

Scholar Academy Board of Directors Meeting

Date: 03.26.2026

Time: 5:00 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)

- 2026-2027 Fee Schedule (2nd Public comment Period)

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).

BOARD TRAINING

- Open and Public Meetings Act Training
- Charter Compact Review
- Board Auditing Responsibilities Review

REPORTS

- Director's Report
 - Title IX Athletics Report
 - Gifted and Talented Report
 - Consulting Summary – Sandy Shepard
- Budget Report

CONSENT ITEMS

- January 29th, 2026, Board Meeting Minutes

VOTING & DISCUSSION ITEMS

- Technology Purchases
- 2026-2027 Fee Schedule

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.

- 2026-2027 School LAND Trust Plan
- Award RFP for Landscaping and Snow Removal
- Board Member Terms, Roles, & Elected Officers
- Administrative Salary Schedule
- Policies
 - Amended Fee Waiver Policy
 - Amended Administration of Medication Policy

CALENDARING

- Next board meeting is May 28th, 2026 @ 5:00 PM.

ADJOURN

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.

SCHOLAR ACADEMY BOARD OF DIRECTOR'S MEETING EXECUTIVE SUMMARY

FEE SCHEDULE

This is the ***second comment period*** for the fee schedule.

Per state law, if a school charges any school fees, the school must approve a fee schedule for the upcoming school year by June 1 before the school year begins. In addition, prior to the June 1 deadline, the school must also allow public comment on the proposed fee schedule at no fewer than two board meetings. A school's fee schedule must include a description of all fees charged, the amount of any fee, an explanation of how the fees will be spent by the school, a per student annual maximum fee amount for the school year (the maximum amount a student would pay in fees if the student participated in all activities, classes, clubs, etc. that charge a fee), and a statement notifying parents that their student might be eligible for a fee waiver.

Action: *Public Comment Opportunity & Board Vote*

BOARD TRAINING

Board members participate in a minimum of three training sessions each year to strengthen their understanding of fiduciary responsibilities, policy oversight, and best practices in public education governance. These trainings ensure the board remains aligned with legal standards and well-equipped to serve the school community. Utah law (Utah Code § 52-4-104) requires all members of a public governing body to complete annual training on the Open and Public Meetings Act (OPMA). The Utah Open and Public Meetings Act (OPMA) (Utah Code § 52-4) requires state and local public bodies to conduct business openly, allowing public attendance at meetings where official action or deliberations occur. Chair Griffith will also lead out on a few other training topics at this meeting including a board auditing responsibilities review and a charter compact review.

Action: *No Action needed*

DIRECTORS REPORT

See board documentation for most up to date report. Sandy Shepard will report on her time as a consultant for the school and give a summary/recommendation.

Action: *No action needed*

BUDGET REPORT

See board documentation for most up to date report.

Action: *No action needed*

TECHNOLOGY PURCHASES

In efforts to get ahead on new legislation regarding technology reduction, Karen Morgan will be reallocating technology throughout the school. To do this reallocation, Ipad's, Ipad cases, and PC's are needed. Quotes for the technology purchases are included in

board documents. The total of all 3 quotes combined is \$58,586.62. Board members should motion to approve the purchases with a not to exceed amount of \$60,000.

Action: Board Vote

SCHOOL LAND TRUST PLAN

Each year the school receives funding through the Utah School LAND Trust Program, which distributes state School LAND Trust revenue to support improved student academic achievement. The School LAND Trust Plan outlines how resources will be used to support measurable academic growth for all students. The 2026-2027 Plan is on the agenda for approval.

Action: Board Vote

AWARD RFP FOR LANDSCAPING AND SNOW REMOVAL

The Evaluation Committee believes that Chad's Lawn Service's proposal provides the best value to the School in connection with these services. The Evaluation Committee therefore recommends to the School's Board of Directors that it award the School's landscaping and snow removal contract to Chad's Lawn Service, with the contract having a term of up to five years and authorize the director to negotiate and execute an agreement.

Action: Board Vote, authorize the Director to sign agreement

BOARD MEMBER ROLES AND ELECTED OFFICERS

The Board regularly reviews member terms to ensure continuity, effective governance, and compliance with bylaws. As terms expire, the Board may fill vacancies or reappoint members willing to continue serving. Sandy Shepard will be returning to the board as her leave of absence is now over. Neil Garner will step down from his role of filling Sandy's board position during her leave of absence.

Action: Board Vote

ADMINISTRATIVE SALARY SCHEDULE DISCUSSION

Chair Griffith will lead a discussion on the philosophy and structure that the Scholar Board will follow in future administrative salary discussions.

Action: Discussion, Potential Board Vote

POLICIES

Amending Fee Waiver Policy

HB 344 from the 2025 legislative session separates out courses for school fee charging purposes into "non-fee courses" (ELA, health education, math, science, and social studies) and "fee courses" (all courses that are not non-fee courses) This new law restricts what types of fees can be charged for such courses. It also specifies that beginning with the 26-27 school year, schools that have secondary students (students in grades 7-12) and award them credit toward graduation must provide at least one option for each graduation credit requirement that does not require the payment or waiver of a fee. However, there is an exception for charter schools that only offer the following for a given graduation requirement: an AP, IB, or CE course. HB 344 also

extends the annual deadline by which schools must approve their fee schedules for the following school year, changing it from April 1 to June 1. The changes from HB 344 and R277-407 (which was last revised in December 2025) have been worked into the school's Fee Waiver Policy.

Action: Board Vote

Amending Administration of Medication Policy

New legislation added provisions with respect to the storage and administration of glucagon kits in schools. If a school employee becomes trained to administer a glucagon kit to a student in response to a potentially life-threatening condition resulting from abnormally low blood glucose levels, the school may make glucagon kits available to such trained employees. In addition, other legislation renamed "epinephrine auto injectors" to "injectable epinephrine rescue medication." The school's Administration of Medication Policy has been revised to comply with these new laws. Some additional revisions have been made to the emergency administration of medication portion of the policy to bring it into better compliance with applicable law, including the addition of a section on adrenal crisis rescue medication.

Action: Board Vote



2026-2027 Student Fee Schedule

The following student fees may be assessed to students of Scholar Academy as follows:

REQUIRED FEES (for all fully and partially enrolled students in grades 6-8)		
FEE DESCRIPTION	EXPENDITURES FUNDED BY FEE (SPEND PLAN)	TOTAL FEE
6th, 7th, 8th Grade Sports	• Basketball -----	\$75
	• Soccer -----	\$75
	• Volleyball -----	\$75
	• Flag Football -----	\$75
	• Cross Country -----	\$75
FEES FOR OPTIONAL COURSES, PROGRAMS, AND ACTIVITIES (for participating students enrolled in grades 6-8)		
FEE DESCRIPTION	EXPENDITURES FUNDED BY FEE (SPEND PLAN)	TOTAL FEE
Teton Science Trip (grade 8 only)	• Teton Science Camp, transportation, activities (A large portion is funded by title 1 funds)	\$400 camp/transportation
FACS exploration Class	• Course supplies	\$25/semester
Robotics	• Supplies, robots, board, yearly challenge	\$25/semester
Orchestra/Band/Drumline	• Instrument rental (from Murdock or Summerhays)	\$17-50/month
	• Drumsticks, can, dampener	\$25.00 Semester
FEES FOR OPTIONAL AFTER-SCHOOL CLUBS AND ACTIVITIES (for participating students in grades identified below)		
FEE DESCRIPTION	EXPENDITURES FUNDED (SPEND PLAN)	TOTAL FEE
After School Clubs (K-8)	• Chess-----	\$20 / Sem
	• Board games -----	\$20 / Sem
	• Robotics -----	\$20 / Sem
	• Choir -----	\$20 / Sem
	• E Sports -----	\$20 / Sem
	• Tuesday after school (6 weeks)	\$0-\$30 depending on class and supplies
School Play (grades 3-8)	• Costumes, sets, props, royalties-	\$30
PER STUDENT Grade 8 ANNUAL MAXIMUM FEE AMOUNT FOR SCHOOL YEAR: \$1015		

This amount reflects the total student fees any student in grade 8 would be required to pay if the student participated in all courses, programs, sports, and activities provided, sponsored, or supported by the School for students in grade 8 for the year, including the optional Teton Science Trip.

PER STUDENT Grade 7 ANNUAL MAXIMUM FEE AMOUNT FOR SCHOOL YEAR: \$615

This amount reflects the total student fees any student in grades 7 would be required to pay if the student participated in all courses, programs, sports, and activities provided, sponsored, or supported by the School for students in grade 7 for the year.

PER STUDENT Grade 6 ANNUAL MAXIMUM FEE AMOUNT FOR SCHOOL YEAR: \$615

This amount reflects the total student fees any student in grade 6 would be required to pay if the student participated in all courses, programs, sports, and activities provided, sponsored, or supported by the School for students in grade 6 for the year.

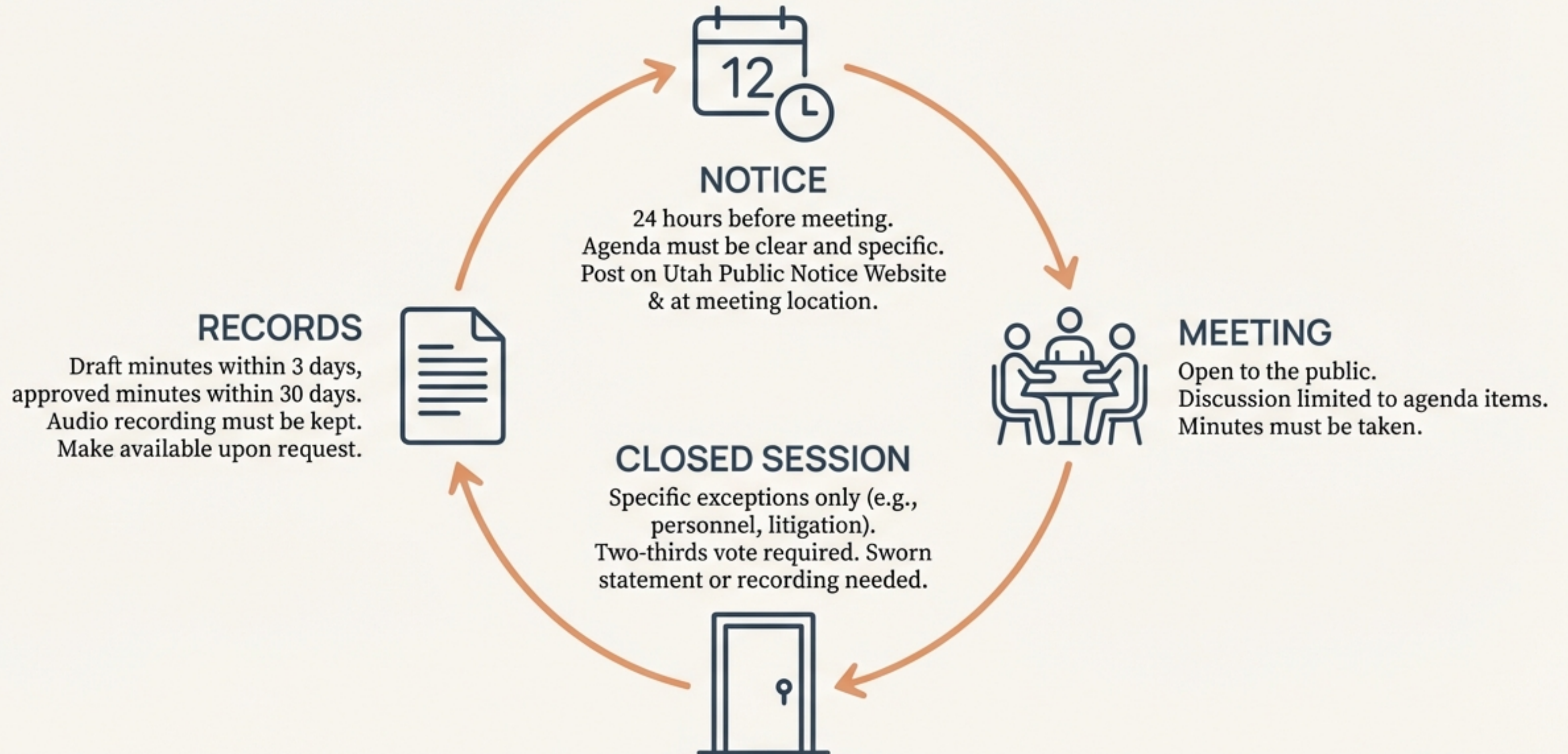
PER STUDENT (GRADES K-5) ANNUAL MAXIMUM FEE AMOUNT FOR SCHOOL YEAR: \$120

This amount reflects the total student fees any student in Kindergarten through grade 5 would be required to pay if the student participated in all after-school courses, programs, and activities provided, sponsored, or supported by the School for students in Kindergarten through grade 5 for the year.

Notice to Parents: Your student may be eligible to have one or more of their fees waived. For information on fees and fee waivers, please contact an administrator at the School and/or review the school fees materials provided on the School's website (School Fees Posters and Notices, Fee Waiver Policy, Fee Waiver Applications, Fee Waiver Decision and Appeal Form, etc.). If you file a fee waiver request with the School and the request is denied, you may appeal the School's decision.

The Lifecycle of a Compliant Public Meeting

A Practical Guide to the Utah Open & Public Meetings Act (OPMA) for Public Bodies



The Guiding Principle: Government in the Sunshine

The Utah Open & Public Meetings Act is built on a simple but powerful premise. The Act's intent is for public bodies to take their **actions** *and* conduct their **deliberations** openly.



When Does a Gathering Become a “Meeting”?

A gathering is an official “meeting” under the Act only when all three of the following conditions are met:

1



A Public Body with a Quorum

A simple majority of members are present.

2



Properly Convened

An authorized individual **convenes** the body following the proper legal process.

3



For a Specific Purpose

The gathering is for the express purpose of discussing or acting on a “relevant matter” within the body’s authority (e.g., receiving public comment, deliberating, or taking action).

A Cautionary Note on Electronic Messages



The Act does not restrict a board member from sending electronic messages (like emails or texts) to other members when a meeting is not convened.



- **BE AWARE:** These electronic communications are still public records subject to the Government Records Access and Management Act (GRAMA).
- **REMEMBER:** A rapid, back-and-forth electronic exchange for the purpose of deliberation could be scrutinized as an improper, un-noticed “meeting”.

