

Hawthorn Academy

Board of Directors Meeting

Date: June 19, 2026

Location: 9062 S 2200 W, West Jordan, UT 84095

In Attendance: Tori Williams, Donald McNeill, Tammi Wright, Meggen Pettit, Jamie Dickinson, Heidi Scott, Janielle Edwards

Others In Attendance: Floyd Stensrud, Priscilla Stringfellow, Kim McVey, Hannah Dorius, Karin Petty



MINUTES

CALL TO ORDER

Tori Williams called the meeting to order at 12:54PM.

PLEDGE OF ALLEGIANCE

PUBLIC COMMENT

- Amplify CKLA – Grades K–5
- Amplify ELA – Grade 6
- McGraw Hill StudySync – Grades 7–9

The Board opened the floor for the second required public comment period on the proposed Amplify CKLA (Grades K–5), Amplify ELA (Grade 6), and McGraw Hill StudySync (Grades 7–9) curricula, satisfying the state-law requirement of public comment at no fewer than two board meetings. There were no public comments received.

CONSENT ITEMS

- 05.13.2026 Board Meeting & Closed Session Minutes

Donald McNeill made a motion to approve the 05.13.2026 Board Meeting & Closed Session Minutes. Tammi Wright seconded. Motion passed unanimously. *Votes were as follows: Tori Williams, Aye; Donald McNeill, Aye; Tammi Wright, Aye; Meggen Pettit, Aye; Jamie Dickinson, Aye; Heidi Scott, Aye; Janielle Edwards, Aye.*

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

At 12:56PM Tammi Wright made a motion to approve the convene in closed session pursuant to Utah Code 52-4-205(1)(a) and/or 52-4-205(1)(c). Meggen Pettit seconded. Motion passed unanimously. *Votes were as follows: Tori Williams, Aye; Donald McNeill, Aye; Tammi Wright, Aye; Meggen Pettit, Aye; Jamie Dickinson, Aye; Heidi Scott, Aye; Janielle Edwards, Aye.*

At 2:40PM, Tammi Wright made a motion to leave the closed session and re-enter the general meeting. Janielle Edwards seconded. Motion passed unanimously. Votes were as follows: *Tori Williams, Aye; Donald McNeill, Aye; Tammi Wright, Aye; Meggen Pettit, Aye; Jamie Dickinson, Aye; Heidi Scott, Aye; Janielle Edwards, Aye.*

VOTING AND DISCUSSION ITEMS

- Director Employment Agreement

This item was discussed in closed session.

Donald McNeill made a motion to approve the Director Employment Agreement. Heidi Scott seconded. Motion passed unanimously. Votes were as follows: *Tori Williams, Aye; Donald McNeill, Aye; Tammi Wright, Aye; Meggen Pettit, Aye; Jamie Dickinson, Aye; Heidi Scott, Aye; Janielle Edwards, Aye.*

REPORTS

- Director's Report
 - Title IX Report

Floyd Stensrud presented the Director's Report including the Title IX Report. There are new Assistant Principals joining both campuses for the 26/27 school year.
- Finance Report
 - Fraud Risk Assessment & Annual Commitment to Ethical Behavior

Kim McVey presented the Fraud Risk Assessment. This assessment is required by the State each year. Hawthorn Academy is considered "Very Low Risk" for fraud.

VOTING AND DISCUSSION ITEMS

- 2026/2027 Proposed Budget

The board is asked to approve the proposed budget for the 2026/2027 fiscal year. The proposed budget is balanced and designed to support Hawthorn Academy's mission while ensuring compliance with all financial policies and regulations. Kim McVey presented the prepared budget. The budget is created based on 1300 students. This is a conservative estimate.

Karin Petty joined the meeting at 3:14PM.

- 2025/2026 Amended Budget

The Board is asked to approve the amended budget for the 2025/2026 fiscal year, reflecting final adjustments based on actual revenues and expenditures. Variances are due to changes in enrollment, program costs, staffing adjustments, and unanticipated expenses and/or savings.

