professional Learning Subtotal:						\$0.00

i-Ready Partners Services

Product Name	Item #	ISBN	Qty	List Price	Net Price	Total
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	27939.0	978-1-7280-1479-1	1	\$0.00	\$0.00	\$0.00
i-Ready Partners Services Subtotal:						\$0.00

Total		
	List Total:	\$24,470.00
	Savings:	\$3,932.00
	Merchandise Total:	\$20,538.00
	Voucher/Credit:	\$0.00
	Estimated Tax:	\$1,489.00
	Estimated Shipping:	\$0.00
	Total:	\$22,027.00

Special Notes

F.O.B.: N. Billerica, MA 01862
Shipping: Shipping based on MDSE total
Terms: Net 30 days, pending credit approval
Fed. ID: #26-3954988

Please submit this quote with your purchase order

N1



Unparalleled Service and Educator Support

The *i-Ready Partners* team was born from our core value: the quality of our services is as important as the quality of our products. Know that when you implement our programs, your local *i-Ready Partners* will be there to support your team every step of the way.

Service Components

Our *i-Ready Partners* team is tasked with helping you implement our programs to meet ambitious district goals. *i-Ready Partners* support includes:

- **An Account Manager You Know on a First-Name Basis:** Dedicated account managers are your point of connection to a powerful network of *i-Ready* experts focused on making your implementation successful.
- **Consultative Professional Development Planning:** Tailored professional development plans ensure that PD is tied to your implementation goals and that educators are equipped to optimize the use of our programs from day one.
- **Real-Time Achievement Data after Every Assessment:** Detailed student achievement analytics to empower data-driven practices in classrooms.
- **Educational Consultants to Help You Know What's Coming Next:** Educational consultants to keep you up to speed on our latest research, development, and best practices.
- **Technical Support and Health Checks:** Proactive support that anticipates and heads off issues before they start—and is there for you should they arise.



**Account
Management**



**Professional
Development**



**Educational
Consultants**



**Achievement
Analytics**



**Technical
Support**

Your *i-Ready* *Partners* Team

Dedicated to helping you implement *i-Ready* programs and achieve your district goals



Curriculum Associates®

Placing an Order

Email: Orders@cainc.com

Fax: 1-800-366-1158

Mail:

ATTN: CUSTOMER SERVICE DEPT.

Curriculum Associates LLC

153 Rangeway Rd

North Billerica, MA 01862-2013

Please visit CurriculumAssociates.com for more information about placing orders or contact CA's customer service department (1-800-225-0248) and reference quote number for questions.

Please attach quote to all signed purchase orders.

If tax exempt, please submit a valid exemption certificate with PO and quote in order to avoid processing delays. Exemption certificates can also be submitted to exempt@cainc.com.

Shipping Policy

Unless otherwise noted, shipping costs are calculated as follows:

Order Amount	Freight Amount
\$74.99 or less	Max charge of \$12.75
\$75.00 to \$999.99	12% of order
\$1,000 to \$4,999.99	10% of order

Order Amount	Freight Amount
\$5,000.00 to \$99,999.99	9% of order
\$100,000 and more	7% of order

Please contact your local CA representative or customer service (1-800-225-0248) for expedited shipping rates. The weight limit for an expedited order is 500lbs.

The enhanced shipping and handling services listed below are available upon request subject to the availability of our carrier partners. Please notify us of these delivery requests prior to submitting your PO so that we can include the service on your quote appropriately:

- White Glove Delivery Service \$500/shipment location

If our carrier partners are unable to deliver to the location instructed on the PO or you need to change the time or location of delivery, one or more of the following fees may be applicable:

- Delivery Address Change \$400/shipment location
- Freight Storage \$600 /shipment location
- Freight Carrier Redelivery \$100/pallet

Unless otherwise expressly indicated, the shipping terms for all deliveries is FOB CA's Shipping Point (whether to a CA or third party facility). Risk of loss and title is passed to purchaser upon transfer of the goods to carrier, standard shipping charges (listed above) are added to the invoice or included in the unit price unless otherwise specified.

Supply chain challenges outside of Curriculum Associates' control may impact inventory availability for print product. We recommend submission of purchase orders as soon as possible to help ensure timely delivery.

Payment Terms

Payment terms are as follows:

- With credit approval: Net 30 days
- Without credit approval: payment in full at time of order
- Accounts must be current before subsequent shipments are made

To ensure payment processing is timely and environmentally conscious, CA encourages ACH payments. If you would like to pay via ACH, please request remittance information by emailing AR@cainc.com.

