

HighMark Charter School Board of Directors Meeting

May 27, 2023

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

Time: 8:00AM



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

AGENDA

CALL TO ORDER

REPORTS

- Principal's Report
- Budget Report
 - Fraud Risk Assessment

CONSENT ITEMS

- March 13, 2023 Board Meeting and Closed Session Minutes
- May 3, 2023 Board Meeting Minutes
- Ratify New Hires

VOTING ITEMS AND DISCUSSION ITEMS

- Audit Engagement Letter
- 2022/2023 Final Amended Budget
- 2023/2024 Proposed Budget
- Series 2013B Bond Resolution
- HighMark Honorees
- Board Member Terms & Elected Officers
- Chromebook Purchases
- Laptop Purchases
- Teacher Student Success Act Plan (TSSA)
- Mental Health Screening Determination
- Amended Travel Policy
- Amended Administration of Medication Policy
- Rescind Test Administration Policy
- Assessment of Student Achievement Policy
- Dropout Prevention and Recovery Policy
- Language Access Policy
- Public Education Materials Development Policy
- Sale of Food and Beverages Policy

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

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HighMark Charter School Board Meeting: 05.27.2023

- Policy Renewals
 - Electronic Resources and Devices Policy
 - Wellness Policy
- Policies to Review
 - Attendance Policy
 - Donation and Fundraising Policy
 - Sex Education Instruction Policy
- Director Employment Agreement

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).

TRAINING

- Open and Public Meetings Act
- Annual Commitment to Ethical Behavior
- Board Communication Guidelines
- Strategic Planning

CALENDARING

- Board Meeting Calendar 2023/2024

ADJOURN

Principal's Report

DATA REPORT

Enrollment:

2021: 659
2022: 651
2023: 681
2024: Projected—670/680

Acadience Reading (K-6th)

BOY:64%

MOY:68%

EOY:70%

Acadience Math (K-3rd)

BOY:58%

MOY:60%

EOY:71%

TAKING CARE OF OUR OWN

Switched Health Insurance over to Select Health and paying 50% of premiums

Rolled Teacher Stipends into their salary's and gave them a 5% increase.

Increased Performance Pay to \$1,500 (22-23) and increasing again to \$2,000 (23-24)

Providing Staff Luncheon every 1st Friday of the month.

22-23 ACHIEVEMENTS AND GOALS

Awards: Recognized by **USBE** for having 90% of our well below student progress monitored at the recommended rates in October/November/February/March.

Recognized by **SCSB** for being an school of excellence in Charter School performance.

Clubs: Highmark was able to offer **12** different before and after school clubs this year. Clubs included: Guitar, Sewing, Choir, Yoga, Volleyball, Culinary, Crochet, and more. Over 100 students in grades 5th through 9th have participated. We will offer clubs year around next year.

SOAR: We revamped our end of the day program for students. Students can move to a classroom/teacher to receive additional help/support and pick where they need help the morning of. That is nearly four hours of extra work time for our students. Currently, students can choose from the following: English lab, Math lab, Science lab, Study hall, PFA Center, Group Work, and Incentive. Parents now also receive an e-mail every morning notifying them which class their student signs up for.

Budget: The School had an

increase in Net Surplus of \$499,798 for the year ended June 30, 2022. The 2022-23 Net Surplus is projected at approximately \$200,000. Plans continue for prepayment of high interest Bond B using \$300k from prior year surplus funds and \$150k of current year funding.

Projects: Created a new media room. Installed Elementary lockers. Purchased all new furniture for every Elementary and free spaces upstairs. Purchased new mobile computer lab. **23-24-** Have budgeted with Ryan for new carpet, and wallpaper.

LOOKING AHEAD

Elementary Integrationist: Sherree and Karin (Instructional Coach) will work closely to help and support our teachers as much as possible. Working with them is not optional for our teachers. It is required.

Expanding SOAR: Next year each Jr. High teacher will be assigned to teach a unique course during SOAR for a quarter. These courses will provide new opportunities for students in subjects and areas they cannot find in a traditional classroom.

Accreditation: Highmark has started the accreditation process through Cognia. This will be a year-long process and require the help of most of our staff.

Comparing Populations: mCLASS:DIBELS Next

View	Population	Time	Measure
Segment Results by: School Report Level: District Grade Divider: Off Display Data As: Percentage	Show Students Enrolled: On Test Day Grade: All Grades District: Highmark Charter School District (UT) School: Highmark Charter School	School Year: 2022-2023 Period: All Periods	Measure: Composite Score Performance Measurement: Levels Level Filter: All Levels
School	<div><div></div> Well Below Benchmark</div> <div><div></div> Below Benchmark</div> <div><div></div> Benchmark</div> <div><div></div> Above Benchmark</div>	Total Students	
↶ Highmark Charter School District (UT) Current as of 05/20/2023			
	Reference Data Reference Point: District		
	22-23 BOY	<div><div></div> 86(23%)</div> <div><div></div> 50(13%)</div> <div><div></div> 77(20%)</div> <div><div></div> 167(44%)</div>	380
	22-23 MOY	<div><div></div> 71(19%)</div> <div><div></div> 49(13%)</div> <div><div></div> 69(18%)</div> <div><div></div> 184(50%)</div>	373
	22-23 EOY	<div><div></div> 52(14%)</div> <div><div></div> 58(16%)</div> <div><div></div> 78(21%)</div> <div><div></div> 180(49%)</div>	368
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Status Report

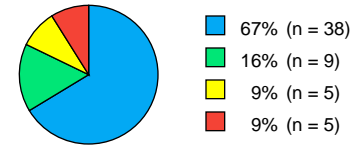
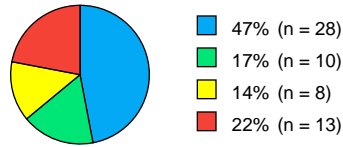
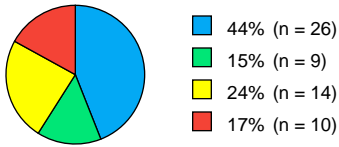
Acadience Math

Beginning of Year Math Composite Score

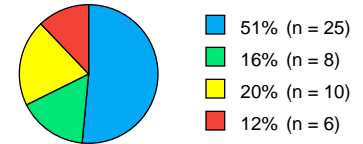
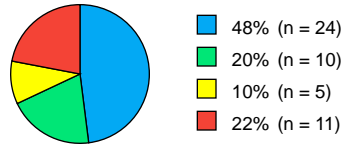
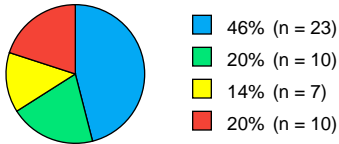
Middle of Year Math Composite Score

End of Year Math Composite Score

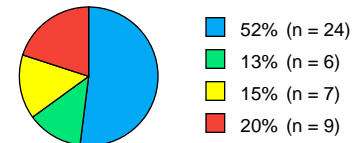
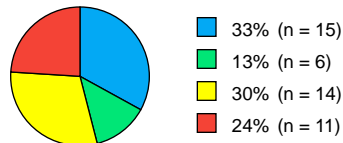
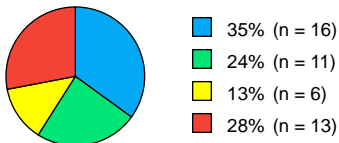
Kindergarten



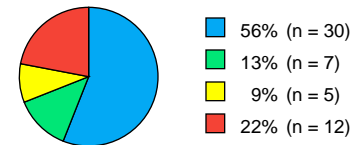
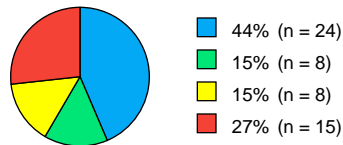
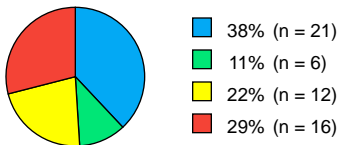
First Grade







Second Grade



Third Grade



Status	Score Level	Likely Need For Support
	Above Benchmark	Likely to Need Core Support
	At Benchmark	Likely to Need Core Support
	Below Benchmark	Likely to Need Strategic Support
	Well Below Benchmark	Likely to Need Intensive Support

BOY Acadience Data - Math							
Kindergarten		1st Grade		2nd Grade		3rd Grade	
Blue	26 - 44%	Blue	23 - 46%	Blue	16 - 35%	Blue	21 - 38%
Green	9 - 15%	Green	10 - 20%	Green	11 - 24%	Green	6 - 11%
Yellow	14 - 24%	Yellow	7 - 14%	Yellow	6 - 13%	Yellow	12 - 22%
Red	10 - 17%	Red	10 - 20%	Red	13 - 28%	Red	16 - 29%
Benchmark or Above 59%		Benchmark or Above 66%		Benchmark or Above 59%		Benchmark or Above 49%	
Below/Well Below Benchmark 41%		Below/Well Below Benchmark 34%		Below/Well Below Benchmark 41%		Below/Well Below Benchmark 51%	

Highmark - Overall School Scores

Blue	86 - 41%
Green	36 - 17%
Yellow	39 - 19%
Red	49 - 23%
Benchmark or Above 58%	
Below/Well Below Benchmark 42%	

MOY Acadience Data - Math							
Kindergarten		1st Grade		2nd Grade		3rd Grade	
Blue	28 - 47%	Blue	24 - 48%	Blue	15 - 33%	Blue	24 - 44%
Green	10 - 17%	Green	10 - 20%	Green	6 - 13%	Green	8 - 15%
Yellow	8 - 14%	Yellow	5 - 10%	Yellow	14 - 30%	Yellow	8 - 15%
Red	13 - 22%	Red	11 - 22%	Red	11 - 24%	Red	15 - 27%
Benchmark or Above 64%		Benchmark or Above 68%		Benchmark or Above 46%		Benchmark or Above 59%	
Below/Well Below Benchmark 36%		Below/Well Below Benchmark 32%		Below/Well Below Benchmark 54%		Below/Well Below Benchmark 41%	
+5% from BOY		+2% from BOY		-13% from BOY		+10% from BOY	

Highmark - Overall School Scores

Blue	91 - 43%
Green	34 - 16%
Yellow	35 - 17%
Red	50 - 24%
Benchmark or Above 59%	
Below/Well Below Benchmark 41%	
+1% from BOY	

EOY Acadience Data - Math							
Kindergarten		1st Grade		2nd Grade		3rd Grade	
Blue	38 - 67%	Blue	25 - 51%	Blue	24 - 52%	Blue	30 - 56%
Green	9 - 16%	Green	8 - 16%	Green	6 - 13%	Green	7 - 13%
Yellow	5 - 9%	Yellow	10 - 20%	Yellow	7 - 15%	Yellow	5 - 9%
Red	5 - 9%	Red	6 - 12%	Red	9 - 20%	Red	12 - 22%
Benchmark or Above 72%		Benchmark or Above 67%		Benchmark or Above 65%		Benchmark or Above 69%	
Below/Well Below Benchmark 18%		Below/Well Below Benchmark 33%		Below/Well Below Benchmark 35%		Below/Well Below Benchmark 31%	
+19% from BOY		+1% from BOY		+6% from BOY		+20% from BOY	

Highmark - Overall School Scores

Blue	117 - 57%
Green	30 - 14%
Yellow	27 - 13%
Red	32 - 16%
Benchmark or Above 71%	
Below/Well Below Benchmark 29%	
+13% from BOY	

BOY Acadience Data - Reading

Kindergarten		1st Grade		2nd Grade		3rd Grade		4th Grade		5th Grade		6th Grade	
Blue	24 - 41%	Blue	26 - 52%	Blue	19 - 41%	Blue	19 - 34%	Blue	26 - 51%	Blue	22 - 43%	Blue	28 - 45%
Green	13 - 22%	Green	5 - 10%	Green	9 - 20%	Green	15 - 27%	Green	5 - 10%	Green	9 - 18%	Green	21 - 33%
Yellow	9 - 15%	Yellow	6 - 12%	Yellow	4 - 9%	Yellow	4 - 7%	Yellow	4 - 8%	Yellow	13 - 25%	Yellow	10 - 16%
Red	13 - 22%	Red	13 - 25%	Red	14 - 30%	Red	17 - 31%	Red	16 - 31%	Red	7 - 14%	Red	4 - 6%
Benchmark or Above 63%		Benchmark or Above 63%		Benchmark or Above 61%		Benchmark or Above 61%		Benchmark or Above 61%		Benchmark or Above 61%		Benchmark or Above 78%	
Below/Well Below Benchmark 37%		Below/Well Below Benchmark 37%		Below/Well Below Benchmark 39%		Below/Well Below Benchmark 39%		Below/Well Below Benchmark 39%		Below/Well Below Benchmark 39%		Below/Well Below Benchmark 22%	

Highmark - Overall School Scores

Blue	167 - 44%
Green	77 - 20%
Yellow	50 - 13%
Red	86 - 23%
Benchmark or Above 64%	
Below/Well Below Benchmark 36%	

MOY Acadience Data - Reading

Kindergarten		1st Grade		2nd Grade		3rd Grade		4th Grade		5th Grade		6th Grade	
Blue	34 - 57%	Blue	32 - 66%	Blue	21 - 46%	Blue	20 - 37%	Blue	21 - 41%	Blue	23 - 45%	Blue	32 - 52%
Green	12 - 20%	Green	6 - 12%	Green	6 - 13%	Green	15 - 27%	Green	9 - 18%	Green	6 - 12%	Green	18 - 30%
Yellow	5 - 8%	Yellow	3 - 6%	Yellow	7 - 15%	Yellow	5 - 9%	Yellow	6 - 12%	Yellow	15 - 29%	Yellow	7 - 11%
Red	9 - 18%	Red	8 - 16%	Red	12 - 26%	Red	15 - 27%	Red	15 - 29%	Red	7 - 14%	Red	4 - 7%
Benchmark or Above 77%		Benchmark or Above 74%		Benchmark or Above 59%		Benchmark or Above 64%		Benchmark or Above 59%		Benchmark or Above 57%		Benchmark or Above 82%	
Below/Well Below Benchmark 23%		Below/Well Below Benchmark 26%		Below/Well Below Benchmark 41%		Below/Well Below Benchmark 36%		Below/Well Below Benchmark 41%		Below/Well Below Benchmark 43%		Below/Well Below Benchmark 18%	
BOY to MOY: +14%		BOY to MOY: +11%		BOY to MOY: -2%		BOY to MOY: +3%		BOY to MOY: -2%		BOY to MOY: -4%		BOY to MOY: +4%	

