



# Wallace Stegner Academy Board of Directors Meeting

**Date:** September 18, 2025

**Time:** 5:30 PM

**Location:** 980 Bending River Road, Salt Lake City, UT 84104

**Teleconference:** <https://us02web.zoom.us/j/85315080615>

## AGENDA

*Wallace Stegner Academy will foster a community of active learners through academic rigor and citizenship by providing an opportunity for students to achieve academic excellence.*

### CALL TO ORDER

### CONSENT ITEMS

- July 31, 2025, Board Meeting Minutes

### PUBLIC COMMENT (Comments will be limited to three minutes)

- Sex Education Curriculum

### REPORTS

- Finance Report
  - PTIF Transfer
- Directors' Report
  - Early Learning Plan Report
  - CSP Update

### VOTING ITEMS

- Lexia Learning Purchase
- NWEA Invoice
- Approve 2025-2026 LEA Licenses
- Award RFP for Janitorial Services (Salt Lake City Campus)
- Approve CACFP (Child and Adult Care Food Program) for Sunset Campus
- Approve Sex Education Curriculum for Kearns High School
- Revised Charter Agreement
- Policies
  - New School Closure Policy
  - New Student Advancement and Retention Policy
  - New Artificial Intelligence Policy
  - Amended Student Transportation Policy

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

- Amended Electronic Resources Policy
- Amended Child Abuse and Neglect Reporting Policy
- Amended Kindergarten Toilet Training Policy
- Review Language Access Policy

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

#### **CALENDARING**

- Next board Meeting is October 22, 2025 @5:30 PM via zoom.

#### **ADJOURN**

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



# Wallace Stegner Academy Board of Directors Meeting

**Date:** July 31, 2025

**Time:** 12:00 PM

**In Attendance:** Sarah Vaughan, Jeremy Schow, Tony Furano, Frank Magana

**Excused:** Reed Farnsworth

**Others in Attendance:** Adam Gerlach, Platte Nielson, Nicole Jones, Chantel Wixon, Hannah Jones

**Location:** <https://us02web.zoom.us/j/83078648156>

## MINUTES

*Wallace Stegner Academy will foster a community of active learners through academic rigor and citizenship by providing an opportunity for students to achieve academic excellence.*

**CALL TO ORDER** Sarah Vaughan called the meeting to order at 12:02 PM.

### CONSENT ITEMS

- June 12, 2025, Board Meeting & Closed Session Minutes

Sarah Vaughan made a motion to approve the June 12, 2025, Board meeting and closed Session Minutes. Frank Magana seconded. *The motion passed unanimously. The votes were as follows: Sarah Vaughan, Aye; Jeremy Schow, Aye; Tony Furano; Aye; Frank Magana; Aye.*

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

At 12:05 PM Sarah Vaughan made a motion to move into a closed session to discuss the character, professional competence, or physical or mental health of an individual pursuant to Utah code 52-4-205(1)(a). Tony Furano seconded. *The motion passed unanimously. The votes were as follows: Sarah Vaughan, Aye; Jeremy Schow, Aye; Tony Furano, Aye; Frank Magana, Aye.*

At 12:19 PM Sarah Vaughan made a motion to leave the closed session and enter the general meeting. Tony Furano seconded. *The motion passed unanimously. The votes were as follows: Sarah Vaughan, Aye; Jeremy Schow, Aye; Frank Magana, Aye; Tony Furano, Aye.*

## VOTING ITEMS

- Approve CSP Grant Purchases

The board discussed the charter school program budget. The budget included what purchases will be made with the grant money.

Frank Magana made a motion to approve the CSP Grant Purchases as discussed. Jeremy Schow seconded. The motion passed unanimously. The votes were as follows: Sarah Vaughan, Aye; Jeremy Schow, Aye; Frank Magana, Aye; Tony Furano, Aye.

- Approve E-Rate Invoices (Kearns & Sunset Campus')

Adam Gerlach clarified that these purchases are associated with the approved E-rate contracts for the Sunset and Kearns campuses.

*Sarah Vaughan made a motion to approve the E-Rate Invoices for the Sunset and Kearns Campus's not to exceed \$92,083.81 for the Sunset Campus and not to exceed \$142,743.90 for the Kearns campus. Frank Magana seconded. The motion passed unanimously. The votes were as follows: Sarah Vaughan, Aye; Jeremy Schow, Aye; Frank Magana, Aye; Tony Furano, Aye.*

- Re-Approve List of Authorized Bank Signers

*Sarah Vaughan made a motion to approve the list of authorized bank signers as discussed with the CEO's, Board President, Board Secretary, and Financial Coordinator as approved signers replacing the old board member listed with Tony Furano as a signer. Tony Furano seconded. The motion passed unanimously. The votes were as follows: Sarah Vaughan, Aye; Jeremy Schow, Aye; Frank Magana, Aye; Tony Furano, Aye.*

- Sunset Campus Lease

The board stated for the record that Adam Gerlach has permission to sign the lease agreement. There was no further discussion.

*Sarah Vaughan made a motion to authorize Adam Gerlach to sign the Sunset Campus Lease. Tony Furano seconded. The motion passed unanimously. The votes were as follows: Sarah Vaughan, Aye; Jeremy Schow, Aye; Frank Magana, Aye; Tony Furano, Aye.*

- Award RFP for FSMC (Sunset Campus)

Adam Gerlach gave the recommendation to the board. There were no questions or concerns from the board.

Sarah Vuaghan made a motion to award the RFP for Food Service Management services to Lunch Pro. Jeremy Schow seconded. *The motion passed unanimously. The votes were as follows: Sarah Vaughan, Aye; Jeremy Schow, Aye; Frank Magana; Aye; Tony Furano, Aye.*

## CALENDARING

The board determined the next board meeting will take place Thursday, September 18, 2025, at 5:30 PM at the Wallace Stegner Academy Salt Lake City Campus.