- Amplify CKLA – Grades K–5
- Amplify ELA – Grade 6
- McGraw Hill StudySync – Grades 7–9

Karin Petty presented the curriculum to the board. The Amplify curriculum are 5-year contracts. The Board is asked to approve the Amplify ELA curriculum for Grade 6, the McGraw Hill StudySync curriculum for Grades 7–9, and the Amplify CKLA curriculum for Grades K–5. Per state law, board approval is required prior to implementation, and public comment has been received at no fewer than two board meetings. The curriculum has been made available for public review.

Karin Petty left the meeting at 3:27PM.

- Audit Engagement Letter (Statement of Work)

The Board is asked to approve the audit engagement letter with Eide Bailly LLP, the school's audit firm for prior years. Services include audited financial statements, agreed-upon procedures for student enrollment, state compliance procedures, and a single audit if federal expenditures exceed \$1M. A designee will sign the engagement letters at a later date.

- 2026/2027 TSSA Plan

The Board is asked to approve the 2026/2027 Teacher and Student Success Act (TSSA) Plan as required by SB 149 (2019). The plan outlines how funds will be allocated to support student achievement and teacher effectiveness for the upcoming school year.

- Mental Health Grant

The Board is asked to approve the School-Based Mental Health Qualified Grant and associated funding allocation. This optional grant provides funding for qualified personnel, counseling support, and intervention strategies to improve student well-being and engagement. This grant must be approved every three years. This grant will continue to pay for the school counselor.

- Door Locks Purchase

The Board is asked to approve the purchase of door locks for Hawthorn Academy to enhance facility safety and security. At the May 13, 2026 board meeting, Les Olson and Verkada presented two options; the board deferred a vote to allow further review. The board is now asked approve a vendor and purchase amount.

- iReady Purchase

The Board is asked to approve the purchase of the iReady diagnostic and instructional platform, providing individualized assessments and adaptive instruction in reading and mathematics to support targeted teaching for each student.

- SHiNE Policy

The Board is asked to re-approve the SHiNE Policy as required annually by law, with no changes to the school's designated high-needs areas. Revisions have been made in consultation with accounting and legal counsel regarding prorated salary supplements for teachers who separate before payment and for teachers hired after the certified recipient list is finalized, along with minor additional revisions.

Tammi Wright made a motion to approve the 2025/2026 Amended Budget, 2026/2027 Proposed Budget, Amplify CKLA – Grades K–5, the Amplify ELA curriculum for Grade 6, McGraw Hill StudySync – Grades 7–9, the Audit Engagement Letter with Eide Bailly, the 2026/2027 Teacher and Student Success Act (TSSA) Plan as discussed, Mental Health Grant, the Door Locks Purchase up to \$306,000, the iReady Purchase up to \$23,250, and the SHiNE Policy. Meggen Pettit seconded. Motion passed unanimously. *Votes were as follows: Tori Williams, Aye; Donald McNeill, Aye; Tammi Wright, Aye; Meggen Pettit, Aye; Jamie Dickinson, Aye; Heidi Scott, Aye; Janielle Edwards, Aye.*

CALENDARING

- Annual Board Meeting Calendar

The board reviewed the 2026/2027 Board Meeting Calendar.

The next board meeting is scheduled for September 9, 2026.

ADJOURN

At 3:54PM Meggen Pettit made a motion to adjourn the meeting. Heidi Scott seconded. Motion passed unanimously. *Votes were as follows: Tori Williams, Aye; Donald McNeill, Aye; Tammi Wright, Aye; Meggen Pettit, Aye; Jamie Dickinson, Aye; Heidi Scott, Aye; Janielle Edwards, Aye.*

Hawthorn Academy
Closed Session Statement

Meeting Date: 06.19.2026

Location: 9062 S 2200 W.
West Jordan, UT 84088



CLOSED SESSION SWORN STATEMENT:

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

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

Signed on the 19th day of June, 2026, at 9062 S 2200 W, West Jordan, UT 84088, Utah.

A handwritten signature in black ink that reads 'Tori Williams'.