Highmark - Overall School Scores

Blue	184 - 50%
Green	69 - 18%
Yellow	49 - 13%
Red	71 - 19%
Benchmark or Above 68%	
Below/Well Below Benchmark 32%	
BOY to MOY: +4%	

EOY Acadience Data - Reading

Kindergarten		1st Grade		2nd Grade		3rd Grade		4th Grade		5th Grade		6th Grade	
Blue	33 - 57%	Blue	32 - 66%	Blue	24 - 52%	Blue	21 - 38%	Blue	15 - 29%	Blue	23 - 44%	Blue	32 - 53%
Green	13 - 23%	Green	6 - 12%	Green	6 - 13%	Green	10 - 19%	Green	16 - 31%	Green	6 - 24%	Green	15 - 25%
Yellow	5 - 9%	Yellow	3 - 6%	Yellow	7 - 15%	Yellow	13 - 24%	Yellow	12 - 24%	Yellow	9 - 18%	Yellow	9 - 15%
Red	6 - 11%	Red	8 - 16%	Red	9 - 20%	Red	10 - 19%	Red	8 - 16%	Red	7 - 14%	Red	4 - 7%
Benchmark or Above 80%		Benchmark or Above 78%		Benchmark or Above 65%		Benchmark or Above 57%		Benchmark or Above 60%		Benchmark or Above 68%		Benchmark or Above 78%	
Below/Well Below Benchmark 20%		Below/Well Below Benchmark 22%		Below/Well Below Benchmark 35%		Below/Well Below Benchmark 33%		Below/Well Below Benchmark 40%		Below/Well Below Benchmark 32%		Below/Well Below Benchmark 22%	
+17% from BOY		+15% from BOY		+4% from BOY		-4% from BOY		-1% from BOY		+7% from BOY		0% from BOY	

Highmark - Overall School Scores

Blue	180 - 49%
Green	78 - 21%
Yellow	58 - 16%
Red	52 - 14%
Benchmark or Above 70%	
Below/Well Below Benchmark 30%	
BOY to EOY: +6%	

HighMark Charter School Budget Summary

	Year Ending 06/30/2022	Year-to-Date 06/30/2023	07/01/2022 - 05/31/2023	Year Ending 06/30/2024
	Actual	Final Amended	Actual to Date	Preliminary
Income				
Revenue From Local Sources				
1510 - Interest on Investments	6,362	45,000	46,887	35,000
1741 - General Student Fees	874	1,000	1,057	1,000
1742 - (Contra) General Student Fee Waivers	(51)	0	0	0
1743 - Curricular Activity Fees	45,344	25,000	22,557	25,000
1744 - (Contra) Curricular Activity Fee Waivers	(2,499)	0	0	0
1747 - Extra-Curricular Activity Fees	46,369	42,000	46,334	45,000
1750 - School Vending & Stores (Gross Sales)	27,697	20,000	24,522	20,000
1910 - Rentals	12,784	12,500	11,471	12,500
1920 - Contributions and Donations From Private Sources	11,857	6,500	7,193	8,000
1990 - Miscellaneous	99,948	110,000	121,204	120,000
1990-001 - Field Trips	579	1,000	908	2,000
Total Revenue From Local Sources	249,264	263,000	282,133	268,500
Revenue From State Sources				
3005 - Regular School Programs K	90,793	130,437	108,698	78,200
3010 - Regular School Programs 1-12	2,242,241	2,397,634	2,000,652	2,550,000
3020 - Professional Staff	181,471	190,435	158,740	178,391
3100 - Restricted Basic School Programs	519,513	597,810	498,541	635,893
3200 - Related to the Basic Programs	1,818,629	2,226,261	1,880,754	2,226,261
3300 - Special Populations	29,354	51,169	42,827	48,545
3400 - Other Programs	227,688	202,849	176,815	405,852
3500 - One-time Funding	203,315	225,382	202,561	262,713
3800 - Non-MSP State Revenues (via USBE)	3,333	22,383	5,493	3,000
Total Revenue From State Sources	5,316,337	6,044,360	5,075,081	6,388,855
Revenue From Federal Sources				
4200 - Unrestricted Revenue Received From Federal Government Through The State	146,342	71,973	0	0
4500 - Restricted Federal-Received via USBE	22,801	0	0	0
4522 - IDEA - B -- Pre-School Disabled (Sec 619)	4,177	3,500	0	3,500
4524 - IDEA - B -- Disabled (PL 101-476)	98,430	98,560	0	100,000
4800 - Federal No Child Left Behind	16,313	1,323	0	1,350
Total Revenue From Federal Sources	288,063	175,356	0	104,850
Revenue from Other Sources				
5200 - Transfers In From Other Funds	25,000	0	0	450,000
5210 - Transfers Out To Other Funds	(25,000)	0	0	0
Total Revenue from Other Sources	0	0	0	450,000
Total Income	5,853,664	6,482,716	5,357,214	7,212,205
Expenses				
Instruction/Salaries				
0121 - Salaries - Principals and Assistants	198,445	120,000	102,352	310,000
0131 - Salaries - Teachers	1,901,795	2,177,523	1,585,244	2,816,253
0132 - Salaries - Substitute Teachers	28,117	35,000	25,867	35,000
0142 - Salaries - Guidance Personnel	51,210	58,550	44,598	76,500
0152 - Salaries - Secretarial and Clerical Personnel	123,265	124,442	116,481	70,000
0161 - Salaries - Teacher Aides and Para-Professionals	300,254	363,100	282,034	380,100
Total Instruction/Salaries	2,603,086	2,878,615	2,156,576	3,687,853
Employee Benefits				
0220 - Social Security	296,773	302,000	226,535	394,500
0230 - Local Retirement	44,696	80,000	57,896	80,000
0240 - Group Insurance	65,586	100,000	71,005	100,000
0290 - Other Employee Benefits	455,222	470,400	351,199	5,000
Total Employee Benefits	862,277	952,400	706,635	579,500
Purchased Prof & Tech Serv				
0320 - Professional - Educational Services	70,027	80,000	79,143	90,000
0330 - Professional Employee Training and Development	3,240	20,000	14,106	20,000
0340 - Other Professional Services	22,382	35,000	34,562	40,000
0345 - Business Services	255,350	300,000	259,302	300,000
0350 - Technical Services	74,669	75,000	68,851	80,000
Total Purchased Professional & Technical Services	425,668	510,000	455,964	530,000
Purchased Property Services				
0410 - Utility Services	61,237	70,000	66,344	65,000
0430 - Repairs & Maintenance Services	15,597	60,000	9,935	60,000
0433 - Custodial Services	59,628	70,000	49,690	70,000
0441 - Rental of Land & Buildings	150	0	0	0
0442 - Rental of Equipment & Vehicles	3,758	1,000	626	1,000
0490 - Other Purchased Property Services	37,869	40,000	45,804	40,000
Total Purchased Property Services	178,239	241,000	172,399	236,000
Other Purchased Services				
0513 - Student Transportation Services - Commercial	6,336	10,000	6,966	15,000
0517 - Student Overnight Trips/Field Trips	874	0	332	0
0518 - Student Day Trips/Field Trips (includes Admission Charges)	8,788	10,000	8,497	10,000
0521 - Property Insurance	22,078	26,153	26,153	28,500
0530 - Communication (Telephone & Other)	17,323	15,000	7,403	10,000
0540 - Advertising	731	500	320	500
0561 - Student Tuition to other LEAs In State	0	0	300	500
0580 - Travel/Per Diem	4,170	5,000	3,496	5,000
Total Other Purchased Services	60,300	66,653	53,467	69,500
Supplies & Materials				

0610 - General Supplies	136,411	135,000	125,540	200,000
0610-001 - Furniture and Fixtures (not capitalized)	9,890	200,000	195,818	25,000
0610-002 - Other Food Purchases	87,432	100,000	89,047	100,000
0630 - Food	101	0	0	0
0641 - Textbooks	11,609	15,000	14,783	25,000
0642 - E-Textbooks / Online Curriculum	25,929	27,500	26,227	30,000
0644 - Library Books	24	1,500	723	500
0650 - Supplies - Technology Related	128,378	175,000	131,385	65,000
0670 - Software	14,044	15,000	10,017	20,000
0680 - Maintenance Supplies and Materials	11,002	15,000	12,286	25,000
Total Supplies & Materials	424,820	684,000	605,826	490,500
Property				
0710 - Land and Site Improvements	0	117,850	114,250	200,000
0730 - Equipment	0	8,500	8,494	0
Total Property	0	126,350	122,744	200,000
Debt Services & Miscellaneous				
0810 - Dues and Fees	16,638	25,000	18,295	25,000
0810-001 - UBTI Federal Tax	750	1,000	2,659	1,000
0830 - Interest	482,405	470,166	392,671	421,017
0840 - Redemption of Principal	299,683	318,432	259,069	686,835
Total Debt Services & Miscellaneous	799,476	814,598	672,694	1,133,852
Total Expenses	5,353,866	6,273,616	4,946,305	6,927,205
Total Net Income	499,798	209,100	410,909	285,000

Fraud Risk Assessment

INSTRUCTIONS:

- Reference the *Fraud Risk Assessment Implementation Guide* to determine which of the following recommended measures have been implemented.
- Indicate successful implementation by marking “Yes” on each of the questions in the table. Partial points may not be earned on any individual question.
- Total the points of the questions marked “Yes” and enter the total on the “Total Points Earned” line.
- Based on the points earned, circle/highlight the risk level on the “Risk Level” line.
- Enter on the lines indicated the entity name, fiscal year for which the Fraud Risk Assessment was completed, and date the Fraud Risk Assessment was completed.
- Print CAO and CFO names on the lines indicated, then have the CAO and CFO provide required signatures on the lines indicated.

Fraud Risk Assessment

Continued

*Total Points Earned: 355/395 *Risk Level: Very Low Low Moderate High Very High
> 355 316-355 276-315 200-275 < 200

	Yes	Pts
1. Does the entity have adequate basic separation of duties or mitigating controls as outlined in the attached Basic Separation of Duties Questionnaire?	200	200
2. Does the entity have governing body adopted written policies in the following areas:		
a. Conflict of interest?	5	5
b. Procurement?	5	5
c. Ethical behavior?	5	5
d. Reporting fraud and abuse?	5	5
e. Travel?	5	5
f. Credit/Purchasing cards (where applicable)?	5	5
g. Personal use of entity assets?	5	5
h. IT and computer security?	5	5
i. Cash receipting and deposits?	5	5
3. Does the entity have a licensed or certified (CPA, CGFM, CMA, CIA, CFE, CGAP, CPFO) expert as part of its management team?	20	20
a. Do any members of the management team have at least a bachelor's degree in accounting?	10	10
4. Are employees and elected officials required to annually commit in writing to abide by a statement of ethical behavior?	20	20
5. Have all governing body members completed entity specific (District Board Member Training for local/special service districts & interlocal entities, Introductory Training for Municipal Officials for cities & towns, etc.) online training (training.auditor.utah.gov) within four years of term appointment/election date?	0	20
6. Regardless of license or formal education, does at least one member of the management team receive at least 40 hours of formal training related to accounting, budgeting, or other financial areas each year?	20	20
7. Does the entity have or promote a fraud hotline?	20	20
8. Does the entity have a formal internal audit function?	0	20
9. Does the entity have a formal audit committee?	20	20

*Entity Name: HighMark Charter School

*Completed for Fiscal Year Ending: 2023*Completion Date: 05.27.2023

*CAO Name: Shawn Miehlike

*CFO Name: Blake Petersen

*CAO Signature: _____ *CFO Signature: _____

*Required

Basic Separation of Duties

See the following page for instructions and definitions.

	Yes	No	MC*	N/A
1. Does the entity have a board chair, clerk, and treasurer who are three separate people?	Y			
2. Are all the people who are able to receive cash or check payments different from all of the people who are able to make general ledger entries?	Y			
3. Are all the people who are able to collect cash or check payments different from all the people who are able to adjust customer accounts? If no customer accounts, check "N/A".	Y			
4. Are all the people who have access to blank checks different from those who are authorized signers?	Y			
5. Does someone other than the clerk and treasurer reconcile all bank accounts OR are original bank statements reviewed by a person other than the clerk to detect unauthorized disbursements?	Y			
6. Does someone other than the clerk review periodic reports of all general ledger accounts to identify unauthorized payments recorded in those accounts?	Y			
7. Are original credit/purchase card statements received directly from the card company by someone other than the card holder? If no credit/purchase cards, check "N/A".	Y			
8. Does someone other than the credit/purchase card holder ensure that all card purchases are supported with receipts or other supporting documentation? If no credit/purchase cards, check "N/A".	Y			
9. Does someone who is not a subordinate of the credit/purchase card holder review all card purchases for appropriateness (including the chief administrative officer and board members if they have a card)? If no credit/purchase cards, check "N/A".	Y			
10. Does the person who authorizes payment for goods or services, who is not the clerk, verify the receipt of goods or services?	Y			
11. Does someone authorize payroll payments who is separate from the person who prepares payroll payments? If no W-2 employees, check "N/A".				N/A
12. Does someone review all payroll payments who is separate from the person who prepares payroll payments? If no W-2 employees, check "N/A".				N/A

* MC = Mitigating Control

Basic Separation of Duties

Continued

Instructions: Answer questions 1-12 on the Basic Separation of Duties Questionnaire using the definitions provided below.

☺ If all of the questions were answered “Yes” or “No” with mitigating controls (“MC”) in place, or “N/A,” the entity has achieved adequate basic separation of duties. Question 1 of the Fraud Risk Assessment Questionnaire will be answered “Yes.” 200 points will be awarded for question 1 of the Fraud Risk Assessment Questionnaire.

☹ If any of the questions were answered “No,” and mitigating controls are not in place, the entity has not achieved adequate basic separation of duties. Question 1 of the Fraud Risk Assessment Questionnaire will remain blank. 0 points will be awarded for question 1 of the Fraud Risk Assessment Questionnaire.

