

Scholar Academy Board of Directors Meeting

Date: 08.28.2025

Time: 5:30 PM

Location: 928 N 100 E Basecamp 1, Tooele, UT 84074

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)

REPORTS

- Director's Report
 - Staffing Update
 - Early Learning Plan
- Budget Report

CONSENT ITEMS

- August 15, 2025, Board Meeting Minutes

VOTING & DISCUSSION ITEMS

- Amended Electronic Resource Policy
- Amended Kindergarten Toilet Training Policy
- Amended Child Abuse and Neglect Reporting Policy
- Board Member Terms, Roles, and Elected Officers
- Strategic Planning
 - Review Strategic Goals 1, 2, & 4
- Alta Education Consulting Contract

CALENDARING

In compliance with the Americans with Disabilities Act, persons needing auxiliary communicative aids and services for these meetings should call 801-444-9378. One or more board members may participate electronically or telephonically pursuant to UCA 52-4-207.

- Next board meeting is September 25, 2025 @ 5:00 PM.

CLOSED SESSION- to discuss the character, professional competence, or physical or mental health of an individual in accordance with Utah Code Ann. 52-4-2(1)(a).

ADJOURN

<u>Teachers</u>													
Kat	K												
Brisk	K												
Ockey	K												
Betz	1												
Woods	1												
Larsen	1												
Wasson	2												
Morse	2												
A. Brown	2												
Adams	3												
Virotsko	3												
Schaub (Archibald)	3												
Fidler	4												
Brownigan	4												
Pratt	4												
Heaton	5												
Edwards	5												
Bean	5												
Hancock	6												
Mohammed	6												
Rawlins	6/jr												
Kern	jr												
Lomeli	jr												
Mendoza	jr												
Griggs	jr												
Arsalanian	jr												
Waltzing	jr												
Russom	jr												
Mcphie	jr												
Sharp	jr												
Draper	Sped												
Emilce Soto	Sped												
TBD	Sped												
Holly Cook	Sped Dir												
Michelle Davignon	Counselor												
Hoeg	Behavior												
Thornton	Behavior												
Vega	Spanish												
Delcia Campos	Spanish												
Shantel Lomeli	Spanish												

<u>TA's</u>		
Mandy Bush	Library	
Darcey Davenport	Music .5	
Mickey Forsyth	PE/ TA .5	
Ashley Price	Tech/ TA .5	
Virginia Hooper	Art / TA .5	
Ali Fulkersen	1st - 3rd Floater	
Tiffany Oborn	TA 1st	
Megan Rockwell	TA 1st	
Alicia Copella	TA 1st	
Heather Fish	TA 2nd	
Darcey Davenport	TA 2nd .5	
Marilyn Hager	3rd TA	
Virginia Hooper	TA 3rd .5	
Alexis Rekoutis	4th TA	
Pam Adams	TA 4th .5/Title 1	
Alivia Zollinger	TA 5th	
Jenn Risher	TA 5th .5 (Roam)	
Mickey Forsyth	TA 5th - 6th .5 Morning	
Ashley Price	6th TA .5 Morning	
Shannon Rozo	TA Kinder	
Brooke Miller	TA Kinder	
Nila Kaufman	TA Kinder	
Destiny Waltizng	TA Jr High	
Jana Escobar	TA Jr. High/Sped	
Ashlie Light	TA Sped	
Alyssa Ocampo	TA Sped	
Gabrielle Najera	TA Sped/Jr. High	
Delila Leavitt	TA/Sped	
Carol Jones	TA/SPED	
Josephina DeSantiago	TA/SPED	
Lara Mott (Lead TA)	TA/Title 1	
Angelic Sharp .5	Title 1	
Patti Nielsen .5	TA/Title 1	
Lindsey Petersen .5	TA/Title 1	
Krista Lay .5	TA/Title 1	
Mallory Sandgren	TA/ Title 1	
<u>OFFICE</u>		
Heather B.	Secretary Aid	
Cindy P	Secretary	
Brandon H	Office Manager	
Ashley Tignor	Vice Principal	
Karen Morgan	Net Engeneer	
Jeff Hall	Principal	
<u>Lunchroom</u>		
Bobbi Hamberlin	Manager	
Wayne Gailey	Kitchen	
Michelle Thatcher	kitchen	

Ariah Butler	Kitchen	
Mario Nielson	Kitchen	
Andrea Hernandez	Lunchroom	
Trinity Risher	Lunchroom	
Elizabeth Romero	Lunchroom	
Custodial		
Jerry Land	Head Custodian	
Bryce Brown	Custodial Aid	
James Blackburn	Custodial Aid	

<u>Teachers</u>	
Kat	K
Brisk	K
Ockey	K
Betz	1
Woods	1
Larsen	1
Wasson	2
Morse	2
A. Brown	2
Adams	3
Virotsko	3
Schaub (Archibald)	3
Fidler	4
Brownigan	4
Pratt	4
Heaton	5
Edwards	5
Bean	5
Hancock	6
Mohammed	6
Rawlins	6/jr
Kern	jr
Lomeli	jr
Mendoza	jr
Griggs	jr
Arsalanian	jr
Waltzing	jr
Russom	jr
Mcphie	jr
Sharp	jr
Draper	Sped
Emilce Soto	Sped
TBD	Sped
Holly Cook	Sped Dir
Michelle Davignon	Counselor
Hoeg	Behavior
Thornton	Behavior
Vega	Spanish
Delcia Campos	Spanish

Had scheduled for student teaching at the end of last year. Will be completed by Dec.