Tori Williams, Board Chair

Scope of Work

FEE FOR SERVICE AGREEMENT

Date: July 20, 2026

Floyd Stensrud
Hawthorn Academy, Superintendent
9062 South 2200 West, West Jordan, UT 84088
801.282.9066

PROJECT	TIMELINE
The Utah Education Policy Center (UEPC) will provide professional learning, leadership coaching, and technical assistance to Hawthorn Academy West Jordan (HAWJ) to strengthen instructional leadership capacity, deepen implementation and impact of the 2026-2027 School Improvement Plan and Comprehensive Support and Improvement (CSI) priorities, and improve instructional access, engagement, and outcomes for students with disabilities.	July 1, 2026 to June 30, 2027
DESCRIPTION OF WORK	
Purpose Following completion of the Comprehensive Needs Assessment (CNA) in Spring 2026, UEPC will engage in a Professional Learning Partnership and Technical Assistance Partnership with Hawthorn Academy and HAWJ school leaders and leadership teams during the 2026-2027 academic year. The partnership will translate CNA findings, School Improvement Plan (SIP) priorities, and CSI requirements into coherent, sustainable improvement grounded in the school's mission and vision. The work will center on building leaders' capacity to improve core instruction and inclusive practices, with specific attention to the access, participation, belonging, and academic outcomes of students with disabilities. UEPC will support leaders in using disaggregated student learning, implementation, and stakeholder-experience evidence to identify barriers, strengthen collaboration between general and special education, monitor the effects of improvement strategies, and make timely adjustments. UEPC will serve as a coach, facilitator, and thought partner while supporting HAWJ leaders and the Guiding Coalition in increasing ownership of improvement routines, professional learning structures, and CSI progress monitoring. Participants: - Hawthorn Academy Executive Leadership - HAWJ school leaders and leadership team - HAWJ Guiding Coalition and other designated teacher leaders - Special education leaders and selected general and special education staff	

PROFESSIONAL LEARNING & TECHNICAL ASSISTANCE DESIGN

The professional learning and technical assistance partnership is designed to accomplish the following outcomes by the end of the 2026-2027 academic year:

1. Strengthen the instructional leadership capacity of school leaders and leadership teams to establish clear expectations for high-quality, inclusive instruction; support teacher learning; and provide actionable feedback.
2. Deepen implementation and impact of the School Improvement Plan by clarifying priorities, aligning adult learning and leadership actions, and establishing routines to monitor implementation and student outcomes.
3. Improve access to grade-level instruction, appropriate scaffolds, and evidence-based supports for students with disabilities across general and special education settings.
4. Strengthen collaboration and shared responsibility among general educators, special educators, interventionists, and school leaders for the learning and belonging of students with disabilities.
5. Build the HAWJ Guiding Coalition's capacity to exercise distributed leadership, facilitate collaborative improvement work, and sustain effective practices across the school.
6. Strengthen the use of disaggregated quantitative and qualitative evidence to monitor SIP implementation, identify student learning opportunity and outcome gaps, and adjust actions through continuous improvement cycles.
7. Support a positive, inclusive school culture and climate in which students with disabilities experience belonging, high expectations, meaningful participation, and responsive support.

HAWJ 2026-2027 Support Structure and Timeline

Support Structure	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
On-site coaching visits											
Network leadership coaching											
School-wide professional learning											
Quarterly coherence meetings											
Annual evaluation & reporting											

Planned Support Structures

8. **Monthly on-site leadership coaching and technical assistance visits (August-May):** UEPC will provide job-embedded support focused on SIP priorities. Visits may include classroom observations, review of implementation evidence, problem-solving, and planning next steps. This support will help leaders translate SIP priorities into consistent day-to-day leadership and instructional practices.
9. **Monthly network/executive leadership coaching and coordination (August-May):** UEPC will support alignment between school-level CSI improvement efforts and broader organizational priorities, clarify roles and expectations, identify resources or barriers, and strengthen conditions for sustained improvement efforts.
10. **Three school-wide professional learning sessions aligned with SIP priorities:** UEPC and HAWJ leaders will co-design learning that strengthens inclusive core instruction, collaboration between general and special education, and shared responsibility for students with disabilities. Professional learning will be differentiated for the elementary and middle school teams.