## ADJOURN

*At 12:31 PM Sarah Vaughan made a motion to adjourn the meeting. Tony Furano seconded. The motion passed unanimously. The votes were as follows: Sarah Vaughan, Aye; Jeremy Schow, Aye; Frank Magana; Aye; Tony Furano, Aye.*

**Wallace Stegner Academy  
Board of Directors  
Closed Session Statement**



**Date:** 07.31.2025

**Location:** <https://us02web.zoom.us/j/83078648156>

---

**CLOSED SESSION SWORN STATEMENT:**

At a duly noticed public meeting held on the date listed above, the board of directors for Wallace Stegner Academy entered a closed session for the sole purpose of discussing the character, professional competence, or physical or mental health of an individual in accordance with Utah Code Ann. 52-4-205(1)(a).

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

Signed on the 31<sup>st</sup> day of July 2025.

A handwritten signature in black ink, appearing to read "S. Vaughan", is written over a large, light gray "DRAFT" watermark.

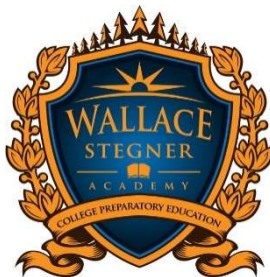
---

Sarah Vaughan, Board President

WSA 10<sup>th</sup> Grade Sex Education Curriculum (Kearns):

Below is a link to the curriculum for Sex education Instruction for 10<sup>th</sup> Grade at the Kearns High School campus:

<https://drive.google.com/drive/folders/19Lvn2KDMAdDYcAFho0q-xvmjZ6yZmPDM>



## WSA – Board of Directors Meeting Thursday, September 18, 2025

### *Financial Updates*

#### **Items of Note:**

---

##### **Revenues**

- We are 16.6% of the way through the fiscal year. Overall revenues are at **14.1%**.
- Local revenues are behind schedule, primarily due to the timing of **Charter Growth Funds**.
- State revenues are slightly ahead, as programs such as **School Land Trust** are funded in full with the first allotment.
- Reminder: the state is currently funding based on **2,200 students**, while the budget is based on **2,600 students**.
- Federal revenues are lagging due to application timing. However, some revenues from **School Lunch Free & Reduced, National School Lunch, and School Breakfast Program** have been received.

##### **Expenses**

- Overall expenses are at **11.3%**.
- Salaries and benefits continue to lag due to the timing of employee contracts.
- Property expenses are ahead of schedule, driven by **Sunset CSP purchases** over the last two months (school bus, kitchen equipment, classroom furniture, chromebooks, security systems, audio enhancements, and projectors).
- Due to delivery and invoice timing, the **Kearns HS kitchen equipment** was also recorded in this year's budget.

##### **Cash Position**

- Cash is down **\$1.8M** compared to the same time last year.
- On **August 20, \$1M** was transferred from PTIF to Zions to cover CSP purchases. Once reimbursement is received, a cash analysis will determine what can be moved back to PTIF.
- PTIF ending balance: **\$4.3M**; Zion's: **~\$300K**. We will continue to monitor and recommend transfers as needed.
- Waiting on state receivables from the **Safety Grant** and **Student Health & Counseling Grants**.

##### **Balance Sheet**

- Significant increase in fixed assets tied to the **WVSD Lease Phase I** (effective last year) and accumulated lease amortization.
- Current liabilities are down—last year there was a payable for **supplemental enrollment**, which has since been repaid.
- Long-term liabilities are up due to the **lease liability**.



# Wallace Stegner Academy

## Statement of Activities

Created on September 16, 2025  
For Prior Month

	Annual June 30, 2026 Budget	Year-to-Date August 31, 2025 Actual	% of Budget
<b>Net Income</b>			
Income			
Revenue From Local Sources	2,289,000	134,302	5.9 %
Revenue From State Sources	27,644,643	4,728,260	17.1 %
Revenue From Federal Sources	2,651,852	18,921	0.7 %
Revenue from Other Sources	2,000,000	0	0.0 %
Total Income	34,585,495	4,881,483	14.1 %
Expenses			
Instruction/Salaries	16,675,914	1,261,722	7.6 %
Employee Benefits	2,352,802	171,974	7.3 %
Purchased Prof & Tech Serv	1,612,648	208,282	12.9 %
Purchased Property Services	5,175,970	679,790	13.1 %
Other Purchased Services	2,820,647	105,930	3.8 %
Supplies & Materials	2,320,352	282,508	12.2 %
Property	1,265,808	1,196,425	94.5 %
Debt Services & Miscellaneous	2,349,318	11,373	0.5 %
Total Expenses	34,573,459	3,918,004	11.3 %
<b>Total Net Income</b>	<b>12,036</b>	<b>963,479</b>	<b>8,005.2 %</b>

**Wallace Stegner Academy**  
**Statement of Financial Position**  
**Created on September 16, 2025**  
**For Prior Month**

	<b>Period Ending 08/31/2025</b>	<b>Period Ending 08/31/2024</b>
	<b>Actual</b>	<b>Actual</b>
<b>Assets &amp; Other Debits</b>		
Current Assets		
Operating Cash	4,644,787	6,525,770
Accounts Receivables	152,686	492,511
Total Current Assets	<u>4,797,473</u>	<u>7,018,281</u>
Restricted Cash	<u>5,382,922</u>	<u>4,299,904</u>
Net Assets		
Fixed Assets	60,224,126	30,957,651
Depreciation	(4,414,895)	(2,095,088)
Total Net Assets	<u>55,809,231</u>	<u>28,862,563</u>
<b>Total Assets &amp; Other Debits</b>	<b><u>65,989,626</u></b>	<b><u>40,180,748</u></b>
<b>Liabilities &amp; Fund Equity</b>		
Current Liabilities	174,864	716,602
Long-Term Liabilities	<u>57,724,789</u>	<u>31,284,272</u>
Fund Balance	<u>7,059,172</u>	<u>4,850,338</u>
Net Income	<u>1,030,801</u>	<u>3,329,536</u>
<b>Total Liabilities &amp; Fund Equity</b>	<b><u>65,989,626</u></b>	<b><u>40,180,748</u></b>

## 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**

Wallace Stegner Academy

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

Stacey Phillips

### **Q4. LEA Literacy Leader Email Address(es)**

sphillips@wsacharter.org

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

Stacey Phillips

### **Q6. LEA Mathematics Leader Email Address(es)**

sphillips@wsacharter.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).**

Adam Gerlach, Co-director/CEO, [agerlach@wsacharter.org](mailto:agerlach@wsacharter.org)/ Anthony Sudweeks, Co-director/CEO, [asudweeks@wsacharter.org](mailto:asudweeks@wsacharter.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.**

- CKLA (Amplify Core Knowledge Language Arts) 2nd Ed.
- UFLI Foundations

**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.**

- Other (Please add your evidence-based instructional materials below.):  
UFLI Foundations / 2024 First Edition University of Utah Early and Next Steps / First published in early 2000s 45 Minutes of ability-based, explicit phonics, vocabulary, and fluency practice four days per week in small groups taught by both paraprofessionals and teachers.