Bachelors in elem ed and 1 year experience

Shantel Lomeli	Spanish	Scholar Alumni
<u>TA's</u>		
Mandy Bush	Library	Returning to Library
Darcey Davenport	Music .5	
Mickey Forsyth	PE/ TA .5	
Ashley Price	Tech/ TA .5	
Virginia Hooper	Art / TA .5	New as Art teacher this year. Previously a TA. Has Masters in Landscape art.
Ali Fulkersen	1st - 3rd Floater	
Tiffany Oborn	TA 1st	
Megan Rockwell	TA 1st	
Alicia Copella	TA 1st	
Heather Fish	TA 2nd	
Darcey Davenport	TA 2nd .5	
Marilyn Hager	3rd TA	
Virginia Hooper	TA 3rd .5	
Alexis Rekoutis	4th TA	
Pam Adams	TA 4th .5/Title 1	
Alivia Zollinger	TA 5th	
Jenn Risher	TA 5th .5 (Roam)	
Mickey Forsyth	TA 5th - 6th .5 Morning	Scholar Alumni
Ashley Price	6th TA .5 Morning	
Shannon Rozo	TA Kinder	
Brooke Miller	TA Kinder	
Nila Kaufman	TA Kinder	
Destiny Waltzng	TA Jr High	Leaving in OCT due to no insurance
Jana Escobar	TA Jr. High/Sped	
Ashlie Light	TA Sped	
Alyssa Ocampo	TA Sped	
Gabrielle Najera	TA Sped/Jr. High	
Delila Leavitt	TA/Sped	
Carol Jones	TA/SPED	
Josephina DeSantiago	TA/SPED	
Lara Mott (Lead TA)	TA/Title 1	
Angelic Sharp .5	Title 1	
Patti Nielsen .5	TA/Title 1	
Lindsey Petersen .5	TA/Title 1	
Krista Lay .5	TA/Title 1	
Mallory Sandgren	TA/ Title 1	Additional Support for Title 1 goals in TSSA plan Bachelors in Marriage and Family Relations
<u>OFFICE</u>		
Heather B.	Secretary Aid	
Cindy P	Secretary	
Brandon H	Office Manager	
Ashley Tignor	Vice Principal	
Karen Morgan	Net Engeneer	
Jeff Hall	Principal	
<u>Lunchroom</u>		

Bobbi Hamberlin	Manager
Wayne Gailey	Kitchen
Michelle Thatcher	kitchen
Ariah Butler	Kitchen
Mario Nielson	Kitchen
Andrea Hernandez	Lunchroom
Trinity Risher	Lunchroom
Elizabeth Romero	Lunchroom
Custodial	
Jerry Land	Head Custodian
Bryce Brown	Custodial Aid
James Blackburn	Custodial Aid

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

Scholar Academy Charter School

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

Ashley Tignor

Q4. LEA Literacy Leader Email Address(es)

atignor@scholarcharter.org

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

Jeff Hall

Q6. LEA Mathematics Leader Email Address(es)

jhall@scholarcharter.org

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).

Jeff Hall jhall@scholarcharter.org, Ashley Tignor atignor@scholarcharter.org

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.

- Into Reading
- Heggerty Phonemic Awareness 2022
- 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.

- Wilson Reading System 4th Ed.

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.
Open Up Resources 2025

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.**
Open up resources, 2025, Acadience progress monitoring

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

Open Up Resources embeds conceptual understanding as a core component of instruction. This is achieved by focusing not just on getting the correct answer, but on helping students understand the "why" behind the math. Students explore mathematical ideas through visual models, hands-on activities, and real-world contexts that make abstract concepts more accessible. For example, when learning about addition, students may use number lines, counters, or story problems to deeply understand how numbers combine, rather than relying solely on memorized facts. Activities like Which One Doesn't Belong? are regularly used to promote mathematical reasoning. In these activities, students are presented with a set of numbers, shapes, or equations and asked to determine which item doesn't belong and explain their reasoning. Since more than one correct answer may exist, students are encouraged to think critically and justify their thinking, which deepens their conceptual understanding. Math talks are embedded into each lesson, fostering a classroom environment where students explain their thinking, listen to others, and build on different strategies. These structured discussions promote active engagement, encourage multiple solution strategies, and help students refine their mathematical language and understanding. Teachers guide students to make connections between different approaches, supporting a growth mindset and a collaborative learning culture.

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.

Students will engage in repeated practice and mathematical reasoning to deepen their understanding of key concepts. Through the use of modeling, including visual representations such as diagrams, graphs, and number lines, they will develop the ability to visualize and interpret mathematical relationships. Students will also develop flexibility in problem solving by exploring multiple strategies and approaches to arrive at solutions. In addition, they will learn to recognize and make use of patterns, properties, and relationships to support their understanding. These experiences will collectively build their procedural fluency, enabling them to carry out procedures accurately, efficiently, and with a clear understanding of when and why they work.

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.

Scholar teachers will facilitate rich mathematical discourse in their classrooms, encouraging students to describe their thinking and engage in meaningful discussions. They will incorporate manipulatives, math notebooks, and a variety of tools such as number lines, number bonds, diagrams, pictures, and graphs to support and demonstrate understanding. Teachers will model flexible problem-solving strategies, showing multiple approaches to finding solutions. Students will be encouraged to formulate, represent, and solve problems while providing clear justification for their reasoning.

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.

Scholar teachers will incorporate real-world connections toward mathematics learning, helping students see its relevance and value in everyday life. This will be achieved through engaging projects, real-world word problems, and meaningful models. Teachers will support students in building mathematical value and developing flexible thinking, all while maintaining high expectations to ensure deep understanding and academic growth.