Definitions:

Board Chair is the elected or appointed chairperson of an entity’s governing body, e.g. Mayor, Commissioner, Councilmember or Trustee. The official title will vary depending on the entity type and form of government.

Clerk is the bookkeeper for the entity, e.g. Controller, Accountant, Auditor or Finance Director. Though the title for this position may vary, they validate payment requests, ensure compliance with policy and budgetary restrictions, prepare checks, and record all financial transactions.

Chief Administrative Officer (CAO) is the person who directs the day-to-day operations of the entity. The CAO of most cities and towns is the mayor, except where the city has a city manager. The CAO of most local and special districts is the board chair, except where the district has an appointed director. In school districts, the CAO is the superintendent. In counties, the CAO is the commission or council chair, except where there is an elected or appointed manager or executive.

General Ledger is a general term for accounting books. A general ledger contains all financial transactions of an organization and may include sub-ledgers that are more detailed. A general ledger may be electronic or paper based. Financial records such as invoices, purchase orders, or depreciation schedules are not part of the general ledger, but rather support the transaction in the general ledger.

Mitigating Controls are systems or procedures that effectively mitigate a risk in lieu of separation of duties.

Original Bank Statement means a document that has been received directly from the bank. Direct receipt of the document could mean having the statement 1) mailed to an address or PO Box separate from the entity’s place of business, 2) remain in an unopened envelope at the entity offices, or 3) electronically downloaded from the bank website by the intended recipient. The key risk is that a treasurer or clerk who is intending to conceal an unauthorized transaction may be able to physically or electronically alter the statement before the independent reviewer sees it.

Treasurer is the custodian of all cash accounts and is responsible for overseeing the receipt of all payments made to the entity. A treasurer is always an authorized signer of all entity checks and is responsible for ensuring cash balances are adequate to cover all payments issued by the entity.

Board Member Annual Commitment to Ethical Behavior

I understand that as a board member of HighMark Charter School I should always engage in ethical behavior. I have read the school's Ethics Policy and am committed to abiding by the policy, conducting myself consistent with high standards of ethics, and complying with applicable law.

Signature _____
Board Member Name

Date

Signature _____
Board Member Name

Date

Signature _____
Board Member Name

Date

Signature _____
Board Member Name

Date

Signature _____
Board Member Name

Date

Signature _____
Board Member Name

Date

Signature _____
Board Member Name

Date

HighMark Charter School

Board of Directors Meeting

March 13, 2023

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

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

Others In Attendance: Shawn Miehlike, Krystal Taylor, Janey Stoddard, Ryan Smith



MINUTES

CALL TO ORDER

Richard Bigler called the meeting to order at 7:01PM.

PUBLIC COMMENT

- 2023/2024 Fee Schedule & Fee Waiver Policy
This was the second opportunity for members of the public to comment on the 2023/2024 Fee Schedule and Fee Waiver Policy. There were no comments.

REPORTS

- Principal's Report
Shawn Miehlike provided a report on current enrollment numbers, ongoing projects, upcoming plans for improvements to the facilities, and reviewed new hires along with changes to the fee schedule.
- Budget Report
Blake Petersen presented on the current budget. Finances are reporting back as expected for this time of the school year.

CONSENT ITEMS

- January 23, 2023 Board Meeting Minutes
- Ratify New Hires
Richard Bigler made a motion to approve the January 23, 2023 Board Meeting Minutes and to Ratify the New Hires. Lori Drake seconded. Motion passed unanimously. Votes were as follows: Richard Bigler, Aye; Lori Drake, Aye; Blake Petersen, Aye; Rory Ukena, Aye.

VOTING ITEMS AND DISCUSSION ITEMS

- 2023/2024 Fee Schedule & Fee Waiver Policy
Adjustments to the after school program fee were made. The board was in agreement that these changes are reasonable.
- School LAND Trust Plan
Shawn Miehlike explained what will be the use of funds through the Trust LAND Plan.
- Lawncare Agreement
Shawn Miehlike expressed the relationship with Extreme Green is going well and made the recommendation to continue with this contract. The board reviewed several bids for lawncare.
Rory Ukena made a motion to approve the 2023/2024 Fee Schedule with changes as discussed, the School LAND Trust Plan and to award the lawncare agreement to

Extreme Green. Lori Drake seconded. Motion passed unanimously. Votes were as follows: Richard Bigler, Aye; Lori Drake, Aye; Blake Petersen, Aye; Rory Ukena, Aye.

- Locker Purchase

Lockers and cubbies will be placed throughout the school to prevent clutter. Training and usage guidelines will be provided.

Lori Drake made a motion to approve the locker purchase for up to \$50,000 through Wood Creek Cabinetry. Blake Petersen seconded. Motion passed unanimously. Votes were as follows: Richard Bigler, Aye; Lori Drake, Aye; Blake Petersen, Aye; Rory Ukena, Aye.

- Capitalization & Expense Policy

Ryan Smith provided an explanation and purpose of this policy in a practical sense.

- Student Transportation Policy

- Selection and Purchase of Instructional Materials Policy

- Supervision of Students at School-Sponsored Activities Policy

Shawn Miehke reviewed the above policies along with in depth explanations on how each will be executed throughout different scenarios that occur at the school. The board recommended minor revisions in wording to the Supervision of Students at School-Sponsored Activities Policy.

Blake Petersen made a motion to approve the Capitalization & Expense Policy, Student Transportation Policy, Selection and Purchase of Instructional Materials Policy, and the Supervision of Students at School-Sponsored Activities Policy with the changes that were discussed. Rory Ukena seconded. Motion passed unanimously. Votes were as follows: Richard Bigler, Aye; Lori Drake, Aye; Blake Petersen, Aye; Rory Ukena, Aye.

- Board Member Applications

The board will be accepting applications and conduct interviews at a later date.

CALENDARING

- Annual Board Meeting

The next board meeting will be held on Saturday, May 27th.

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

At 8:14PM Rory Ukena made a motion to move into closed session located in the Art Room at HighMark Charter School. Lori Drake seconded. Votes were as follows: Richard Bigler, Aye; Lori Drake, Aye; Blake Petersen, Aye; Rory Ukena, Aye. Motion passed unanimously.

ADJOURN

At 8:34PM Richard Bigler made a motion to move out of closed session and adjourn. Lori Drake seconded. Motion passed unanimously. Votes were as follows: Richard Bigler, Aye; Lori Drake, Aye; Blake Petersen, Aye; Rory Ukena, Aye.

HighMark Charter School
Board of Directors Closed Session
Meeting Date: March 13, 2023
Location: 2467 E. South Weber Drive, South Weber, UT 84405



CLOSED SESSION SWORN STATEMENT:

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

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

Signed on the 13th day of March, 2023, at 2467 E. South Weber Drive, South Weber, UT 84405.

A handwritten signature in black ink, appearing to read 'Richard Bigler'.

Richard Bigler, Board Chair

HighMark Charter School Board of Directors Meeting

May 3, 2023

Anchor Location: 2467 E South Weber Drive, South Weber, UT 84405

This meeting of the board of directors was held electronically.

In Attendance: Richard Bigler, Blake Petersen, Rory Ukena

Others In Attendance: Shawn Miehlike, Krystal Taylor

Excuse: Lori Drake



MINUTES

CALL TO ORDER

Richard Bigler called the meeting to order at 11:02AM.

VOTING ITEMS AND DISCUSSION ITEMS

- Cheer Uniform Purchase

Shawn Miehlike provided an explanation of funds used for cheer uniforms.

Richard Bigler made a motion to approve the Varsity Spirit Fashion purchase for up to \$12,000. Rory Ukena seconded. Motion passed unanimously. Votes were as follows:

Richard Bigler, Aye; Blake Petersen, Aye; Rory Ukena, Aye.

CALENDARING

- Annual Board Meeting May 27th, 2023

The board will meet on May 27th for the annual meeting, beginning at 8AM.

ADJOURN

At 11:09AM Richard Bigler made a motion to adjourn. Blake Petersen seconded. Motion passed unanimously. Votes were as follows: Richard Bigler, Aye; Blake Petersen, Aye; Rory Ukena, Aye.

May 4, 2023

Board of Directors

School

School Address

School Address

You have requested that we audit the financial statements of the governmental activities and each major fund of **School Name** (the School) as of June 30, 2023, and for the year then ended, and the related notes to the financial statements, which collectively comprise the School's basic financial statements.

In addition, we will audit the entity's compliance over major federal award programs for the period ended June 30, 2023, if federal expenditures exceed \$750,000. We are pleased to confirm our acceptance and our understanding of this audit engagement by means of this letter.

Our audits will be conducted with the objectives of our expressing an opinion on each opinion unit and an opinion on compliance regarding the entity's major federal award programs. The objectives of our audit of the financial statements are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with auditing standards generally accepted in the United States of America (GAAS) and in accordance with *Government Auditing Standards*, and/or any state or regulatory audit requirements will always detect a material misstatement when it exists. Misstatements, including omissions, can arise from fraud or error and are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

The objectives of our compliance audit are to obtain sufficient appropriate audit evidence to form an opinion and report at the level specified in the governmental audit requirement about whether the entity complied in all material respects with the applicable compliance requirements and identify audit and reporting requirements specified in the governmental audit requirement that are supplementary to GAAS and *Government Auditing Standards*, if any, and perform procedures to address those requirements.

Accounting principles generally accepted in the United States of America (U.S. GAAP), as promulgated by the Governmental Accounting Standards Board (GASB), require that Management's Discussion and Analysis, Statement of Revenues, Expenditures and Changes in Fund Balances - Budget and Actual – General Fund and Notes to Required Supplementary Information be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. As part of our engagement, we will apply certain limited procedures to the required supplementary information (RSI) in accordance with auditing standards generally accepted in the United States of America. These limited procedures will consist primarily of inquiries of management regarding their methods of measurement and presentation and comparing the

information for consistency with management's responses to our inquiries. We will not express an opinion or provide any form of assurance on the RSI. The following RSI is required by accounting principles generally accepted in the United States of America. This RSI will be subjected to certain limited procedures but will not be audited:

- Management's Discussion and Analysis
- Statement of Revenues, Expenditures and Changes in Fund Balances - Budget and Actual – General Fund
- Notes to Required Supplementary Information

Schedule of Expenditures of Federal Awards

We will subject the schedule of expenditures of federal awards to the auditing procedures applied in our audit of the basic financial statements and certain additional procedures, including comparing and reconciling the schedule to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and additional procedures in accordance with auditing standards generally accepted in the United States of America. We intend to provide an opinion on whether the schedule of expenditures of federal awards is presented fairly in all material respects in relation to the financial statements as a whole.

Data Collection Form

Prior to the completion of our engagement, we will complete the sections of the Data Collection Form that are our responsibility. The form will summarize our audit findings, amounts and conclusions. It is management's responsibility to submit a reporting package including financial statements, schedule of expenditure of federal awards, summary schedule of prior audit findings and corrective action plan along with the Data Collection Form to the federal audit clearinghouse. The financial reporting package must be text searchable, unencrypted, and unlocked. Otherwise, the reporting package will not be accepted by the federal audit clearinghouse. We will assist you in the electronic submission and certification. You may request from us copies of our report for you to include with the reporting package submitted to pass-through entities.

The Data Collection Form is required to be submitted within the *earlier* of 30 days after receipt of our auditors' reports or nine months after the end of the audit period, unless specifically waived by a federal cognizant or oversight agency for audits. Data Collection Forms submitted untimely are one of the factors in assessing programs at a higher risk.

Audit of the Financial Statements

We will conduct our audits in accordance with GAAS, the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States of America, the audit requirements of Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance) and, in accordance with any state or regulatory audit requirements. As part of an audit of financial statements in accordance with GAAS and in accordance with *Government Auditing Standards*, Uniform Guidance and/or any state or regulatory audit requirements we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material

misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. However, we will communicate to you in writing concerning any significant deficiencies or material weaknesses in internal control relevant to the audit of the financial statements that we have identified during the audit.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- Conclude, based on the audit evidence obtained, whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for a reasonable period of time.

Because of the inherent limitations of an audit, together with the inherent limitations of internal control, an unavoidable risk that some material misstatements or noncompliance may not be detected exists, even though the audit is properly planned and performed in accordance with GAAS and *Government Auditing Standards* of the Comptroller General of the United States of America and/or state or regulatory audit requirements.

Our responsibility as auditors is limited to the period covered by our audit and does not extend to any other periods.

We will issue a written report upon completion of our audit of the School's basic financial statements. Our report will be addressed to the governing body of the School. Circumstances may arise in which our report may differ from its expected form and content based on the results of our audit. Depending on the nature of these circumstances, it may be necessary for us to modify our opinions, add an emphasis-of-matter or other-matter paragraph(s) to our auditor's report, or if necessary, withdraw from the engagement. If our opinions on the basic financial statements are other than unmodified, we will discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed opinions, we may decline to express opinions or to issue a report as a result of this engagement.

In accordance with the requirements of *Government Auditing Standards*, we will also issue a written report describing the scope of our testing over internal control over financial reporting and over compliance with laws, regulations, and provisions of grants and contracts, including the results of that testing. However, providing an opinion on internal control and compliance over financial reporting will not be an objective of the audit and, therefore, no such opinion will be expressed.

We also will issue a written report on our financial statement and single audit upon completion of our audit.

Audit of Major Program Compliance

Our audit of the School's major federal award program(s) compliance will be conducted in accordance with the requirements of the Single Audit Act, as amended; and the Uniform Guidance and will include tests of accounting records, a determination of major programs in accordance with the Uniform Guidance, and other procedures we consider necessary to enable us to express such an opinion on major federal award program compliance and to render the required reports. We cannot provide assurance that an unmodified opinion on compliance will be expressed. Circumstances may arise in which it is necessary for us to modify our opinion or withdraw from the engagement.

The Uniform Guidance requires that we also plan and perform the audit to obtain reasonable assurance about whether the material noncompliance with applicable laws and regulations, the provisions of contracts and grant agreements applicable to major federal award programs, and the applicable compliance requirements occurred, whether due to fraud or error, and express an opinion on the entity's compliance based on the audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the entity's compliance with the requirements of the federal programs as a whole.