11. **Four quarterly coherence and progress-monitoring meetings (elementary and middle):** UEPC and HAWJ leaders will review disaggregated learning, implementation, and stakeholder-experience evidence; assess progress toward CSI/SIP goals; and identify timely adjustments while maintaining alignment across the SIP, professional learning, and leadership actions.
12. **Ongoing co-design of leadership tools, professional learning, and improvement routines:** UEPC will help develop practical observation and feedback tools, meeting protocols, implementation measures, data-review routines, and professional learning plans that build leadership ownership and sustainability.
13. **Annual evaluation and report brief (delivered in June):** UEPC will synthesize evidence of partnership activities, progress, outcomes, and lessons learned related to instructional leadership, CSI/SIP implementation, inclusive practice, student outcomes, and school culture and climate.

The sequence, emphasis, and format of support may be adjusted jointly in response to site needs, implementation evidence, student outcome data, and emerging CSI priorities.

DELIVERABLES

The deliverables for this project include the following:

- **End-of-Year Report.** A final report will summarize partnership activities, evidence of progress, and outcomes related to instructional leadership capacity, SIP and CSI implementation, inclusive instructional practice, and the experiences and outcomes of students with disabilities. The report will draw on post-session surveys, end-of-year feedback, disaggregated student learning data, implementation evidence, and other mutually identified data.

The following are excluded from deliverables: instruments for data collection (surveys, questionnaires and instruments, research protocols); study methodologies; data collected for this project; drafts and working documents; analytical tools and code; professional learning, technical assistance protocols and modules; and internal or third-party confidential information.

COMMUNICATIONS

Regular and responsive communication among Hawthorn Academy leadership, HAWJ leadership, and the UEPC Project Lead will ensure timely coordination and effective implementation. Monthly meetings will serve as structured opportunities to review CSI progress, interpret disaggregated student learning and implementation evidence, identify barriers affecting students with disabilities, and co-design or refine leadership coaching, professional learning, and technical assistance. The UEPC Project Lead will share agendas, content drafts, tools, and updates for timely review and feedback.

The UEPC Project Lead will also maintain regular communication, at least monthly, with designated school, network, and special education leaders by phone or email to coordinate site visits, observation and debrief sessions, data review, and follow-up support aligned with the SIP and CSI plan.

PROJECT CONTINGENCIES

To ensure the success of the technical assistance and professional learning services outlined above, the following contingencies are identified to mitigate risks and support timely progress:

Project Disruption

Regular coordination between the UEPC Project Lead and Hawthorn Academy leadership team will allow for early identification of potential disruptions. A project adjustment meeting will be scheduled if major shifts occur to re-prioritize or rescope activities as needed.

Data Accessibility

HAWJ leadership will identify a point of contact to facilitate timely access to necessary data and ensure all required permissions are in place. The UEPC will adhere to all applicable data governance and privacy protocols.

Study Participation & Stakeholder Engagement

HAWJ leadership will provide timely communication to relevant stakeholders to encourage participation and coordinate professional learning session scheduling. The UEPC will provide draft communications and support messaging if needed.

Feedback and Decision-Making Delays

Monthly meetings between Hawthorn Academy leadership, HAWJ leadership, and UEPC will serve as structured checkpoints. Hawthorn Academy leadership will designate team members responsible for timely review and input. The UEPC Project Lead will manage version control and follow up on outstanding items.

Data Privacy and Compliance

All parties will adhere to established data sharing protocols. The UEPC will maintain secure data storage and transmission practices and will consult with HAWJ on any changes to data collection plans that may require additional permissions or disclosures.

Availability of Funds

The UEPC and HAWJ will maintain transparency regarding the availability of funds. Any anticipated funding limitations will be discussed during monthly meetings, with decisions made jointly regarding possible project rescoping or timeline adjustments.

In cases where unforeseen circumstances require an immediate change to the scope of work, both parties agree to work collaboratively to expedite the amendment process. This may include temporary adjustments to the project plan while the formal amendment is being reviewed and approved.