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 LEA's last day of school?

May 22, 2026

Q16. What grade level will this goal focus on?

- Third Grade

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

Concepts and Applications

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?

By the end of the 2026 school year, the percentage of third grade students scoring at or above benchmark in Concepts and Applications on the Math Acadience assessment will increase by at least 3% compared to beginning-of-year (BOY) data, as measured by end-of-year (EOY) results.

To achieve this goal, Scholar Academy teachers will:

- Conduct frequent progress monitoring and benchmark assessments (BOY, MOY, EOY),
- Analyze assessment data to identify student strengths and areas for growth.
- Provide targeted, data driven Tier 2 and Tier 3 interventions with regular progress monitoring for students below benchmark.
- Additionally, the school will provide ongoing professional development for teachers and instructional assistants, focused on effective math strategies and evidence-based interventions to support student achievement. This professional learning will incorporate classroom observations and feedback from administration, mentors, and the intervention director to ensure continuous growth and alignment with instructional goals.
- Encouraging Student-Led math problem-solving explanations.

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 LEA's last day of school?

May 22, 2026

Q3. What grade level will this goal focus on?

- First Grade

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

Computation

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?

- Maintain (for LEAs who have historically seen a negative change from BOY to EOY)

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

By the end of the 2026 school year, the percentage of first grade students scoring at or above benchmark in Computation on the Math Acadience assessment will be maintained at or above the beginning-of-year (BOY) benchmark level, as measured by end-of-year (EOY) assessment data.

To support this goal, Scholar Academy teachers will implement:

- Targeted small group explicit instruction with modeling based on assessment data
- Provide targeted, data driven Tier 2 and Tier 3 interventions with regular progress monitoring for students below benchmark with evidence-based math interventions and strategies to reinforce computation skills.
- Regular progress monitoring to track student growth
- Use of daily visual Representations and Manipulatives

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

Scholar Academy 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	347,585	23,184	6.7 %
Revenue From State Sources	7,759,332	746,491	9.6 %
Revenue From Federal Sources	356,792	24,504	6.9 %
Total Income	8,463,709	794,179	9.4 %
Expenses			
Instruction/Salaries	3,875,750	19,045	0.5 %
Employee Benefits	1,118,000	5,576	0.5 %
Purchased Prof & Tech Serv	665,000	36,432	5.5 %
Purchased Property Services	254,500	23,249	9.1 %
Other Purchased Services	113,500	12,858	11.3 %
Supplies & Materials	760,000	71,395	9.4 %
Property	50,000	161,031	322.1 %
Debt Services & Miscellaneous	924,000	634	0.1 %
Total Expenses	7,760,750	330,220	4.3 %
Total Net Income	702,959	463,959	66.0 %

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

	Period Ending 07/31/2025 <u>Actual</u>	Period Ending 07/31/2024 <u>Actual</u>
Assets & Other Debits		
Current Assets		
Operating Cash	5,230,855	3,933,977
Accounts Receivables	2,616	205,278
Total Current Assets	<u>5,233,471</u>	<u>4,139,255</u>
Restricted Cash	<u>1,146,601</u>	<u>1,131,302</u>
Net Assets		
Fixed Assets	11,603,101	11,603,101
Depreciation	(1,655,268)	(1,655,268)
Total Net Assets	<u>9,947,833</u>	<u>9,947,833</u>
Total Assets & Other Debits	<u>16,327,905</u>	<u>15,218,390</u>
Liabilities & Fund Equity		
Current Liabilities	204,577	244,154
Long-Term Liabilities	<u>10,428,405</u>	<u>10,428,656</u>
Fund Balance	<u>5,230,964</u>	<u>4,005,442</u>
Net Income	<u>463,959</u>	<u>540,138</u>
Total Liabilities & Fund Equity	<u>16,327,905</u>	<u>15,218,390</u>

Scholar Academy Board of Directors Meeting

Date: 08.15.2025

In Attendance: Dusty Griffith, Traelle Gailey, Johanna Leonelli

Excused: Sandy Shepard

Others in Attendance: Jeff Hall, Jon McQueary, Nicole Jones, Hannah Jones, Krystal Taylor

Location: <https://us02web.zoom.us/j/82693113561>

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.

MINUTES

CALL TO ORDER Dusty Griffith called the meeting to order at 11:40 AM.

PUBLIC COMMENT (limited to three minutes)

There was no public comment.

CONSENT ITEMS

- June 11, 2025, Board Meeting and Closed Session Minutes
Traelle Gaily made a motion to approve the June 11, 2025, Board Meeting and Closed Session Minutes. Johanna Leonelli seconded. The motion passed unanimously. The votes were as follows: Dusty Griffith, AYE; Traelle Gailey, AYE; Johanna Leonelli, AYE.

VOTING & DISCUSSION ITEMS

- Reading Horizons Purchase

Jeff Hall discussed the purchase.

Dusty Griffith made a motion to approve the Reading Horizons Purchase not to exceed \$16,149.30. Johanna Leonelli seconded. The motion passed unanimously. The votes were as follows: Dusty Griffith, AYE; Traelle Gailey, AYE; Johanna Leonelli, AYE.

- Instructional Consulting Contract

This item was tabled.

In compliance with the Americans with Disabilities Act, persons needing auxiliary communicative aids and services for these meetings should call 801-444-9378. One or more board members may participate electronically or telephonically pursuant to UCA 52-4-207.

CALENDARING

The board scheduled their next board meeting for August 28th, 2025, at 5:30 PM in person.