PHASE 1: BEFORE THE MEETING

The Three Pillars of Public Notice

Notice must be provided **no less than 24 hours** prior to the meeting.



Your public notice must be posted in three places:

1. At the "anchor location" or where the meeting will be held.
2. On the Utah Public Notice Website (www.utah.gov/pmnl/).
3. On your organization's website.



Pro-Tip: For regular meetings scheduled over a year, you must give notice of the annual schedule (date, time, place) at least once each year.

A Compliant Agenda is Specific and Transparent



Required Agenda Information:

- ✓ Meeting Agenda
- ✓ Date
- ✓ Time
- ✓ Place

Navigating Public Comment



Discussion is Permitted: At the chair's discretion, a topic raised by the public *can* be discussed even if not on the agenda.



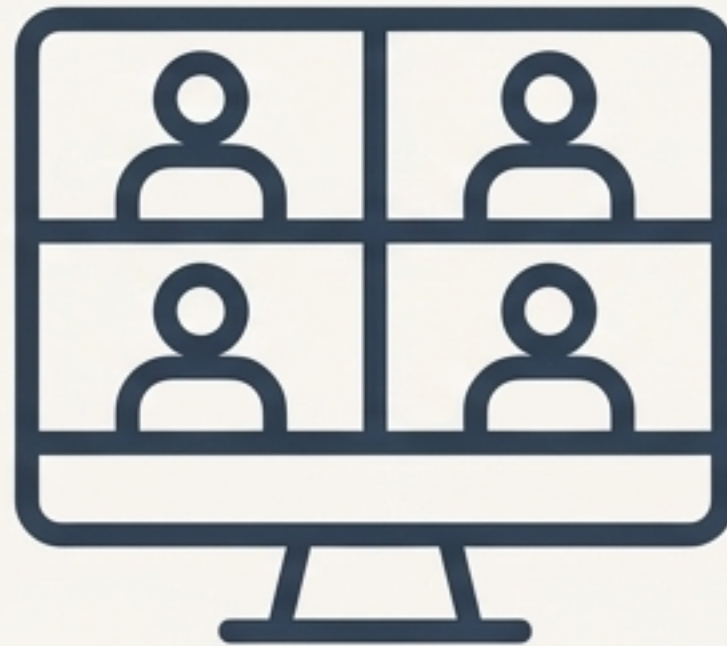
Final Action is Not: The board *cannot* take final action on any topic that was not included on the properly noticed agenda.

The 'Reasonable Specificity' Rule: The agenda must clearly state each topic that will be considered. Vague descriptions are not compliant.

Conducting Compliant Electronic Meetings



Prerequisite: A board can only hold an electronic meeting if it has formally adopted a resolution, rule, or ordinance governing their use.



Additional Notice Requirements



1. **Standard Public Notice:** All the requirements from the previous slides.



2. **Anchor Location Notice:** Written notice posted at the physical anchor location (unless an exception applies).



3. **Board Member Notice:** Notice to board members at least 24 hours prior, with instructions on how to connect.

The Anchor Location: A Physical Connection for the Public

What is an Anchor Location?

When holding an electronic meeting, the board must provide a physical “anchor location” where the public can attend and observe the open portions of the meeting in person.



Where must it be?



Option A: The building/location where the board would normally meet.



Option B: Another location that is reasonably as accessible to the public.

When is an Anchor Location Not Required?



Exception 1: Health & Safety Risk

Condition: The board chair determines that an anchor location presents a substantial risk to health or safety OR the normal meeting location has been ordered closed.

Required for Public Notice:

- A statement of the chair's determination.
- A summary of the facts supporting it.
- Clear information on how the public can attend electronically.

Duration: This determination is valid for **30 days**.



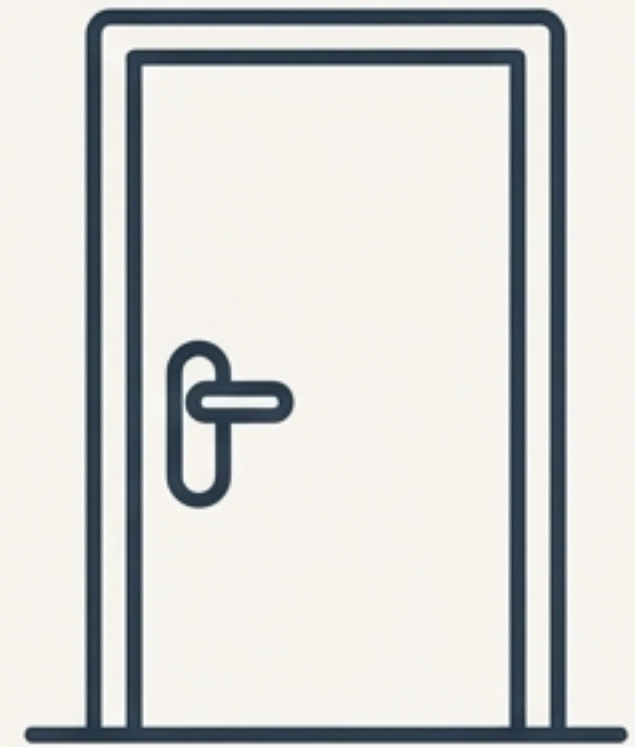
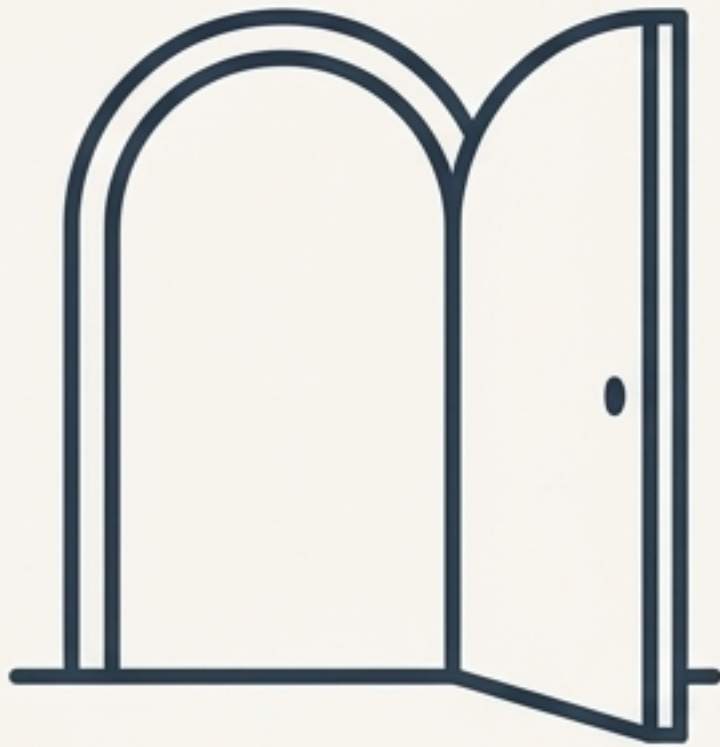
Exception 2: Fully Remote Meeting with No Public Request

Condition: ALL board members are attending remotely, AND the board has not received a written request to provide an anchor location.

Critical Deadline: The written request from the public must be received at least **twelve (12) hours** before the meeting time.

Closing a Meeting: A Deliberate and Public Process

The Default Rule: All meetings of a public body are open to the public unless they are closed by following the strict procedures in the Act.



1. **Public Motion:** A motion must be made to enter a closed session during an open meeting.







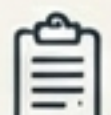
2. **Public Vote:** The meeting may be closed only upon a **two-thirds (2/3) majority vote** of the members present.

3. **Public Record:** The reason(s) for the closed session, the location, and a record of the vote (by name of each member) must be included in the public minutes of the open meeting.

The Limited and Specific Reasons for a Closed Session

A closed session may only be held to discuss the following topics. No final action or vote can be taken, except a majority vote to end the closed session.



-  An individual's character, professional competence, or physical/mental health.
-  Collective bargaining strategy.
-  Pending or reasonably imminent litigation.
-  The purchase, exchange, or sale of real property.
-  Security personnel, devices, or systems.
-  Investigative proceedings regarding allegations of criminal misconduct.
-  Specific procurement-related roles (e.g., evaluation committee).



Record-Keeping for Closed Sessions



Recording is Required...: Closed meetings must be recorded in their entirety. The recording must include date, time, place, and names of all present.

...With Two Key Exceptions:

A recording is **NOT** required if the sole purpose of the session was to discuss:

-  1. The character, professional competence, or physical/mental health of an individual.
-  2. Security personnel, devices, or systems.

Sworn Statement Requirement:

If a meeting is not recorded under an exception, the board chair must sign a sworn statement affirming the sole purpose was for one of the exempt topics.

 **Record Status:** Closed session recordings and any optional minutes are 'protected records' under GRAMA.

PHASE 3: AFTER THE MEETING

Creating a Complete and Accurate Public Record



1. Written Minutes



2. A Complete and Unedited Audio Recording

Checklist: What Must Be in the Written Minutes?

- ✓ Date, time, and place of the meeting.
- ✓ Names of members present and absent.
- ✓ The substance of all matters proposed, discussed, or decided.
- ✓ A record, by individual member, of each vote taken.
- ✓ The name of any person who provides public comment and a summary of their comment.
- ✓ Any other information a member requests to be entered.

The Public Availability Timeline

Pending Minutes

What: Unapproved draft minutes (must be marked as such).

When: Must be made available within a **reasonable time** after the meeting.

Approved Minutes & Meeting Materials

What: The final, approved minutes and any materials distributed at the meeting.

When: Must be posted to the Public Notice Website and available at the office within **3 business days** after approval.

Audio Recording

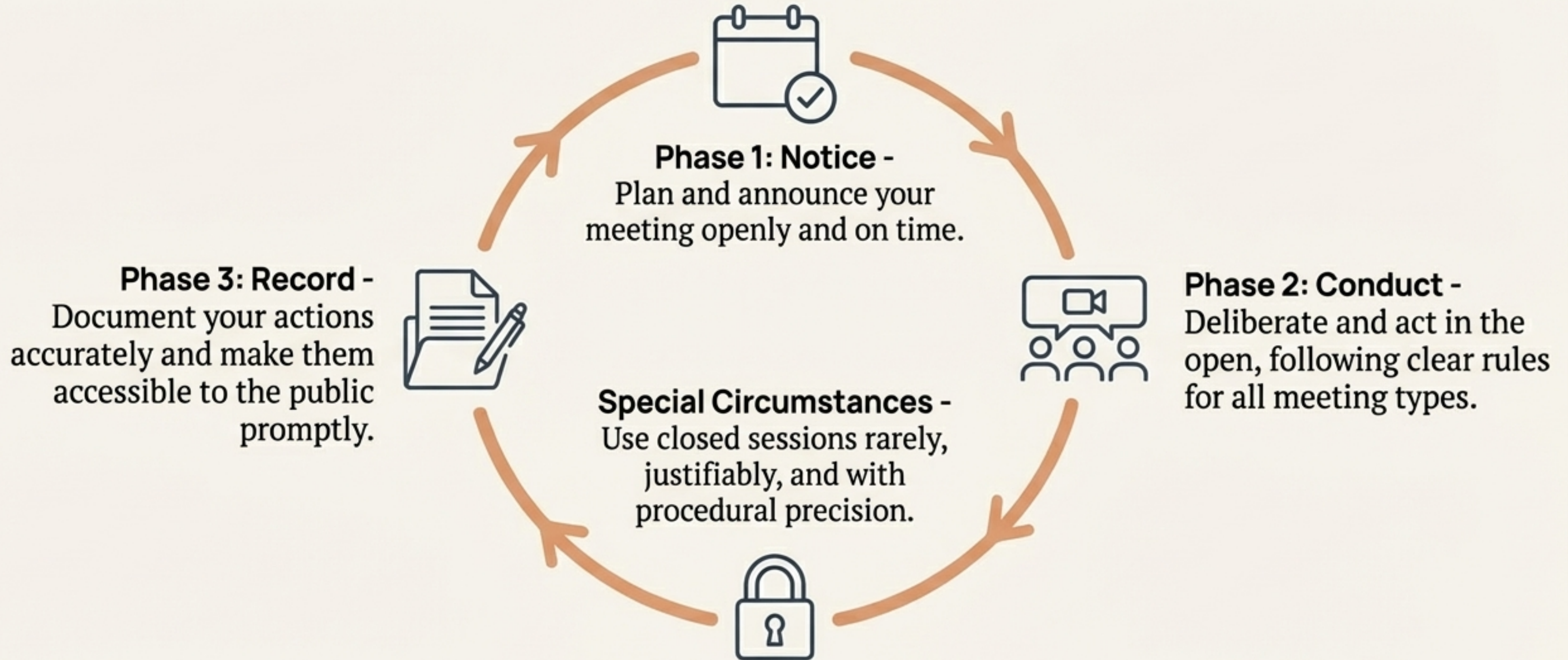
What: The complete, unedited audio recording of the open meeting.

When: Must be made available to the public within **3 business days** after the meeting.



Note: Members of the public are permitted to record open meetings as long as it does not interfere.

Good Governance is a Cycle of Transparency



Adhering to the Open & Public Meetings Act protects the public's trust and ensures the integrity of your work.

Scholar Academy

Achieving Excellence Together

Vision Statement: **Scholar Academy will work to develop a student’s intellectual abilities, leadership, creativity, and healthy life-long practices.**

Mission Statement: **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 students to develop a sense of civic responsibility and achieve their highest potential.**

Statement of Need: Today’s rapidly changing world requires students who are innovative, adaptable and capable of critical and creative thinking. Scholar Academy is designed to meet this need by emphasizing academic rigor, leadership development, collaboration, and real-world learning.

Educational Philosophy: Scholar Academy was founded on the belief that:

- All students can achieve at high levels when instruction is intentional and responsive.
- Learning should be engaging, relevant and student-centered.
- Academic Excellence is strengthened through leadership, service and critical thinking opportunities.