INTELLECTUAL PROPERTY AND ATTRIBUTION

The Utah Education Policy Center (UEPC) and the University of Utah (Utah) retain all intellectual property rights of ownership in the materials and deliverables created for the project, including, without limitation, copyright, and may use the materials and deliverables for any purpose, subject to the obligation to protect Collaborator's confidential information. Collaborator shall own the copies of the Deliverables as specified in this agreement and Utah hereby grants Collaborator the right to use and reproduce the Deliverables for uses within the scope of the Project Description. Collaborator agrees it will place the following copyright notice on each page of any material produced by UEPC that Collaborator displays or provides to any third party: "Created by Utah Education Policy Center, Copyright [year of production], The University of Utah, all rights reserved."

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AUTHORSHIP OF DERIVATIVE DELIVERABLES

Any derivative publications, presentations, projects, or outputs that utilize any portion of UEPC materials and deliverables created for this project (e.g., data, methodologies, or insights) shall include appropriate attribution to UEPC team members and receive prior approval by the UEPC Director, or authorized designee. This approval includes, but is not limited to, agreement on UEPC involvement, authorship, acknowledgment, use of deliverables and intellectual property associated with the original project, and compliance with any data sharing agreements. While scholarly authorship standards will be used to determine authorship, the UEPC retains the exclusive right to determine the list of UEPC authors and their respective order.

PRIVACY AND DATA SECURITY

The Utah Education Policy Center (UEPC) considers the security and protection of data to be of the utmost importance. Encrypted data are stored on secure hardware, maintained by highly trained professionals, and safeguarded by the University of Utah's network security, Virtual Private Network (VPN), and firewall. The UEPC protects data in compliance with the Family Educational Rights and privacy Act, 20 U.S. Code §1232g and 34 CFR Part 99 ("FERPA"), the Government Records and Management Act U.C.A. §62G- 2 ("GRAMA"), U.C.A. §53A-1-1401 et seq, 15 U.S. Code §§ 6501-6506 ("COPPA") and Utah Administrative Code R277-487 ("Student Data Protection Act").

TERM AND TERMINATION

The term of this agreement will begin upon acceptance by the collaborator and will continue until completion of the services at the end of Timeline. Either party may terminate this agreement at any time upon 30 days advance written notice to the other. Termination will not relieve either party of any obligations accruing prior to the termination date.

SCOPE OF WORK AMENDMENTS

The scope of work (SOW) defined in this agreement outlines the tasks, deliverables, timelines, and responsibilities necessary to achieve the project's objectives. Material alterations to these elements may constitute a change in the scope of work. Either party may request a change in the scope of work at any time during the project. Expanding or limiting the scope of work requires a written amendment that describes the changes to project tasks, responsibilities, deliverables, and timelines.

PRICE

These services will be performed for a fixed price of **\$72,875.00**.

ACCEPTANCE

By signing below, collaborator accepts this proposal and agrees to the terms as outlined herein, at which time this proposal will be deemed a binding agreement between the University of Utah and collaborator. Signature must be from an authorized signatory. Signatures will be obtained digitally through DocuSign. For questions or concerns, please contact Andrea Rorrer (andrea.orrer@utah.edu) or Cori Groth (Cori.groth@utah.edu).

Collaborator accepts the terms of this agreement by signing below:

Authorized Signatory: _____

Name of Authorized Signatory: _____

Title: _____

Date: _____

DRAFT

**EXHIBIT A
FEE SCHEDULE**

Payments are expected within 30 days of the invoice date

<u>Invoice Date</u>		<u>Amount due</u>
Upon award of contract		\$30,000
January 15, 2027		\$25,000
June 1, 2027		\$17,875
TOTAL		\$72,875

UEPC shall send invoices identified above to:

Name(s): _____

Title(s): _____

Email(s): _____

Address: _____

City, State, Zip: _____

Phone: _____

Scope of Work

FEE FOR SERVICE PROPOSAL/AGREEMENT

Date: July 20, 2026

Floyd Stensrud
Hawthorn Academy, Superintendent
1437 West 11400 South, South Jordan, UT 84095
801.260.3040