ADJOURN

At 11:48 AM Johanna Leonelli made a motion to adjourn the meeting. Dusty Griffith seconded. The motion passed unanimously. The votes were as follows: Dusty Griffith, AYE; Traelle Gailey, AYE; Johanna Leonelli, AYE.

SCH 08.28.2025 Policy Summary Sheet

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 or volunteer, 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 Electronic Resources Policy

SB 178 from the 2025 legislative session 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 that allows the students to use cellphones, smart watches, or emerging technologies during classroom hours.

The Electronic Resources Policy has been revised to primarily address the exceptions noted above. Some other minor changes have been made as well.

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).

SCHOLAR ACADEMY

ACHIEVING EXCELLENCE TOGETHER

Scholar Academy
Policy: Electronic Resources Policy
Approved: September 9, 2021

Purpose

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

Electronic Devices

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

Definitions

"Electronic device" means a device that is used for audio, video, or text communication or any other type of computer or computer-like instrument including [but not limited to](#): a [cellphone or](#) smart phone, a smart or electronic watch, a tablet, or a virtual reality device.

"Instructional time" means the hours during the School day designated by the School for class instruction.

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

"School day" means the hours that make up the School day according to the School's schedule.

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

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

Student Use of Electronic Devices

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

- Electronic devices may not be used to view, access, download, store, or transmit pornography or other obscene or inappropriate material.
- Electronic devices may not be used to bully, threaten, humiliate, embarrass, harass, or intimidate other students, teachers, volunteers, School guests, or School employees.
- Electronic devices may not be used in ways that violate local, state, or federal laws.
- Electronic devices may not be used during quizzes, tests, and standardized assessments except as otherwise provided herein.
- Electronic toys are not allowed in the School.
- Students may have privately-owned electronic devices at School during the School day. However, during the School day, privately-owned electronic devices must remain out of sight in a bag or backpack, must be turned off or set to a mode where notifications can't be received, and must not be used – unless permission is given by a teacher or member of the administration or another exception provided herein applies.

Exceptions

The Principal may give permission for a student to possess and use a privately-owned electronic device during the School day and during School-sponsored activities for good cause, if the device does not distract from the instructional or educational process and is not otherwise used inappropriately.

Parents may request that the Principal allow a student to possess and use a privately-owned electronic device on active mode at all times during the School day and during School-sponsored activities, with the exception of during tests and standardized assessments, for good cause, including medical needs or unusual family situations. Students may use a privately-owned electronic device to address a medical necessity.

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Deleted: <#>Students may not use or respond to privately-owned electronic devices during instructional time or during other times designated by teachers or the Principal. ¶

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

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

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

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

Consequences for Violation

A student will receive one warning prior to discipline for violating this policy unless the violation involves cheating or constitutes a violation of the School's Student Conduct and Discipline Policy or Bullying and Hazing Policy or at the discretion of the Principal. On the second violation of this policy, if the violation involves a privately-owned electronic device, the privately-owned electronic device will be confiscated, labeled, and held in a secure location. The Principal, teachers, and other individuals designated by the Principal may confiscate privately-owned electronic devices under this policy.

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Despite the foregoing, a privately-owned electronic device may be confiscated after an initial or other violation of this policy if the violation is deemed serious by the Principal, teacher, or another individual designated by the Principal. Serious violations include but are not limited to a student using a privately-owned electronic device to:

- Threaten, harass, bully, or intimidate another person;
- Access pornography or obscene material;
- Engage in academic dishonesty;
- Participate in criminal behavior; or
- Repeatedly or egregiously disrupt classroom or other School instruction.

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An individual other than a student that finds or confiscates a privately-owned electronic device may search the device for the purpose of determining the device's owner. Students may not search privately-owned electronic devices that do not belong to them. Privately-owned electronic devices that are used inappropriately may be subject to search by the Principal or other individuals designated by the Principal if there is a reasonable suspicion that the device contains obscene or pornographic material or has

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been used to cheat or to threaten, embarrass, harass, or intimidate other students, teachers, volunteers, School guests, or School employees. School-owned electronic devices may be searched at any time by School officials, with or without cause.

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

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

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

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

Notice of the Policy

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

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

Creative and Innovative Uses for Electronic Devices

Teachers and other School employees are encouraged to use electronic devices creatively in order to effectively communicate with students and parents/guardians and

to enhance instruction. Creative uses might include notifying absent students of assignments, communicating with parents when students excel or if they are behind or absent, notifying students and parents of news articles or events that would enhance the learning experience, providing feedback to students on tests and assignments, parents notifying the School when students are absent or tardy.

Other Provisions

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

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

Students are responsible for their privately-owned electronic devices and may be subject to discipline if their device is misused by another.

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

Internet Safety

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

Definitions

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

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

- 1- Obscene, as that term is defined in section 1460 of title 18, United States Code.

- 2- Child Pornography, as that term is defined in section 2256 of title 18, United States Code; or
- 3- Harmful to minors.

“Harmful to Minors” means any picture, image, graphic image file, or other visual depiction that:

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

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

Access to Inappropriate Material

To the extent practical, the School will employ technology protection measures (or “Internet filters”) to block or filter Internet access to—or other forms of electronic communications containing—inappropriate information over the School’s network or by School-owned electronic devices.

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

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

Inappropriate Network Usage

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

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

Education, Supervision and Monitoring

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

Student Acceptable Use of School Electronic Resources

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

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

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

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

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

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

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

The Principal shall ensure that additional rules and procedures regarding students' use of the School's electronic resources are established and clearly communicated to students and their parents/guardians. The 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.