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

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

Eureka Math

**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.**

Eureka Math 2

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**

WSA will implement explicit, systematic math instruction along with tasks that promote reasoning and problem solving. Students will verbally process when solving problems with the use of instructional techniques trained and monitored by weekly coaching sessions such as Turn and Talks, Habits of Discussion, and Cold Calls etc.

**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.***

Evidence based strategies to promote and build procedural fluency will include ample teacher examples, student practice, and instructional design that ensures that all students develop ever increasing skills with a gradual release of responsibility. Daily exit tickets are used in every lesson to ensure that all students develop procedural fluency and that enough time, and practice is devoted to each standard (along with the required subskills of each standard).

**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.**

WSA has developed extensive exit tickets, writing prompts, and daily practice models for each daily lesson in grades k-8. During each lesson students take notes, discuss concepts in small groups and as a class, and respond to mathematical writing prompts. To ensure that students master the content and develop their ability to use logic and justify their solutions teachers are trained in techniques such as Show Call (using student work to clarify misunderstandings or to demonstrate exemplar student work), Turn and Talks, Class discussions, and Plan for Error (teachers write targeted responses to each writing prompt to ensure student written work is rigorous enough to meet the expectation).

**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.**

WSA teachers will help students develop a productive, mathematical disposition by engaging in ongoing strategy talk, connecting math to student's real lives, creating a safe environment for students to take risks, and giving students continual opportunities to reflect on their learning and thinking.

**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?**

June 2, 2026

**Q16. What grade level will this goal focus on?**

- First Grade

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

Composite

**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?**

- 11% or higher

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

Wallace Stegner Academy will achieve this goal by training teachers and paraprofessionals to use fidelity when implementing curriculum and delivering instruction to increase the student's opportunity to learn. Teachers will share resources in weekly Math data meetings to increase effectiveness of the instruction, participate in weekly in-class coaching sessions, and have the opportunity to observe other educators delivering instruction in the school. Other evidence-based strategies will include; explicit instruction, visual representation and graphic organizers, problem solving frameworks, number talks, real-world application, and formative assessment with feedback.

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

Please answer the questions below to generate your goal.

**Q2. Goal 2:**

**What is your LEAs last day of school?**

June 2, 2026

**Q3. What grade level will this goal focus on?**

- Second Grade

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

Composite

**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?**

- 11% or higher

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

Wallace Stegner Academy will achieve this goal by training teachers and paraprofessionals to use fidelity when implementing curriculum and delivering instruction to increase the student's opportunity to learn. Teachers will share resources in weekly Math data meetings to increase effectiveness of the instruction, participate in weekly in-class coaching sessions, and have the opportunity to observe other educators delivering instruction in the school. Other evidence-based strategies will include; explicit instruction, visual representation and graphic organizers, problem solving frameworks, number talks, real-world application, and formative assessment with feedback.

**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



**Remit To: Lexia Learning Systems LLC**  
**Lexia Learning Systems, LLC**  
P.O. Box 844737  
Boston, MA 02284-4615  
(888) 435-3942

**Sold To**

Wallace Stegner Academy  
ATTN: ACCOUNTS PAYABLE  
290 N Flint St  
Kaysville, UT 84037

**Ship To**

Wallace Stegner Academy  
290 N Flint St  
Kaysville, UT 84037

INVOICE	
<b>Invoice #</b> CI-00237244	<b>Page</b> 1 / 1
<b>Customer #</b> LEX-168778	<b>Customer PO</b> PO166065
<b>Invoice Date</b> 8/15/25	<b>Due Date</b> 9/14/25
<b>Amount Due</b> \$43,200.00	

Remittance Advice: Return this portion with your payment

<b>ACH Instructions</b> ABA# 211170101 Account# 0024169103 accountsreceivable@lexialearning.com	<b>Wire Instructions</b> Bank Name: Webster Bank, N.A. Address: 436 Slater Rd, New Britain, CT 06053 ABA# 211170101 Account# 0024169103
---	---

<b>Invoice #</b> CI-00237244	<b>Customer #</b> LEX-168778	<b>Contract #</b> CC-00228349	<b>Terms</b> Net 30
<b>Invoice Date</b> 8/15/25	<b>Customer PO</b> PO166065	<b>Due Date</b> 9/14/25	

Line #	Item # / Description	Customer PO / Reference #	Start Date	End Date	Quantity	Ext. Price
1.0000	388501 / C5 UNL LIC SCH SUCC PTNSHP RWL	PO166065	08/01/2025	07/31/2026	3	\$0.00
2.0000	389917 / C5 RDG UNLTD SCH SUBC RNWL	PO166065	08/01/2025	07/31/2026	3	\$30,698.39
3.0000	389618 / C5 RDG SCH SUCC PRTSP RNWL	PO166065	08/01/2025	07/31/2026	3	\$12,501.61

Q-646421-1

<b>Tax</b>	<b>\$0.00</b>
<b>Invoice Amount - USD</b>	<b>\$43,200.00</b>



## SALES ORDER

Order Date: 08/19/2025

Start Date: 10/01/2025

Order #: 00125830

End Date: 09/30/2028

### Prepared For

Account Name: Wallace Stegner Academy

Agency Code: 20083

Primary Contact: Adam Gerlach

Email: agerlach@wsacharter.org

### Customer Information

Wallace Stegner Academy  
980 S Bending River Rd  
Salt Lake City, UT 84104-3612  
United States