PROJECT	TIMELINE
The Utah Education Policy Center (UEPC) will provide professional learning, leadership coaching, and technical assistance to Hawthorn Academy South Jordan (HASJ) to strengthen instructional leadership capacity, deepen implementation and impact of the 2026-2027 School Improvement Plan, and support a positive, coherent school culture and climate.	July 1, 2026 to June 30, 2027

DESCRIPTION OF WORK
Purpose Following completion of the Comprehensive Needs Assessment (CNA) in Spring 2026, UEPC will engage in a Professional Learning Partnership and Technical Assistance Partnership with Hawthorn Academy and HASJ school leaders and leadership teams during the 2026-2027 academic year. The partnership will translate CNA findings and School Improvement Plan (SIP) priorities into coherent, long-term improvement grounded in the school's mission and vision. The work will center on building the capacity of school leaders and the HASJ Guiding Coalition to lead instruction, monitor implementation, use evidence for continuous improvement, and create the conditions in which students and staff experience a positive, inclusive, and improvement-oriented school culture. UEPC will serve as a coach, facilitator, and thought partner while supporting HASJ leaders in taking increasing ownership of improvement routines and professional learning structures. Participants - Hawthorn Academy executive leadership - HASJ school leaders and leadership team - HASJ Guiding Coalition and other designated teacher leaders - HASJ educators and staff for the staff-wide PL sessions
PROFESSIONAL LEARNING & TECHNICAL ASSISTANCE DESIGN
The professional learning and technical assistance partnership is designed to accomplish the following outcomes by the end of the 2026-2027 academic year:

1. Strengthen the instructional leadership capacity of school leaders and leadership teams to establish clear expectations for high-quality instruction, support teacher learning, and provide actionable feedback.
2. Deepen implementation and impact of the School Improvement Plan by clarifying priorities, aligning adult learning and leadership actions, and establishing routines to monitor implementation and student outcomes.
3. Build the capacity of the HASJ Guiding Coalition to exercise distributed leadership, facilitate collaborative improvement work, and sustain progress across the school.
4. Strengthen the use of qualitative and quantitative evidence, including student learning, implementation, and stakeholder experience data, to identify needs, test strategies, and adjust actions through continuous improvement cycles.
5. Support a positive, inclusive school culture and climate by strengthening shared expectations, relational trust, staff collaboration, student belonging, and leadership responsiveness to stakeholder experience.
6. Increase coherence across schoolwide priorities, professional learning, instructional practice, and the school's mission and vision.

Table 1. HASJ 2026-2027 Support Structure and Timeline

Support Structure	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
On-site coaching visits											
Network leadership coaching											
School-wide professional learning											
Quarterly coherence meetings											
Annual evaluation & reporting											

Planned Support Structures

The following support structures are designed to work together to strengthen instructional leadership, deepen implementation of the School Improvement Plan (SIP), build distributed leadership capacity, and support a positive and coherent school culture and climate.

- **Monthly on-site leadership coaching and technical assistance visits (August–May):** UEPC will provide job-embedded coaching to HASJ school leaders and leadership teams focused on current instructional, organizational, and culture-related priorities. Visits may include classroom observations, review of implementation evidence, problem-solving, and planning next steps. This support will help leaders translate SIP priorities into consistent day-to-day leadership and instructional practices.
- **Monthly network/executive leadership coaching and coordination (August–May):** UEPC will meet with Hawthorn Academy executive and network leaders to maintain alignment between school-level improvement efforts and broader organizational priorities. These meetings will support strategic decision-making, clarify roles and expectations, identify resources or barriers, and strengthen the conditions needed for HASJ leaders to implement and sustain improvement efforts.
- **Three staff-wide professional learning sessions aligned with SIP priorities:** UEPC and HASJ leaders will co-design and facilitate three professional learning sessions that build shared understanding and staff capacity around selected SIP priorities. Sessions will connect improvement goals to classroom practice, promote staff collaboration, and reinforce shared expectations for instruction, student support, and school culture.