As part of a compliance audit in accordance with GAAS *and in accordance with Government Auditing Standards*, we exercise professional judgment and maintain professional skepticism throughout the audit. We also identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks.

Our procedures will consist of determining major federal programs and performing the applicable procedures described in the U.S. Office of Management and Budget *OMB Compliance Supplement* for the types of compliance requirements that could have a direct and material effect on each of the entity's major programs, and performing such other procedures as we considers necessary in the circumstances. The purpose of those procedures will be to express an opinion on the entity's compliance with requirements applicable to each of its major programs in our report on compliance issued pursuant to the Uniform Guidance.

Also, as required by the Uniform Guidance, we will obtain an understanding of the entity's internal control over compliance relevant to the audit in order to design and perform tests of controls to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with compliance requirements applicable to each of the entity's major federal award programs. Our tests will be less in scope than would be necessary to render an opinion on these controls and, accordingly, no opinion will be expressed in our report. However, we will communicate to you, regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we have identified during the audit.

We will issue a report on compliance that will include an opinion or disclaimer of opinion regarding the entity's major federal award programs, and a report on internal controls over compliance that will report any significant deficiencies and material weaknesses identified; however, such report will not express an opinion on internal control.

Management Responsibilities

Our audit will be conducted on the basis that management and, when appropriate, those charged with governance, acknowledge and understand that they have responsibility:

1. For the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America;
2. For the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error;

3. For identifying, in its accounts, all federal awards received and expended during the period and the federal programs under which they were received;
4. For maintaining records that adequately identify the source and application of funds for federally funded activities;
5. For preparing the schedule of expenditures of federal awards (including notes and noncash assistance received) in accordance with the Uniform Guidance;
6. For designing, implementing, and maintaining effective internal control over federal awards that provides reasonable assurance that the entity is managing federal awards in compliance with federal statutes, regulations, and the terms and conditions of the federal awards;
7. For identifying and ensuring that the entity complies with federal laws, statutes, regulations, rules, provisions of contracts or grant agreements, and the terms and conditions of federal award programs and implementing systems designed to achieve compliance with applicable federal statutes, regulations, and the terms and conditions of federal award programs;
8. For disclosing accurately, currently, and completely, the financial results of each federal award in accordance with the requirements of the award;
9. For identifying and providing report copies of previous audits, attestation engagements, or other studies that directly relate to the objectives of the audit, including whether related recommendations have been implemented;
10. For taking prompt action when instances of noncompliance are identified;
11. For addressing the findings and recommendations of auditors, for establishing and maintaining a process to track the status of such findings and recommendations and taking corrective action on reported audit findings from prior periods and preparing a summary schedule of prior audit findings;
12. For following up and taking corrective action on current year audit findings and preparing a corrective action plan for such findings;
13. For submitting the reporting package and data collection form to the appropriate parties;
14. For making the auditor aware of any significant contractor relationships where the contractor is responsible for program compliance;
15. To provide us with:
 - a. Access to all information of which management is aware that is relevant to the preparation and fair presentation of the financial statements including disclosures, and relevant to federal award programs, such as records, documentation, and other matters;
 - b. Additional information that we may request from management for the purpose of the audit; and
 - c. Unrestricted access to persons within the entity from whom we determine it necessary to obtain audit evidence.
16. For adjusting the financial statements to correct material misstatements and confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the current year period(s) under audit are immaterial, both individually and in the aggregate, to the financial statements as a whole;
17. For acceptance of nonattest services, including identifying the proper party to oversee nonattest work;
18. For maintaining adequate records, selecting and applying accounting principles, and safeguarding assets;
19. For informing us of any known or suspected fraud affecting the entity involving management, employees with significant role in internal control and others where fraud could have a material effect on compliance;
20. For the accuracy and completeness of all information provided;
21. For taking reasonable measures to safeguard protected personally identifiable and other sensitive information; and
22. For confirming your understanding of your responsibilities as defined in this letter to us in your management representation letter.

With regard to the schedule of expenditures of federal awards referred to above, you acknowledge and understand your responsibility (a) for the preparation of the schedule of expenditures of federal awards in accordance with the Uniform Guidance, (b) to provide us with the appropriate written representations regarding the schedule of expenditures of federal awards, (c) to include our report on the schedule of expenditures of federal awards in any document that contains the schedule of expenditures of federal awards and that indicates that we have reported on such schedule, and (d) to present the schedule of expenditures of federal awards with the audited financial statements, or if the schedule will not be presented with the audited financial statements, to make the audited financial statements readily available to the intended users of the schedule of expenditures of federal awards no later than the date of issuance by you of the schedule and our report thereon.

With regard to the supplementary information referred to above, you acknowledge and understand your responsibility (a) for the preparation of the supplementary information in accordance with the applicable criteria, (b) to provide us with the appropriate written representations regarding supplementary information, (c) to include our report on the supplementary information in any document that contains the supplementary information and that indicates that we have reported on such supplementary information, and (d) to present the supplementary information with the audited financial statements, or if the supplementary information will not be presented with the audited financial statements, to make the audited financial statements readily available to the intended users of the supplementary information no later than the date of issuance by you of the supplementary information and our report thereon.

As part of our audit process, we will request from management and, when appropriate, those charged with governance, written confirmation concerning representations made to us in connection with the audit.

We understand that your employees will prepare all confirmations we request and will locate any documents or invoices selected by us for testing.

If you intend to publish or otherwise reproduce the financial statements and make reference to our firm, you agree to provide us with printers' proofs or masters for our review and approval before printing. You also agree to provide us with a copy of the final reproduced material for our approval before it is distributed.

Nonattest Services

With respect to any nonattest services we perform, we agree to perform the following:

- Prepare federal and state income tax returns.
- Prepare or assist with preparing financial statements in conformity with U.S. generally accepted accounting principles based on information provided by you.
- Prepare or assist in preparing the government-wide statements and conversion entries and note disclosures.
- Complete the auditee's portion of the Data Collection Form, as applicable.
- Assistance with preparation of Schedule of Expenditures, as applicable.

We will not assume management responsibilities on behalf of the School. The School's management understands and agrees that any advice or recommendation we may provide in connection with our audit engagement are solely to assist management in performing its responsibilities.

The School's management is responsible for (a) making all management decisions and performing all management functions; (b) assigning a competent individual to oversee the services; (c) evaluating the adequacy of the services performed; (d) evaluating and accepting responsibility for the results of the services performed; and (e) establishing and maintaining internal controls, including monitoring ongoing activities.

Our responsibilities and limitations of the nonattest services are as follows:

- We will perform the services in accordance with applicable professional standards.
- The nonattest services are limited to the services previously outlined above. Our firm, in its sole professional judgment, reserves the right to refuse to do any procedure or take any action that could be construed as making management decisions or assuming management responsibilities. Our firm will advise the School with regard to tax positions taken in the preparation of the tax return, but the School must make all decisions with regard to those matters.

Fees and Timing

Ken Jeppesen is the engagement partner for the audit services specified in this letter. He will be assisted with the Single Audit portion of the engagement (as necessary) by Paul Skeen. Responsibilities include supervising services performed as part of this engagement and signing or authorizing another qualified firm representative to sign the audit report. We expect to begin our audit on approximately July 25, 2023.

Our fees are based on the amount of time required at various levels of responsibility, plus actual out-of-pocket expenses, including administrative charges. Invoices are payable upon presentation. We estimate that our fees for the financial statement audit and state compliance procedures will be \$12,500. If a Single Audit is required, these fees will be billed separately. The information return (Form 990) fees are estimated to be \$1,800.

We will notify you immediately of any circumstances we encounter that could significantly affect this initial fee estimate. Whenever possible, we will attempt to use the School's personnel to assist in the preparation of schedules and analyses of accounts. This effort could substantially reduce our time requirements and facilitate the timely conclusion of the audit. Further, we will be available during the year to consult with you on financial management and accounting matters of a routine nature.

The ability to perform and complete our engagement consistent with the estimated fee included above depends upon the quality of your underlying accounting records and the timeliness of your personnel in providing information and responding to our requests. To assist with this process, we will provide you with a Prepared-by-Client (PBC) request that identifies the information required to perform our engagement, as well as a planned timeline for the engagement. A failure to provide this information in an accurate and timely manner may result in an increase in our fees and/or a delay in the completion of our engagement.

We may be requested to make certain audit documentation available to outside parties, including regulators, pursuant to authority provided by law or regulation or applicable professional standards. If requested, access to such audit documentation will be provided under the supervision of Eide Bailly LLP's personnel. Furthermore, upon request, we may provide copies of selected audit documentation to the outside party, who may intend, or decide, to distribute the copies of information contained therein to others, including other governmental agencies. We will be compensated for any time and expenses, including time and expenses of legal counsel, we may incur in making such audit documentation available or in conducting or responding to discovery requests or participating as a witness or otherwise in any legal, regulatory, or other proceedings as a result of our Firm's performance of these services. You and your attorney will receive, if lawful, a copy of every subpoena we are asked to respond to on your behalf and will have the ability to control the extent of the discovery process to control the costs you may incur.

Should our relationship terminate before our audit procedures are completed and a report issued, you will be billed for services to the date of termination. All bills are payable upon receipt. A service charge of 1% per month, which is an annual rate of 12%, will be added to all accounts unpaid 30 days after billing date. If collection action is necessary, expenses and reasonable attorney's fees will be added to the amount due.

Other Matters

During the course of the engagement, we will only provide confidential engagement documentation to you via Eide Bailly's secure portal or other secure methods, and request that you use the same or similar tools in providing information to us. Should you choose not to utilize secure communication applications, you acknowledge that such communication contains a risk of the information being made available to unintended third parties. Similarly, we may communicate with you or your personnel via e-mail or other electronic methods, and you acknowledge that communication in those mediums contains a risk of misdirected or intercepted communications.

Should you provide us with remote access to your information technology environment, including but not limited to your financial reporting system, you agree to (1) assign unique usernames and passwords for use by our personnel in accessing the system and to provide this information in a secure manner; (2) limit access to "read only" to prevent any unintentional deletion or alteration of your data; (3) limit access to the areas of your technology environment necessary to perform the procedures agreed upon; and (4) disable all usernames and passwords provided to us upon the completion of procedures for which access was provided. We agree to only access your technology environment to the extent necessary to perform the identified procedures.

Regarding the electronic dissemination of audited financial statements, including financial statements published electronically on your website or elsewhere, you understand that electronic sites are a means to distribute information and, therefore, we are not required to read the information contained in these sites or to consider the consistency of other information in the electronic site with the original document.

Professional standards prohibit us from being the sole host and/or the sole storage for your financial and non-financial data. As such, it is your responsibility to maintain your original data and records and we cannot be responsible to maintain such original information. By signing this engagement letter, you affirm that you have all the data and records required to make your books and records complete.

We may use third party service providers and/or affiliated entities (including Eide Bailly Shared Services Private Limited) (collectively, "service providers") in order to facilitate delivering our services to you. Our use of service providers may require access to client information by the service provider. We will take reasonable precautions to determine that they have the appropriate procedures in place to prevent the unauthorized release of confidential information to others. We will remain responsible for the confidentiality of client information accessed by such service provider and any work performed by such service provider.

Neither of us may use or disclose the other's confidential information for any purpose except as permitted under this engagement letter or as otherwise necessary for Eide Bailly to provide the services. Your confidential information is defined as any information you provide to us that is not available to the public. Eide Bailly's confidential information includes our audit documentation for this engagement. Our audit documentation shall at all times remain the property of Eide Bailly LLP. The confidentiality obligations described in this paragraph shall supersede and replace any and all prior confidentiality and/or nondisclosure agreements (NDAs) between us.

We agree to retain our audit documentation or work papers for a period of at least eight years from the date of our report.

Further, we will be available during the year to consult with you on financial management and accounting matters of a routine nature.

You agree to share all facts that may affect your financial statements, even if you first become aware of those facts after the date of the auditor's report but before the date your financial statements are issued.

At the conclusion of our audit engagement, we will communicate to management and the board of directors the following significant findings from the audit:

- Our view about the qualitative aspects of the entity's significant accounting practices;
- Significant difficulties, if any, encountered during the audit;
- Uncorrected misstatements, other than those we believe are trivial, if any;
- Disagreements with management, if any;
- Other findings or issues, if any, arising from the audit that are, in our professional judgment, significant and relevant to those charged with governance regarding their oversight of the financial reporting process;
- Material, corrected misstatements that were brought to the attention of management as a result of our audit procedures;
- Representations we requested from management;
- Management's consultations with other accountants, if any; and
- Significant issues, if any, arising from the audit that were discussed, or the subject of correspondence, with management.

Government Auditing Standards require that we provide, upon request, a copy of our most recent external peer review report and any subsequent review reports to the party contracting for the audit. Accordingly, we will provide a copy of our most recent peer review report at your request.

MEDIATION

Any disagreement, controversy or claim arising out of or related to any aspect of our services or relationship with you (hereafter a "Dispute") shall, as a precondition to litigation in court, first be submitted to mediation. In mediation, the parties attempt to reach an amicable resolution of the Dispute with the aid of an impartial mediator. Mediation shall begin by service of a written demand. The mediator will be selected by mutual agreement. If we cannot agree on a mediator, one shall be designated by the American Arbitration Association ("AAA"). Mediation shall be conducted with the parties in person in Salt Lake City, Utah. Each party will bear its own costs in the mediation. The fees and expenses of the mediator will be shared equally by the parties. Neither party may commence a lawsuit until the mediator declares an impasse.

LIMITED INDEMNITY

Eide Bailly LLP and its partners, affiliates, officers and employees (collectively "Eide Bailly") shall not be responsible for any misstatements in your financial statements and information return that we may fail to detect as a result of misrepresentations or concealment of information by any of your owners, directors, officers or employees. You shall indemnify and hold Eide Bailly harmless from any claims, losses, settlements, judgments, awards, damages and attorneys' fees arising from any such misstatement or concealment of information.

If through no fault of Eide Bailly we are named as a party to a dispute between you and a third party, you shall indemnify and hold Eide Bailly harmless against any losses, damages, settlements, judgments, awards, and the costs of litigation (including attorneys' fees) we incur in connection with the dispute.