### Bill-To Information

Wallace Stegner Academy  
980 S Bending River Rd  
Salt Lake City, UT 84104-3612  
United States

### NWEA Sales Point of Contact

Jennifer Thompson

jennifer.thompson@nwea.org

503-548-5090

### Products & Services

Product	Sales Price	Quantity	Total Price
<i>Year 1 - 10/01/2025 - 09/30/2026</i>			
MAP Growth K-12	\$14.50	3,092	\$44,834.00
MAP Growth Science (Add-On)	\$2.75	3,092	\$8,503.00
MAP Growth Foundations Online Annual License	\$1,000.00	1	\$1,000.00
<b>Subtotal Year 1</b>			<b>\$54,337.00</b>
<i>Year 2 - 10/01/2026 - 09/30/2027</i>			
MAP Growth K-12	\$14.50	3,092	\$44,834.00
MAP Growth Science (Add-On)	\$2.75	3,092	\$8,503.00
MAP Growth Foundations Online Annual License	\$1,000.00	1	\$1,000.00
<b>Subtotal Year 2</b>			<b>\$54,337.00</b>
<i>Year 3 - 10/01/2027 - 09/30/2028</i>			
MAP Growth K-12	\$14.50	3,092	\$44,834.00





Product	Sales Price	Quantity	Total Price
MAP Growth Science (Add-On)	\$2.75	3,092	\$8,503.00
MAP Growth Foundations Online Annual License	\$1,000.00	1	\$1,000.00
<b>Subtotal Year 3</b>			<b>\$54,337.00</b>

Subtotal	\$163,011.00
Estimated Tax	\$0.00
<b>Grand Total</b>	<b>\$163,011.00</b>

## Invoicing Information

Unless otherwise specified, payment terms are Net 30. Remittance instructions will be included with your invoice.

Until this Sales Order is signed, the pricing is valid for 30 days from the Order Date listed at the top of this document. Please confirm the billing address or specify changes to your Sales Point of Contact.

For a copy of the latest NWEA division W-9, it is available at <https://support.hmhco.com/s/article/Billing-and-Invoices>. Click on "Requesting a W-9" and select "NWEA".

The Tax ID for NWEA, a division of Houghton Mifflin Harcourt Publishing Company, is 04-1456030.

## Terms and Conditions

This Sales Order is between Customer and NWEA, a division of Houghton Mifflin Harcourt Publishing Company, and is subject to the HMH Standard PreK-12 Terms of Purchase located at <https://www.hmhco.com/terms-of-purchase> (the "Agreement") for the Products and Services listed above. By signing this Sales Order, you agree you have read, understand, and agree to the Agreement.

**Subscription Period:** 3 Years. At the expiration of the Subscription Period noted herein, this Schedule will automatically expire.

### Invoicing and Payment Terms:

Subscription Period	Fee Schedule
10/1/2025 – 9/30/2026	\$ 54,337
10/1/2026 – 9/30/2027	\$ 54,337
10/1/2027 – 9/30/2028	\$ 54,337
<b>Total Fees Due:</b>	<b>\$ 163,011</b>

Subscriber will receive an invoice on the day the Subscription Period starts and will pay in accordance with the terms of the Agreement.



## Signature

Customer  
Signature: \_\_\_\_\_

Customer  
Printed Name: \_\_\_\_\_

Date: \_\_\_\_\_

Customer Title \_\_\_\_\_





Dear Superintendent,

The Wallace Stegner Academy School Board has approved LEA-Specific educator license(s) for twenty (20) individual(s) in a public meeting held on September 18, 2025. The license areas, and endorsements shall be valid for three academic years as indicated on the attached spreadsheet which contains the associated educator information and rationale for the request. All LEA-Specific licenses will expire on June 30<sup>th</sup> of the final academic year approved.

**Wallace Stegner Academy Board** following assurances:

- The LEA has adopted a policy, in accordance to R277-301-7, to prepare and support educators with an LEA-Specific license. This policy is posted online at [Wallace Stegner Policies & FAQ](#).
- The educator has completed a criminal background check in accordance with Rule R277-214 53G-11-403 and continued monitoring in accordance with Subsection (1);
- The LEA will provide requisite training (educator ethics, classroom management/instruction, special education law/instruction, & Utah Effective Teaching Standards) within the first year of employment;
- The educators will complete the USBE Ethics Review within one calendar year prior to being issued the license;
- The LEA will post all educator data, including assignments, in CACTUS no later than 60 days following the date of the public governing board meeting approving the license area(s) and/or endorsement(s);
- Each LEA school employing an individual with an LEA-Specific license will prominently post the following on the school's website:
  - Disclosure that the school employs individuals holding an LEA-Specific educator license, license areas, and/or endorsements;
  - An explanation of the types of educator licenses issued by USBE (Professional, Associate, LEA-Specific);
  - Percentage (based on FTE) of types of licenses, license areas, and endorsements held by educators employed in the school;
  - A link to the Utah Educator Look-up Tool.

The **Wallace Stegner Academy Board** additionally acknowledges that LEA-Specific educator licenses, license areas, or endorsements may be renewed by the Utah State Board of Education. These renewals will be approved or denied on a case by case basis.