Program Overview: Scholar Academy provides a comprehensive, research-based instructional model that supports students academically, socially and emotional

Program, Staff, and Performance Outcomes

Academic Program Components

K-5 Cross-grade teaming leveled vertical team in Literacy and Math

Cooperative Learning Explicit Instruction Social Skills Curriculum

K-8 Foreign Language Instruction (Spanish) Junior High Advisory

Specialists in Art, Music ,PE Social Skills Curriculum Gifted and Talented Program

Service Learning / Experiential Learning 8th Grade Science/outdoor field experience

International Baccalaureate Program (7th-8th)

Program Endorsements: *Love and Logic, Haggerty, Kagan, Thinking Maps, Utah Three Tier Model of Math , Singapore Mathematics Framework, Step Up to Writing, K-3 take-home reading libraries, Leader in Me (Grades 7 and 8), Teton Science Experience(Grade 8) , Field Trip Experiences centered on Service Learning*

Staff Development Components:

Mentoring Targeted Staff Development Case Management Team

Administrative Hiring Team Performance Pay

Dedicated and trained support staff – classroom teaching assistants, Special Education and Title 1 services, school counselor, behavior team, Spanish Instructional Team

Student Performance and Accountability Components

Align with Utah Core Standards Utah State Assessments

Ongoing data collection and progress monitoring

Shared progress reports and assessments with parents

Student Engagement Components

Student assemblies are limited and must meet the definition of curriculum-based educational experiences

Extra Curricular Activities Gifted and Talented Program School-wide plays
Tuesday after School Program (parent directed- is it taking too much teacher time)
Health Fair Literacy Week

Programs Endorsed (Science Fair? Service Learning Week? Math Competitions
State technology competitions

(New section) Jeff , I just co-piloted this section as a filler- replace with your recommendation

Technology Component

The Scholar K-8 school technological component integrates interactive digital tools into daily learning, providing students with access to tablets, laptops, and smartboards in every classroom. The curriculum includes coding and robotics modules that encourage problem-

solving and creativity, while teachers use educational software to tailor instruction to each student's needs. Regular technology training ensure the school community is equipped to support safe and effective technology use. This comprehensive approach prepares students not only for academic success but also for responsible participation in a digital world.

Board Auditing Responsibilities

In Utah, a **charter school governing board** (acting as a Local Education Agency or LEA) is responsible for ensuring fiscal accountability, legal compliance, and operational integrity through specific auditing and oversight duties. These responsibilities are primarily governed by [Utah Code 53G-7-4](#) and [Administrative Rule R277-113](#).

Core Auditing Responsibilities

- **Establish an Audit Committee:** Boards must form an audit committee consisting of members who are **not employees** or administrators of the school. This committee provides an independent forum for reporting fraud, waste, abuse, or control weaknesses.
- **Procure External Audits:** The board must ensure the school obtains all required annual financial audits and agreed-upon procedures as mandated by the Office of the State Auditor.
- **Maintain Internal Controls:** Boards are responsible for the "design, implementation, and maintenance" of internal controls to prevent material misstatements due to fraud or error.
- **Monitor Corrective Actions:** The board must ensure that any findings or exceptions reported by auditors (internal or external) are resolved by school administration in a timely manner.
- **Ensure Separation of Duties:** Governance includes enforcing a clear separation between **custody** (access to funds), **authority** (approval of spending), and **record-keeping** to prevent financial mismanagement. (schools.utah.gov)

Reporting & Compliance Mandates

- **Annual Financial Reports:** Schools must forward accounting reports to the state superintendent by **October 15** each year.
- **Data Verification:** Boards are often required to engage auditors to confirm specific data, such as the October student census count used for funding.
- **Risk Management:** The audit committee must review and approve a risk-based audit plan to prioritize areas for internal review.

- **Public Access:** Audit reports must be made available to the State Board of Education, the State Auditor, and the Legislative Auditor General upon request. (le.utah.gov)

Oversight Hierarchy

- **Authorizer Review:** While the local board manages daily oversight, the school's **authorizer** (e.g., the State Charter School Board) conducts comprehensive performance reviews at least once every five years.
- **Corrective Action:** If financial mismanagement is suspected, authorizers or the State Superintendent may direct independent reviews and implement corrective action plans. (le.utah.gov)

Director's Report – March 26 Board Meeting

Fee Schedule

- Second review of proposed fee schedule
- Again No changes from last year
- Updated for board feedback and final consideration

Technology Refresh

- 90 student devices purchased (original plan: 120)
- 10 new lab computers added due to outdated equipment
- Adjustment made to better support instructional needs

Early Warning System (Panorama)

- Participating in Panorama aligned with **53F-4-207**
- Implementation already underway this year (ahead of requirement)
- State covering 50% of program cost

Gifted and Talented Grant

- Grant application submitted
- Focus on:
 - High-achieving students
 - Twice-exceptional students
- Goal: Increase rigor and support advanced learners

Charter Update

- Proposed updates prepared
- Includes minor revisions
- Scheduled for board review and discussion

Title IX – Athletics Review (53G-6-1101 Compliance)

We reviewed our athletic programs to ensure alignment with Title IX requirements. Scholar Academy offers balanced participation opportunities with boys and girls basketball, boys and girls soccer, girls volleyball, and coed cross country. Core sports are provided equally for both genders, with additional and coed opportunities expanding access for all students.

Overall, our programs demonstrate equity in funding, coaching, facilities, and scheduling. All coaches are compensated consistently, including assistant stipends, and equipment and uniforms

are either shared or replaced on aligned cycles to ensure fairness. The only program difference is the absence of boys volleyball, which is due to scheduling conflicts with soccer seasons. Based on this review, we are meeting Title IX expectations under Utah Code.

Key Points:

- Balanced sports offerings: basketball and soccer for both boys and girls, plus girls volleyball and coed cross country
- Equal funding and resource allocation across all programs
- All coaches paid; assistant stipends consistent across sports
- Equipment shared where appropriate; replacement cycles aligned for equity
- Equal access to facilities, scheduling, and program support
- One difference (no boys volleyball) is minimal and justified due to scheduling constraints

PBIS (Positive Behavior Interventions and Supports)

- Program reviewed
- Minimal changes
- Continued implementation and refinement

Trust Lands Update

- Program implementation consistent with prior years
- Increased funding received
- Funds allocated to highest-impact academic areas
- Continued focus on student engagement and applied learning

Strategic Plan – Year Update

As part of our ongoing strategic plan, we have focused on strengthening classroom management and instructional practices across the school. This year, we have provided extensive professional development to support teacher growth and improve student outcomes.

We have worked with multiple groups of teachers in targeted areas, primarily focusing on consistency in classroom management and increasing the clarity and effectiveness of instruction.

Across the school, **32 teachers participated in 8 professional development opportunities nationwide**, covering areas such as math, technology, AI, reading instruction, behavior management, and food service/meal preparation. Additionally, **all teachers participated in schoolwide literacy and math trainings.**

In total, staff completed **over 148 days of professional development, equating to approximately 1,100 hours of training**, demonstrating a strong commitment to continuous improvement and student success.

Professional Development Totals:

- All teachers participated
- 32 Attended Conferences
- 8 national professional development opportunities
- 148+ total days of training
- ~1,100 total hours of professional development

My model in teacher development was to observe, provide feedback, workshops, and mini trainings, observe for implementation, assess with admin, and give more feedback with staff.

Consultant Report – Sandy Shepard, Admin Advocate
November-March 2026

My goals with administration were to collaboratively set monthly and weekly action plans to work with staff, provide resources, insights and background knowledge to their admin team and provide continual feedback on teacher development to the team.

Looking back



Looking forward (recommendations)

Classroom Management Workshop Fourteen participants- admin selected	Provide Staff Professional Development and assign a teacher specialist (mentor) for each training, to later provide new teacher training annually.
Classroom observations and consulting Nov.-Dec	Training Recommendations:
Classroom Centers implemented- worked with fifth grade and Special Education January/February	1. Classroom management (Love and Logic) 2. Student engagement and grouping (Kagan) 3. Writing* (Thinking Maps)
Cooperative Learning Workshop (Kagan) February/March – 16 participants admin and consultant selected	4. Vocabulary Direct Instruction 5. Special Educators Training (specialized to team needs)
Admin trainings and meetings: Principal, Vice Principal and/or consultant would set agenda for these productive consulting meetings. It was an opportunity to share ideas, collaborate, solve problems and conduct short, effective trainings for the administration.	6. Knowledge Maps from adopted HMH Literacy program 7. Collaborative Reading 5 th -8 th (perhaps Kami or Jr Great Books Academy) 8. Math PD general to specific one suggestion - Touch Math K-5
Junior High special education teacher literacy training and coaching	Development of teachers' math skills is crucial. In recommending a 1-year pilot of a new math program, it provides admin additional time before textbook implementation to begin PD
Classroom Observations and consulting January-March	Increase problem solving tasks integration
Student data review and input sessions with administration	Revise data collection to be less time-consuming for teachers and more collaborative with vertical teams
Special Education guidance with administration	Revive Leveling multi-age, multi-grade
Student data reviews and recommendations with vice principal	*Create a Scholar writing skills continuum K-8
Schedule recommendations and review	Emphasize best practices for state test taking
12 Engagement Observations and classroom set-up reviews and recommendations with teachers	Continue with administration professional development in Special Education
Administration Commendations: Highly dedicated and ambitious admin team * Remarkable communication with staff and students * Working to develop a data driven environment Motivated to implement school-wide improvement practices. Relentless on student safety, motivation and fairness. Provides exceptional school activities and experiences, creating an exciting school culture.	Implement Service-Learning goals with fidelity. Principal quarterly team review of goals and progress of strategic plan, and Special Education Program improvement and budget.

Consultant Report – Sandy Shepard, Admin Advocate
November-March 2026

My goals with administration were to collaboratively set monthly and weekly action plans to work with staff, provide resources, insights and background knowledge to their admin team and provide continual feedback on teacher development to the team.

	<p>Administration continuous training and professional development in best practices and programs Board decision on junior high International Baccalaureate Program</p>
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Annual Goal	Responsible Person	Frequency of Review	Report Findings to	
Student Achievement	Administrator	Quarterly	BOARD of DIRECTORS	
Board Performance and Stewardship	Board Chair	Semi-annually		
Financial Performance & Sustainability	Treasurer	Quarterly		
Student Attendance & reenrollment	Administrator	Quarterly		
Measure	Metric	Board Goal	Current	
Ethical Conduct	Number of Board violations of statute	No Violations		Dusty Academica
Board Member Development	State Board Rule, or charter agreement		100%	
Regulatory and reporting compliance	% of Board completing Board training		100%	
Regulatory and reporting compliance	% of all required reports submitted to state complete, accurate, on time		100%	
Regulatory and reporting compliance	School's charter is not changed without proper amendment from chartering entity			
Regulatory and reporting compliance	Articles of Incorporation, Board Bylaws and Charter are all in agreement		100%	
Measure	Metric	Board Goal	Current	Jeff
Student Membership Rate	All student membership/all students/180		95%	
Within year enrollment rate	% of students continuously enrolled throughout the year (Fall report to Year end)		95%	
Year-to-year re-enrollment rate	% students re-enrolled year-to-year		82%	
Continuous re-enrollment rate	% of students continuously enrolled			
Student Attendance Rate	All student membership/all students/180		95%	
Measure	Metric	Minimum Standard	Current	Jeff
Regulatory and reporting compliance	% of teachers properly licensed and endorsed for assignment in CACTUS		100%	
Regulatory and reporting compliance	% of employees and board member with completed background checks on file at site			
Measure	Metric	Board Goal	Current	Jeff
Proficiency Points on UCASS	Sum of (content area proficiency rates by subject x number of points possible)		230	
Growth Points on UCASS	Growth Points for all students divided by Growth points for below proficient students		190	
Measure	Metric	Board Goal	Current	Jon
Audit findings or recommendations	Number of material , financial condition, or repeated significant finding		0	
Unrestricted cash on hand	Cash + Investments/Total Annual Operating Expenses/360	30 day cash-on-hand or cash reserve		

March 26, 2026 Board Meeting Financial Summary

As of February 28th, we are 67% through fiscal year 2026. Please keep this in mind as we compare budget to actuals below.

On the Statement of financial position, you will notice that operating cash is up year over year. The daily Zions operating accounts have \$1,712,300 and the PTIF accounts have a balance of \$3,861,388 giving a total operating cash balance of \$5,573,688. Scholar has an additional \$1,345,434 in restricted cash. If you remember, we transferred close to \$1.2 million from the Zions operating account into the PTIF account on 1/29/2025. The School's cash position remains very strong.

Looking at the P&L Report, **Total Revenue is at 65.5%**; You will continue to see this increase as we continue drawing down federal funds over the next few months. We have been drawing down some small federal balances that remained from FY25, and beginning in April we will be drawing down FY26 federal funds as quickly as possible (close to \$300K over the next few months).

Total expenditures are at 59.1% of budget.

Areas of the P&L that we want to discuss are those budget categories where actual expenditure exceeds the budget by more than 5% overall:

Budget Category	Purchased Prof & Tech Serv	Budget	Actuals	% of Budget
Budget Sub Categories	0320 - Professional - Educational Services	197,000	227,681	115.6 %
	0330 - Professional Employee Training and Developmer	56,558	9,103	16.1 %
	0340 - Other Professional Services	21,428	26,596	124.1 %
	0345 - Business Services	375,014	242,240	64.6 %
	0350 - Technical Services	15,000	24,638	164.3 %
	Total Purchased Prof & Tech Serv	665,000	530,258	79.7%
Budget Category	Supplies & Materials			
Budget Sub Categories	0610 - General Supplies	250,538	156,778	62.6 %
	0610-001 - Furniture and Fixtures (not capitalized)	10,300	19,029	184.7 %
	0621 - Natural Gas	12,300	3,843	31.2 %
	0622 - Electricity	45,000	31,379	69.7 %
	0630 - Food	256,775	124,364	48.4 %
	0641 - Textbooks	50,103	122,683	244.9 %
	0642 - E-Textbooks / Online Curriculum	34,500	20,836	60.4 %
	0644 - Library Books	0	944	0.0 %
	0650 - Supplies - Technology Related	50,908	46,428	91.2 %
	0670 - Software	9,236	24,842	269.0 %
	0680 - Maintenance Supplies and Materials	40,340	19,568	48.5 %
	Total Supplies & Materials	760,000	570,694	75.1 %
Budget Category	Property			
Budget Subcategories	0730 - Equipment	0	167,612	0.0 %
	0733 - Capitalized Furniture and Fixtures	0	19,720	0.0 %
	0734 - Technology Related Hardware	30,000	95,792	319.3 %
	0739 - Other Equipment	20,000	0	0.0 %
	Total Property	50,000	283,124	566.2 %

Purchased Professional and Technical Services

Main cost drivers in this budget category:

Substitute teachers through third party vendor \$79,535
Sandy Shepard Consulting & Travel Expenses \$27,513
Connected 2 Therapy - Speech Therapy \$62,311 - Increased a lot since 2021
The Stepping Stones - Occup. Therapy \$50,043 - Up year over year

When we created the budget in May of 2025, we were not anticipating the need to pay for consulting services (Sandy). The school has funds to cover this, it just wasn't budgeted for.