Please send any payment notifications to payments@cainc.com. Credit card payments are only accepted for purchases under \$50,000.

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POLICY SUMMARIES

Amending Electronic Resources Policy

This policy has been amended to include references to the new law on cellular devices in schools (Utah Code 53G-7-227) and the law on restricting access to internet sites that contain obscene material (Utah Code 53G-7-1002). One revision also specifies that the policy must not only be reviewed periodically, but approved periodically as well.

The new law in Utah Code 53G-7-227 prohibits students from using cellphones, smart watches, or emerging technologies at school during classroom hours unless:

- It is to respond to an imminent health or safety threat, to respond to a school-wide emergency, to use the SafeUT Crisis Line, for a student's IEP or Section 504 accommodation Plan, or to address a medical necessity; or
- The school establishes a policy/procedure that allows the students to use cellphones, smart watches, or emerging technologies during classroom hours.

The school's electronic resources procedures are being refined to specify when the school allows and does not allow students to use personal electronic devices at school. The procedures will comply with the new law.

Amending Kindergarten Toilet Training Policy

HB 76 from the 2025 legislative session amended the toilet training requirement to apply to all students before enrolling in public school, not just kindergarten students. HB 76 also amended the exemption to this requirement, specifying that there should be an exemption from the requirement for a student who is not able to be toilet trained before enrolling "because of a condition that is subject to federal child find requirements or described in an IEP or Section 504 accommodation plan" (previously the law did not refer to child find requirements).

The Kindergarten Toilet Training Policy has been renamed the "Toilet Training Policy" and has been revised to apply to all students before they enroll. The revisions also contemplate the administration establishing administrative procedures to address steps the school must take in the event a student is not toilet trained. Such steps are no longer required to be in a policy. Updated administrative procedures have been drafted and will be finalized by administration when the state has completed changes to its toilet training rule (R277-631).

Amending Child Abuse and Neglect Reporting Policy

Proposed revisions to the school's Child Abuse and Neglect Reporting Policy have been made to bring the policy into better compliance with Utah law and USBE rule. New language has been added and existing language amended to better explain the circumstances under which school employees must report suspected abuse or neglect to the authorities. Language has also been added to clarify that when there is reasonable cause to believe a student has been abused by a school employee, such abuse should not only be reported to the authorities but also to the school's administration, who then must report the suspected abuse to the Utah State Board of Education. Updated language has also been added to the school's Child Abuse and Neglect Reporting Procedures, including language with respect to new training requirements in this area required by HB 40 from the 2025 legislative session (this bill added school personnel training requirements with respect to sexual extortion).

Amending Travel Policy

The proposed revision to the school's Travel Policy includes adding a section regarding the approval process for the school's annual ninth-grade student trip.

HighMark Charter School**Policy: Child Abuse and Neglect Reporting Policy****Amended:**Purpose

HighMark Charter School (the "School") takes seriously the legal responsibility of its personnel to protect the physical and psychological well-being of its students. We believe that the School's personnel have an important role to play in the elimination of child abuse because they are in a unique position to observe children over extended periods of time on a daily basis.

Policy

School personnel shall report suspected child abuse and neglect in accordance with Utah Code § 80-2-602, § 53E-6-701, and Utah Administrative Code Rule R277-401. The law provides serious penalties for failure to fulfill one's duty to report.

Whenever any School employee, contracted or temporary employee, or volunteer has reason to believe that a child is, or has been, the subject of abuse or neglect, or observes a child being subjected to conditions or circumstances which would reasonably result in abuse or neglect, he/she shall immediately report the suspected abuse or neglect to the nearest peace officer, law enforcement agency, or the Division of Child and Family Services.

In addition, whenever any School employee, contracted or temporary employee, or volunteer has reasonable cause to believe that a student may have been physically or sexually abused by a School employee or volunteer, he/she shall immediately report that belief and all other relevant information to the Principal. The Principal, after having received such a report or otherwise having his/her own reasonable cause to believe that a student may have been physically or sexually abused by a School employee or volunteer, shall immediately report that information to the Utah State Board of Education.

All reports made regarding child abuse or neglect shall be documented in writing.