- **Four quarterly coherence and progress-monitoring meetings:** Each quarter, UEPC and HASJ leadership will review evidence of SIP implementation, student learning, instructional practice, and stakeholder experience. These meetings will help the leadership team assess progress, identify areas requiring additional support, and make timely adjustments while maintaining alignment among the SIP, professional learning, leadership actions, and school mission.
- **Ongoing co-design of leadership tools, professional learning, and improvement routines:** UEPC will partner with HASJ leaders to develop and refine practical tools and routines that support instructional leadership and continuous improvement. These may include observation and feedback tools, meeting protocols, implementation-monitoring instruments, professional learning plans, and data-review processes. Co-design will build leadership ownership and increase the likelihood that effective practices can be sustained beyond the partnership year.
- **Annual evaluation and report brief (delivered in June):** UEPC will synthesize evidence collected throughout the partnership to document activities, progress, outcomes, and lessons learned. The report will address changes related to instructional leadership capacity, SIP implementation and impact, distributed leadership, and school culture and climate. Findings will support reflection, communicate progress, and inform improvement priorities for the following academic year.

The sequence, emphasis, and format of these supports may be adjusted jointly in response to site needs, implementation evidence, and emerging priorities.

DELIVERABLES

The deliverables for this project include the following:

- **End-of-Year Report.** A final report will summarize partnership activities, evidence of progress, and outcomes related to instructional leadership capacity, SIP implementation and impact, and school culture and climate. The report will draw on post-session surveys, end-of-year feedback, implementation evidence, and other mutually identified data.

The following are excluded from deliverables: instruments for data collection (surveys, questionnaires and instruments, research protocols); study methodologies; data collected for this project; drafts and working documents; analytical tools and code; professional learning, technical assistance protocols and modules; and internal or third-party confidential information.

COMMUNICATIONS

Regular and responsive communication among Hawthorn Academy leadership, HASJ leadership, and the UEPC Project Lead will ensure timely coordination and effective implementation. Monthly meetings will serve as structured opportunities to review progress, interpret implementation and stakeholder-experience evidence, identify emerging needs, and co-design or refine leadership coaching, professional learning, and technical assistance. The UEPC Project Lead will share agendas, content drafts, tools, and updates for timely review and feedback.

The UEPC Project Lead will also maintain regular communication, at least monthly, with designated school and network leaders by phone or email to coordinate site visits, observation and debrief sessions, data review, and follow-up support aligned with the School Improvement Plan.

PROJECT CONTINGENCIES

To ensure the success of the technical assistance and professional learning services outlined above, the following contingencies are identified to mitigate risks and support timely progress:

Project Disruption

Regular coordination between the UEPC Project Lead and Hawthorn Academy leadership team will allow for early identification of potential disruptions. A project adjustment meeting will be scheduled if major shifts occur to re-prioritize or rescope activities as needed.

Data Accessibility

HASJ leadership will identify a point of contact to facilitate timely access to necessary data and ensure all required permissions are in place. The UEPC will adhere to all applicable data governance and privacy protocols.

Study Participation & Stakeholder Engagement

HASJ leadership will provide timely communication to relevant stakeholders to encourage participation and coordinate professional learning session scheduling. The UEPC will provide draft communications and support messaging if needed.

Feedback and Decision-Making Delays

Monthly meetings between Hawthorn Academy leadership, HASJ leadership, and UEPC will serve as structured checkpoints. Hawthorn Academy leadership will designate team members responsible for timely review and input. The UEPC Project Lead will manage version control and follow up on outstanding items.

Data Privacy and Compliance

All parties will adhere to established data sharing protocols. The UEPC will maintain secure data storage and transmission practices and will consult with HASJ on any changes to data collection plans that may require additional permissions or disclosures.

Availability of Funds

The UEPC and HASJ will maintain transparency regarding the availability of funds. Any anticipated funding limitations will be discussed during monthly meetings, with decisions made jointly regarding possible project rescoping or timeline adjustments.