The school decided to go with a vendor this year for substitute teachers. We did this hoping that it would make managing substitutes easier for Scholar. I think it has accomplished this, but I think it is worth reviewing at the end of the year to see how much the cost for substitutes has increased compared to previous years. Again, Scholar is strong financially, so even if it's a little more expensive, if it lifts a burden off Jeff/Admin then it may be worth it. Jeff, Jacob and I will look at the numbers and determine if it's worth the extra cost. We will look at trends over the last 5 years.

Supplies and Materials:

Overall, I'm not concerned about being over by 8%. It is normal to be over budget the first part of the year because you have a lot of purchases that have to be made at the beginning of school - paper, misc. supplies, new chairs, new computers, new curriculum, etc.-the expensive stuff. Spending typically tapers off during the last part of the year. We may have another medium to high \$ item here or there before the end of the year, but I'm not aware of any at this time. If necessary, the budget can be adjusted upward a little during the budget amendment process in April or May. If you would like more details on what the big ticket items were in the subcategories in red, just hover over the actual number and you will see some notes I have added.

Property:

We have spoken about the Property budget category in previous meetings, but I'll provide a little refresher. A lot of these purchases were expected to be made at the end of FY25, but they ended up not being made until early FY26 - so a lot of this is a timing issue. You see evidence of this because when we put the budget together in May, I didn't budget anything for Equipment or Capitalized Furniture and Fixtures for FY26. This will be remedied during the budget amendment process in April/May. The equipment expenses are related to the new playground, and the Capitalized Furniture and Fixtures expense is related to interior door locks which were paid for using School Safety Grant funds. The Technology Related Hardware expense is for items such as security cameras, the visitor management system, new Lenovo Notebooks for students, a new copy machine, and an enhanced audio system.

Questions/Concerns?

Scholar Academy Board of Directors Meeting

Date: 01.29.2026

Location: <https://us02web.zoom.us/j/85086026933>

In Attendance: Dusty Griffith, Johanna Leonelli, Jacob Howarth, Neil Garner, Traelle Gailey, Collin Post

Others in Attendance: Jeff Hall, Priscilla Stringfellow, Jon McQueary, Hannah Jones, Ken Jeppesen

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 5:01 PM.

BOARD TRAINING

Eide Bailly has completed the annual independent audit of the school's financial statements and compliance for the fiscal year ending June 30. Their audit was conducted in accordance with required standards, and they found that the financial statements fairly represent the school's financial position and activity. They met with the Board to review the audit results, including the financial statements, compliance testing, and this year's required communications.

Ken Jeppesen left the meeting at 5:12 PM.

PUBLIC COMMENT

This was the first public comment period for the proposed 2026-2027 Fee Schedule. There were no public comments.

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).

This item was tabled.

REPORTS

- Director's Report

Jeff Hall said that the 2026-2027 School Calendar is aligned closely with Tooele school district. There were two key adjustments made to the 2026-2027 school calendar; instead of having a teacher workday before break and returning to students immediately after, it was swapped so the teacher workday is after the break. This change was strongly supported by staff. The other difference to note is the one additional break day in February the Friday before President's Day. There were no changes made to the 2026-2027 proposed Fee Schedule. Efforts to reduce school fees have been a big focus and the school only charges fees for non-curricular or outside school fees when necessary. School Land Trust Funds were supportive of the Tetons trip and the physics day at Lagoon. The Wellness Policy was amended to reflect a change to the committee meeting three times per year to once per year. The LEA is requesting 2 LEA Specific Licenses for educators. Discussion surrounding the school's charter are ongoing and there are some exciting upcoming proposed changes involving the charter. Plans for math curriculum are to gather data classroom data and determine if implementation of a new math curriculum will be possible for the teachers to pilot next year. There has been significant academic growth in the lowest 25 percent of students. One second grade classroom low math group now has zero students off target.

Johanna Leonelli joined the meeting at 5:20 PM.

- **Budget Report**
Jon McQueary highlighted important aspects of the budget. Operating cash is up year over year. Both current and long-term liabilities have decreased year over year. This has led to an overall increase in the school's fund balance. Current operating cash consists of approximately \$1.7 million in the Zion's operating account and \$3.84 million in the PTIF. The school's cash position is very strong. Total revenue is at 49.3 percent and will begin to tick upward as federal funds get drawn down in the next couple of months. Total expenditures are at 43.6 percent of the budget.

CONSENT ITEMS

- **November 20th Board Meeting & Closed Session Minutes**
Neil Garner made a motion to approve the November 20th Board Meeting and Closed Session Meeting Minutes. Traelle Gailey seconded. The motion passed unanimously. The votes were as follows: Dusty Griffith, Aye; Johanna Leonelli, Aye; Jacob Howarth, Aye; Collin Post, Aye; Neil Garner, Aye; Traelle Gailey, Aye.

VOTING & DISCUSSION ITEMS

- **Flooring Services Quote**
Board members reviewed the quote for flooring services. The budget will be adjusted to include the costs of replacing the carpet in all the classrooms in the elementary school building.

Neil Garner made a motion to approve the Flooring Services Quote not to exceed \$114,000. Jacob Howarth seconded. The motion passed unanimously. The votes were as follows: Dusty Griffith, Aye; Johanna Leonelli, Aye; Jacob Howarth, Aye; Collin Post, Aye; Neil Garner, Aye; Traelle Gailey, Aye.

- LEA Licenses

The license areas, and endorsements shall be valid for three (3) 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 30th of the final academic year approved. The Scholar Academy Board of Directors additionally acknowledges that LEA-Specific educator licenses, license areas, or endorsements may be renewed by the Utah State Board of Education (USBE). These renewals will be approved or denied on a case-by-case basis.

Traelle Gailey made a motion to approve the LEA Licenses as discussed. Neil Garner seconded. The motion passed unanimously. The votes were as follows: Dusty Griffith, Aye; Johanna Leonelli, Aye; Jacob Howarth, Aye; Collin Post, Aye; Neil Garner, Aye; Traelle Gailey, Aye.

- 2026-2027 School Calendar

Annually, the governing board approves the upcoming School year's Calendar. The board reviewed the proposed calendar presented by Jeff Hall.

Neil Garner made a motion to approve the 2026-2027 School Calendar. Collin Post seconded. The motion passed unanimously. The votes were as follows: Dusty Griffith, Aye; Johanna Leonelli, Aye; Jacob Howarth, Aye; Collin Post, Aye; Neil Garner, Aye; Traelle Gailey, Aye.

- Legislative Updates

Priscilla Stringfellow provided the board with a document that guides them through 2026 Legislative bills to watch.

Jacob Howarth left the meeting at 5:59 PM.

- Amended Student Conduct and Discipline Policy

- Amended Wellness Policy

SB 170 from the 2025 legislative session and corresponding revisions to USBE rule R277-608 (effective November 2025) brought about changes to the rules and requirements related to the use of emergency safety interventions (physical restraint and seclusion) with students. These new rules and requirements have been built into the Student Conduct and Discipline Policy. Other updates and clarifications have also been added to the policy to increase its compliance with new and existing laws and updates to USBE rules, including those related to due process for student disciplinary actions, reinstatement of students after suspension, reintegration plans,

administrative student conduct and discipline plans (plan requirements have decreased), corporal punishment, definitions of suspension and expulsion (as described in R277-609) and the alternative education service requirements related thereto, and state reporting requirements for suspensions and expulsions. The wellness policy amended verbiage to clarify the frequency of committee meetings. There were no other changes to the policy.

Neil Garner made a motion to approve the Amended Student Conduct and Discipline Policy and the Amended Wellness Policy. Traelle Gailey seconded. The motion passed unanimously. The votes were as follows: Dusty Griffith, Aye; Johanna Leonelli, Aye; Collin Post, Aye; Neil Garner, Aye; Traelle Gailey, Aye.

CALENDARING

The Next board meeting is scheduled for March 26th, 2026, at 5:00 PM in person at the school.

ADJOURN

At 6:04 PM Collin Post made a motion to adjourn the meeting. Neil Garner seconded. The motion passed unanimously. The votes were as follows: Dusty Griffith, Aye; Johanna Leonelli, Aye; Collin Post, Aye; Neil Garner, Aye; Traelle Gailey, Aye.

Technology Reduction Summary

As of March 2026, Utah has enacted, or is finalizing, several major education laws aimed at reducing screen time and limiting technology in classrooms, including a "bell-to-bell" cellphone ban, restrictions on K-3 screen time, and mandated content filtering. Key legislation, such as H.B. 273 and S.B. 69, focuses on increasing parental transparency, requiring, "white lists" for websites, and focusing on analog-first teaching methods.

Key 2026 Utah Technology Reduction Laws:

- **"Bell-to-Bell" Cellphone Ban (SB 69/SB 178):** A state-wide ban on using personal devices during the school day, including lunch and recess, requires schools to adopt policies against phone use in class.
- **K-3 Screen Time Limits:** Legislation prohibits requiring one-to-one device ratios for kindergarten through third grade, emphasizing print materials and restricting screen usage, this new Utah law aims to curb technology and AI in classrooms, as discussed in the [lehighpress](#) article.
- **Content "White Lists" & Monitoring:** Public schools must provide an online portal for parents to monitor screen time and browsing history. Parents can request a, "white list" of websites their Chromebooks are allowed to access, as discussed in the [utahnewsdispatch](#) article that restricts, browsing to pre-approved sites only.
- **Instructional Technology Restrictions (HB 273):** Schools must ensure classroom technology has significant educational value, is safe for development, and lacks, features that hinder learning, as shown in the, [2nd Sub. H.B. 273 - Utah Legislature document](#).
- **Funding Cuts for Digital Learning:** The legislature is shifting away from technology by cutting funding for, digital literacy grants (around 2 million in some districts) and, redirecting focus towards analog education, as detailed in the, [KUTV article](#).
- The laws aim to address concerns about student distraction and, poor academic outcomes associated with high technology, exposure, with new guidelines for, AI use in classrooms as well, according to [a BillTrack50 page](#) and another [Deseret News](#) article.

RUGGED CASES FOR 1ST GRADE IPADS

https://www.amazon.com/Grifobes-Generation-Shockproof-Protective-Kickstand/dp/B0CDWXBVDB/ref=sr_1_1_sspa?crid=3SC0POTG48BQB&dib=eyJ2ljojMSJ9.v1kBFnRckPChcyBvVz_K_UsDLie-8FRqMTOZ0k-Zk9rs5nK-A41wYbd1YUMWjAifhl6qk_RC0M-PZ40y7-4V-inxR90m2xP12mkUIqjBc1zbBGU6aAKrnHE6GKbCsZZQKaRnqjqpZFfNRvk1Ml1xVOg9fv7YPVmcSMGi7gp15Zqcu6LDZ6OCK0iFr8iLoNjfaSQVTkrif_u8M10JwY-q2swaVEGEo-MekCeizF0W5c.UzUuHPrV_2fRkJmidBkaf201IUP6NFE6o9kDxjFPmc&dib_tag=se&keyword=s=ipad%2Bcase%2Bfor%2B11th%2Bgeneration&qid=1774291099&sprefix=ipad%2Bcase%2Bfor%2B%2Caps%2C182&sr=8-1-spons&sp_csd=d2lkZ2V0TmFtZT1zcF9hdGY&th=1

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Quantity = 105

Price = \$16.99 each

Total = \$ 1,783.95



Proposal

Proposal Number

2112467810

Account Number/Name

1135202

SCHOLAR ACADEMY

Created On

03/23/2026

Created By

Karen Morgan

Thank you for creating your proposal, details are provided below. You can access this proposal from your [Apple Store for Education Institution](#) by searching proposal number 2112467810.

Comments from Proposer:

15 Blue for Kinder

45 Pink for 1st Grade

45 Grey for 2nd Grade

Item	Product / Description	Total Quantity	Unit Price	Total Price
1	MD3Y4LL/A iPad Wi-Fi 128GB - Silver	45	329.00	14,805.00 USD
2	MD4A4LL/A iPad Wi-Fi 128GB - Blue	15	329.00	4,935.00 USD
3	MD4E4LL/A iPad Wi-Fi 128GB - Pink	45	329.00	14,805.00 USD

Subtotal	34,545.00 USD
Estimated Tax	0.00 USD
Total	34,545.00 USD

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Scholar Academy Refresh 3/11/2026

Quote #018032 v1

Prepared For:

Scholar Academy

Karen Morgan
 Scholar Charter School
 928 North 100 East
 Tooele, UT 84074

P: (435) 268-1753

E: kmorgan@scholarcharter.org

Prepared by:

DHE Computer Systems - CO

Marvin Hearn
 7076 South Alton Way
 Building C
 Centennial, CO 80112

P: 3032906050

E: marvin.hearn@dhecs.com

Date Issued:

03.23.2026

Expires:

04.10.2026

Products

Product ID	Customer Description	Qty	Price	Tax	Total Price
12RQ000NUS	ThinkCentre M75q Gen 5, AMD Ryzen™ 5 PRO 8500GE (3.40GHz, 16MB), W11P64 ENG, 8.0GB, 1x256GB SSD M.2 2280 PCIe Gen4 TLC Opal, AMD Radeon™ 740M,BT 5.3,RZ616 2x2 AX, Integrated Ethernet, 65W, 3 Year On-site, USB, Traditional, Black English (US), USB Calliope	16	\$1,003.60	\$0.00	\$16,057.60
12NBGAR1UZ	Lenovo TIO Touch 24 Gen5 23.8 Monitor with VESA Mount, 1080P Cam, Mic and Speakers w/ Secure enclosure for PC	17	\$364.71	\$0.00	\$6,200.07
				Subtotal:	\$22,257.67

Quote Summary	Amount
Products	\$22,257.67
Total:	\$22,257.67

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

Acceptance	
DHE Computer Systems - CO	Scholar Academy
Marvin Hearn	Karen Morgan
Signature / Name	Signature / Name Initials
03/23/2026	
Date	Date

Scholar Academy School Trust Lands Proposed Plan 2026- 2027

Money estimated for 26-27 school year: \$128,929

Estimated breakdown:

Content related field trips: \$48,291.80

2 Behavior interventionist Salary: \$40,000

Title 1-Intervention Salary: \$40,000

Scholar Academy Goal #1

Scholar Academy will ensure that all students participate in field experiences annually, aligned with grade-level science and social studies standards, with post-experience assessments demonstrating a 5% increase in student understanding of targeted concepts.