Eide Bailly shall not be entitled to indemnification under this agreement unless the services were performed in accordance with professional standards in all material respects.

LIMITATION OF LIABILITY

The exclusive remedy available to you for any alleged loss or damages arising from or related to Eide Bailly's services or relationship with you shall be the right to pursue claims for actual damages that are directly caused by Eide Bailly's breach of this agreement or Eide Bailly's violation of applicable professional standards. In no event shall Eide Bailly's aggregate liability to you exceed two times fees paid under this agreement, nor shall Eide Bailly ever be liable to you for incidental, consequential, punitive or exemplary damages, or attorneys' fees.

TIME LIMITATION

You may not bring any legal proceeding against Eide Bailly unless it is commenced within twenty-four (24) months ("Limitation Period") after the date when we delivered our report, return, or other deliverable under this agreement to you, regardless of whether we do other services for you or that may relate to the audit and information return preparation. The Limitation Period applies and begins to run even if you have not suffered any damage or loss, or have not become aware of a possible Dispute.

GOVERNING LAW AND VENUE

Any Dispute between us, including any Dispute related to the engagement contemplated by this agreement, shall be governed by Utah law. Any unresolved Dispute shall be submitted to a federal or state court located in Minneapolis, Minnesota.

ASSIGNMENTS PROHIBITED

You shall not assign, sell, barter or transfer any legal rights, causes of actions, claims or Disputes you may have against Eide Bailly to any person.

Please sign and return the attached copy of this letter to indicate your acknowledgment of, and agreement with, the arrangements for our audit of the financial statements including our respective responsibilities.

We appreciate the opportunity to be your certified public accountants and look forward to working with you and your staff.

Respectfully,

Kenneth D. Jeppesen, CPA
Partner

RESPONSE:

This letter correctly sets forth our understanding.

Acknowledged and agreed on behalf of the School by:

Name: _____

Title: _____

HIGHMARK CHARTER SCHOOL

RESOLUTION OF THE BOARD

The undersigned, constituting a majority of the Members of the Board of HighMark Charter School (the “*School*”), a Utah nonprofit corporation, take the following action on May 27, 2023.

WHEREAS, the School has entered into a Trust Indenture between the School, as Issuer, U.S. Bank National Association, as Trustee, and AgCredit, ACA as lender of record and Servicer whereby the School has issued Senior Secured Taxable Private Placement Bonds, including the Series 2013A and Series 2022B Bonds to (a) acquire, improve, and equip the School’s existing school facilities located at 2467 E. South Weber Dr., South Weber, Utah, and (b) pay certain costs of issuance in connection with the Bonds; and

WHEREAS, the School desires to pay off the entire outstanding balance of the Series 2013B Bonds.

NOW, THEREFORE, BE IT RESOLVED BY THE SCHOOL AS FOLLOWS:

Section 1. The School hereby elects to prepay the Series 2013B Bonds as follows:

- (a) Prepayment Date: July 31, 2023
- (b) Amount: Entire outstanding principal and accrued interest owed under the Series 2013B Bonds as of the prepayment date

Section 2. The appropriate officials of the School, including without limitation the President, Treasurer and/or the Secretary of the School, are hereby authorized and directed to execute and deliver for and on behalf of the School any or all additional certificates, documents, statements, deeds, and other papers and to perform all other acts they may deem necessary or appropriate in order to implement and carry out the matters authorized in this Resolution.

Section 3. All resolutions of the School or parts thereof, inconsistent herewith, are hereby repealed to the extent only of such inconsistency.

Section 4. This Resolution shall become effective immediately upon its adoption.

ADOPTED AND APPROVED May 27, 2023.

BOARD OF DIRECTORS OF HIGHMARK CHARTER
SCHOOL

By _____
Board President

The foregoing Resolution was duly adopted at a meeting of the Board held on May 27, 2023, at which a quorum of the Board was present by the affirmative vote of _____ Directors, and opposed by _____ Directors, and has been duly recorded in the official book of minutes of the proceedings of the Board and is in full force and effect.

By _____
Secretary



HIGHMARK HONOREES

Name	Board Approval Date
Richard & Amy Bigler	July 16, 2012
Roger & Stacy Britton	July 16, 2012
Keith and Victoria Christensen	January 7, 2013
Krystal Dahl	June 4, 2016
Stuart Dickson	July 16, 2012
Kim Dohrer	June 2, 2018
Lori Drake	June 2021
Robert Favero	July 16, 2012
Kent Fuller	July 16, 2012
David Garrison	June 4, 2022
Jim Golding and Geneva Rock	May 23, 2015
Glenna Henderson	June 17, 2013
Jordan & Jacque Jepps	July 16, 2012
Mary Johnston	May 20, 2017
Bentley & Janette McEntire	July 16, 2012
Dwayne & Amy Mitchell	June 16, 2014
One West Construction	July 16, 2012
Robert & Melinda Osborne	July 16, 2012
Melody Paul	June 16, 2014
Blake & Erika Petersen	July 16, 2012
Denis & Melissa Petersen	May 23, 2016
Silver Peak Engineering	July 16, 2012
Jane Poll Family	July 16, 2012
Ryan Smith	June, 2020
Krystal Taylor	May, 2019
Rory & Cicily Ukena	July 16, 2012
Sage & Angelene Ukena	July 16, 2012
Danielle Wilcox	July 16, 2012
Academica West	July 16, 2012
Mark & Angie Wood	July 16, 2012

The HighMark Honorees represent individuals who have contributed significantly to HighMark Charter School. The Governing Board of Directors may continually add additional honorees that make significant contributions to the development and success of HighMark Charter School. The honorees will not receive preferential enrollment.

HMCS Board of Directors Terms

The School's Bylaws will provide that each member of the Board will serve for a period of four years. However, the terms of the initial Board Members will be staggered as follows in order to establish continuity in the Board going forward: the initial President will serve a four-year term; the initial Financial Coordinator will serve a three-year term, the initial Vice President and remaining Board Members will serve two-year terms, and the initial Secretary will serve a one-year term. Vacancies on the Board of Directors will exist when the term of a Board Member expires or upon the resignation or removal of a Board Member...For all vacancies, the Board will solicit nominations and letters of application from the School community and members of the community at large. If the vacancy exists because of the resignation or removal of a member, the remaining Board Members will vote to elect an individual to fill the remaining term of the departed member. For vacancies created because of the expiration of a member's term, the new Board Member will be appointed by the remaining Board Members for a new four year term. After the first year of operations, the Board will establish staggered Board terms for Board Members and may consider setting term limits.

Name	Positions Held	Term Start	Term Renewal	Term End
Dr. Richard Bigler	Chair	Founding 2011	6/17/2017- 4 years	7/1/25
Blake Petersen	Financial	Founding 2011	6/16/2014 - 4 years	7/1/26
Rory Ukena	Board Member		Took over remaing term	7/1/26
Lori Drake	Board Member	11/27/17	4 years	7/1/25
Shawn Miehke	Director	7/1/21		



1103 N 1600 W
Layton, UT 84041
(801) 758-7300
etscorp.com

PROJECT QUOTE

EM-2099

ISSUED TO

HighMark Charter School
2467 E South Weber Dr
South Weber UT 84405

DATE

3/8/2023

PROJECT DESCRIPTION

Chromebooks (Trustlands)

EXPIRATION DATE

4/7/2023

PROJECT MANAGER

Shah, Jasim
jasim.shah@etscorp.com

DESCRIPTION	QTY	UNIT PRICE	EXT PRICE
Chromebooks	1	29,792.00	29,792.00
(Qty. 76) Dell Chromebook 3110 - Intel Celeron N4500 - 4GB RAM - 32GB eMMC Storage (Qty. 76) Google Chromebook Management License Standard Setup & Configuration of Dell Chromebook 3110			

TERMS AND CONDITIONS

Project invoices will be Due Upon Receipt. Invoices not paid within terms will be subject to an interest charge of 18% per annum. If collection is required, the undersigned agrees to pay collection costs and reasonable attorney fees. Standard manufacturer's warranty applies to equipment unless otherwise stated. Sign and date below to accept

SUBTOTAL 29,792.00

SALES TAX 0.00

QUOTE TOTAL 29,792.00

Signature: _____

Date: _____



1103 N 1600 W | 932 E 00 S
Layton, UT 84041 | Declo, ID 83323
p. 801.758.7300 * etscorp.com

PROJECT QUOTE

EM-2195

ISSUED TO

HighMark Charter School
2467 E South Weber Dr
South Weber UT 84405

DATE

5/9/2023

EXPIRATION DATE

6/8/2023

PROJECT DESCRIPTION

Precision Mobile Lab

PROJECT MANAGER

Shah, Jasim
jasim.shah@etscorp.com

DESCRIPTION

QTY

UNIT PRICE

EXT PRICE

Precision Laptops

1

39,950.00

39,950.00

(Qty. 26) Dell Mobile Precision Laptops:
- Intel Core i5 with NVIDIA T550 4GB graphics
- 8GB DDR5 RAM
- 256GB SSD Storage

Mobile Precision Workstation Image:

- Create and upload image to HMCS' WDS for Mobile Precision Workstation.
- Image should include: OS/Driver Updates, Adobe Creative Cloud, Microsoft Office, Profiles/Network Folders.

Setup & Configuration of Mobile Precision Workstations:

- Deploy image to 26x Precision Workstations.
- Join devices to domain.
- Add wireless network.

TERMS AND CONDITIONS

Project invoices will be Due Upon Receipt. Invoices not paid within terms will be subject to an interest charge of 18% per annum. If collection is required, the undersigned agrees to pay collection costs and reasonable attorney fees. Standard manufacturer's warranty applies to equipment unless otherwise stated. Sign and date below to accept this quote.

SUBTOTAL

39,950.00

SALES TAX

0.00

QUOTE TOTAL

39,950.00

Signature: _____

Date: _____



Thank you for considering ETS for your project. We are pleased to present you with a project quote for the services we will provide. The quote presented in this document includes a description of the services we will provide and the total project cost. We strive to take all factors into consideration to provide a fair and accurate quote for your project. If the project requires a change in materials or scope of work, ETS will produce a change order for your approval.

The following process will be followed by client or ETS if a change to this quote is required:

- A request to change or add to any part of the project must be made in writing and will be considered a 'Change Order' to the original project.
- If the Change Order will require a difference in the original project cost, an estimated amount will be provided to the Client for review and approval.
- The Client will confirm the Change Order via email response or signature on change order quote, and in doing so, it is agreed that the Client will pay any difference in cost illustrated in the change order once the project is completed and invoiced. If the Change Order requires some payment upfront, this will be noted.

If you have any questions or concerns about the project quote, please do not hesitate to contact us. We appreciate the opportunity to work with you and look forward to the possibility of partnering on this project.

Teacher and Student Success Plan

School Year: 2023 – 2024

School: HighMark Charter School (HMA)

Date Board Student Success Framework Approved: June 17, 2019

Date Teacher and Student Success Plan Approved: ENTER DATE HERE

General Information – In accordance with the Student Success Framework approved by the Board, the school's administration will create a Teacher and Student Success Plan designed to improve the school's performance under the state's accountability system (SBE staff have indicated that this means achieving at least a 1% increase from the previous year's overall score). The Plan's goals may align with the goals shown on the School Land Trust Plan. Schools must include at least one goal in the plan. Schools must solicit input on developing the plan from administrators, school level educators, parents, and the School Land Trust council and may solicit input from students, support professionals, or other community stakeholders. The Plan must be submitted to the school's Board for approval. The Board will annually review the Plan submitted and use its best efforts to complete the approval process by June 30 each year. The School Land Trust council will select a component of the approved plan to address within the School Land Trust Plan.

Goals based on School Needs

1. Students at HMC will increase Language Arts scores by 7% from BOY to EOY on Acadience.
2. Students at HMC will increase Math scores by 7% from BOY to EOY on Acadience.

Measurement

1. Goal will be measured by end of year summative tests and Acadience.

Action Steps

- Administrators will give data based portfolio/goals stipends.
- Teachers will use data to create instructional opportunities for students.
- Students will take end of year summative tests in Language Arts and Math.

Budget

30% of the TSSA fund will be used for educators' stipends.

70% of the TSSA funds will be used for augmentation of existing programs.

NOTES: According to statute, administration needs to annually submit to the LEA Board a description of (1) budgeted and actual expenditures of the Plan, (2) how the expenditures relate to the school's Plan, and (3) how the school measures the success of the school's participation in the program. The above plan fulfills these requirements.

The school must post on its website (a) the approved Plan, (b) a description of the school's allocation budgeted and actual expenditures, (c) a summary of how the expenditures help the school accomplish the plan, and (d) the school's current level of performance.

Action Item: Mental Health Screening Program Determination

Issue

Determining whether the school will implement a USBE-approved mental health screening program at the school during the 2023-2024 school year.

Background

H.B. 403 – a bill passed during Utah’s 2023 legislative session – requires each LEA governing board to make a determination by July 1, 2023 as to whether the LEA will participate or not participate in administering a USBE-approved mental health screening program during the 2023-2024 school year.

LEAs are not required to implement a mental health screening program, but if an LEA elects to do so, it must follow a variety of rules and requirements, including training, notification, and consent requirements. LEAs may change their determination from year to year as to whether they will participate or not participate in mental health screenings, and each year LEAs must report to the USBE whether they are maintaining or changing their mental health screening participation status from the previous year. The USBE has provided a link to a Qualtrics Survey whereby LEAs can report their determination.

Included with this cover sheet is a Mental Health Screening Guidebook containing helpful information about mental health screenings for students, including what mental health screenings are and are not, benefits and costs of administering mental health screenings, and different methods of mental health screenings schools can use. The Guidebook also includes a sample Implementation Plan for those LEAs who choose to administer mental health screenings as well information for parents. The Guidebook further contains a number of hyperlinks to resources about mental health screenings.

Recommendation

It is recommended that HighMark Charter School not administer a mental health screening program during the 2023-2024 school year.



School-Based Mental Health Screening Guidebook:

Implementation Plan

This document serves as an outline for Local Education Agencies (LEAs) to fill in their implementation plan for school-based mental health screening.