Sincerely,

**Sarah Vaughn**

LEA Governing Body Chairperson

# 3745-26(LEA-Specific) Requests

Effective 8/2021, the following are NOT allowed for LEA-S: Audiologist, Deaf education, Preschool Special Ed., School Psychologist, School Social Worker, Special Ed (K-12), Speech Language Pathologist, Speech Language Therapist

LEA (District or Charter) Name	Date LEA's	CACTUS ID	Last Name	First Name	Is this a	License	Endorsement 1	Endorsement 2	Endorsement 3	Rational/Motions	Is Educator's	Has LEA Specific	Does Educator	Does Educator	Pedagogical Modules	LEA
Granite SD	1/5/21	999999	Example	Educator	N	Secondary	Math Level 3	Chemistry		Educator is enrolling in EPP Fall 2021	Y	Y	Y	Y	N/A	N/A
WSA SLC	9.18.2025	769033	Crouch	Erin	Y	Elementary				Educator is requesting an LEA Specific License	Y	N	Y	Y	N/A	Y
WSA WVC	9.18.2025	816966	Bagnani	Camille	n/a	Elementary				Educator is enrolled in the APPEL program	Y	N	Y	Y	Y	Y
WSA WVC	9.18.2025	785331	Curriel	Victor	n/a	Elementary				Educator is enrolled in the APPEL program	Y	N	Y	Y	Y	Y
WSA WVC	9.18.2025	772679	Sykes	Taten	Y	Elementary				Educator is requesting an LEA Specific License	Y	N	Y	Y	N/A	Y
WSA WVC	9.18.2025	820920	Turpin	Elissa	n/a	Elementary				Educator is enrolled in the APPEL program	Y	N	Y	Y	Y	Y
WSA Kearns	9.18.2025	818134	Allen	Samuel	n/a	Elementary				Educator is enrolled in the APPEL program	Y	N	Y	Y	Y	Y
WSA Kearns	9.18.2025	818150	Arnett	Cheyenne	n/a	Elementary				Educator is licensed in the state of Kansas and	Y	N	Y	Y	Y	Y
WSA Kearns	9.18.2025	820780	Baker	Hayley	n/a	Elementary				Educator is enrolled in a university program w	Y	N	Y	Y	Y	Y
WSA Kearns	9.18.2025	720651	Hofeling (Larsen)	Alicia	n/a	Elementary				Educator is enrolled in the APPEL program	Y	N	Y	Y	Y	Y
WSA Kearns	9.18.2025	797192	Huber	Casey	n/a	Elementary				Educator is enrolled in the APPEL program	Y	N	Y	N/A	N/A	Y
WSA Kearns	9.18.2025	787688	Johnson	Skylar	n/a		Health Education			Skylar is waiting for his Health Endorsement tc	Y	N	Y	Y	N/A	Y
WSA Kearns	9.18.2025	821543	Lamb	Camden	n/a	Elementary				Educator is enrolled in the APPEL program	Y	N	Y	Y		
WSA Kearns	9.18.2025	821164	Montano	Ethan	n/a	Elementary				Educator is enrolled in the APPEL program	Y	N	Y	Y	Y	Y
WSA Kearns	9.18.2025	819233	Parker	Jessica	n/a	Elementary				Educator is enrolled in the APPEL program	Y	N	Y	Y	Y	Y
WSA Kearns	9.18.2025	767679	Payne	Kathleen	n/a		Math Level 4 Secondary Math			Educator is waiting for their math endorsemer	Y	N	Y	Y	N/A	Y
WSA Kearns	9.18.2025	787298	Rounds	Ainyele	n/a	Elementary				Educator is enrolled in the APPEL program	Y	N	Y	Y	Y	Y
WSA Kearns	9.18.2025	679825	Stelly	Ashly	n/a	Elementary				Educator is enrolled in the APPEL program	Y	N	Y	Y	Y	Y
WSA Kearns	9.18.2025	814276	Warren	Kylee	n/a	Elementary				Educator is enrolled in the APPEL program	Y	N	Y	Y	Y	Y
WSA Kearns	9.18.2025	821021	Zarate Guzman	Fabiola	n/a	Elementary				Educator is enrolled in the APPEL program	Y	N	Y	Y	Y	Y
WSA Sunset	9.18.2025	766720	Evans	Carrie	n/a	Elementary				Educator is enrolled in the APPEL program	Y	N	Y	Y	Y	Y

**Wallace Stegner Academy**  
**RFP for Janitorial Services Provider – SLC Campus**  
**Evaluation Committee Statement**

Background

On July 28, 2025, Wallace Stegner Academy issued an RFP for Janitorial Services Provider for the Salt Lake City campus. The School posted the RFP on its website for one week. The deadline to submit proposals on the RFP was August 4, 2025.

Evaluation and Scoring

Two companies submitted proposals. The Evaluation Committee (Adam Gerlach, Kirk Blake, and Gabe Clark) evaluated and scored each proposal. The non-cost criteria consisted of an offeror's experience, qualifications, and track record; quality of offeror's services based on references; and expertise and ability to satisfy scope of work. The Evaluation Committee evaluated and scored the non-cost criteria of each proposal first and the cost criteria of each proposal second. Below is a summary of the scores given to each proposal:

- **Advanced Building Care: 83.5/100**
  - Points for Non-Cost Criteria: 61/70
  - Points for Cost Criteria: 22.5/30
- **Caliber Cleaning Services: 94/100**
  - Points for Non-Cost Criteria: 64/70
  - Points for Cost Criteria: 30/30

Best Value to the School

The Evaluation Committee believes that the School's best interests would be served by awarding Caliber Cleaning Services the janitorial contract for the Salt Lake City campus. Caliber Cleaning Services scored the highest and was the lowest priced. Caliber Cleaning Services' proposal demonstrated that the company is experienced in cleaning schools, that it does high-quality work for its clients, and that it has the expertise and ability to clean the School's building in accordance with the School's specifications set forth in the RFP and for a reasonable cost.

Award Recommendation

For the reasons explained above, the Evaluation Committee believes that Caliber Cleaning Services' proposal provides the best value to the School for janitorial services at the Salt Lake City campus. The Evaluation Committee therefore recommends that the Board of Directors award the janitorial contract for the Salt Lake City campus to Caliber Cleaning Services.

## CHARTER AGREEMENT

This Charter Agreement (“Agreement”) is made and entered into this \_\_\_\_ day of \_\_\_\_\_  
\_\_\_\_\_, 20\_\_\_\_ by and between the State Charter School Board, (“SCSB”) and Wallace Stegner Academy  
(referred to as “Applicant”).