Academic Areas

Science

Social Studies

Measurements:

End-of-unit assessment and meaningful reflections are also needed.

Action Plan

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

Trips will occur throughout the school year and teachers will present pre and post lessons to maximize student learning during the field experience.

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

Expenditures

Category:	Description:	Estimated Cost:
Transportation Admission	Purchase of admission, travel, and expenses related to and supporting field experiences	\$48,291.80

Goal #2- Behavior intervention specialist

Students will be provided a behavior intervention specialist (BIS), that will work with teachers and staff on helping to support students in grades 5-8 who may need behavior intervention. The BIS who will support students and teachers of students who are exhibiting behavior difficulties that cannot be handled through normal classroom procedures. The BIS works with individuals or groups in order to facilitate positive and healthy behavior. Healthy and positive behavior will result in increased academic achievement. Goal: By spring 2026, math proficiency in grades 3–8 will increase by 3% compared to spring 2025 benchmark results. Literacy proficiency in grades 3–8 will increase by 1% compared to spring 2025 benchmark results.

Academic Areas:

Reading

Mathematics

Measurements:

BIS will target students, or groups of students that are identified by the classroom teachers and will implement strategies and plans to create an environment that is conducive to learning, as well as meeting the needs of behavior students. By spring 2026, math proficiency in grades 3–8 will increase by 3% compared to spring 2025 benchmark results. Literacy proficiency in grades 3–8 will increase by 1% compared to spring 2025 benchmark results.

Action plan:

1. Scholar will pay behavior intervention specialist using Trust lands
2. The BIS will set goals for behavioral changes, monitor the student, assess progress, and modify behavioral plans if necessary

Expenditures:	Description:	Estimated Cost:
Category- Salaries and Employee Benefits	Behavior Intervention Specialist	\$40,000

Goal #3

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

Academic Areas:

Reading

Measurements:

BOY Acadience DORF determined from Fall 2025 to Spring 2026 Acadience Assessment- k-1 Phoneme Segment Fluency, 2-3 Daily Oral Reading Fluency

Action plan:

Reading Goal:

1. Scholar will fund part of the intervention teacher salary
2. Administer fall 2025 k-2 Acadience BOY reading assessment
3. Review data from Fall 2025 Acadience
4. Select students who are benchmarked as below and well below who need reading intervention in grades k-2.
5. Provide daily reading intervention using Heggerty and Reading Horizons
6. Administer MOY Acadience
7. Target students who are below and well below benchmark on MOY Acadience. Adjust groups as needed
8. Assess with DIBELS EOY spring 2026
9. Staff compiling data analysis
10. Principal complete survey results on School Trust Land report

Category:	Description:	Estimated Cost:
Salary and Benefits	Response to intervention specialist	40,000

**Scholar Academy
Evaluation Committee Statement
RFP for Landscaping and Snow Removal Services**

Background

Scholar Academy issued an RFP for Landscaping and Snow Removal Services on January 29, 2026. The School posted the RFP on its website and sent the RFP to multiple vendors. The deadline to submit a proposal in response to the RFP was February 13, 2026. Two companies submitted proposals to the School – Rubicon and Chad’s Lawn Service.

Evaluation and Scoring of Proposals

The Evaluation Committee for this RFP was Brandon Heaton Ashley Tignor, and Jeff Hall. They reviewed and scored all proposals on March 18, 2026.

There were three categories under which each proposal was evaluated and scored: Offeror’s Experience and Qualifications (40 points possible); Past Performance for the School and/or References (20 points possible); and Cost (40 points possible).

The Evaluation Committee awarded Chad’s Lawn Service’s proposal the highest overall score, 90.9/100 and Rubicon’s proposal scored 76.2/100.

Based on the Evaluation Committee’s review of the proposals, Chad’s Lawn Service (a) is highly qualified and has extensive experience in providing these services; and (b) can provide such services at a competitive cost.

Award Recommendation

The Evaluation Committee believes that Chad’s Lawn Service’s proposal provides the best value to the School in connection with these services. The Evaluation Committee therefore recommends to the School’s Board of Directors that it award the School’s landscaping and snow removal contract to Chad’s Lawn Service, with the contract having a term of up to five years, and authorize the director to negotiate and execute an agreement.

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 (Vice Chair)
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. Jacob Howarth (Board Member)
Term Expires: 06/30/2028
6. Open

SCH 03.26.2026 POLICY SUMMARY SHEET:

Amending Fee Waiver:

HB 344 from the 2025 legislative session separates out courses for school fee charging purposes into “non-fee courses” (ELA, health education, math, science, and social studies) and “fee courses” (all courses that are not non-fee courses). This new law restricts what types of fees can be charged for such courses. It also specifies that beginning with the 26-27 school year, schools that have secondary students (students in grades 7-12) and award them credit toward graduation must provide at least one option for each graduation credit requirement that does not require the payment or waiver of a fee. However, there is an exception for charter schools that only offer the following for a given graduation requirement: an AP, IB, or CE course. HB 344 also extends the annual deadline by which schools must approve their fee schedules for the following school year, changing it from April 1 to June 1. The changes from HB 344 and R277-407 (which was last revised in December 2025) have been worked into the school’s Fee Waiver Policy.

Amending Administration of Medication Policy:

New legislation added provisions with respect to the storage and administration of glucagon kits in schools. If a school employee becomes trained to administer a glucagon kit to a student in response to a potentially life-threatening condition resulting from abnormally low blood glucose levels, the school may make glucagon kits available to such trained employees. In addition, other legislation renamed “epinephrine auto injectors” to “injectable epinephrine rescue medication.” The school’s Administration of Medication Policy has been revised to comply with these new laws. Some additional revisions have been made to the emergency administration of medication portion of the policy to bring it into better compliance with applicable law, including the addition of a section on adrenal crisis rescue medication.

SCHOLAR ACADEMY

ACHIEVING EXCELLENCE TOGETHER

Scholar Academy
Policy: Fee Waiver Policy
Approved: January 17, 2019
Amended: March 25, 2021
Re-Approved: March 29, 2023
Amended: August 31, 2023
Amended: October 24, 2024
[Amended](#)

Purpose

Scholar Academy (the "School") must abide by the Utah State Board of Education rules which direct the School's Board of Directors (the "Board") to implement a policy regarding student fees [in the event the School elects to charge such fees](#). The purpose of this policy is to provide educational opportunities for all students. This allows the School to establish a reasonable system of fees, while prohibiting practices that would exclude those unable to pay from participation in School-sponsored activities.

Policy

Under the direction of the Board, the School's Principal (the "Principal") is authorized to administer this policy and is directed to do so fairly, objectively, and without delay, and in a manner that avoids stigma and unreasonable burdens on students or parents/guardians.

Definitions

"Common education expense"

- [\(a\) means an expense the School incurs that is related to the delivery of instruction for all courses, unrelated to a specific course, program, or activity; and](#)
- [\(b\) includes the employment of educators and staff, the provision of capital facilities, and operation and maintenance costs.](#)

"Course" or "class"

- [\(a\) means an activity, a course, or a program that the School:
 - \[\\(i\\) intends to deliver instruction;\]\(#\)
 - \[\\(ii\\) provides, sponsors, or supports; and\]\(#\)
 - \[\\(iii\\) conducts primarily during school hours.\]\(#\)](#)
- [\(b\) includes a course in which a student is required to enroll as a condition of participation in a separate extracurricular activity.](#)

Deleted: "Co-curricular activity" means an activity, course, or program that:
¶ is an extension of a curricular activity;¶
is included in an instructional plan and supervised or conducted by a teacher or educational professional;¶
is conducted outside of regular School hours;¶
is provided, sponsored, or supported by the School; and¶
includes a required regular School day activity, course, or program.¶
¶
"Curricular activity" means an activity, course, or program that is:¶
intended to deliver instruction;¶
provided, sponsored, or supported by the School; and ¶
conducted only during School hours.¶

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"Discretionary project" means a project that a student completes in lieu of or in addition to a required classroom project in accordance with Section 53G-7-503.

"Extracurricular activity"

(a) means an activity, or a program that;

(i) is not a course; and

(ii) the School provides, sponsors, or supports;

(b) does not include a noncurricular club as defined in Section 53G-7-701.

"Fee" means a charge, expense, deposit, rental, or payment:

(a) regardless of how the School terms, describes, requests, or requires the charge, expense, deposit, rental, or payment, directly or indirectly;

(b) in the form of money, goods, or services; and

(c) that is a condition to a student's full participation in or admission to an activity, course, or program that the School provides, sponsors, or supports.

"Fee" includes:

(a) payments to a third party that provides a part of a School activity, class, or program; and

(b) a fine other than a fine described below.

"Fee" does not include:

(a) a student fine that the School approves for:

(i) failing to return School property;

(ii) losing, wasting, or damaging private or School property through intentional, careless, or irresponsible behavior, including defacing or damaging School property as described in Utah Code 53G-8-212; or

(iii) improper use of School property, including a parking violation;

(b) a payment for School breakfast or lunch;

(c) a deposit that:

(i) is a pledge securing the return of School property; and

(ii) the School refunds upon the return of School property;

(d) a charge for insurance, unless the insurance is required for a student to participate in an activity, course, or program; or

(e) money or another item of monetary value that a student or the student's family raises through fundraising.

"Fee course" means a course that is not a non-fee course.

"Instructional equipment"

(a) means an activity-, course-, or program-related tool that:

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Deleted: <#>charges or expenditures for classroom instructional equipment or supplies;¶ charges or expenditures for School activity clothing; and¶

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- (i) a student is required to use as part of an activity, course, or program in a secondary school; and
 - (ii) becomes the property of the student upon exiting the activity, course, or program.
- (b) does not include School equipment, an instructional supply, or a personal student supply for a secondary student.

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"Instructional supply"

- (a) means a non-reusable or a consumable material or supply that is necessary to use, expend, or deplete as a component or element of an activity, course, or program in a secondary school.
- (b) does not include a personal student supply for a secondary student.

"Non-fee course" means a course that results in course credit or a course grade within the core standards the USBE establishes under Section 53E-4-202 and other statutory requirements for:

- (a) English language arts;
- (b) health education;
- (c) mathematics;
- (d) science; and
- (e) social studies

"Non-waivable charge" means a cost, payment, or expenditure that:

- (a) is a personal discretionary charge or purchase, including:
 - (i) a charge for insurance, unless the insurance is required for a student to participate in an activity, class, or program;
 - (ii) a charge for college credit:
 - (A) from an institution of higher education; or
 - (B) for post-secondary related courses; or
 - (iii) except when requested or required by the School, a charge for a personal consumable item such as a yearbook, class ring, letterman jacket or sweater, or other similar item;
- (b) is subject to sales tax as described in Utah State Tax Commission Publication 35, Sales Tax Information for Public and Private Elementary and Secondary Schools; or
- (c) by Utah Code, federal law, or State Board of Education rule is designated not to be a fee, including:
 - (i) a school uniform as provided in Utah Code § 53G-7-801;
 - (ii) a school lunch; or
 - (iii) a charge for a replacement for damaged or lost School equipment or supplies.

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"Personal student supply"

- (a) means, for a secondary student, an object, tool, material, or supply that:
- (i) is the personal property of the student;
 - (ii) regardless of the use of the supply in the instructional process, individuals not enrolled in the course or activity also commonly purchase and use;
 - and
 - (iii) has a high probability of regular use in activities other than School-sponsored activities.
- (b) includes pencils, papers, notebooks, crayons, scissors, and basic clothing.

"Provided, sponsored, or supported by the School"

- (a) means an activity, class, program, club, camp, clinic, or other event that:
- (i) is authorized by the School; or
 - (ii) satisfies at least one of the following conditions:
 - (A) the activity, class, program, club, camp, clinic, or other event is managed or supervised by the School, or a School employee in the employees School employment capacity;
 - (B) the activity, class, program, club, camp, clinic, or other event uses, more than inconsequentially, the School's facilities, equipment, or other School resources; or
 - (C) the activity, class, program, club, camp, clinic, or other event is supported or subsidized, more than inconsequentially, by public funds, including the School's activity funds or minimum school program dollars.
- (b) does not include an activity, class, or program that meets the criteria of a noncurricular club as described in Title 53G, Chapter 7, Part 7, Student Clubs.

"Provision in lieu of fee"

- (a) means an alternative to fee payment; and
- (b) may include a plan under which fees are paid in installments or under some other delayed payment arrangement or a service in lieu of fee payment agreement.

"Requested or required by the School as a condition to a student's participation" means something of monetary value that is impliedly or explicitly mandated or necessary for a student, parent, or family to provide so that a student may:

- (a) fully participate in school or in a School activity, class, or program;
- (b) successfully complete a School class for the highest grade; or
- (c) avoid a direct or indirect limitation on full participation in a School activity, class, or program, including limitations created by:

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- (i) peer pressure, shaming, stigmatizing, bullying, or the like; or
- (ii) withholding or curtailing any privilege that is otherwise provided to any other student.

"School activity clothing" means special shoes or items of clothing that:

- (a) meet specific requirements, including requesting a specific brand, fabric, or imprint;
- (b) the School requires a student to provide and to wear for an activity-, course-, or program-related activity; and
- (c) that the student rents while participating in the activity, or become the property of the student upon exiting the activity, course, or program.

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that are required to be worn by a student for an activity-, course-, or a program-related activity

"School activity clothing" does not include:

- (a) a school uniform; or
- (b) clothing that is commonly found in students' homes.

"School equipment" means a machine, equipment, facility, or tool that:

- (a) is durable;
- (b) is reusable;
- (c) a secondary school owns; and
- (d) a student uses as part of an activity, course, or program in a secondary school.

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is owned by ...