The Principal shall establish administrative procedures that comply with the provisions of Utah Code § 53E-6-701, Utah Code §80-2-602 et seq., and Utah Administrative Code Rule R277-401 and will help the School's personnel to understand and fulfill their legal responsibilities concerning child abuse and neglect.

Administrative Procedures
Child Abuse and Neglect Reporting Procedures

These procedures are established pursuant to the Child Abuse and Neglect Reporting Policy adopted by the Board of Directors.

1. If a School employee or volunteer ***has reason to believe*** that a child is, or has been, the subject of abuse or neglect, or observes a child being subjected to conditions or circumstances which would reasonably result in such, the person shall immediately make an oral report to the nearest peace officer, law enforcement agency or Division of Child and Family Service ("DCFS"). The person shall also make a report to the School's Principal, but the requirement to notify the Principal does not satisfy the person's personal duty to report to law enforcement or DCFS.
 - a. The oral report to law enforcement or DCFS may be made with the Principal present, but must be made by the person making the report.
 - b. The reporting person must record the name of the individual and the agency contacted to make the required report.
 - c. The reporting person must complete and provide the Child Abuse and Neglect Reporting Form to the Principal within twenty-four (24) hours. The Principal will keep the form in a separate file, and it shall not be placed in the student's permanent file. The form should also be sent to the agency to which the oral report was given.
 - d. The School will preserve the anonymity of the person making the report and any others involved in any investigation.
2. To determine whether or not there is ***reason to believe*** that abuse or neglect has occurred, school employees may (but are not required to) gather information only to the extent necessary to determine whether a reportable circumstance exists.
 - a. Investigations by staff prior to submitting a report shall not go beyond what is minimally necessary to support a reasonable belief that a reportable problem exists.
 - b. It is not the responsibility of the Principal or any other school employees to prove who the abuser is or that the child has been abused or neglected, or to determine whether the child is in need of protection.
 - c. School employees shall not contact the parents, relatives, friends, neighbors, etc. for the purpose of determining the cause of the injury and/or apparent neglect.
 - d. School employees shall not conduct interviews with the child or contact the suspected abuser.
 - e. Notes of voluntary or spontaneous statements by the child shall be given to the investigational agency.
3. Investigations of reports of abuse for children seventeen (17) years of age and younger are the responsibility of DCFS.
 - a. School employees shall not contact the child's parents, relatives, friends, neighbors, etc. for the purpose of determining the cause of the injury and/or apparent neglect.
 - b. School personnel shall cooperate with DCFS and share all information with DCFS that is relevant to DCFS's investigation of an allegation of abuse or neglect. Additionally, School employees shall cooperate with DCFS and law enforcement employees authorized to investigate reports of alleged child abuse and neglect, including:

- i. allowing appropriate access to students;
 - ii. allowing authorized agency employees to interview children consistent with DCFS and local law enforcement protocols;
 - iii. making no contact with the parents or legal guardians of children being questioned by DCFS or law enforcement authorities; and
 - iv. maintaining appropriate confidentiality.
 - c. If school officials are contacted by parents about child abuse reports, school personnel shall not confirm or deny that a contact or investigation is taking place. A school employee should refer the caller to law enforcement or DCFS.
4. If the suspected perpetrator of child abuse or neglect is a School employee or volunteer, that report shall be made immediately to the Principal. The Principal shall then immediately report the allegation to the Utah State Board of Education. Steps shall be taken to ensure that further abuse or neglect is prevented by the suspected perpetrator.
 5. Persons making reports or participating in good faith in an investigation of alleged child abuse or neglect are immune from any civil or criminal liability that otherwise might arise from those actions, as provided by law.
 6. The Principal shall annually (a) provide each School employee with the Schools' Child Abuse and Neglect Reporting Policy and Procedures, including a copy of the Child Abuse and Neglect Reporting Form and (b) notify each School employee of the mandatory reporting requirements of this Policy and Procedure and Utah Code § 53E-6-701 and §80-2-602.
 7. The School, under the direction of the Principal, will provide School personnel once every three years with training and instruction on child sexual abuse and human trafficking prevention and awareness, including (a) responding to a disclosure of child sexual abuse in a supportive, appropriate manner; (b) identifying children who are victims or may be at risk of becoming victims of human trafficking or commercial sexual exploitation; (c) the mandatory reporting requirements of this Policy, Utah Code § 53E-6-701 and §80-2-602; and (d) appropriate responses to incidents of sexual extortion, including connecting victims with support services. Newly hired staff will be provided with the same training and the written policy at the beginning of their employment.
 8. The School, under the direction of the Principal, will provide the parents or guardians of elementary school students with training and instruction once every three years on child sexual abuse and human trafficking prevention and awareness, including (a) recognizing warning signs of a child who is being sexually abused or who is a victim or may be at risk of becoming a victim of human trafficking or commercial sexual exploitation; (b) effective, age-appropriate methods for discussing the topic of child sexual abuse with a child; and (c) resources available for victims of sexual extortion.
 9. The training and distribution of materials will be documented.
 10. Educational neglect means that, after receiving a notice of compulsory education violation under Utah Code Section 53G-6-202, the parent or guardian fails to make a good faith effort to ensure that the child receives an appropriate education.