### RECITALS

WHEREAS, SCSB is an authorizer of Charter Schools under Utah Code Ann. § 53G-5-205(1);

WHEREAS, Applicant has applied to SCSB to be allowed to operate the Charter School proposed  
in its application (“Charter School”);

WHEREAS, SCSB has approved Applicant’s application; and

WHEREAS, SCSB and Applicant desire to comply with Utah Code Ann. § 53G-5-304(3) by  
entering into this Agreement.

NOW THEREFORE, in consideration of the mutual covenants and promises contained herein and  
other valuable considerations, the parties agree as follows:

### **SECTION 1. Establishment of Charter School.**

(a) Applicant shall have the right to operate the Charter School according to the terms of this  
Agreement. This Agreement includes the terms set forth in Schedule A, which is attached hereto and  
made part of this Agreement. Any conflicts between Schedule A and this Agreement will be resolved in  
favor of Schedule A.

(b) The name of the Charter School is set forth in Schedule A.

(c) The location of the Charter School is set forth in Schedule A.

(d) As required by Utah Code Ann. § 53G-5-404(7), the Charter School shall be  
organized and managed under Title 16, Chapter 6a, Utah Revised Nonprofit Corporation Act.

### **SECTION 2. SCSB Oversight.**

(a) The Charter School shall fully support SCSB’s oversight responsibilities by timely  
responding to all requests made by SCSB, including inquiries, requests for reports, audits, formal and  
informal investigations, formal and informal visits, and inspections of books and records of the Charter  
School.

(b) SCSB shall do its best to avoid administrative costs associated with duplicate requests.

### **SECTION 3. Operation of Charter School.**

- (a) The mission statement and purpose of the Charter School are set forth in Schedule A.
- (b) The Charter School's opening date is set forth in Schedule A.
- (c) The grade levels the Charter School will serve are set forth in Schedule A.
- (d) The maximum number of students the Charter School may serve shall be set forth in Schedule A. This number is subject to Utah Code Ann. § 53G-6-504.
- (e) The Charter School's key elements are set forth in Schedule A.
- (f) The Charter School's enrollment preferences are set forth in Schedule A.
- (g) The Charter School has minimum governance, financial, and academic performance standards and unique performance measures that are required by statute and rule. Per SCSB policy, these performance standards and measures are referenced in the Charter School Accountability Framework as performance indicators. The Charter School Accountability Framework will be used to evaluate the operation of the Charter School.

### **SECTION 4. Governance of Charter School.**

The Charter School shall be governed by a governing board that is subject to the following:

- (a) The governing board shall have the authority, as established in its articles and bylaws, to decide all matters relating to the operation of the Charter School and shall have the final responsibility for the academic, operational, and financial performance of the Charter School, with the understanding that the governing board may delegate decision-making authority for policy and operational decisions to officers, employees, and agents of the Charter School so long as the ultimate responsibility for and oversight of any such delegated authority remains with the governing board.
- (b) The governing board shall ensure that the Charter School's policies and programs comply with the terms and conditions of this Agreement and with all governing federal and state laws, regulations, and rules that the Charter School is subject to.
- (c) The structure of the governing board is set forth in Schedule A.
- (d) The governing board shall adopt rules of order and procedure for its meetings as required by Utah Code Ann. § 53G-5-413.
- (e) SCSB may, at its discretion, and under mutual agreement provide administrative services to, or perform other school functions for the Charter School, and charge fees for the provision of those services or functions.

(f) The governing board shall meet all reporting requirements described in Utah Code Ann. § 53G-5-404.

(g) Any notice or communication that the SCSB is required to give or may give to the Applicant or the Charter School under this Agreement shall be effective after being delivered or communicated to the chair of the governing board.

(h) The governing board shall submit any reports required by state and federal law, this Agreement, and as requested by SCSB in a timely manner.

(i) The Charter School is required to be aware of and comply with any updates to the minimum governance standards made in statute, rule or SCSB policy.

#### **SECTION 5: School Autonomy.**

SCSB shall honor and preserve the core autonomies that are crucial to the Charter School's success by doing the following:

(a) SCSB shall assist the Charter School in understanding and carrying out the Charter School's obligations under this Agreement.

(b) SCSB shall review its compliance requirements, policies, and procedures and evaluate the potential to increase school autonomy based on flexibility in the law, streamlining requirements, demonstrated school performance, or other considerations.

#### **SECTION 6. Transparency.**

The governing board shall ensure that the Charter School is transparent by doing the following:

(a) The governing board shall comply with Title 52, Chapter 4, Open and Public Meetings Act.

(b) The Charter School shall maintain a website with the content requirements found in UT Admin. Code R277-551-5, posted at least 180 days prior to the opening day of school.

(c) The Charter School's website shall also contain the following:

(i) links to school data and accountability reports maintained on other websites (e.g., student assessment, audited financial statement, etc.); and

(ii) links to the governing board meeting dates, agendas, minutes, and recordings.

#### **SECTION 7. Compliance with Laws, Regulations, and Rules.**

Applicant acknowledges that, under Utah Code Ann. § 53G-5-401(1)(a), the Charter School is considered a public school within the state's public education system and is subject to and must abide by



all federal and state laws, regulations, rules, and policies otherwise affecting Charter Schools as public schools.

#### **SECTION 8. Charter School's Financial Matters.**

(a) The Charter School's fiscal year shall begin on July 1 of each calendar year of the term of this Agreement and shall end on June 30 of the subsequent calendar year.

(b) The Charter School is required to be aware of and comply with any updates to the minimum financial standards made in statute, rule or SCSB policy.

#### **SECTION 9. Insurance.**

(a) The Charter School shall obtain and maintain adequate liability and other appropriate insurance through the Utah Division of Risk Management or other suitable insurance carrier with a general policyholder rating of not less than A and a financial rating of AAA as rated in the most current available "Best Guide" Insurance Report. The insurance shall include:

- (i) general liability;
- (ii) errors and omissions;
- (iii) directors and officers liability;
- (iii) workers' compensation;
- (iv) comprehensive/collision consistent with cash values of vehicles if applicable;
- (v) liability insurance specific to the Charter School's governing board's financial officer or treasurer or business administrator consistent with coverage designated in board rule; and
- (vi) tail coverage or closeout insurance covering at least one year after closure of the Charter School.