"Something of monetary value"

- (a) means a charge, expense, deposit, rental, fine, or payment, regardless of how the payment is termed, described, requested or required directly or indirectly, in the form of money, goods or services; and
- (b) includes:
 - (i) charges or expenditures for a School field trip or activity trip, including related transportation, food, lodging, and admission charges;
 - (ii) payments made to a third party that provide a part of a School activity, class, or program;
 - (iii) classroom textbooks, supplies or materials;
 - (iv) charges or expenditures for school activity clothing; and
 - (v) a fine, except for a student fine specifically approved the School for:
 - (A) failing to return School property;
 - (B) losing, wasting, or damaging private or School property through intentional, careless, or irresponsible behavior; or
 - (C) improper use of School property, including a parking violation.
- (c) does not include a payment or charge for damages, which may reasonably be attributed to normal wear and tear.

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“Textbook”

- (a) means instructional material necessary for participation in an activity, course, or program, regardless of the format of the material;
- (b) includes:
 - (i) a hardcopy book or printed pages of instructional material, including a consumable workbook; or
 - (ii) computer hardware, software, or digital content; and
- (c) does not include School equipment, instructional equipment, or instructional supplies.

“Waiver” means a full release from:

- (a) a requirement to pay a fee; and
- (b) any provision in lieu of fee payment.

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General School Fees Provisions

The School may only charge a fee for an activity, class, or program provided, sponsored, or supported by the School that is noticed and authorized by School policies and state law.

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If the School imposes a fee:

- (a) the fee shall be directly related to the expense incurred by the School in providing for a student the activity, course, or program for which the School imposes a fee;
- (b) the fee shall be equal to or less than the expense described immediately above; and
- (c) the School may not impose an additional fee or increase a fee to supplant or subsidize another fee that the School is prohibited from charging, including the normal expense of delivering instruction in a course.

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Deleted: a fee to supplant or subsidize an expense that the School incurs for:
(i) a curricular activity; or
(ii) an expense for the portion of a co-curricular activity that occurs during regular school hours

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The School may not sell textbooks or otherwise charge a fee for textbooks, except for a textbook used for a concurrent enrollment, International Baccalaureate, or Advanced Placement course.

All fees are subject to the fee waiver requirements of this policy.

The School shall not charge a fee that is general in nature and for a service or good that does not have a direct benefit to the student paying the fee. In addition, the School may not charge a fee for a common education expense.

Deleted: except as set forth in this policy with respect to fees for life-cycle replacement costs for School equipment, the School may not charge a fee for School equipment

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Beginning for the 2026-2027 school year, the School shall, with respect to awarding secondary students credit toward graduation, ensure that it has at least one option for each graduation requirement that:

- (a) fulfills the graduation requirement; and
- (b) does not require the payment or waiver of any fee.

However, the restriction above does not apply to the School if the School only offers one of the following for a given graduation requirement:

- (a) an Advanced Placement course;
- (b) an International Baccalaureate course; or
- (c) a concurrent enrollment course, as described in Section 53E-10-302.

Fees for Classes & Activities During the Regular School Day

Fees for Students in Kindergarten through Sixth Grade

The School may not charge a fee in kindergarten through sixth grade for materials, textbooks, supplies, or for any class or regular school day activity (except for discretionary projects), including assemblies and field trips.

Elementary students cannot be required to provide their own student supplies. However, the School or teacher may provide to a student's parent a suggested list of student supplies for use during the regular school day so that a parent or guardian may furnish, only on a voluntary basis, those supplies for student use. The list provided to a student's parent or guardian must include the following language before identifying the supplies:

"NOTICE: THE ITEMS ON THIS LIST WILL BE USED DURING THE REGULAR SCHOOL DAY. THEY MAY BE BROUGHT FROM HOME ON A VOLUNTARY BASIS, OTHERWISE, THEY WILL BE FURNISHED BY THE SCHOOL."

The School may charge a fee to a student in grade six if all of the following are true:

- (a) the School has students in any of the grades seven through twelve;
- (b) the School follows a secondary model of delivering instruction to the School's grade six students; and
- (c) The School annually provides notice to parents that the School will collect fees from grade six students and that the fees are subject to waiver.

Deleted: The School may not charge students in grades K-6 fees to participate in the School's remediation programs.

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Fees for Students in Seventh and Eighth Grade

Fees may be charged in grades 7-8 in connection with an activity, class, or program provided, sponsored, or supported by the School that takes place during the regular school day if the fee is noticed and approved as provided in R277-407 and is allowed to be charged by state law. All such fees are subject to waiver. In addition, if an established or approved class requires payment of fees or purchase of items in order for students to fully participate and to have the opportunity to acquire skills and knowledge required for full credit and highest grades, the fees or costs for the class are subject to waiver.

In project related courses, projects required for course completion will be included in the course fee.

Secondary students may be required to provide their own student supplies, subject to the fee waiver requirements of this policy.

The School may charge students in grades 7-8 a fee for:

(a) relating to a non-fee course or a fee course, for:

- (i) instructional equipment;
- (ii) a School field trip or activity trip or performance, including related transportation, food, lodging, and admission charges or participation fees;
- (iii) School activity clothing;
- (iv) a discretionary project as described herein; or
- (v) a competency remediation program in accordance with Section 53G-9-803;

(b) an expense related to a course, activity, or program that is a fee course, including:

- (i) instructional supplies;
- (ii) the life-cycle replacement costs for School equipment directed related to the fee course;
- (iii) a music instrument rental;
- (iv) licensing fees for fine arts intellectual property; or
- (v) participating in a driver education course described in Section 53G-10-503;

(c) an expense related to the following post-secondary-related courses, including tuition, college credit, an exam, or a textbook:

- (i) an Advanced Placement course;
- (ii) an International Baccalaureate course; or
- (iii) a concurrent enrollment course, as described in Section 53E-10-302.

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If the School charges fees for a fee course or a non-fee course, such fees are limited to those described above.

Fees for Optional Projects

The School may require students at any grade level to provide materials or pay for an additional discretionary project if the student chooses a project in lieu of, or in addition to a required classroom project. A student may not be required to select an additional project as a condition to enrolling, completing, or receiving the highest possible grade for a course. The School will avoid allowing high cost additional projects, particularly when authorizing an additional discretionary project results in pressure on a student by teachers or peers to also complete a similar high cost project.

Fees for Activities Outside of the Regular School Day

Fees may be charged in all grades for any School-sponsored activity that does not take place during the regular school day if the fee is approved as provided in this policy and is allowed by state law and if participation in the activity is voluntary and does not affect the student's grade or ability to participate fully in any course taught during the regular school day. Fee waivers are available for such fees.

Activities that use the School facilities outside the regular school day but are not provided, sponsored, or supported by the School (e.g., programs sponsored by the parent organization and/or an outside organization) may charge for participation, and fee waivers are not available for these charges.

An activity, class, or program that is provided, sponsored, or supported by the School outside of the regular School day or School year calendar is subject to this policy and state law regardless of the time or season of the activity, class, or program.

Fees for Extracurricular Activities

The School may charge students in grades 7-8 fees for an extracurricular activity. The School may also charge students in grades K-6 fees for an extracurricular activity if it takes place outside of the regular school day and meets the other requirements described above. A fee for an extracurricular activity for students in grades 7-8 may include the life-cycle replacement costs for School equipment directly related to the extracurricular activity.

A fee related to an extracurricular activity may not exceed the maximum fee amounts for the extracurricular activity adopted by the Board, as provided below.

Deleted: The School may charge students in grades 7-9 a fee for a curricular activity or a co-curricular activity that is not required for the instruction of established core standards as described in Utah Code § 53E-4-202 or § 53E-4-204 and that is an elective. However, beginning with the 2025-26 school year, the School may not charge students in grades 7-9 a fee for a curricular activity or a co-curricular activity that is required for the instruction of established core standards as described in Utah Code § 53E-4-202 or § 53E-4-204, and that is not an elective, unless the fee is for the following:

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Other Miscellaneous Fees

Fees for Adult Education

The School may charge students in grades 7-8 fees for an adult education course in accordance with Section 53E-10-202.

Fees for Remediation Programs

The School may charge students in grades 7-8 fees to participate in the School's remediation programs.

The School may not charge students in grades K-6 fees to participate in the School's remediation programs.

Fees for Charter School Application Processing

The School may charge students in grades 7-8 a fee for charter school application processing in accordance with Section 53G-6-503.

Fee Schedule

The Board will approve a Fee Schedule at least once each year on or before June 1. The Fee Schedule will establish the maximum fee amount per student for each activity and the maximum total aggregate fee amount per student per school year. No fee may be charged or assessed related to an activity, class, or program provided, sponsored, or supported by the School, including for a course or extracurricular activity, unless the fee has been set and approved by the Board, is equal to or less than the established maximum fee amount for the activity, and is included in the approved Fee Schedule.

The School will encourage public participation in the development of the Fee Schedule and related policies.

Before approving the School's Fee Schedule, the School will provide an opportunity for the public to comment on the proposed Fee Schedule during a minimum of two public Board meetings. In addition to the standard notice of Board meetings under the Open and Public Meetings Act, the School will provide notice of these Board meetings using the same form of communication regularly used by the administration to communicate with parents.

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After the Fee Schedule is adopted, the Board may amend the Fee Schedule using the same process.

Maximum Fee Amounts

In connection with establishing the Fee Schedule, the Board will establish a per student annual maximum fee amount that the School may charge a student for the student's participation in all courses, programs, and activities provided, sponsored, or supported by the School for the year. This is a maximum total aggregate fee amount per student per School year.

The Board may establish a reasonable number of activities, courses, or programs that will be covered by the annual maximum fee amount.

Notice to Parents

The Principal will annually provide written notice of the School's Fee Schedule and Fee Waiver Policy to the parent or guardian of each student in the School by ensuring that a written copy of the School's Fee Schedule and Fee Waiver Policy is included with all registration materials provided to potential or continuing students each year. [The Fee Schedule shall clearly identify any fee for each activity, course, or program alongside the description of the activity, course, or program.](#)

The School will also post the following on its website each school year:

- (a) The School's Fee Schedule, including maximum fee amounts, and Fee Waiver Policy;
- (b) The School's fee waiver application;
- (c) The School's fee waiver decision and appeals form; and
- (d) The School's fee notice(s) for families.

Donations

The School may not request or accept a donation in lieu of a fee from a student or parent unless the activity, class, or program for which the donation is solicited will otherwise be fully funded by the School and receipt of the donation will not affect participation by an individual student.

A donation is a fee if a student or parent is required to make the donation as a condition to the student's participation in an activity, class, or program.

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The School may solicit and accept a donation or contribution in accordance with the School's policies, including the Donation and Fundraising Policy, but such requests must clearly state that donations and contributions by a student or parent are voluntary.

If the School solicits donations, the School: (a) shall solicit and handle donations in accordance with policies and procedures established by the School; and (b) may not place any undue burden on a student or family in relation to a donation.

Fee Collection

The School may pursue reasonable methods for obtaining payment for fees and for charges assessed in connection with a student losing or willfully damaging school property.

The School may not exclude students from school, an activity, a class, or a program that is provided, sponsored, or supported by the School during the regular school day; refuse to issue a course grade; or withhold official student records, including written or electronic grade reports, class schedules, diplomas, or transcripts, as a result of unpaid fees.

The School may withhold the official student records of a student responsible for lost or damaged School property consistent with Utah Code § 53G-8-212 until the student or the student's parent has paid for the damages, but may not withhold a student's records required for student enrollment or placement in a subsequent school.

A reasonable charge may be imposed by the School to cover the cost of duplicating, mailing, or transmitting transcripts and other school records. No charge may be imposed for duplicating, mailing, or transmitting copies of school records to an elementary or secondary school in which the student is enrolled or intends to enroll.

Consistent with Utah Code § 53G-6-604, the School will forward a certified copy of a transferring student's record to a new school within 30 days of the request, regardless of whether the student owes fees or fines to the School.

Students shall be given notice and an opportunity to pay fines prior to withholding issuance of official written grade reports, diplomas and transcripts. If the student and the student's parent or guardian are unable to pay for damages or if it is determined by the School in consultation with the student's parents that the student's interests would not be served if the parents were to pay for the damages, then the School may provide for a program of voluntary work for the student in lieu of the payment. A general breakage fee levied against all students in a class or school is not permitted.

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Fee Refunds

Student fees are non-refundable.

Budgeting and Spending Revenue Collected Through Fees

The School will follow the general accounting standards described in Rule R277-113 for treatment of fee revenue.

The School will establish a spend plan for the revenue collected from each fee charged. The spend plan will (a) provide students, parents, and employees transparency by identifying a fee's funding uses; (b) identify the needs of the activity, course, or program for the fee being charged and include a list or description of the anticipated types of expenditures, for the current fiscal year or as carryover for use in a future fiscal year, funded by the fee charged.

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School Fee Collections & Accounting Procedures

It is the responsibility of the Principal to ensure that all student fees collected are in compliance with the Fee Schedule and applicable financial policies and procedures.

Fees must be received and deposited in a timely manner.

Money may only be collected by staff authorized by the Principal. Students may not collect fees.

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The School may not use revenue collected through fees to offset the cost of fee waivers by requiring students and families who do not qualify for fee waivers to pay an increased fee amount to cover the costs of students and families who qualify for fee waivers. However, the School may notify students and families that the students and families may voluntarily pay an increased fee amount or provide a donation to cover the costs of other students and families.

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Fee Waiver Provisions

To ensure that no student is denied the opportunity to participate in a class or activity that is provided, sponsored, or supported by the School because of an inability to pay a fee, the School provides fee waivers or other provisions in lieu of a fee. Fee waivers or other provisions in lieu of a fee payment will be available to any student whose parent cannot pay a fee.

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SCHOLAR ACADEMY

ACHIEVING EXCELLENCE TOGETHER

All fees are subject to waiver.

Non-waivable charges are not subject to waiver.

Fee Waiver Administration

The Principal will administer this policy and will review and grant fee waiver requests or designate another staff member to do so. The process for obtaining waivers or pursuing alternatives will be administered in accordance with this policy, fairly, objectively, and without delay, and in a manner that avoids stigma, embarrassment, undue attention, and unreasonable burdens on students and parents.

The School will not treat a student receiving a fee waiver or provision in lieu of a fee waiver differently from other students. The process for obtaining waivers or pursuing alternatives will create no visible indicators that could lead to identification of fee waiver applicants.