At-Will Employment

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

The School's Rights

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

1. All data, files, programs, and materials downloaded with or used, sent, received, or stored upon the School's electronic resources are the School's property, and the School may deal with such items as it deems appropriate.
2. The School may log network use and monitor server space utilization by users and assumes no responsibility or liability for files deleted due to violation of server space allotments.
3. The School may remove a user account on the network with or without notice.
4. The School may monitor all user activities on the School's electronic resources, including but not limited to real-time monitoring of network activity and/or maintaining a log of Internet activity for later review.

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Approved: 09.09.2021
Board Review: 06.02.2022

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

Employees' Responsibilities Regarding Students' Use of Electronic Resources

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

User Responsibilities

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

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

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

Acceptable Use

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

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

Unacceptable Use

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

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

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

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Approved: 09.09.2021
Board Review: 06.02.2022

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

Disclaimer

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

Privacy

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

Training

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

- The contents of [this policy](#);

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- The importance of digital citizenship;
- The School's conduct and discipline related consequences as related to a violation of [this policy](#);
- The School's general conduct and discipline policies;
- The benefits of connecting to the Internet and utilizing the School's Internet filters while on School property; and
- Any specific rules governing the permissible and restricted uses of privately-owned electronic devices while in a classroom.

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

Miscellaneous

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

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Review and Approval

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

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

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

Employee Signature

Employee Name

Date

Scholar Academy

Policy: Toilet Training Policy

Adopted: _____

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Deleted: August 29, 2024

Purpose

The purpose of this policy is to establish the toilet training requirements for students at Scholar Academy (the "School").

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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.

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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.

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Exceptions

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

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(a) is subject to federal child find; or

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(b) is described in an IEP or Section 504 plan.

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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.

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Administrative Procedures

The Principal shall establish administrative procedures regarding steps that School shall take

in the event a student is not toilet trained.

Deleted: Enrolled Kindergarten Students Who Lack Toilet Training

In the event a kindergarten student is enrolled in the School and lacks toilet training, the School shall:

- (a) consider whether the student's delay in toileting capability may be a sign of a disability that could impact the student's education, including initial evaluation consistent with the School's child find obligations, if appropriate; and
- (b) refer the student and the student's parents to a School social worker or School counselor, if any, and to the School's Principal to:
- (i) provide additional family supports and resources; and
- (ii) create an individualized plan to address the student's needs.

Individualized Plan for Kindergarten Students Who Lack Toilet Training

The individualized plan referenced above may, as appropriate and at the Principal's discretion, require an enrolled kindergarten student to either attend less than the student's regular school day or not attend any of the school day until the student is toilet trained.

If the student is permitted to continue attending school as part of the student's individualized plan, the School may allow the student's parent or the parent's adult designee to toilet train the student during the school day. If the student is not permitted to continue attending school as part of the student's individualized plan, the School shall coordinate with the student's parents to reintegrate the student back into school, as appropriate, once the student has become toilet trained. Prior to reintegrating a student back into school under such circumstances, the School may require the student's parent to complete another assurance that the student is toilet trained.

If a parent of an enrolled kindergarten student who is not toilet trained is unwilling or unable to make or complete an individualized plan within a reasonable amount of time, or if an enrolled student who does not have an IEP or Section 504 plan addressing their developmental delay condition is otherwise unable to become toilet trained within a reasonable amount of time, the School may unenroll the student from the School.

Scholar Academy
Policy: Child Abuse and Neglect Reporting Policy
Adopted: March 26, 2019

Purpose

Scholar Academy (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.

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Board Approved: 08.18.2020

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 Services ("DCFS"). The employee 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, 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;

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- 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.

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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 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.

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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.

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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.

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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.

Board Approved: 08.18.2020

- 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.

Board Approved: 08.18.2020

*****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*****

Member Terms & Election of Officers

Overview: Each year, the board appoints members to fill vacancies and elects its officers at its annual meeting. The following list provides an overview of the current board composition.



SCHOLAR ACADEMY BOARD MEMBER TERMS

Board Terms:

1. Dusty Griffith (Board Chair)
Term Expires: 07/01/28
2. Traelle Gailey (Financial Coordinator)
Term Expires: 07/01/2029
3. Sandy Shepard (Board Member)
Term Expires: 07/01/2027
4. Johanna Leonelli (Board Member)
Term Expires: 07/01/2027
5. (Board Member)
Term Expires:

Jacob Howarth

(214) 399.3010 | jhowarth18@gmail.com | [linkedin.com/in/jacob-howarth](https://www.linkedin.com/in/jacob-howarth)

Work Experience

Sr. HR Business Partner

Oct 2021 - Present

Amazon Devices – Salt Lake City UT

- Drove workforce planning initiatives and guided leaders through complex organizational designs in order to achieve \$XX MM in cost savings, increase employee productivity, and improve organizational hygiene.
- Designed and successfully launched a global change management strategy for a new compensation model impacting thousands of tech employees in multiple countries and languages.
- Facilitated tech acquisition and supported onboarding processes for ~50 employees through job mapping, orientation, team and culture assimilation, and organizational design.
- Led 10,000 employee organization through Q1 compensation planning which included establishing work-backwards plans for the compensation cycle, drafting executive level compensation documents, presenting compensation data and recommendations to Business and HR leaders, conducting audits, and partnering with central compensation teams on core compensation needs and callouts.
- Crafted Quarterly Business Reviews informing executive leadership on progress in organizational health, talent acquisition, organizational design and strategy, attrition trends, diversity initiatives, and more while driving action towards impactful programs.
- Established the people strategy for the organization and outlined annual goals, initiatives, rhythms of business, and ownerships for HR and business stakeholders.