(b) The general liability, errors and omissions, and directors and officers liability coverage shall extend through the completion of the closure of the Charter School under Utah Code Ann. § 53G-5-504.

(c) The Charter School may obtain liability insurance coverage in addition to or in excess of the requirements stated in this section.

(d) SCSB shall be named as an additional insured under all general liability insurance policies required by this section, except where there is common coverage provided by Risk Management.

(e) Written proof and copies of required insurance policies shall be provided to SCSB at least 90 days prior to the initial opening of the Charter School. The Charter Schools' governing board shall provide SCSB with certificates of insurance annually within thirty days of the insurance purchase or renewal.

#### **SECTION 10. Review of Charter School's Performance.**

(a) The Charter School is required to be aware of and comply with any updates to the minimum academic performance standards and unique performance measures made in statute, rule or SCSB policy.

(b) SCSB shall review and evaluate the Charter School's performance as required by statute and rule. To facilitate this, the following shall do the following:

- (i) In keeping with the purpose of Title 53G, Chapter 5, Charter Schools, SCSB may produce for public distribution an annual report that provides clear, accurate, performance data for the Charter School according to the Charter School Accountability Framework set forth by the SCSB, as well as reporting overall portfolio performance.
- (ii) SCSB shall gather all data that are needed to determine the achievement of performance standards as referenced in the Charter School Accountability Framework. The Charter School shall assist in gathering, maintaining, and submitting all data that are needed to determine the achievement of unique performance measures as referenced in the Charter School Accountability Framework.
- (iii) SCSB will meet with the Charter School to discuss performance over time, referenced as a comprehensive review.

(c) If SCSB identifies deficiencies in its review or other investigation of the Charter School, the SCSB shall take steps it deems necessary to remediate the Charter School's deficiencies in accordance with SCSB's written policy regarding remediation of deficiencies and UT Admin. Code R277-553-3.

#### **SECTION 11. Termination of Agreement.**

Subject to the requirements of Utah Code Ann. § 53G-5-503, SCSB may terminate this Agreement for any of the following reasons:

- (a) The Charter School's failure to meet the requirements stated in this Agreement;
- (b) The Charter School's failure to meet generally accepted standards of fiscal management;
- (c) The Charter School's designation as a low-performing school under Title 53E, Chapter 5, Part 3, School Turnaround and Leadership Development; and failure to improve the Charter School's

grade under the conditions described in Title 53E, Chapter 5, Part 6, School Turnaround and Leadership Development;

(d) The Charter School's violation of requirements under Title 53G, Chapter 5, Charter Schools or another law; or

(e) Other good cause.

#### **SECTION 12. Closure of the Charter School.**

If the Charter School is closed for any reason, including the termination of this Agreement in accordance with Utah Code Ann. § 53G-5-503 or the Charter School's conversion to a private school, the Applicant and the Charter School shall comply with the provisions of Utah Code Ann. § 53G-5-504. The Charter School may not dispose of its assets in violation of state board rules, SCSB's policies, Section 53G-5-504, or other related provisions of Title 53G, Chapter 5, Charter Schools.

#### **SECTION 13. Limitation of Liability for Debts or Financial Obligations of the Charter School.**

(a) Except as provided in Title 53G, Chapter 5, Part 6, Charter School Credit Enhancement Program, neither SCSB nor the state, including an agency of the state, shall be liable for the debts or financial obligations of the Charter School or a person who operates the Charter School.

(b) As provided under Utah Code Ann. § 53G-5-505(2), the governing board, the nonprofit corporation under which the Charter School is organized and managed, and the Charter School are solely liable for any damages resulting from a legal challenge involving the operation of the Charter School.

#### **SECTION 14. Waiver of State Board Rules.**

The Utah State Board of Education has waived for the Charter School the rules that are set forth in Schedule A.

#### **SECTION 15. Modification.**

(a) Except as provided in Subsection (b) of this section, this Agreement may not be modified except by mutual agreement between SCSB and the Charter School's governing board. Any such amendment must be made in writing and signed by the appropriate representatives of SCSB and the governing board.

(b) The Charter School's governing board may modify this Agreement without the mutual agreement described in Subsection (a) of this section to:

- (i) include an enrollment preference as described in Utah Code Ann. § 53G-6-502(4); or

- (ii) only as described in Utah Code Ann. § 53G-7-221(5), include or remove an innovation plan.

#### **SECTION 16. Indemnification.**

Applicant agrees to indemnify and hold harmless SCSB, the Utah State Board of Education, the school district, and the State of Utah, their officers, agents, employees, successors and assigns from all claims, damages, losses and expenses, including attorney's fees, arising out of or resulting from any action of the Charter School caused by any intentional or negligent act or omission of the Charter School, its officers, agents, employees, and agents.

#### **SECTION 17. Assignment.**

The assignment of this Agreement or a significant part of the Charter School's assets, or any part of its operations, to another entity, related or not, is deemed an amendment and is effective only if the amendment is done according to SCSB's policy.

#### **SECTION 18. Miscellaneous.**

- (a) In the performance of this Agreement, the Applicant and the Charter School shall each act in an independent capacity and not as officers or employees or agents of SCSB or the State of Utah.
- (b) This Agreement constitutes the entire agreement between the parties and supersedes the Applicant's application and any other prior and contemporaneous agreements and understandings between the parties, whether oral or written.
- (c) This Agreement and any amendments to it are subject to applicable state and federal laws and shall be deemed amended to reflect applicable changes to those laws.
- (d) This Agreement shall be governed by the laws, rules, and regulations of the State of Utah. Any action or proceeding arising from this Agreement shall be brought in a court of competent jurisdiction in the State of Utah. The venue shall be in Salt Lake City, in the Third Judicial District Court for Salt Lake County.
- (e) Photocopies or electronic copies of this Agreement shall have the same force and effect as the original.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement on the date first above written.