The process for obtaining waivers or pursuing alternatives will comply with the privacy requirements of The Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g (FERPA). The School may not identify a student on fee waiver to students, staff members, or other persons who do not need to know. As a general rule, teachers and coaches do not need to know which students receive fee waivers. Students may not assist in the fee waiver approval process.

Fee Waiver Eligibility

A student is eligible for a fee waiver if the School receives verification that:

- (a) In accordance with Utah Code § 53G-7-504(4), family income falls within levels established annually by the State Superintendent and published on the Utah State Board of Education website;
- (b) The student to whom the fee applies receives Supplemental Security Income (SSI). If a student receives SSI, the School may require a benefit verification letter from the Social Security Administration;
- (c) The family receives TANF or SNAP funding. If a student's family receives TANF or SNAP, the School may require the student's family to provide the School an electronic copy or screenshot of the student's family's eligibility determination or eligibility status covering the period for which the fee waiver is sought from the Utah Department of Workforce Services;
- (d) The student is in foster care through the Division of Child and Family Services or is in state care. If a student is in state care or foster care, the School may

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- rely on the youth in care required intake form or school enrollment letter provided by a caseworker from the Utah Division of Child and Family Services or the Utah Juvenile Justice Department; or
- (e) The student qualifies for McKinney-Vento Homeless Assistance Act assistance. If a student qualifies for McKinney-Vento, verification is obtained through the School's McKinney-Vento liaison.

The School will not maintain copies of any documentation provided to verify eligibility for a fee waiver.

The School will not subject a family to unreasonable demands for re-qualification.

The School may grant a fee waiver to a student, on a case by case basis, who does not qualify for a fee waiver under the foregoing provisions but who, because of extenuating circumstances, is not reasonably capable of paying the fee.

The School may charge a proportional share of a fee or a reduced fee if circumstances change for a student or family so that fee waiver eligibility no longer exists.

The School may retroactively waive fees if eligibility can be determined to exist before the date of the fee waiver application.

Fee Waiver Approval Process

The [School](#) will inform patrons of the process for obtaining waivers and will provide a copy of the standard fee waiver application on the School's website.

The Principal [or a designee](#) will review fee waiver applications within five (5) school days of receipt. If the School denies a request for a fee waiver, the School will provide the decision to deny a waiver in writing and will provide notice of the procedure for appeal in the form approved by the Utah State Board of Education.

Any requirement that a student pay a fee will be suspended during any period in which the student's eligibility for a waiver is being determined or during the time a denial of waiver is being appealed.

Each year the School will maintain documentation regarding the number of School students who were given fee waivers, the number of School students who worked in lieu of fee waivers, the number of School students who were denied fee waivers, the total dollar value of student fees waived by the School, and the total dollar amount of all fees

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charged to students at the School, as this information may be requested by the Utah State Board of Education as part of its monitoring of the School's school fees practices.

The School shall also submit school fee revenue information in the Utah Public Education Financial System as provided in R277-113.

Appeal Process

Denial of eligibility for a waiver may be appealed in writing to the Principal within ten (10) school days of receiving notice of denial. The School shall contact the parent within two (2) weeks after receiving the appeal and schedule a meeting with the Principal to discuss the parent's concerns. If, after meeting with the Principal, the waiver is still denied, the parent may appeal, in writing, within ten (10) school days of receiving notice of denial to the Board.

In order to protect privacy and confidentiality, the School will not retain information or documentation provided to verify eligibility for fee waivers.

Alternatives to Fees and Fee Waivers

The School may allow a student to perform service or another approved task (as described in Utah Code § 53G-7-504(2)) in lieu of paying a fee or, in the case of an eligible student, in lieu receiving a fee waiver, but such alternatives may not be required. If the School allows an alternative to satisfy a fee requirement, the Principal will explore with the interested student and his or her parent/guardian the alternatives available for satisfying the fee requirement, and parents will be given the opportunity to review proposed alternatives to fees and fee waivers. However, if a student is eligible for a waiver, textbook fees must be waived, and no alternative in lieu of a fee waiver is permissible for such fees.

The School may allow a student to perform service in lieu of paying a fee or receiving a fee waiver if: (a) the School establishes a service policy or procedure that ensure that a service assignment is appropriate to the age, physical condition, and maturity of the student; (b) the School's service policy or procedure is consistent with state and federal laws, including Section 53G-7-504 regarding the waiver of fees and the federal Fair Labor Standards Act, 29 U.S.C. 201; (c) the service can be performed within a reasonable period of time; and (d) the service is at least equal to the minimum wage for each hour or service.

A student who performs service may not be treated differently than other students who pay a fee.

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The service may not create an unreasonable burden for a student or parent and may not be of such a nature as to demean or stigmatize the student.
The School will transfer the student's service credit to another LEA upon request of the student.

The School may make an installment payment plan available for the payment of a fee. Such a payment plan may not be required in lieu of a fee waiver.

The School may provide optional individual fundraising opportunities for students to raise money to offset the cost of the student's fees as provided in R277-408.

Annual Review, Approval, and Training

The Board will review and approve this policy annually.

The School will develop a plan for at least annual training of School employees on fee-related policies specific to each employee's job functions.

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Scholar Academy
Policy: Administration of Medication Policy
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Purpose

The purpose of this policy is to authorize personnel of Scholar Academy (the "School") to administer medication to students consistent with applicable law.

The School's Board of Directors (the "Board") acknowledges that medication should typically be administered by a student or the student's parent or guardian. However, the Board recognizes that situations may arise where the health of a student may require administration of medication during the course of a school day by School personnel.

As long as authorized personnel act in a prudent and responsible manner, Utah law provides that School personnel who provide assistance in substantial compliance with a student's licensed health care provider's written statement are not liable civilly or criminally for any adverse reaction suffered by the student as a result of taking the medication or discontinuing the administration of medication. The Board hopes that this policy will help ensure that School personnel act in a prudent and responsible manner in order to protect the health of students and the interests of School personnel.

The Board also desires to set forth policies regarding acceptable self-administration of medication by students.

Policy

Administration of Medication by School Personnel

The School will comply with applicable state and federal laws, including but not limited to Utah Code Ann. § 53G-9-502, regarding the administration of medication to students by School personnel. Accordingly, pursuant to this policy, authorized School personnel may provide assistance [in non-emergency situations](#) in the administration of medication to students of the School during periods when the student is under the School's control.

School personnel may also administer medication to students in emergency situations in accordance with the following:

- (a) Glucagon. Glucagon is an emergency diabetic medication used to raise blood sugar. The School will comply with the requirements of Utah Code Ann. § 53G-9-504 regarding the emergency administration of glucagon to a student. [Accordingly, the school may administer glucagon to a student](#) if: (1) the School [has received](#) a glucagon authorization from the parent or guardian of a student [with diabetes](#); (2) [the student is exhibiting the symptoms that warrant the administration of glucagon](#); (3) School personnel who have been trained (as described in the statute) in the administration of

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glucagon are immediately available to administer the glucagon; and (4) a licensed health care professional is not immediately available. The School may not compel School personnel to become trained in the administration of glucagon nor may it obstruct School personnel from becoming trained in the administration of glucagon.

(b) Glucagon Kit. The School will comply with the requirements of Utah Code Ann. §§ 26B-4-401, et seq., regarding the emergency administration of a glucagon kit to a student. Accordingly, the School may administer a glucagon kit to a student if: (1) the student has a diagnosis of diabetes by a health care provider; (2) the School has received a glucagon authorization from the parent or guardian of the student; (3) the student is showing symptoms of hypoglycemia (a potentially life-threatening condition resulting from abnormally low blood glucose levels); and (4) a School employee who has become a “qualified adult” as defined in the statute is immediately available to administer the glucagon kit. If the School has a School nurse and the School nurse is immediately available to administer a glucagon kit to a student under the circumstances described above, the School nurse should administer the glucagon kit. If the School does not have a School nurse or the School nurse is not immediately available, another School employee who is a qualified adult may administer the glucagon kit in accordance with the statute. The School may make a glucagon kit available to a School employee who becomes a qualified adult. The School may not prohibit or dissuade School employees from receiving training to become a qualified adult, nor may it prohibit or dissuade School employees who become a qualified adult from possessing or storing a glucagon kit on School property or administering a glucagon kit to any person in accordance with the statute.

(c) Injectable Epinephrine, Rescue Medication. The School will comply with the requirements of Utah Code Ann. §§ 26B-4-401, et seq., regarding the emergency administration of an injectable epinephrine rescue medication to a student. Accordingly, the School may administer an emergency injectable epinephrine rescue medication to a student if: (1) the student is exhibiting potentially life-threatening symptoms of anaphylaxis; (2) a physician or physician assistant is not immediately available; and (3) a School employee who has become a “qualified adult” as defined in the statute is immediately available to administer the injectable epinephrine rescue medication. The School will make an emergency injectable epinephrine rescue medication available to a School employee who becomes a qualified adult. The School may not prohibit or dissuade School employees from receiving training to become a qualified adult, nor may it prohibit or dissuade School employees who become qualified adults from possessing or storing an emergency injectable epinephrine rescue medication on School property or administering an emergency injectable epinephrine rescue medication to any person in accordance with the statute.

(d) Seizure Rescue Medication. The School will comply with the requirements of Utah Code Ann. § 53G-9-505 regarding the emergency administration of

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seizure rescue medication to a student. Accordingly, the School may administer seizure rescue medication to a student if: (1) the School has received a seizure rescue authorization from the parent or guardian of the student; (2) the student is exhibiting a symptom, described on the student's seizure rescue authorization, that warrants the administration of a seizure rescue medication; (3) a School employee who has become a "trained school employee volunteer" as defined in the statute is immediately available to administer the seizure rescue medication; and (4) a licensed health care professional is not immediately available to administer the seizure rescue medication. The School may not compel a School employee to become a trained school employee volunteer nor may it obstruct a School employee from becoming a trained school employee volunteer.

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(e) Opiate Antagonist. In accordance with Utah Code Ann. § 26B-4-509, School personnel may administer an opiate antagonist when acting in good faith to an individual whom the person believes to be experiencing an opiate-related drug overdose.

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(f) Stock Albuterol. The School will comply with the requirements of Utah Code Ann. §§ 26B-4-401, *et seq.*, regarding the emergency administration of stock albuterol to a student. Accordingly, the School may administer stock albuterol to a student if: (1) the student has a diagnosis of asthma by a health care provider; (2) the student has a current asthma action plan on file with the School; (3) the student is showing symptoms of an asthma emergency as described in the student's asthma action plan; and (4) a School employee who has become a "qualified adult" as defined in the statute is immediately available to administer the stock albuterol. If the School has a School nurse and the School nurse is immediately available to administer stock albuterol to a student under the circumstances described above, the School nurse should administer the stock albuterol. If the School does not have a School nurse or the School nurse is not immediately available, another School employee who is a qualified adult may administer the stock albuterol in accordance with the statute. In addition, if a School nurse is not immediately available and a student does not have a current asthma action plan, a School employee who is a qualified adult may administer stock albuterol to the student if the School employee identifies, based on their qualified adult training, that the student is experiencing an asthma emergency. The School may make stock albuterol available to a School employee who becomes a qualified adult. The School may not prohibit or dissuade School employees from receiving training to become a qualified adult, nor may it prohibit or dissuade School employees who become qualified adults from possessing or storing stock albuterol on School property or administering stock albuterol to any person in accordance with the statute.

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(g) Adrenal Crisis Rescue Medication. The School will comply with the requirements of Utah Code Ann. § 53G-9-507 regarding the emergency administration of adrenal crisis rescue medication to a student. Accordingly, the School may administer adrenal crisis rescue medication to a student if:

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(1) the School has received an adrenal crisis rescue authorization from the parent or guardian of the student; (2) the student exhibits a symptom, described on the student's adrenal crisis rescue authorization, that warrants the administration of an adrenal crisis rescue medication; (3) a School employee who has become a "trained school employee volunteer" as defined in the statute is available to administer the adrenal crisis rescue medication; and (4) a licensed health care professional is not immediately available to administer the adrenal crisis rescue medication. The School may not compel a School employee to become a trained school employee volunteer nor may it obstruct a School employee from becoming a trained school employee volunteer.

The Principal will establish administrative procedures that comply with applicable laws in order to set guidelines for when and how administration of medication under this policy will take place.

The Principal will consult with the local health department and/or a registered health care professional for assistance in developing procedures and training necessary for effective implementation of this policy. The School's Principal will ensure that School personnel and parents are provided with information about this policy as needed.

Self-Administration of Medication by Students

Students may possess and self-administer prescription medication at school in compliance with applicable law. The Principal will establish administrative procedures that comply with applicable laws in order to set guidelines for when and how this will take place.

Students are not prohibited from possessing and self-administering one day's dosage of a non-prescription medication where the student's maturity level is such that he or she can reasonably be expected to properly administer the medication on his or her own.

Observations and Medical Recommendations by School Personnel

The Principal will ensure that appropriate School personnel receive training on the provisions of Utah Code Ann. § 53G-9-203, including but not limited to training regarding medical recommendations by School employees and rules related to School employees communicating information and observations about a student's health and/or welfare.

School employees who intentionally violate Utah Code Ann. § 53G-9-203 will be subject to discipline up to and including termination.

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Administrative Procedures Administration of Medication Procedures

These procedures are established in accordance with the Administration of Medication Policy adopted by the School's Board of Directors.

Administration of Medication by School Personnel

In order to ensure safe administration of medication to students, the procedures outlined here must be followed.

- (1) The Principal will designate a reasonable number of School employees who will be responsible for administering medication to students in the School.
- (2) The Principal will arrange for the Principal and all designated School employees to receive adequate training from a licensed health care professional prior to administering any medication. Training should include indications for the medication, means of administration, dosage, adverse reactions, contraindications, and side effects.
- (3) The student's parent or guardian must complete the parent/guardian section of the Student Medication Form requesting that medication be administered to the student during regular school hours. Parents are responsible for updating the Student Medication Form as necessary.
- (4) The student's health care provider must complete the Health Care Provider section of the Student Medication Form indicating the child's name, the name of the medication, the purpose of the medication, the means of administration, the dosage, the time schedule for administration, the anticipated number of days the medication needs to be given at school, and possible side effects. The practitioner must also affirm that giving the medication during school hours is medically necessary.
- (5) A Student Medication Log must be maintained for any student who has medication administered at school, and all employees authorized to administer medication will be notified regarding each student to whom they are authorized to administer medication.
- (6) Each time medication is given, the person who gave it must document the administration in ink on the Student Medication Log. If the medication is not administered as scheduled, a notation must be made on the Student Medication Log as to why the medication was not given, and the student's parent or guardian must be notified.
- (7) The Student Medication Form and Student Medication Log will be retained in the student's records.