Outline your plan in preparation of roll out:

- ▶ Start small, as a pilot
 - Such as: one grade level in one school at a time
- ▶ Consider rolling out your plan in phases, gradually scaling up as your resources and capacity allow
- ▶ Include the WHO, WHAT, WHEN, WHERE, WHY
- ▶ Consider forming a stakeholder group to inform your decision making:
 - Parents, students, teachers, administrators, mental health professionals in the school and/or the community.
- ▶ Think through your community partnerships to support this work and invite them into this process. Remember, you don't have to do this alone!

Questions to answer as part of your plan:

What tool(s) are you going to use? [USB E Approved Tools](#)

What conditions are you going to screen for? [USB E Approved Conditions](#)

Who is going to administer and score the screening tool(s)?

*Same day review of results is necessary to ensure safety for those who indicate a high risk.
Administering and scoring can be done by different people or the same people.*

What is your plan for triaging?

What services will be provided in the school?

What community partnerships do you have in place for referrals?

How will parent consent be obtained?

How will you advertise screening to parents?

How will results be shared with students and parents?

Who will collect the required data?

Resource:

- [School Mental Health Quality Guide: Screening](#)
- [SHAPE District Assessment \(Page 11\)](#)

If you have questions or need additional clarification please reach out to:

Michelle Knight

SBMH Program Manager

Michelle.knight@schools.utah.gov



School-Based Mental Health Screening Guidebook:

Parent Information

The purpose of this document is to be a sample flier for LEAs to provide to parents about screenings.

What is mental health screening?

Screening is a process for evaluating the possible presence of a particular problem. Mental health screening may only happen after the students' parents opt into a mental health screening program or event, giving active consent.

Screening is not an assessment or a diagnosis.

What is consent?

Parental consent must be obtained within 8 weeks prior to administering the mental health screener. A separate consent form is required for each screening and cannot be combined with other consent forms. Parental consent must be obtained regardless of the age of the student.

What's the process?

(This process should summarize your implementation plan.)

Are you diagnosing my child?

No. Screening is the process by which the presence of a particular problem is identified. Further assessment would need to be completed in order for a diagnosis to be provided.

Will I receive the results of my child's screening?

Yes, schools are required to provide the results of the screening if a potential mental health condition is indicated. Results and resources will be provided to the student and parent including any services that can be provided by the school mental health provider or by a partnering entity.

What do the results of the screening mean?

The results may indicate the possible presence of a concern and will help you to determine if your student may benefit from a full assessment.

Do I need to pay for this?

Screening is free for students.

Other questions?

Resource:

- [School Mental Health Quality Guide: Screening SHAPE District Assessment \(Page 11\)](#)



School-Based Mental Health Screening Guidebook:

Methods of Screening

The purpose of this document is to help LEAs determine the method of screening that best fits their needs and resources.

1. **Grade level/Classroom:** Announced, advertised, offered to a smaller selection of students based on other data such as school discipline data, SHARP data, administrator/teacher buy in, parent buy in, etc.

A. Considerations

- ▶ This will require time taken out of the school day (BUT NOT ALOT!)
- ▶ Screening could take place on multiple days as needed or on one day.
 - If all in one day, where will students go whose parents didn't give consent?
- ▶ Consent will have to be received prior to the date of the screening.
- ▶ Teachers may need to administer the survey and SBMH professional reviews results and responds
 - Reviewing results needs to happen same day to ensure students needs are triaged and addressed immediately
 - Note: students at imminent risk of harming themselves or others should receive immediate follow-up within 24 hours
- ▶ Parents will need to be contacted separately regarding the results of the screening

2. **Screening events:** announced, advertised, offered to the entire student population (at the district/LEA level, school level, multiple schools at once, etc). Held on specific dates and times throughout the school year. Parents may sign up to attend or just show up. Parents accompany the child so consent can be signed at the event.

B. Considerations:

- ▶ Could result in data being skewed. It's possible that certain populations may not engage for a variety of reasons
 - Language barriers
 - Unsure of the process

- Misperceptions of what a screening is and its purpose
- ▶ Parents and their students can complete the screener virtually and then come to the school to review/discuss their results
 - If they don't show up, who will follow up with them about their results?
- ▶ Parents and their students can come to the event, complete the screener, then review their results with a professional
- ▶ Event must be staffed by appropriate personnel which could be an added cost (stipends, additional contracted time, etc)
 - Grant funding is available to support these costs.

Resource:

- [School Mental Health Quality Guide: Screening SHAPE District Assessment \(Page 11\)](#)



School-Based Mental Health Screening Guidebook:

Talking Points for Boards

The purpose of this document is for LEAs to have talking points to present to their Board in regards to screening.

Screening is a process for evaluating the possible presence of a particular problem. The intent of mental health screening is to determine the possible presence of a mental health concern and to determine if the student may benefit from a full assessment. Mental health screening may only happen after the students' parents opt into a mental health screening program or event, giving active consent.

Screening is not an assessment or a diagnosis.

Benefits of screening

- ▶ Support a Multi-tiered System of Supports (MTSS)
- ▶ Inform Prevention and Early Intervention Strategies
- ▶ Identify concerns specific to certain grades or classrooms
- ▶ Identify students with highest well-being
- ▶ Identify students at risk for a mental illness or harm to self or others
- ▶ Make economically sound decisions
- ▶ Improve Access to Mental Health Supports

See the [School Mental Health Quality Guide: Screening](#) for more details

Costs of screening

Grant funding is available to support screening implementation and for “qualifying parents”.

- Most screening tools are available for free, but some require purchasing.
- Stipends for school staff to support screening events may be required if offered outside contract time
- Additional funds for contracted services may be required

Liability of conducting screening

[53F-2-522](#)

“A school employee trained in accordance with rules made by the state board under [Subsection \(3\)\(a\)\(iii\)](#), who administers an approved mental health screening in accordance with this section in good faith, is not liable in a civil action for an act taken or not taken under this section.”

Connecting it to Child Find

- ▶ Mental health screenings are one way to identify students with a possible presence of a disability, which is our responsibility. It supports our Child Find efforts but isn't the only way.
- ▶ In accordance with the requirements of Part B of the IDEA and the USBE Special Education Rules, each LEA implementing a mental health screener must have policies and procedures in place to ensure that any student suspected of having a disability, and who may need special education and related services, is identified, located, and evaluated consistent with the LEA's Child Find system.

Resource:

- [School Mental Health Quality Guide: Screening SHAPE District Assessment \(Page 11\)](#)

Assessment of Student Achievement Policy-

R277-404 contains requirements related to schools' administration of statewide assessments. This policy references and describes many of those requirements and addresses how the school will comply with them, including with respect to the school's statewide assessment plan, student participation in statewide assessments, and student exemptions from taking statewide assessments. The policy also states that the school will comply with the USBE's Standard Test Administration and Testing Ethics Policy, which is required by R277-404.

Dropout Prevention and Recovery Policy-

LEAs that have students in any of the grades 9-12 are required to offer dropout prevention and recovery services to 9-12 students who meet certain criteria. The criteria include, but are not limited to, 9-12 students who drop out before receiving a diploma (or in the case of a K-9 school, who drop out before completing 9th grade) or who are at risk of dropping out due to low academic performance, poor behavior, or excessive absenteeism. Such LEAs are also required to have a policy on dropout prevention and recovery services. This policy explains the circumstances under which a student should be offered dropout prevention and recovery services and what those services entail.

Public Education Materials Development Policy-

LEAs are required to develop and maintain a policy regarding public education materials that are developed with LEA funds. This policy explains how public education materials developed with the school's funds are shared with third parties, including by way of a CC-BY license. The policy describes how a CC-BY license works, how third parties must give proper attribution to the school and author(s) when using their materials, and how the school may not charge other educators in Utah public schools for using their materials under a CC-BY license. This policy also specifies that school employees may not develop "sensitive materials" with school funds. It further sets forth the rules related to employees developing public education materials without school funds.

Language Access Policy

Last year the legislature enacted a bill (HB 302) that requires each LEA to adopt a policy addressing the LEA's communication and assistance to students who are learning English and their parents. The bill (now codified in Utah Code § 53G-7-223) requires that the policy include certain provisions on an LEA's use of interpreters and translators for school activities and documents. The bill also requires that the USBE create a model policy covering the language assistance requirements, which the USBE has now completed. This policy is based on the USBE's model policy and requires the school to, among other things, designate a Language Access Coordinator, determine the primary language spoken by a student and his/her parent within 30 calendar days of a student's enrollment, provide interpretation services during regular business hours to students and their parents who require such services to communicate with the school about critical information, and provide translations of school materials to students and their parents who require the translations to communicate effectively with the school. This policy is required to be reviewed by the school on an annual basis.

Sale of Food and Beverages Policy-

LEAs that don't participate in the National School Lunch Program (even online LEAs) are required to have a policy that addresses their sale of food or beverages during the school day. This policy briefly explains how the school handles school lunch and the sale of food and beverages during the school day.

POLICIES, PROCEDURES, PLANS (“PPP”) REQUIRED TO BE REVIEWED AND/OR APPROVED
(Last Updated May 25, 2022)

<u>PPP Required by Law to be Reviewed</u>	<u>Frequency</u>	<u>Reviewer</u>
Attendance/Truancy	Annually	Board
Cash Handling	Annually	LEA
Donation and/or Fundraising	Annually	Board
Electronic Resources or Devices ¹	Once every three years	LEA
Emergency Response/Preparedness Plan	Once every three years	Emerg. Committee
Fee Waiver ²	Annually	Board
Financial Reporting	Annually	LEA
Parent and Family Engagement, Compact, Plan ³	Annually	LEA
Procurement	Annually	LEA
Purchasing and Disbursement	Annually	LEA
Sex Education Instruction	Every two years	Board
Wellness ⁴	Periodically	Wellness Committee

<u>PPP Required by PPP only to be Reviewed</u>	<u>Frequency</u>	<u>Reviewer</u>
Information Technology Security Policy & Plan	Periodically	IT Security Manager
Meal Charge/Alternate Meal Policy/Proc ⁴	Annually	LEA
Student Conduct and Discipline Policy & Plan	As Necessary	Not Specified

<u>PPP Required by Law to be Re-Approved</u>	<u>Frequency</u>	<u>Approver</u>
Electronic Resources or Devices ¹	Once every three years	Board
Fee Waiver ²	Annually	Board
Parent and Family Engagement ³	Periodically	Board
Wellness ⁴	Once every three years	Board

¹ Also includes Acceptable Use, Internet Safety, and other similar policies. A footnote should be added to the policy(ies) indicating the effective date of the last review.

² Law actually only requires annual review and approval if the school charges fees, but all of our schools’ policies require annual review and approval by the Board regardless if school charges fees or not.

³ Review and approval requirements only apply if school receives Title I funds.

⁴ Review and approval requirements only apply if school participates in USDA food program.



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PURPOSE

The purpose of this policy is to establish procedures for authorization of travel by employees or agents of HighMark Charter School (the "School") who may be required to travel to fulfill their official duties or to attend seminars, conferences or other professional or educational activities benefiting the School.

POLICY

1. This policy applies to all employees', officials', or agents' travel to conventions and/or travel undertaken for execution of School business. This includes but is not limited to:
 - a. Travel requiring an overnight stay; and
 - b. Conventions and conferences when no overnight stay is required.
2. This policy does not apply to field trips.
3. All travel must be approved in advance by the Principal, or the Board if the Principal is the traveler. Where possible, all requests for travel approval will be requested at least three weeks prior to the departure date and prior to making any arrangements. Travel requests shall explain the purpose of the travel and, where applicable, include the conference registration materials, proposed hotel accommodations, and approximate airfare. Flight reservations may be made by the School's Management Company.
4. Per diem expenses will be paid for all approved travel events that are more than 100 miles from the School campus. The per diem will be paid to the traveler by check no later than 48 hours prior to the departure date. Per diem is as follows:
 - a. Up to \$75 per day for out-of-state travel; and
 - b. Up to \$60 per day for in-state travel.
5. Reasonable and necessary ground transfer and mileage rate expenses will be reimbursed based on receipts submitted for such expenses. The traveler is responsible for collecting receipts in order to present them for reimbursement. Mileage will be reimbursed at the standard IRS mileage reimbursement rates in effect at the time.
6. Reasonable and necessary hotel accommodations are approved for the number of days a conference is in session, less one. One additional night of hotel accommodations is approved when an additional travel day is required prior to a conference. A second additional night of hotel accommodations is approved when an additional travel day is required after the conference concludes. Other additional days of hotel accommodations will be allowed only when approved in advance of the conference start date by the Principal or the Chair of the Board of Directors.

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Board Approved: 05.27.2023

HighMark Charter School
Policy: Administration of Medication Policy
Adopted: October 16, 2017
Amended:



Purpose

The purpose of this policy is to authorize personnel of HighMark Charter School (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 the administration of medication to students of the School during periods when the student is under the School's control.

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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 in accordance with the statute if (1) the School receives a glucagon authorization from the parent or guardian of a student; and (2) any School personnel who have been trained (as described in the statute) in the administration of glucagon are available to administer the glucagon.

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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.

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- (b) Epinephrine Auto-Injector. The School will comply with the requirements of Utah Code Ann. §§ 26B-4-401, *et seq.*, regarding emergency injection for anaphylactic reactions, in the event any School personnel seeks to become a “qualified adult” under that provision. The School will make an emergency epinephrine auto-injector 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 epinephrine auto-injector on School property or administering an epinephrine auto-injector to any person in accordance with the statute.

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- (c) Seizure Rescue Medication. The School will comply with the requirements of Utah Code Ann. § 53G-9-505 regarding the emergency administration of seizure rescue medication to a student. Accordingly, the School may administer seizure rescue medication to a student in accordance with the statute if (1) the School receives a seizure rescue authorization from the parent or guardian of the student; and (2) a School employee who has become a “trained school employee volunteer” as defined in the statute is 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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- (d) 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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- (e) Stock Albuterol. The School will comply with the requirements of Utah Code Ann. §§ 26B-4-401, *et seq.*, regarding emergency administration of stock albuterol in response to an asthma emergency, in the event any School personnel seeks to become a “qualified adult” under that provision. 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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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](#).

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

Administrative Procedures

Administration of Medication

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.
- (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; and
 - 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:
 - a. That it is medically appropriate for the student to self-administer the medication and be in possession of the medication at all times; and

- b. Containing the name of the medication prescribed for the student's use.