HR Business Partner

Oct 2019 – Oct 2021

Amazon – Hartford CT

- Led succession planning meetings with senior leadership, proactively planning for leadership staffing gaps.
- Conducted monthly talent reviews with mid-level and senior leadership to identify and coach underperforming managers. Advised senior leaders on delivering performance feedback, creating individual development plans, and career recommendations.
- Led the west North American fulfillment center region's strategy for 2021 Prime Day and the subsequent holiday peak season by ensuring site readiness through training and consultation, developing recognition and rewards plans, and managing an ER budget of over \$600,000.
- Skilled investigator; resolving ethics complaints, concerns with leadership behavior, and workplace incidents.
- Launched career skill classes for team members that included interview preparation and soft skill development.
- Developed best practices for internal hiring resulting in equitable incline rates across the site.
- Launched a detailed retention plan for our site resulting in a reduction in weekly attrition of 1.2% (~30 headcount weekly). Included a detailed white paper on increased shift differentials for NA which was achieved.

HR Generalist

May 2018 – Oct 2019

Amazon – Wallingford CT

- Improved performance management practices and reported weekly on coaching and documented feedback.
- Created collaborative team checklists ensuring our team consistently met full compliance standards. As a result, our team was proactive in matters involving legal risk and employee concerns.
- Experienced in ER investigations such as theft, sexual harassment, workplace violence and employee conflicts.
- Championed the launch of self-service initiatives which streamlined communication between HR and associates, shortened response times from 3-5 days on average to <24 hours, and reduced employee questions by 60%.

Education

Master of Business Administration

Sep 2022

Western Governor's University – Salt Lake City, UT

Bachelor of Science, Human Resource Management

Apr 2018

Brigham Young University; Marriott School of Business – Provo, UT

Scholar Academy Strategic Plan

Overview

This five-year strategic plan focuses on four key areas:

- Literacy & Math
- Staff Development
- Special Education, Behavior & Title I
- School Growth & Board Goals

Each goal includes strategies, space for four-year implementation, and review checkpoints to ensure progress.

Goal 1: Literacy & Math

Objective: Improve student literacy and math achievement through curriculum analysis, aligned instruction, professional development, and data-driven practices.

Key Needs & Ideas:

Present PD for teachers and TAs to align expectations and roles in both literacy and math.

- Promote a culture of **more reading** with competitions and structured classroom reading time.
- Use targeted interventions: A to Z Reading, centers/small groups.
- Train TAs as intervention leaders instead of solely monitoring behavior.
- Offer support for new curriculum (**Into Reading** for literacy and **Open Up Resources** for math).
- Provide cohort-based PD for math (K–2, 3–5, 6–8).
- Provide instructional support: direct instruction for foundational skills, supplemental resources for math repetition.
- Emphasize engagement: tangible teaching tools, teacher enthusiasm, reflective practice, Kagan cooperative learning strategies.

Strategies:

Curriculum analysis, PD, skill map awareness, data-driven instruction, instructional consistency, cooperative learning.

Implementation Timeline:

Year 1: PD for teachers & TAs in literacy and math instruction; create PLCs for data and goal setting.

Year 2: Reflect & target PD for literacy and math interventions.

Year 3: PD on engagement (cooperative learning, critical thinking, student reflection).

Year 4: Reflection & adjustment of PD and strategies.

Measurement:**K-3 grades**

- *By Spring 2026, 60% of students will meet or exceed their individual Pathway of Progress (Typical or Above) as measured by Acadience Reading and Math benchmark assessments.*
- *Each grade level will increase the percentage of students reaching “Above Typical” growth by at least 3% per year through 2029.*

Grade 3-8 RISE Growth Points

- *Establishing 2025–26 baseline, 60% of students in grades 3–8 will demonstrate an average growth of **at least 45 RISE Student Growth Points** in both ELA and Math.*
- *By Year 3 75% of students will be earning a minimum of **45 growth points annually**.*

Goal 2: Staff Development

Objective: Train and retain effective educators through targeted PD, aligned observations, and support systems.

Key Elements:

- Observation tool created by admin aligned to strategic plan and teacher goals.
- Restructuring of Administrative team and hiring of new educational consultant to support instructional goals
- New teacher training during summer/pre-year including best practices.
- PD in relation to educators or school needs.
- PD focus on Kagan strategies, critical thinking, Thinking Maps, Love and Logic.

Evaluation Focus Areas:

1. Target Objective & Purpose
2. Accountability & Engagement
3. Movement & Action
4. Proximity & Pacing
5. Data-Driven Instruction

Implementation Timeline:

Year 1: PD in Kagan, critical thinking, Thinking Maps, Love and Logic; implement observation tool.

Year 2: Reflect on Year 1; onboard new staff with PD.

Year 3: Ongoing reflection and PD.

Year 4: Reflect and adjust PD offerings.

Measurement:

- *90% of high need area staff will attend PD in the area of need.*
- *70% of teachers will demonstrate data driven instruction during classroom observations.*
- *80% of teachers will show improvement on new performance evaluation between baseline year and year 2.*
- *The instructional consultant's contract shall be subject to review at mid-year and at the conclusion of the first year. If schoolwide academic growth and instructional improvement demonstrate positive momentum, as evidenced by meeting at least five of the seven goals outlined in Goals 1 and 2, the school may extend the contract beyond the initial term.*

Goal 3: Special Education, Behavior & Title I

Objective: Improve student support and outcomes in Special Education, Title 1 and general student behavior through structured programming, training and proactive strategies.