- a. When School personnel have reason to believe that a child may be subject to educational neglect, school personnel shall submit the report described in Utah Code Subsection 53G-6-202(8) to DCFS.
- b. When School personnel have a reason to believe that a child is subject to both educational neglect and another form of neglect or abuse, School personnel may not wait to report the other form of neglect or abuse pending preparation of a report regarding educational neglect.

*****CONFIDENTIAL*****

Child Abuse and Neglect Reporting Form

ORAL REPORT MADE TO PRINCIPAL:	
Date:	Time:

CHILD'S INFORMATION:			
Name:	Age:	Sex:	Birth Date:
Address:			

PARENT/GUARDIAN INFORMATION:	
Father Name:	Mother Name:
Father Address:	Mother Address:
Father Phone:	Mother Phone:
Guardian #1 Name:	Guardian #2 Name:
Guardian #1 Address:	Guardian #2 Address:
Guardian #1 Phone:	Guardian #2 Phone:

CIRCUMSTANCES LEADING TO THE SUSPICION THAT THE CHILD IS A VICTIM OF ABUSE OR NEGLECT:

DATE AND TIME OF OBSERVATIONS	
Date:	Time:

ADDITIONAL INFORMATION:

Oral Report Made To:	Written Report Made To:
Agency:	Agency:
Individual's Name:	Individual's Name:
Date:	Date:
Time:	Time:

Reporting Individual:		Principal:	
Name:		Name:	
Date:		Date:	
Signature		Signature:	

*****DO NOT PLACE THIS FORM IN THE STUDENT'S CUM FILE*****

HighMark Charter School
Policy: Electronic Resources Policy
Approved:



Purpose

HighMark Charter School (the "School") recognizes the value of computer and other electronic resources to facilitate student learning and help the School's employees accomplish the School's mission. The School has therefore made substantial investments to establish a network and provide various electronic resources for its students' and employees' use. Because of the potential harm to students and the School from misuse of these resources, the School requires the safe and responsible use of computers; computer networks, including e-mail and the Internet; and other electronic resources. This policy is intended to ensure such safe and responsible use and to comply with Utah Administrative Rule R277-495, Utah Code § 53G-7-227, Utah Code § 53G-7-1002, the Children's Internet Protection Act, and other applicable laws.

Electronic Devices

The School recognizes that various forms of electronic devices are widely used by both students and employees and are important tools in today's society. The School seeks to ensure that the use of electronic devices, both privately-owned devices and devices owned by the School, does not cause harm or otherwise interfere with the learning, safety, or security of students or employees. The Principal shall therefore establish reasonable rules and procedures regarding the use of electronic devices at School and School-sponsored activities in compliance with applicable laws.

Internet Safety

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

Student Acceptable Use of School Electronic Resources

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

Electronic resources can provide access to a multitude of information and allow communication with people all over the world. Along with this access comes the availability of materials that may be considered inappropriate, unacceptable, of no educational value, or even illegal.

The Principal shall ensure that rules and procedures regarding students' use of the School's electronic resources are established and clearly communicated to students and their parents/guardians. The Principal will ensure that safeguards are in place to restrict access to inappropriate materials and that the use of the Internet and other electronic resources is monitored. The Principal shall ensure that students receive appropriate training regarding these rules and procedures.

Staff Acceptable Use of School Electronic Resources

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

The Principal shall establish rules and procedures regarding employees' use of the School's electronic resources.

This policy will be reviewed and approved periodically to ensure that it continues to meet the School's needs.

HighMark Charter School
Policy: Toilet Training Policy
Approved:



Purpose

The purpose of this policy is to establish the toilet training requirements for students at HighMark Charter School (the “School”).