In cases where unforeseen circumstances require an immediate change to the scope of work, both parties agree to work collaboratively to expedite the amendment process. This may include temporary adjustments to the project plan while the formal amendment is being reviewed and approved.

INTELLECTUAL PROPERTY AND ATTRIBUTION

The Utah Education Policy Center (UEPC) and the University of Utah (Utah) retain all intellectual property rights of ownership in the materials and deliverables created for the project, including, without limitation, copyright, and may use the materials and deliverables for any purpose, subject to the obligation to protect Collaborator's confidential information. Collaborator shall own the copies of the Deliverables as specified in this agreement and Utah hereby grants Collaborator the right to use and reproduce the Deliverables for uses within the scope of the Project Description. Collaborator agrees it will place the following copyright notice on each page of any material produced by UEPC that Collaborator displays or provides to any third party: "Created by Utah Education Policy Center, Copyright [year of production], The University of Utah, all rights reserved."

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AUTHORSHIP OF DERIVATIVE DELIVERABLES

Any derivative publications, presentations, projects, or outputs that utilize any portion of UEPC materials and deliverables created for this project (e.g., data, methodologies, or insights) shall include appropriate attribution to UEPC team members and receive prior approval by the UEPC Director, or authorized designee. This approval includes, but is not limited to, agreement on UEPC involvement, authorship, acknowledgment, use of deliverables and intellectual property associated with the original project, and compliance with any data sharing agreements. While scholarly authorship standards will be used to determine authorship, the UEPC retains the exclusive right to determine the list of UEPC authors and their respective order.

PRIVACY AND DATA SECURITY

The Utah Education Policy Center (UEPC) considers the security and protection of data to be of the utmost importance. Encrypted data are stored on secure hardware, maintained by highly trained professionals, and safeguarded by the University of Utah's network security, Virtual Private Network (VPN), and firewall. The UEPC protects data in compliance with the Family Educational Rights and privacy Act, 20 U.S. Code §1232g and 34 CFR Part 99 ("FERPA"), the Government Records and Management Act U.C.A. §62G- 2 ("GRAMA"), U.C.A. §53A-1-1401 et seq, 15 U.S. Code §§ 6501-6506 ("COPPA") and Utah Administrative Code R277-487 ("Student Data Protection Act").

TERM AND TERMINATION

The term of this agreement will begin upon acceptance by the collaborator and will continue until completion of the services at the end of Timeline. Either party may terminate this agreement at any time upon 30 days advance written notice to the other. Termination will not relieve either party of any obligations accruing prior to the termination date.

SCOPE OF WORK AMENDMENTS

The scope of work (SOW) defined in this agreement outlines the tasks, deliverables, timelines, and responsibilities necessary to achieve the project's objectives. Material alterations to these elements may constitute a change in the scope of work. Either party may request a change in the scope of work at any time during the project. Expanding or limiting the scope of work requires a written amendment that describes the changes to project tasks, responsibilities, deliverables, and timelines.

PRICE

These services will be performed for a fixed price of **\$64,500.00.**

ACCEPTANCE

By signing below, collaborator accepts this proposal and agrees to the terms as outlined herein, at which time this proposal will be deemed a binding agreement between the University of Utah and collaborator. Signature must be from an authorized signatory. Signatures will be obtained digitally through DocuSign. For questions or concerns, please contact Andrea Rorrer (andrea.orrer@utah.edu) or Cori Groth (Cori.groth@utah.edu).

Collaborator accepts the terms of this agreement by signing below:

Authorized Signatory: _____

Name of Authorized Signatory: _____

Title: _____

Date: _____

**EXHIBIT A
FEE SCHEDULE**

Payments are expected within 30 days of the invoice date

<u>Invoice Date</u>		<u>Amount due</u>
Upon award of contract		\$35,000
January 15, 2027		\$15,000
June 1, 2027		\$14,500
TOTAL		\$ 64,500

UEPC shall send invoices identified above to:

Name(s): _____

Title(s): _____

Email(s): _____

Address: _____

City, State, Zip: _____

Phone: _____