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.

HighMark Charter School
Policy: Test Administration Policy
Board Approved: May 21, 2012

Policy

HighMark Charter School (the "School") places a high value on ethics and integrity and expects students and staff to demonstrate these characteristics. Accordingly, the School recognizes the importance of fair and ethical test administration. The School's Director will therefore implement all required procedures in order to ensure that all state-mandated tests are administered in an ethical manner.

Board Approved: 05.21.2012

HighMark Charter School
Policy: Assessment of Student Achievement Policy
Approved: May 27, 2023



Purpose

HighMark Charter School (the “School”) is required to measure student achievement, including by way of administering statewide assessments. When administered properly, statewide assessments give students an opportunity to demonstrate what they know and can do. In addition, the results of statewide assessments provide the School not only important data about their students’ proficiency, but also valuable information that can be used to guide and improve instruction in the School.

The purpose of this policy is to help ensure that the School conducts statewide assessments in a fair and ethical manner and in compliance with applicable law and Utah State Board of Education (“USBE”) rule. The School intends for this policy to comply with the requirements of Utah Administrative Code Rule R277-404.

Policy

Statewide Assessment Plan

The School shall develop a plan to administer statewide assessments. The plan shall include at least the following:

- (a) The dates the School will administer statewide assessments;
- (b) Professional development for an educator to fully implement the assessment system;
- (c) Training for an educator, appropriate paraprofessional, or third-party proctor in the requirements of assessment administration ethics; and
- (d) Training for an educator and an appropriate paraprofessional to use statewide assessment results effectively to inform instruction.

The School shall submit the plan to the USBE by September 15 each year.

At least once each year the School shall provide professional development and training on statewide assessment administration as required by R277-404. The School shall use the Standard Test Administration Testing Ethics Policy for such professional development and training.

Student Participation in Statewide Assessments

- (a) With the exception of those students described in subsection (b) immediately below and exempted students, the School shall administer statewide assessments to all students enrolled in the grade level or course to which the assessment applies.

- (b) A student's IEP team, English Learner Team, or Section 504 accommodation plan team shall determine an individual student's participation in statewide assessments consistent with the Utah Participation and Accommodations Policy.
- (c) An educator may use a student's score on a statewide assessment to improve the student's academic grade for or demonstrate the student's competency within a relevant course. However, a student's score on a statewide assessment may not be used in determining whether the student may advance to the next grade level.
- (d) The School may not provide a nonacademic reward to a student for taking a statewide assessment.

Student Exemption from Statewide Assessments

- (a) A student's parent has the right to exempt the student from a statewide assessment in accordance with Utah Code § 53G-6-803 and the exemption procedures in R277-404. The School shall not impose procedures beyond those in R277-404 to exercise this right nor may the School impose any penalty or adverse consequences upon a student who is exempted.
- (b) School grading, teacher evaluation, and student progress reports or grades may not be negatively impacted by students exempted from taking a statewide assessment.
- (c) The School may allow a student who has been exempted from a statewide assessment to be physically present in the room during test administration. The School shall ensure that exempted students who are in attendance are provided with an alternative learning experience during test administration.

Other Requirements

The School shall comply with all applicable requirements in R277-404, including adhering to the USBE's Standard Test Administration and Testing Ethics Policy which is incorporated by reference in the rule.

HighMark Charter School
Policy: Dropout Prevention and Recovery Policy
Approved: May 27, 2023



Policy

HighMark Charter School (the “School”) adopts this policy in accordance with the requirements of Utah Code § 53G-9-801 *et seq.* and Utah Administrative Code R277-606.

For purposes of this policy, a “designated student” is a ninth-grade student:

1. Who has withdrawn from the School before completing ninth grade, who was dropped from average daily membership, and whose cohort has not yet graduated; or
2. Who is at risk of meeting the above criteria as determined by the School using the following risk factors:
 - a. Low academic performance, as measured by grades, test scores, or course failure;
 - b. Poor behavior, as measured by office disciplinary referrals, suspensions, or expulsions; and
 - c. Absenteeism, whether excused or unexcused absences, and including days tardy or truant.

The School will engage with or attempt to engage with designated students in order to offer dropout prevention and recovery services to them. Designated students may choose whether to enroll in the School’s dropout prevention and recovery program. The services provided to designated students who enroll in this program will include:

1. Consulting with designated students and developing a learning plan to identify:
 - a. Barriers to regular school attendance;
 - b. An attainment goal; and
 - c. Means for achieving the attainment goal.
2. Monitoring a designated student’s progress toward reaching the designated student’s attainment goal. The attainment goal will be measurable and correlated with what would be considered a year’s worth of progress.
3. Providing tiered interventions and flexible enrollment options for a designated student who is not making progress toward reaching the student’s attainment goal, including meeting regularly with the designated student. Membership days for the student will be determined according to the School’s attendance and enrollment policies and procedures.

HighMark Charter School
Policy: Language Access Policy
Approved: May 27, 2023



Purpose

The purpose of this policy is to help ensure that HighMark Charter School (the “School”) provides access to its services, programs, and activities to persons who have limited English proficiency and understand languages other than English.

Definitions

For purposes of this policy, the following terms have the following meanings:

“Primary language” means the first language spoken by a student and a student’s parent/guardian.

“Interpretation” means simultaneous communication between a speaker of English and a speaker of another language.

“Translation” means written communication wherein the written words of one person are communicated to others in writing in a different language.

Policy

Language Access Coordinator

The School’s Principal shall designate a Language Access Coordinator who is responsible for implementing this policy at the School and ensuring that any necessary training on the policy is provided. The Language Access Coordinator may also recommend updates or changes to this policy in an effort to make the policy more effective.

Notification to Employees

The School shall notify its employees of this policy, the rights of parents/guardians and students to receive language assistance services, and the proper procedures to access language assistance services as outlined in this policy.

Determination of Primary Language

Within thirty (30) calendar days of a student’s enrollment (or re-enrollment) in the School, the School shall determine the primary language spoken by the student and the student’s parent/guardian, and if such language is not English, whether the student and parent/guardian require language assistance to communicate effectively with the School.

The School shall maintain a current record of the primary language of each parent/guardian of students enrolled in the School.

Obligation to Provide Language Assistance Services

The School shall, consistent with this policy and applicable law, provide translation and interpretation services to students and parents/guardians who require language assistance in order to communicate effectively with the School.

Interpretation Services

The School shall provide interpretation services during regular business hours to parents/guardians and their students who require such services in order to communicate with the School regarding critical information about the students' education. Depending upon availability, such interpretation services may be provided at the School, a reasonable location agreed upon by the School and a student's parent/guardian, or virtually.

The School shall provide the interpretation services described above for School activities, including but not limited to:

- (a) classroom activities;
- (b) impromptu and scheduled office visits or phone calls;
- (c) enrollment or registration processes;
- (d) the Individualized Education Program (IEP) process;
- (e) student educational and occupational planning processes;
- (f) fee waiver processes;
- (g) parent engagement activities;
- (h) student disciplinary meetings;
- (i) community councils (if any);
- (j) board meetings;
- (k) other School activities; and
- (l) other interactions between the parents/guardians of a student learning English and educational staff at the School.

Translation Services

The School shall provide translations of School materials to parents/guardians and their children who require them to communicate effectively with the School, and such materials include, but are not limited to:

- (a) registration or enrollment materials, including home language surveys and English learning program entrance and exit notifications;
- (b) assignments and accompanying materials;
- (c) report cards or other progress reports;
- (d) student discipline policies and procedures;

- (e) grievance procedures and notices of rights and nondiscrimination;
- (f) parent or family handbooks;
- (g) requests for parent permission; and
- (h) any other guidance, including guidance on when oral interpretation is preferable to written translation, to improve instruction and assistance by teachers, counselors, and administrators to a student learning English and the student's parents/guardians and family.

Centrally Produced Critical Communications

The School shall identify documents that it distributes or electronically communicates to parents/guardians containing critical information regarding their child's education, including, but not limited to, documents pertaining to:

- (a) registration, application, and selection;
- (b) standards and performance (e.g., standard text on report cards);
- (c) conduct, safety, and discipline;
- (d) special education and related services; and
- (e) transfers and withdrawals.

The School shall procure translations of the applicable critical communications listed above in a timely manner, in each of the covered languages, and work to make such translations available to parents/guardians and students of the School.

Student-Specific Critical Documents

Where required under this policy, the School shall provide parents/guardians with a translation of important documents that contain individual, student-specific information regarding, but not limited to, their student's:

- (a) health;
- (b) safety;
- (c) legal or disciplinary matters; and
- (d) entitlement to public education or placement in any special education, English language learner or non-standard academic program.

Qualifications of Interpreters and/or Translators

Individual interpreters and translators provided by the School do not have to be certified unless certification is required by law. However, they should be competent and, where possible, have experience providing interpretation or translation services for school activities and materials listed in this policy. Where deemed appropriate by the School's Principal or Language Access Coordinator, the School may utilize online translation services such as Google Translate or Microsoft Translator to translate School materials or documents described in this policy.

The School shall follow its Special Education Policies and Procedures Manual when providing interpretation and translation services for students with disabilities.

Complaints

If any parent/guardian or student feels that they are not receiving the language assistance services set forth in this policy, they may address those concerns through the School's Parent Grievance Policy.

Annual Review of Policy

The School shall review this policy for efficacy on an annual basis. As part of this review, and for purposes of evaluating the effectiveness of this policy, the School may consult with its stakeholders and community members, refugee resettlement agencies, immigration services organizations, ethnic based community organizations.

HighMark Charter School
Policy: Public Education Materials Development Policy
Approved: May 27, 2023



Purpose

The purpose of this policy is to establish rules related to the sharing of public education materials developed by employees with HighMark Charter School (the “School”) funds or on contract time. The School intends for this policy to comply with the applicable requirements in Utah Administrative Code Rule R277-120.

Policy

Definitions

For purposes of this policy, “public education materials” means courseware and materials developed with School funds or on contract time and includes, but is not limited to:

- (a) syllabi;
- (b) instructional materials;
- (c) modules;
- (d) textbooks, including teacher’s editions;
- (e) student guides;
- (f) supplemental materials;
- (g) formative and summative assessment supports;
- (h) laboratory activities;
- (i) simulations;
- (j) musical or dramatic compositions;
- (k) audio, video, or photographic material;
- (l) manuals;
- (m) codes; and
- (n) software.

For purposes of this policy, “sensitive materials” means the same as that term is defined in Utah Code § 53G-10-103.

Public Education Materials Developed with School Funds or on Contract Time

All public education materials developed by School employees with School funds or on contract time shall, upon review and approval of the School’s Principal, be eligible to be shared with third parties under a Creative Commons attribution license (“CC-BY license”). Public education materials developed by School employees with School funds or on contract time that have not been reviewed and approved for sharing by the Principal shall not be shared with third parties for their personal use.

The CC-BY license covering public education materials developed by School employees with School funds or on contract time shall include the name of the School

and the author(s). Third parties who use the public education materials shall (1) provide proper attribution to the School and author(s); (2) provide a link to the CC-BY license; and (3) indicate if any changes were made to the materials.

All public education materials developed by School employees with School funds or on contract time shall be the property of the School, subject to the CC-BY licensing described above. With the exception of other educators in Utah public schools, the School may charge third parties for using public education materials developed by School employees with School funds or on contract time. The School shall not charge other educators in Utah public schools for using public education materials developed by School employees with School funds or on contract time.

Consistent with R277-120, no School employee shall sell for personal gain public education materials developed with School funds, with funds from the Utah State Board of Education, or on contract time. School employees who violate this provision may be in violation of the Utah Public Officers' and Employees' Ethics Act.

School employees are prohibited from developing sensitive materials with School funds.

Public Education Materials Developed Without School Funds

School employees may develop public education materials using their own personal time and resources, and they may share such materials through a CC-BY license or otherwise share (or sell) the materials without permission from the School. However, Utah licensed educators (1) may only share public education materials that are consistent with the Utah Professional Educator Standards contained in Utah Administrative Code Rule R277-217; and (2) may not share materials that advocate illegal activities or materials that are inconsistent with the educator's legal and role model responsibilities.

HighMark Charter School
Policy: Sale of Food and Beverages Policy
Approved: May 27, 2023



Purpose

The purpose of this policy is to comply with the applicable requirements of Utah Administrative Code R277-719.

Policy

While HighMark Charter School (the “School”) does not have a traditional school lunch program, the School does contract with a variety of restaurants/food vendors from which students can order lunch on school days. All lunches from the restaurants/food vendors must be ordered and paid for online in advance through the School’s website. These vended lunches consist of entrées only, so students will need to bring their own utensils, drinks, and any additional sides to school with them each day. The School does not provide utensils, nor does it regularly sell drinks or additional sides at lunchtime.

Students who do not order vended lunches will need to bring a lunch to school each school day.

In the event the School elects to sell additional food or beverages during the school day – whether at lunchtime, a School event, or otherwise – all such food and beverages shall be commercially prepared and packaged, and any funds received by the School for such sales shall be handled in accordance with School policy.

The School shall post on its website rules and other important information regarding lunch at the School.

HighMark Charter School
Policy: Electronic Resources Policy
Approved: May 27, 2023



Purpose

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

Electronic Devices

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

Internet Safety

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

Student Acceptable Use of School Electronic Resources

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

Electronic resources can provide access to a multitude of information and allow communication with people all over the world. Along with this access comes the availability of materials that may be considered inappropriate, unacceptable, of no educational value, or even illegal. The Principal shall ensure that rules and procedures regarding students’ use of the School’s electronic resources are established and clearly communicated to students and their parents/guardians. The Principal will ensure that safeguards are in place to restrict access to

inappropriate materials and that the use of the Internet and other electronic resources is monitored. The Principal shall ensure that students receive appropriate training regarding these rules and procedures.

Staff Acceptable Use of School Electronic Resources

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

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

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



Purpose:

HighMark Charter School is committed to the optimal development of each student. This policy outlines the model approach to ensuring environments and opportunities for all students to practice lifelong healthy habits that promote physical, mental, and social health.

Research shows that students who are physically, mentally, emotionally, and socially healthy during and after the school day have positive outcomes.