Key Needs & Ideas:

- Coordinate between classroom teachers, Title I, and SPED staff.
- Schedule pull-outs during non-core times (Spanish, Social Studies).
- Train Title I staff and TAs as intervention specialists.
- Train Sped and Title 1 paraprofessionals to provide student academic support with a focus on student health, safety and behavioral needs.
- Focus Title I progress monitoring on high-need students.
- Allow teachers to request literacy or math support individually.
- Prioritize Hiring and retaining Special Education Staff.
- Clarify behavioral processes, especially crisis response.

Strategies:

- Explicitly teach and acknowledge school-wide behavior expectations
- Create a consistent and predictable environment for all students
- Provide targeted and intensive interventions for students needing more behavior support
- Provide behavior skills classes, program evaluation, communication systems, targeted Title I training

Implementation Timeline:

Year 1: PD for Title I, TAs, and SPED staff; define and train on communication process for students in crisis; clarify referral pathways.

Year 2: Reflect on progress and adjust interventions; continued PD for Title I intervention strategies.

Year 3: Engagement-focused PD; ongoing reflection on systems.

Year 4: Reflection on Year 1–3 implementation and outcomes; refine systems for collaboration, support, and student monitoring.

Goal 4: School Growth & Board Goals

Objective: The Scholar Board will focus on prioritizing Student Academic Achievement.

Implementation and Reporting Guidelines of Strategic Plan:

1. The Scholar Board will approve the Strategic Plan.
2. Implementation of the Plan will begin in the fall of 2025.
3. The principal will be responsible for the Implementation.
4. Revisions or changes to the Plan must be Board approved.
5. Staff will participate in training and implementation of the Strategic Plan goals.
6. The Plan goals must align with the 2025-26 Scholar charter revision.
7. The Board liaison assigned to oversight into the Plan implementation will meet with the principal at least quarterly during year one and two to review progress on the Plan. Future years' review with the board liaison will be determined at the end of year 2.
8. The Principal Report at each Scholar Board meeting will include the following information beginning with the September 2025 meeting:
 - Staff changes including licensing information on new teachers (update spreadsheet).
 - Staff professional development including dates, attendees' names, and the professional development or training emphasis (update spreadsheet).
 - Attendance rate.
 - Academic reporting: K-2 reading and math, 3-8 reading, math and science, other subjects as determined by administration. State assessments and school level data included.
 - Year 1: Implementation progress on new reading program including technology usage.
 - Year 2: Update on math program changes or efforts in improving student math progress.

The Board and staff will improve communication to impact student academic success:

1. Parents will be informed of student scores on state testing during parent conferences.
2. Students will be informed of results on state testing by their teacher and set personal goal(s) for improvement, emphasizing growth.

3. The Board will become more involved in Scholar events and activities. Each board member will attend two events each year and visit classrooms at least once during the school year.
4. School websites, newsletters, teacher and administration communication with parents, will encourage high academic performance, emphasizing growth.
5. The Board chair will write a Welcome Back to School letter each year encouraging academic performance and attendance.
6. Student Recognition and Celebrations throughout the year should include academic and attendance successes.

The Scholar Board will focus on financial goals and expenditures that will most impact student achievement by:

1. Supporting Administration in hiring and retaining highly qualified staff.
2. Supporting Administration in providing effective professional development.
3. Supporting Administration on research-based changes that will improve student academic progress.
4. Approving policy and expenditure by making informed, data-driven decisions.
5. Requiring administration to set personal goals to attend and improve skills in data collection to inform instruction through progress monitoring.

The Scholar Academy Strategic Plan will be a living document that evolves as the school advances and academic performance improves.

EDUCATION CONSULTING SERVICES AGREEMENT

Between Alta Education Consulting LLC and Scholar Academy

Effective Date: September 1, 2025

I. PURPOSE

WHEREAS:

- Scholar Academy operates under a charter issued by the Utah State Charter School Board.
- The School seeks to provide and strengthen its education consulting services in alignment with applicable law and its charter.
- Alta Education Consulting possesses specialized knowledge in implementing and supporting educational consulting services within legal frameworks.
- The School desires to engage Alta Education Consulting to support and guide these initiatives.

Accordingly, the parties agree as follows:

II. SCOPE OF WORK

Alta Education Consulting agrees to provide education consulting services as requested by the School. Specific services to be rendered are outlined in Exhibit A. The Consultant shall operate in a supporting capacity without decision-making authority on behalf of the School.

Mode of Service Delivery: Hourly Contract. Consulting work will be conducted both in person and virtually, as determined collaboratively by the School and Alta Education Consulting, to most effectively utilize time and resources. The Consultant shall provide services including a minimum of one (1) school day per month in person at the School, in addition to other agreed-upon virtual or task-based work. The Consultant shall provide 20 hours of services per month. Additional service time will be billed separately.

III. COMPENSATION

In exchange for services rendered:

The School shall compensate Alta Education Consulting a monthly fee of Three Thousand Seven Hundred Dollars (\$3,700) for the months of September, October, November, and December. Upon the conclusion of this period, the parties shall reassess needs, and a subsequent agreement may be executed. The Consultant shall provide twenty (20) hours of services per month under the foregoing fee. Any services rendered in excess of twenty (20) hours per month shall be billed separately at the discounted rate of One Hundred Sixty-Five Dollars (\$165) per hour. No additional hours shall be incurred or billed without the prior written approval of the Director of the School.

- The Consultant shall issue an invoice upon contract execution, and the School agrees to remit payment within thirty (30) days by check.