**SCSB:**

STATE CHARTER SCHOOL BOARD

Name:	Signature:
Dr. W. Bryan Bowles, Board Chair	

**APPLICANT:**

APPLICANT

Name:	Signature:

MEMBERS OF THE CHARTER SCHOOL'S GOVERNING BOARD

Name:	Signature:

## SCHEDULE A

<b>Name of Charter School:</b>	Wallace Stegner Academy
<b>Location of Charter School:</b>	<p>The Charter School shall be established in Salt Lake City, located within Salt Lake City School District, which location is material to its authorization.</p> <p>A K-8 satellite, granted in 2020, shall be located in West Valley City, within the Granite School District, which location is material to its authorization.</p> <p>A K-12 satellite, granted in 2023, shall be located in Kearns, within the Granite School District, which location is material to its authorization.</p> <p>A K-8 satellite, granted in 2025, shall be located in Sunset, within the Davis School District, which location is material to its authorization.</p>
<b>Charter School's Mission Statement:</b>	<p>Wallace Stegner Academy will foster a community of active learners through academic rigor and citizenship by providing an opportunity for at-risk students to close the achievement gap and achieve academic excellence through:</p> <ul style="list-style-type: none"> <li>• Academic rigor</li> <li>• Direct Instruction</li> <li>• Data-driven instruction</li> <li>• Ability-based mathematics, language arts, and reading classes</li> <li>• Positive learning environments</li> <li>• Character development</li> </ul>
<b>Charter School's Purpose:</b>	Continue to improve student learning by enhancing learning opportunities for students who are at risk of academic failure, including English Language Learners (ELLs) and economically disadvantaged.
<b>Key Elements of the Charter School:</b>	<ul style="list-style-type: none"> <li>• Data driven instruction modeled after Uncommon Schools (New Jersey).</li> <li>• All curriculum developed around measurable goals and will include formative and summative assessments.</li> <li>• School will have scaffolded instruction, defined as lessons designed around the concept that all learning objectives will be taught in a spiral pattern.</li> <li>• Daily ability-based mathematics, reading, and English language arts program.</li> <li>• School will emphasize a strong factual knowledge base for all its students.</li> <li>• Reading programs will be phonics-based at first, and later focus on the development of comprehension strategies and metacognition.</li> <li>• Academic vocabulary will be fostered in every classroom and in every grade.</li> <li>• Students will study American, European, African, and South American history.</li> <li>• Direct Instruction in all grades.</li> <li>• Character development curriculum in all grades.</li> </ul>

	<ul style="list-style-type: none"> <li>• Targets economically disadvantaged minority English Language Learners.</li> <li>• Large enough student population to offer all programmatic elements listed in the approved application.</li> <li>• Will not offer online or distance education.</li> </ul>
<b>Opening date of Charter School:</b>	Wallace Stegner Academy opened in School Year 2017.
<b>Grade Levels Served:</b>	K-12 grade
<b>Maximum Enrollment:</b> <i>*If the Charter School has satellite Charter Schools, the maximum number of students that will be collectively served by the Charter School is reflected as the Maximum Enrollment number.</i>	3,720 students
<b>The Charter School's enrollment preferences shall be as follows:</b>	<ul style="list-style-type: none"> <li>• A child or grandchild of an individual who has actively participated in the development of the Charter School.</li> <li>• A child or grandchild of a member of the Charter School's governing board.</li> <li>• A sibling of an individual who was previously or is presently enrolled in the Charter School.</li> <li>• A child of an employee of the Charter School.</li> </ul>
<b>The structure of the governing board shall be as follows:</b>	<b>Number of members:</b> 5-7
	<b>How members are appointed:</b> appointed by majority vote of current directors
	<b>Term of office:</b> 3-year term, no limit
<b>The Utah State Board of Education has waived the following administrative rules for the Charter School:</b>	R277-552 for the Sunset Campus to be able to open in Fall of 2025.

## WSA 09.18.2025 Policy Summary Sheet

### New School Closure Policy

This policy outlines the process the board will go through in the event a decision is made to close the school. It addresses things such as a closure plan (dealing with assets, finances, creditors, etc.), student support (helping students transition to a new school), notification of closure to relevant parties and governmental entities, operation of the school during the closure process, and handling of assets, liabilities, and contracts. Wallace Stegner Academy was required to adopt such a policy in connection with its application for and receipt of the federal CSP grant.

### New Advancement and Retention Policy

This policy explains how the school handles requests from parents to advance or retain their student to a grade level that is different from the student's regular cohort. The policy establishes that such requests will be handled by the school in accordance with Utah law. In short, the school will decide on such a request after a school team has assessed and reviewed the needs and abilities of the student and has determined whether the advancement or retention of the student, as applicable, can be reasonably accommodated by the school. Wallace Stegner Academy was required to adopt such a policy in connection with its application for and receipt of the federal CSP grant.

### Amended Student Transportation Policy

Revisions to this policy have been made to reflect that the school now has a school bus for the Sunset Campus. Other revisions have been made to permit the school to use – for field trips or other school-sponsored activities – private or rental vehicles driven by approved employees or volunteers who meet certain qualifications and requirements. Another revision addresses that commercial airlines may be used for student transportation in the event of out-of-state travel for school trips. The revisions related to the school's new school bus were required in connection with the school's receipt of the federal CSP grant, as some of those funds were used to purchase the school bus.

### Amended 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 (and especially the administrative procedures under the policy) have been revised to address the exceptions noted above. References in the policy to "principal" have been updated to "Chief Executive Officer(s)" as well.



#### Amended 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 and volunteers 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).

#### Amended 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).

#### New Artificial Intelligence Policy

In light of teachers becoming anxious to use AI tools in their classrooms, students using AI on their own to do their schoolwork, AI tools and technologies becoming increasingly accessible, and AI having the potential to improve student learning and teacher effectiveness, the school's administration would like the board to adopt an AI Policy.

The proposed AI Policy is general in nature, aligns with the [AI Framework](#) established by the Utah State Board of Education, and provides basic rules with respect to AI use at the school. Per the proposed policy, the use of specific AI tools and technologies at the school will be set forth in administrative procedures and/or classroom policies created by teachers and approved by administration.