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(8) Teachers of the student receiving medication during school hours will be notified.

(9) Medication (other than that carried by a student) must be delivered to the School by the student's parent or guardian or designated adult.

(10) Medication should be delivered to the School in a container properly labeled by a pharmacy, manufacturer or health care provider. Labeling must include the student's name, the name of the prescribing practitioner, date the prescription was filled, name and phone number of the dispensing pharmacy, name of the medication, dose, frequency of administration, and the expiration date.

(11) Medication must be stored in a secure, locked cabinet or container in a cool, dry place, except that:

- a. medications that require refrigeration must be stored appropriately;
- b. insulin or emergency medications such as EpiPens, Twinject Auto-Injectors, asthma inhalers and glucagon must not be stored in a locked area so that they are available when needed.

(12) Authorization for administration of medication by School personnel may be withdrawn by the School at any time following written or verbal notice to the student's parent or guardian, as long as this action does not conflict with federal laws such as IDEA and/or section 504 of the Rehabilitation Act. The Principal may withdraw authorization for administration of medication in cases of noncompliance or lack of cooperation by parents or students unless the student's right to receive medication at school is protected by laws such as IDEA or section 504.

Self-Administration of Medication by Students

Students may possess and self-administer prescription medication if:

- (1) The student's parent or guardian signs a statement:
 - a. Authorizing the student to self-administer the medication; and
 - b. Acknowledging that the student is responsible for, and capable of, self-administering the medication; and
- (2) The student's health care provider provides a written statement that:
 - a. It is medically appropriate for the student to self-administer the medication and be in possession of the medication at all times; and
 - b. The name of the medication prescribed for the student's use.

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The School will provide an acceptable form for parents to request that their student be allowed to possess and self-administer prescription medication.

Application of Sunscreen

Students may possess and self-apply sunscreen without a parent or physician's authorization.

If a student is unable to self-apply sunscreen, a school employee may apply the sunscreen on the student if the student's parent or legal guardian has provided written consent.

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Scholar Academy Positive Behavior Plan

Positive Behavior Specialist: Jeff Hall, Ashley Tignor, Crystal Hoeg.

Scholar Academy Board of Directors approved date plan: (Tentatively 3-27-25)

Programs we **already** have in place that focus on peer pressure, mental health, and creating positive relationships:

Name of Program:	How program addresses the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
School Counselor- Individual, small group, and classroom guidance lessons.	Students who are taught appropriate skills to manage trauma, mental health challenges, and chronic stress are more likely to build resilience within themselves and the family system. Teaching Botvin life skills curriculum 4 th and 7 th grade students.
Bullying Prevention/Cyber Bullying	Classroom based guidance lessons that help students identify the impact of bullying. Surveys indicate that children view bullying as the worst experience of childhood, other than losing a loved one. This program identifies the key factors and forms of bullying. It also addresses Cyberbullying and prevention strategies.
Hope Squad	Hope Squad is a peer-to-peer suicide prevention program. Hope Squad members are nominated by their classmates as trustworthy peers and trained by advisors. The program reduces youth suicide through education, training, and peer intervention. Squad meets once a month to plan and participate in lessons provided by trained Hope Squad advisors.
Health and Safety Fair	The Community Health and Safety Fair is a resource to engage the public about common health and safety topics. By partnering with local area agencies, businesses, and organizations, we are able to provide education, resources, and information regarding health issue as well as mental health awareness.

Programs we are **building** or adding to address peer pressure, mental health, and creating positive relationships:

Name of Program:	How program will address the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
Life Skills Training- Promoting Health and Personal Development	The Life Skills Training program was carefully designed to target the primary causes of tobacco use. Life Skills Training addresses all the most important factors leading adolescents to use one or more drugs by teaching a combination of health information, general skills, and drug resistance skills. Life Skills also addresses the importance of positive relationships and avoiding negative pressures.
Safe UT	SafeUT app is a confidentiality reporting app, where students can report harm done to themselves or others. Through the SafeUT app, students who are experiencing suicidal ideation can connect with individuals trained in coping skills awareness and treatment. Students can talk to mental health experts. SafeUT provides posters to hang around the school as well as information for students to take home.
3. Red Ribbon Week	Red Ribbon Week focuses on student attitudes surrounding drugs, alcohol, and other substances, as well as attitudes surrounding community and community connectedness. Red ribbon week addresses avoiding negative peer pressure.

Other programs, clubs, service opportunities and pro-social activities we **already** have in place:

Name of Program, Club, Service Opportunity, or Pro-Social Activities:	How program, club, etc. addresses the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
Description	These programs assist in teaching students' skills to help them in becoming people of good character. Character education is about teaching, practicing, and modeling personal and civic values. Students who participate in character building programs have shown a decreased desire to engage in activities that involve drug and alcohol use. These programs promote family and community involvement, thus promoting positive relationships both inside and outside of school.
1. Learning for Life- Weekly skills	Provides a 30 minutes weekly session in small group settings, K-5 across all grade levels, teaching skill in zones of regulation, positive self-talk, sportsmanship, executive functioning, and conflict resolution.

2. Scholar Stars	Each month the focus is on skills that each Scholar Owl should exemplify. Students are recognized at a special breakfast and activity, for skills such as emotional management, compassion, problem solving, forgiveness, initiative, integrity, perseverance, respect, and service.
3. Student of the Term	6th, 7th, and 8th grade students are acknowledged for excellence, effort, and level of respect for others. An event is held during school hours to honor those chosen each term. Citizens are given a certificate and their picture is hung in the hall for the term.
4. Literacy Night	This program promotes pro-social behavior through family/community building and connection. It builds a positive association between school and home and helps to orient students toward their future. Families are welcomed to the school to participate in various literacy activities.
5. Night of the Arts/Hope Gala	The Night of the Arts program provides opportunities for recognition and access to the arts which boost student confidence and success in the arts and in life. Students are acknowledged for their creativity and families are welcomed to the recognition evening.
6. Service Learning Opportunities	Service Learning is an educational approach where a student learns theories in the classroom and at the same time volunteers with an agency (usually a non- profit or social service group) and engages in reflection activities to deepen their understanding of what is being taught.

Other programs, clubs, service opportunities and pro-social activities we are **building** or adding:

Name of Program, Club, Service Opportunity, or Pro-Social Activities:	How program, club, etc. will address the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
Hope Squad	The 6th-8th grade Hope Squad is a peer support group that focuses on mental health awareness, kindness, and suicide prevention. Hope Squad members are trained to recognize when their peers may be struggling and to connect them with trusted adults for help. They promote a positive school culture through acts of kindness, awareness campaigns, and initiatives that encourage open conversations about mental well-being. Hope Squad also helps organize Hope Week, leading activities that focus on building friendships, accepting others, identifying and resolving conflicts, and fostering a positive school environment. Through these efforts, they create a more inclusive and supportive atmosphere where all students feel valued and connected.

Hope Squad Junior	“The elementary HOPE Squad is really the introduction to what HOPE Squad is really about. They spend one full year on anti-bullying. They spend one full year on resiliency, and then they spend another year on mental-wellness.”—Greg Hudnall, executive director of Hope4Utah
Stem/Math Night	A STEM Family Night is an evening of hands-on science, math, and engineering activities for students and families to complete together. The event includes a range of activities covering different
	STEM topics and connections to exciting STEM careers. Math Nights engage students and parents together in math activities, using fun learning experiences and games. These experiences inspire students' interest in math, help them understand master math concepts, promote STEM literacy and empower families to support their children's success in math.
Science Fair	Science fair project entries employ the scientific method to test a hypothesis. Science fairs are not exhibits or mere displays of projects. Students present their science project results in the form of a report, display board, and/or models that they have created. School communities are invited to observe the projects.
Buddy Crew	The Buddy Crew is a special group of students from 1st through 6th grade dedicated to building friendships, fostering community, and spreading positivity throughout the school. This diverse group includes students who naturally uplift others and those learning essential social skills. They meet monthly for activities that strengthen relationships and teamwork, while also planning events for the school. In addition to their school-wide efforts, the Buddy Crew takes field trips to the Community Center, where they connect with and learn from the elderly, reinforcing the values of kindness, empathy, and service.

References

Life Skills Training
Promoting Health and Personal Development. Gilbert J Botvin, Ph. D

Core Practices, EL Education
A Vision for Improving Schools. EL Education.org

Practical Solutions for Challenging Students K – 12
Total Behavioral Management. Kathryn P. Phillips M.A.

Management in the Active Classroom. Ron Berger, Dina Strasser, Libby Woodfin

Implementing Social and Emotional Learning in Classrooms and Schools. Marc A. Brackett, Nicole A. Elbertson
Yale Center for Emotional Intelligence

An Educator's guide to Bullying/Cyberbullying Prevention. National Professional Resources, [www. NPRinc.com](http://www.NPRinc.com)
Character Matters. National Professional Resources, www. NPRinc.com

Social Activity, School-Related Activity, and Anti-Substance Use Media Messages on Adolescent Tobacco and Alcohol Use.

Journal of Human Behavior in the Social Environment 21(5):475-489

Our research backed approach. The Zones of Regulation. (2025, March 26). <https://zonesofregulation.com/research/>

March 26, 2026 Board Meeting Financial Summary

As of February 28th, we are 67% through fiscal year 2026. Please keep this in mind as we compare budget to actuals below.

On the Statement of financial position, you will notice that operating cash is up year over year. The daily Zions operating accounts have \$1,712,300 and the PTIF accounts have a balance of \$3,861,388 giving a total operating cash balance of \$5,573,688. Scholar has an additional \$1,345,434 in restricted cash. If you remember, we transferred close to \$1.2 million from the Zions operating account into the PTIF account on 1/29/2025. The School's cash position remains very strong.

Looking at the P&L Report, **Total Revenue is at 65.5%**; You will continue to see this increase as we continue drawing down federal funds over the next few months. We have been drawing down some small federal balances that remained from FY25, and beginning in April we will be drawing down FY26 federal funds as quickly as possible (close to \$300K over the next few months).

Total expenditures are at 59.1% of budget.

Areas of the P&L that we want to discuss are those budget categories where actual expenditure exceeds the budget by more than 5% overall:

Budget Category	Purchased Prof & Tech Serv	Budget	Actuals	% of Budget
Budget Sub Categories	0320 - Professional - Educational Services	197,000	227,681	115.6 %
	0330 - Professional Employee Training and Developmer	56,558	9,103	16.1 %
	0340 - Other Professional Services	21,428	26,596	124.1 %
	0345 - Business Services	375,014	242,240	64.6 %
	0350 - Technical Services	15,000	24,638	164.3 %
	Total Purchased Prof & Tech Serv	665,000	530,258	79.7%
Budget Category	Supplies & Materials			
Budget Sub Categories	0610 - General Supplies	250,538	156,778	62.6 %
	0610-001 - Furniture and Fixtures (not capitalized)	10,300	19,029	184.7 %
	0621 - Natural Gas	12,300	3,843	31.2 %
	0622 - Electricity	45,000	31,379	69.7 %
	0630 - Food	256,775	124,364	48.4 %
	0641 - Textbooks	50,103	122,683	244.9 %
	0642 - E-Textbooks / Online Curriculum	34,500	20,836	60.4 %
	0644 - Library Books	0	944	0.0 %
	0650 - Supplies - Technology Related	50,908	46,428	91.2 %
	0670 - Software	9,236	24,842	269.0 %
	0680 - Maintenance Supplies and Materials	40,340	19,568	48.5 %
	Total Supplies & Materials	760,000	570,694	75.1 %
Budget Category	Property			
Budget Subcategories	0730 - Equipment	0	167,612	0.0 %
	0733 - Capitalized Furniture and Fixtures	0	19,720	0.0 %
	0734 - Technology Related Hardware	30,000	95,792	319.3 %
	0739 - Other Equipment	20,000	0	0.0 %
	Total Property	50,000	283,124	566.2 %

Purchased Professional and Technical Services

Main cost drivers in this budget category:

Substitute teachers through third party vendor	\$79,535
Sandy Shepard Consulting & Travel Expenses	\$27,513
Connected 2 Therapy - Speech Therapy	\$62,311 - Increased a lot since 2021
The Stepping Stones - Occup. Therapy	\$50,043 - Up year over year

When we created the budget in May of 2025, we were not anticipating the need to pay for consulting services (Sandy). The school has funds to cover this, it just wasn't budgeted for.

The school decided to go with a vendor this year for substitute teachers. We did this hoping that it would make managing substitutes easier for Scholar. I think it has accomplished this, but I think it is worth reviewing at the end of the year to see how much the cost for substitutes has increased compared to previous years. Again, Scholar is strong financially, so even if it's a little more expensive, if it lifts a burden off Jeff/Admin then it may be worth it. Jeff, Jacob and I will look at the numbers and determine if it's worth the extra cost. We will look at trends over the last 5 years.

Supplies and Materials:

Overall, I'm not concerned about being over by 8%. It is normal to be over budget the first part of the year because you have a lot of purchases that have to be made at the beginning of school - paper, misc. supplies, new chairs, new computers, new curriculum, etc.-the expensive stuff. Spending typically tapers off during the last part of the year. We may have another medium to high \$ item here or there before the end of the year, but I'm not aware of any at this time. If necessary, the budget can be adjusted upward a little during the budget amendment process in April or May. If you would like more details on what the big ticket items were in the subcategories in red, just hover over the actual number and you will see some notes I have added.

Property:

We have spoken about the Property budget category in previous meetings, but I'll provide a little refresher. A lot of these purchases were expected to be made at the end of FY25, but they ended up not being made until early FY26 - so a lot of this is a timing issue. You see evidence of this because when we put the budget together in May, I didn't budget anything for Equipment or Capitalized Furniture and Fixtures for FY26. This will be remedied during the budget amendment process in April/May. The equipment expenses are related to the new playground, and the Capitalized Furniture and Fixtures expense is related to interior door locks which were paid for using School Safety Grant funds. The Technology Related Hardware expense is for items such as security cameras, the visitor management system, new Lenovo Notebooks for students, a new copy machine, and an enhanced audio system.

Questions/Concerns?