Definitions

“Toilet trained” means that a student can:

- (a) communicate the need to use the bathroom to an adult;
- (b) sit down on a toilet;
- (c) use the toilet without assistance;
- (d) undress and dress as necessary; and
- (e) tend to personal hygienic needs after toileting.

If an accident occurs, a “toilet trained” child can independently tend to hygienic needs and change clothes.

A student is not “toilet trained” if the student does not meet the criteria above or has accidents with sufficient frequency to impact the educational experience of the student or the student’s peers, as determined by the School.

Policy

General Rule

As required by Utah Code § 53G-7-203 and R277-631, the School shall not enroll a student unless the student is toilet trained.

Exceptions

The School may enroll a student who is not able to be toilet trained because of a suspected disability that:

- (a) is subject to federal child find requirements; or
- (b) is described in an IEP or Section 504 plan.

Assurance

The School shall, as part of its enrollment process, require the parent of an incoming student to complete an assurance as to whether the student is toilet trained.

Administrative Procedures

The Principal shall establish administrative procedures regarding steps that School shall take in the event a student is not toilet trained.

HighMark Charter School
Policy: Travel Policy
Approved:



Purpose

The purpose of this policy is to establish procedures for authorization of, and payment for, travel by employees or Board members of HighMark Charter School (the "School") who may be required to travel to fulfill their official duties or to attend seminars, conferences, conventions, or other professional or educational events or meetings benefiting the School ("School-related business").

Another purpose of this policy is to establish the approval process for the School's annual ninth-grade student trip.

Policy

Travel by Employees and Board Members on School-Related Business

1. This policy applies to all approved travel by employees and Board members on School-related business. For purposes of this policy, School-related business does not include an employee's regular daily travel to and from work or a Board member's travel to and from a regular Board meeting.
2. Travel for School-related business by employees must be approved in advance by the Principal in order for the School to pay for the travel expenses as set forth in this policy. Travel for School-related business by the Principal or a Board member must be communicated to the Board in advance of the travel, where possible. Payment for all travel-related expenses is subject to, and must be approved in accordance with, the School's Purchasing and Disbursement Policy.
3. Employees must submit their travel requests to the Principal, and the Principal and Board members must communicate their travel requests to the Board, at least three (3) weeks prior to departure date and prior to making or paying for any travel arrangements, where possible. Such travel requests submitted to the Principal and communications to the Board must explain the purpose of the travel and, where applicable, include the nature of the School-related business, proposed lodging accommodations, and approximate airfare or mileage, as applicable.
4. Per diem for meals and incidental expenses shall be paid for all approved travel events that are more than 100 miles from the School. The School shall pay per diem for meals and incidental expenses in accordance with the federal per diem meals and incidental expenses rates established by the U.S. General Services Administration ("GSA"). Where possible, the per diem shall be paid to the traveler by check no fewer than 48 hours prior to departure date.

Board Approved:

5. Reasonable and necessary flight reservations for approved travel events shall:
 - a. Be personally made and paid for by the traveler and then reimbursed by the School based on receipts submitted by the traveler for such expenses. The traveler must provide receipts for all flight reservations for which reimbursement is sought; or
 - b. Be made and paid for by the School.

Absent extraordinary circumstances, first class flight reservations are not considered reasonable and necessary under this policy.

6. Reasonable and necessary ground transfer expenses (e.g., taxi, public transportation, ride share, parking, etc.) for approved travel events shall be personally paid for by the traveler and then reimbursed by the School based on receipts submitted by the traveler for such expenses. The traveler must provide receipts for all ground transfer expenses for which reimbursement is sought.
7. Reasonable and necessary mileage incurred by the traveler for approved travel events shall be reimbursed by the School at the standard IRS mileage reimbursement rates in effect at the time.
8. Reasonable and necessary lodging accommodations for approved travel events shall be made and paid for by the School. However, under extenuating circumstances and only after receiving approval from the Principal or the Board, travelers may personally make and pay for reasonable and necessary lodging accommodations for approved travel events. A traveler in this situation shall be reimbursed by the School based on receipts submitted by the traveler for such expenses.
9. Lodging accommodations shall be approved for the number of days an approved travel event is in session, less one. However, this is subject to the following exceptions:
 - a. One additional night of lodging accommodations shall be approved when an additional travel day is required prior to an approved travel event;
 - b. A second additional night of lodging accommodations shall be approved when an additional travel day is required after the approved travel event concludes; and
 - c. Other additional nights of lodging accommodations shall be allowed only when approved in advance of the approved travel event by the Principal or the Board President, as applicable.
10. School employees who have been issued a School credit card may use their School credit card to pay for approved flight reservations, ground transfer expenses, and lodging accommodations in accordance with this policy only after receiving approval from the Principal. Such School employees may also use their School credit card to pay for other reasonable travel-related expenses only