IV. INDEPENDENT CONTRACTOR STATUS

Alta Education Consulting shall function as an independent contractor. Nothing in this Agreement constitutes an employment, partnership, or agency relationship. The Consultant shall not represent or obligate the School without prior written consent.

V. TERM AND TERMINATION

The Agreement shall remain in effect for five (4) months from the Effective Date. Either party may terminate with fourteen (14) days written notice.

Upon Termination: Consultant shall retain payment proportional to services rendered through the termination date. Any overpayment shall be refunded within thirty (30) days.



VI. DATA CONFIDENTIALITY

All provisions related to data confidentiality are governed by the Data Confidentiality Addendum, incorporated herein by reference.

VII. INDEMNIFICATION

Both parties agree to indemnify and hold harmless the other party—including directors, employees, and agents—against all claims arising from the conduct of their own agents, employees, or contractors in connection with this Agreement.

VIII. GENERAL TERMS

- Force Majeure: Neither party shall be held liable for failure to perform due to causes beyond reasonable control.
- Amendments: Modifications must be in writing and signed by both parties.
- Assignment: Agreement may not be assigned without written consent from both parties.
- Waiver: No waiver shall be construed as ongoing or apply to any other provision.
- Severability: If any part is found invalid, the remainder shall remain in full effect.
- Governing Law: This Agreement shall be governed by the laws of the State of Utah.

Notices:

Alta Education Consulting, LLC
510 E. 400 S.
Clearfield, UT 84015

Scholar Academy
928 N 100 E Basecamp 1
Tooele, UT 84074

- Headings: Headings are for reference only and do not affect interpretation.
- Counterparts: This Agreement may be executed in counterparts, each deemed an original.
- Authority: Each signer affirms legal authority to bind the respective party.

Signatures:


Jeff Hall, Director

Executing Officer, Scholar Academy _____

Janey Stoddard, CEO

Alta Education Consulting LLC _____

IX. EXHIBIT A – CONSULTING SERVICES

- Support strategic planning and continuous school improvement
- Mentor and coach school leadership and instructional teams
- Assist with curriculum alignment and instructional strategies
- Analyze school data and guide evidence-based decisions
- Ensure compliance with USBE regulations 
- Provide professional development training
- Advise on governance, and academic outcomes
- Offer additional services upon mutual agreement

X. DATA CONFIDENTIALITY ADDENDUM

Recitals

The School and Alta Education Consulting are parties to an Education Consulting Services Agreement (the “Agreement”) to which this Addendum is attached regarding services to be provided by Alta Education Consulting to the School (the “Alta Education Services”).

Utah Code § 53E-9-309 establishes requirements for contracts between educational entities such as the School and third-party providers such as Alta Education Consulting.

The parties are entering into this Addendum to ensure that the Agreement complies with Section 53E-9-309 and other applicable legal requirements.

Agreement

Now, therefore, in consideration of the foregoing and the mutual covenants and promises of the parties hereto, the parties agree as follows:

Except as provided in Utah Code § 53E-9-309(4), Alta Education Consulting will not use any personally identifiable student data received from the School for any purpose other than to provide the Alta Education Services to the School.

“Personally identifiable student data” means student data that identifies or is used by the holder to identify a student and includes:

- a student’s first and last name
- the first and last name of a student’s family member
- a student’s or a student’s family’s home or physical address
- a student’s email address or other online contact information
- a student’s telephone number
- a student’s social security number
- a student’s biometric identifier

- a student's health or disability data
- a student's education entity student identification number
- a student's social media user name and password or alias

If associated with personally identifiable student data, the student's persistent identifier, including:

- a customer number held in a cookie
- a processor serial number
- a combination of a student's last name or photograph with other information that together permits a person to contact the student online
- information about a student or a student's family that a person collects online and combines with other personally identifiable student data to identify the student
- other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have first-hand knowledge of the relevant circumstances, to identify the student with reasonable certainty

Alta Education Consulting acknowledges that all student data of the School is the School's and/or students' property. Alta Education Consulting will collect, use, store, and share personally identifiable student data only in accordance with the Agreement, this Addendum, Utah Code § 53E-9-309, as it may be amended, and any administrative rules adopted by the Utah State Board of Education.

Alta Education Consulting may only share personally identifiable student data with employees and independent contractors of Alta Education Consulting who have a legitimate need to such data in order to enable Alta Education Consulting to provide the services to the School. The School may request that Alta Education Consulting notify the School of independent contractors with whom Alta Education Consulting shares such data and the purpose for which such data is shared and to verify to the School that such independent contractors are bound by confidentiality agreements similar in scope to this Addendum.

At the request of the School, Alta Education Consulting will allow the School or its designee to audit Alta Education Consulting in order to verify compliance with the terms of the Addendum that relate to the confidentiality and protection of personally identifiable student data. This right to conduct an audit is subject to Alta Education Consulting's confidentiality obligations to other customers and third parties.

During the term of the Agreement, Alta Education Consulting will delete personally identifiable student data at the request and direction of the School.

At the completion of the parties' agreement, if the Agreement has not been superseded by a new agreement executed in accordance with applicable procurement requirements, Alta Education Consulting shall return or delete upon the School's request all personally identifiable student data of the School in Alta Education Consulting's possession and provide to the School written verification of the return or deletion of such data, including deletion from Alta Education Consulting's back-up system.

Alta Education Consulting covenants and agrees that it shall indemnify and hold the School harmless from and against any and all third-party losses, claims, legal fees, and liabilities related to or derived from any breach of this Addendum by Alta Education Consulting or its employees, agents, officers, and directors.

In the event of any conflict between the Addendum and the Agreement, the terms of this Addendum shall govern.