Board Approved:

after receiving approval from the Principal. The Principal may also use his/her School credit card to pay for the same travel expenses listed above in this paragraph in accordance with the School's Purchasing and Disbursement Policy. However, School credit cards shall not be used for per diem for meals and incidental expenses, as per diem will be paid to travelers by check in advance of approved travel as explained earlier in this policy.

11. School employees and Board members shall submit an expense report related to an approved travel event to the Principal within sixty (60) days from the end of the trip.
12. The School shall not fund travel expenses that are unrelated to the approved travel purpose. Similarly, the School shall not reimburse travelers for travel expenses that are unrelated to the approved travel purpose or which are determined by the School to be excessive.
13. Either the Principal or the Board may authorize individual exceptions to this policy if they, in their sole discretion, feel an exception is appropriate under the circumstances.

Annual Ninth-Grade Student Trip

14. The Principal is authorized to plan a ninth-grade student trip each school year. However, prior to finalizing any arrangements or making any financial commitments related to the trip, the Principal shall submit the proposed itinerary and all other major aspects of the trip to the Board for review.
15. The Board reserves the right to vote on a proposed ninth-grade student trip and may deny approval of the trip if the Board determines that the trip poses an unreasonable level of risk to students or School personnel, or if the trip exposes the School to undue liability.

HighMark Charter School
Policy: Parent and Family Engagement Policy
Approved: October 17, 2022

Purpose

In support of strengthening student academic achievement, HighMark Charter School (the “School”) receives Title I, Part A funds and must jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy that contains information required by Section 1116 of the Every Student Succeeds Act (the “ESSA”). This policy establishes the School’s expectations and objectives for meaningful parent and family involvement, describes how the School will implement a number of specific parent and family engagement activities, and is incorporated into the School’s plan submitted to the state pursuant to Section 1112 of the ESSA. The purpose of an effective parent and family engagement policy is to improve all students’ academic achievement.

Policy

The School agrees to implement the following requirements as outlined by Section 1116 of the ESSA:

- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of this policy and the joint development of the targeted assistance or schoolwide program plan.
- Update this policy periodically to meet the changing needs of parents and the School, distribute it to the parents and family members of participating children, and make this policy available to the local community.
- Provide full opportunities, to the extent practicable, for the participation of parents and family members with limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children, including providing information and school reports required under Section 1111 of the ESSA in an understandable and uniform format and, to the extent practicable, in a language parents understand.
- If the targeted assistance or schoolwide program plan under Section 1114(b) of ESSA is not satisfactory to the parents of participating children, submit any parent comments with such plan when the School submits the plan to the state.
- Be governed by the following statutory definition of parent and family engagement and will carry out programs, activities, and procedures in accordance with this definition:

Parent and family engagement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- *That parents play an integral role in assisting their child’s learning;*

- *That parents are encouraged to be actively involved in their child's education at school;*
- *That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees (if any) to assist in the education of their child; and*
- *The carrying out of other activities, such as those described in Section 1116 of the ESSA.*

Required Policy Components

Below is a description of how the School will implement or accomplish each of the following components required by Section 1116 of the ESSA:

- Joint Development of Policies, Plans, Compact, and Programs. The School will take the following actions to involve parents and family members in an organized, ongoing, and timely manner in the planning, review, and improvement of Title I policies, plans, compact, and programs:
 - Distribute a copy of this policy and the school-parent compact to parents and family members at the beginning of each school year through appropriate channels, such as the registration packet. The policy and school-parent compact will also be posted on the School's website.
 - Notify parents and family members of an annual meeting where parents and family members will be informed about the School's participation in and the requirements of Title I programs.
 - Hold other parent and family meetings during the school year to provide parents and family members with ongoing information, training, and materials to help them work with their children in the areas such as literacy, numeracy, and technology.
 - Hold parent-teacher conferences at least annually, where student achievement, behavior, and/or the school-parent compact will be reviewed and discussed.
 - The School and state websites will provide parents with information related to expected student proficiency levels.
 - The School website will provide parents with a description and explanation of the School's curriculum, mission, calendar information, policies, and opportunities for school and parent interaction.
 - Conduct an annual review and evaluation of this policy, the school-parent compact, and targeted assistance or schoolwide program plan. As part of the annual review and evaluation, the School will consider, and implement if appropriate, any suggestions or feedback provided by parents and family members on how the School can improve this policy and the associated compact and plan. Suggestions or feedback may be provided to the School in the form of results from the School's needs assessment and evaluation given to parents, comments made by parents and family members in meetings at the School and during parent-teacher conferences, or through other means.

- Communications. The School will take the following actions to provide parents and family members timely information about the Title I programs in which the School participates:
 - Distribute a copy of the updated version of this policy and the school-parent compact to parents and family members at the beginning of each school year through appropriate channels, such as the registration packet.
 - Provide information related to the Title I programs, meetings, and other activities to the parents of participating children in an understandable and uniform format and, to the extent practicable, in a language that the parents can understand.

- School-Parent Compact. The School's school-parent compact outlines how parents, the entire School staff, and students will share the responsibility for improved student academic achievement and the means by which the School and parents will build and develop a partnership to help children achieve the state's high standards. The School will review the school-parent compact with parents of participating children by doing the following:
 - Distributing a copy of the updated version of the school-parent compact to parents and family members at the beginning of each school year through appropriate channels, such as the registration packet.
 - Obtaining all parties' signatures (electronic or written) on each school-parent compact on an annual basis.
 - Encouraging parents to review the school-parent compact with their children on a regular basis.
 - Considering, and implementing, if appropriate, any suggestions or feedback provided by parents and family members on how the School can improve its school-parent compact.

- Reservation of Funds. The School currently does not receive Title I allocations of \$500,000 or more. In the event the School's Title I allocations reach or exceed \$500,000 in the future, the School will follow the requirements in Section 1116(a)(3) of the ESSA.

- Coordination of Services. The School will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

- Building Capacity of Parents. The School will build the parents' capacity for strong parent and family engagement to ensure effective involvement of parents and to support a partnership among the School and the community to improve student academic achievement through the following:
 - Providing opportunities for discussion with parents about the School's curriculum, forms of academic assessment used to measure student progress, and achievement levels of the challenging state academic standards.

- Engaging parents with materials and training to help parents to work with their child to improve their child's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parent and family engagement.
 - Giving parents information at parent-teacher conferences about their student's state core testing and other appropriate curriculum based assessments.
 - Providing progress reports to parents to communicate their student's academic performance throughout the school year.
 - Facilitating communication between parents and School personnel through the School's LAND Trust Committee.
 - Scheduling School meetings, as well as parent-teacher conferences, in a way that will maximize parent and family member involvement and participation.
 - Gathering, on an annual basis, input from parents through a variety of methods. For example, parent surveys, needs assessments, conversation, parent-teacher conferences, and School activities.
 - Providing assistance to parents, as appropriate, in understanding topics such as the following:
 - The challenging state's academic standards;
 - The state and local academic assessments, including alternate assessments;
 - The requirements of Title I, Part A;
 - How to monitor their child's progress; and
 - How to work with educators to improve the achievement of their child.
- Building Capacity of School Staff. The School will, with the assistance of parents, provide training to educate teachers, specialized instructional support personnel, principals/directors and other School leaders, and other staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; how to implement and coordinate parent programs; and how to build ties between parents and the School. The School may accomplish this training through in-person trainings and/or through the utilization of online print and video resources. The School may also provide other reasonable support for parent and family engagement activities under Section 1116 as parents may reasonably request.

Parents and Family Members of Children Learning English

Any time this policy references "parents," "family," or "family members," it includes parents and family members of students who are English language learners, regardless of the prevalence of children English language learners in the geographic area in which the School is located.

The School may seek assistance from community organizations to assist the School in communicating with parents and family members of students who are English language learners. If the School provides such assistance, it will try to determine the method of

communication preferred by the parents and family members of students who are English language learners.

Review

The School will annually review and evaluate this policy, the school-parent compact, and the targeted assistance or schoolwide program plan to determine their effectiveness in improving the academic quality of the School and academic achievement of its students. Results of the annual review and evaluation will be used to design strategies for more effective parent and family engagement.