We know that some chronic diseases can be prevented by eating well, being physically active, avoiding tobacco and excessive drinking, and getting regular health screenings. When systems support policy and create safe and healthy environments, students shall excel in their academic learning.

Mental and physical health are equally important components of overall health and well-being. Mental health is important at every stage of life, from childhood and adolescence through adulthood. Mental illnesses are conditions that affect a child's thinking, feeling, mood or behavior. Depression, anxiety, bipolar disorder, attention deficit disorder, and schizophrenia are conditions that may be occasional or chronic and affect the child's ability to relate to others and function during the school day.

HighMark Charter shall engage the community in supporting the work of the local school in creating continuity between schools and other settings for students and staff to practice lifelong healthy habits. HighMark Charter shall establish and maintain an infrastructure for management, oversight, implementation, communication, and monitoring of the policy. The community (including parents, students, food service professionals, physical education teachers, school health professionals, community health partners, school nurses, the LEA board, and administrators) shall be encouraged to participate in the development and assessment of the wellness policy.

Physical Activity:

Children and adolescents should participate in at least 60 minutes of physical activity every day. A substantial percentage of students' physical activity can be provided through the following components:

- Quality physical education as the foundation.
- Physical activity before, during, and after school.
- Staff involvement and family and community engagement.

Schools shall ensure that these varied physical activity opportunities are in addition to, and not as a substitute for, physical education. Physical activity during the school day (including but not limited to; recess, classroom physical activity breaks, or physical education) shall not be withheld as punishment for any reason. Teachers and other school personnel shall not use physical activity (e.g., running laps, push-ups) as punishment. [LEA] shall provide teachers and other school staff with a list of ideas for alternative ways to discipline students.

To the extent practicable, HighMark Charter shall ensure that its grounds and facilities are safe, and that equipment is available to students to be active. The LEA shall conduct necessary inspections and repairs.

Physical Education

HighMark Charter shall provide students with physical education using an age-appropriate, sequential physical education curriculum consistent with the Utah Core Standards for Physical Education. The physical education curriculum shall promote the benefits of a physically active lifestyle and shall help students develop skills to engage in lifelong healthy habits, as well as incorporate health education concepts.

The curriculum shall support the essential components of physical education, such as:

- All students shall be provided an equal opportunity to participate in physical education classes.
- The LEA physical education program shall promote student physical fitness through individualized fitness and activity assessments and shall use criterion-based reporting for each student.
- All physical education classes shall be taught by licensed teachers who are certified or endorsed to teach physical education.

Recess (Elementary)

Schools:

- Shall provide at least 20 minutes of active daily recess to all elementary school students.
 - According to R277-419-4 “all school day calculations shall exclude lunch periods and pass time between classes but may include recess periods”.
- Shall not withhold recess, PE, or other physical activities as a punishment for poor behavior, incomplete class work, or remediation purposes.
- Shall not require students to engage in physical activity as punishment (such as running extra laps).
- Shall provide recess before lunch when schedules allow.
- Shall offer outdoor recess when weather is feasible for outdoor play.
 - In the event that the school must conduct indoor recess, teachers and staff shall follow indoor recess guidelines that promote physical activity for students.
- Shall create schedules for recess to complement, not substitute, physical education class.
- Shall provide recess monitors or teachers to encourage students to be active and serve as role models by being physically active alongside the students whenever feasible.

Classroom Physical Activity Breaks (Elementary and Secondary)

HighMark Charter recognizes that students are more attentive and ready to learn if provided with periodic breaks where they can be physically active or stretch. Students shall be offered periodic opportunities to be active or to stretch throughout the day on all or most days of a typical school week. Teachers shall provide short (3-5-minute) physical activity breaks to students during and between classroom time at least three days per week. These physical activity breaks shall complement, not substitute, physical education, recess, and class transition periods.

Air quality

All people are entitled to breathe healthy air and to be free of the adverse health effects of indoor and outdoor air pollution.

The health, comfort, and learning environment of students and staff are important aspects of the school. Air quality, both indoor and outdoor, is a critical component of providing a healthy and comfortable learning environment.

Students at HighMark shall be allowed to self-apply sunscreen without a parent or physician's authorization. If the student is unable to self-apply sunscreen, a volunteer or school employee may apply the sunscreen on the student with written consent from the parent or legal guardian. (UCA 53G-9-208).

Alcohol, Tobacco, and Other Drug (ATOD) Free School

Schools are in a powerful position of influence among the students they serve and can play a major role in reducing the rate of alcohol, tobacco, and other drug (ATOD) use among youth through prevention education, the implementation of research based programs, and the enforcement of clear, consistent, and fair rules and regulations.

Injury Prevention

- HighMark Charter staff shall be required to receive training and instruction on child sexual abuse prevention and awareness, responding to a disclosure of child sexual abuse, and mandatory reporting requirements according to the Utah Child Sexual Abuse Prevention law (Utah Code 53G-9-207).
- HighMark Charter shall adopt comprehensive school policies and procedures for suicide prevention, intervention, and postvention.
- HighMark shall adopt policies and practices that promote connectedness as a protective factor against multiple forms of injury and violence.
- HighMark Charter coaches, trainers, officials, and student athletes shall be trained yearly on recognizing and responding to concussions and the Protections of Athletes with Head Injuries Act. A child who gets a head injury must be removed from play and may only return after written clearance from a qualified health care provider according to Utah Code 26-53-101 and R277-61.

Staff Wellness

The HighMark Charter wellness committee shall develop, promote, and oversee a multifaceted plan to promote staff health and wellness. The plan shall be based on input solicited from staff and should outline ways to encourage healthy eating, physical activity, and other elements of a healthy lifestyle among staff. Staff shall be encouraged to serve as positive role models for healthy eating and physical fitness.

Chronic, Infectious & Acute Disease Management

HighMark Charter shall have a minimum of one professional registered school nurse who can assist with the management of chronic, infectious, and acute diseases the students may have. The school nurse is the best person to manage these conditions in the school setting.

The school shall have at least one automated external defibrillator (AED). This device should be examined monthly to make sure all components are working properly.

A minimum of two school employees shall be certified in first aid and cardio-pulmonary resuscitation (CPR). At least one person certified in first aid and CPR shall be on-site when school is in session (R392-200-9).

Medication Management

Students shall be allowed access to medication during school hours by following Utah Code 53G-9-502 which requires prior parent/guardian and healthcare provider authorization. Parents must submit a completed medication authorization form annually to HighMark Charter for any routine and scheduled medications that are required during school. The school nurse shall train staff on how and when to administer medication to students.

Students are allowed to *possess and self-administer* certain medications after proper signed authorization by both the student's parent and healthcare provider are submitted each year. This applies to epinephrine auto-injectors, asthma medication, and diabetes medication. All other medication shall be stored in a locked location with the exception of epinephrine auto-injectors, and asthma rescue medication. These shall be kept in a secure, but unlocked location.

- Allergy and anaphylaxis: Students are allowed to *possess and self-administer* an epinephrine auto-injector (when appropriate) after proper authorization has been submitted to the school (Utah Code 26-41).
- Asthma: Students shall be allowed to *possess and self-administer* their asthma medications (when appropriate) after proper authorization has been submitted to the school by Utah Code 26-41. If the student does not self-carry the asthma medication, the device shall be kept in a secure but unlocked location.
- Diabetes: Students shall be allowed to *carry and self-administer* their diabetes medication (when appropriate) after proper authorization has been submitted to the LEA as allowed by Utah Code 53G-9-506.
- Seizures: School nurses shall train school employee volunteers to administer emergency seizure rescue medication (when appropriate) after proper authorization has been submitted to the LEA per Utah Code 53G-9-505. Students shall not carry this medication. These medications shall be kept locked, but accessible for use in an emergency.

If the parent does not submit the required paperwork to allow emergency rescue medication at the school, employees shall be instructed to call 911 in the event of an emergency.

Risk and Protective Factors

Life skills are a key protective factor against suicide and include critical thinking, stress management, conflict resolution, problem-solving and coping skills. An emphasis on mental wellness and life skills has been found to improve quality of life and reduce risk of suicide, self-harm, substance use, and other life problems.

Suicide Prevention Teacher Re-Licensure Training

Teacher re-licensure shall focus on:

- Prevention of youth suicide;
- Youth suicide intervention.

HighMark Charter School
Policy: Attendance Policy
Adopted: August 16, 2021

Policy

HighMark Charter School (the “School”) is committed to providing a quality education for every student. The School firmly believes that consistent attendance teaches students responsibility. Students learn the value of being punctual and prepared. Frequent absences and tardiness result in a loss of continuity of instruction. Also, frequent absences and tardiness prove disruptive for students, teachers, and staff. Excessive unexcused absences may lead to a student’s permanent dismissal from the School.

Parents are expected to take a proactive role in ensuring their children attend school. We recommend families plan their vacation schedule around the existing School calendar. When possible, medical and dental appointments should take place outside of school hours and parents should notify the School in advance of any absence. Parents and students are responsible for obtaining homework or assignments for the time period which the student is absent.

The School intends for this policy to be consistent with the provisions of Utah’s compulsory education laws, Utah Code §§ 53G-6-201 through 53G-6-208, as well as Utah Administrative Code Rule R277-607.

The Principal will establish attendance procedures consistent with this policy and applicable law and will ensure that the policy and procedures are distributed to parents.

Review

The School’s Board of Directors shall review this policy annually. The Board shall also annually review attendance data and consider revisions to this policy to encourage student attendance.

Administrative Procedures: Attendance Procedures

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

Definitions

"Absence" or **"absent"** means the failure of a school-age child assigned to a class or class period to attend a class or class period. "Absence" or "absent" does not mean multiple tardies used to calculate an absence for the sake of a truancy.

"Valid excuse" or **"excused absence"** means an absence resulting from:

- a) an illness, which may be either mental or physical, regardless of whether the school-age child or parent provides documentation from a medical professional;
- b) mental or behavioral health of the school-age child;
- c) a death of a family member or close friend;
- d) a scheduled family event or a scheduled proactive visit to a health care provider in accordance with Section 53G-6-803(5);
- e) a family emergency;
- f) an approved School activity;
- g) a preapproved extended absence for a family activity or travel, consistent with School policy; or
- h) an absence permitted by an individualized education program or Section 504 accommodation plan.

The Principal has the discretion to consider other absences as "valid excuses."

"Valid excuse" or "excused absence" does not mean a parent acknowledgement of an absence for a reason other than those described above.

"Habitual truant" means a school-age child who:

- (1) is in grade 7 or above and at least 12 years old;
- (2) is subject to the requirements of Section 53G-6-202; and
- (3)(a) is truant at least ten times during one school year; or (b) fails to cooperate with efforts on the part of School authorities to resolve the school-age child's attendance problem as required under Section 53G-6-206.

"School-age child" means a minor who is at least six years old but younger than 18 years old and who is not emancipated.

"School day" means the portion of a day that school is in session in which a school-age child is required to be in school for purposes of receiving instruction.

"Truant" means a condition by which a school-age child, without a valid excuse, is absent for (a) at least half of the school day; or (b) if the school-age child is enrolled in a learner verified program, as that term is defined by the State Board of Education, the relevant amount of time under the School's Learner Validated Program Policy. A school-age child may not be considered

truant under this policy more than one time during one day.

Attendance Requirements: Students are allowed a maximum of five (5) unexcused absences per year.

Excused Absences: An oral or written communication documenting a valid excuse must be received from the student's parents/guardian within one (1) business day of the absence in order for the absence to be excused. In the event of multiple consecutive absences, written communication must be received within one (1) business day of the student's return to school.

In the event of an unforeseeable illness or emergency, the School should be notified as soon as reasonably possible.

[Excused absences may become unexcused if the Principal determines that absences have reached an excessive level and are adversely impacting the student's education.]

Preapproved Extended Absence: A parent/guardian may request approval from the Principal prior to a student's extended absence of up to ten (10) days per school year. The Principal will approve the absence if the Principal determines that the extended absence will not adversely impact the student's education.

Medical Documentation: The School may not require documentation from a medical professional to substantiate a valid excuse that is a mental or physical illness.

Make-up Work: Make-up work is permitted for students who have excused absences. The teacher will provide the student or the parent/guardian with any make-up work upon request. Make-up work must be completed within a reasonable timeframe as determined by the teacher.

Tardiness: A student is tardy if he or she is not in the assigned classroom when the late bell rings. In general, tardiness will be handled on an individual basis with the teacher. If a student is chronically tardy, then the student may be referred to the administration. Elementary students are allowed five (5) tardies per quarter. Middle school students are allowed three (3) tardies per class each quarter.

Notification of Absences and Tardies: In the event a student is absent, parents/guardians will be notified by phone on the day of the absence. Parents and students are responsible for tracking the total number of absences and tardies. Parents will be notified when their student reaches the 4th unexcused absence of the year. Parents of elementary students will be notified when their child is tardy for the 4th time during a given quarter. Parents of Middle school students will be notified if their child is tardy for the 2nd time in a class for the given quarter. If the maximum limit for unexcused absences or tardiness is reached, the Principal will attempt to schedule a meeting with the parents to review the situation and will outline the appropriate corrective action.

Grounds for an Appeal: Students who believe that all or part of their absences and/or tardies should be considered excused may provide a written request to the administrator to review their case.

Notice of Compulsory Education Violation

The School may issue a "notice of compulsory education violation" to a parent/guardian of a school-age child who is in grades 1 through 6 if the student is truant at least five (5) times during the school year.

This notice shall:

1. Direct the parent/guardian to meet with School authorities to discuss the student's attendance problem and cooperate with the Principal and Board to secure regular attendance by the student;
2. Designate the School authorities with whom the parent is required to meet;
3. State that it is a class B misdemeanor for the student's parent or guardian to intentionally or without good cause fail to meet with the designated School authorities to discuss the student's attendance problems, or fail to prevent the student from being truant an additional five (5) more times during the remainder of the school year; and
4. Be served on the parent/guardian by personal service or certified mail.

If School personnel have reason to believe that, after a notice of compulsory education violation is issued, the parent or guardian has failed to make a good faith effort to ensure that the school-age child receives an appropriate education, the issuer of the compulsory education violation shall submit to the Division of Child and Family Services the report required by Utah Code § 53G-6-202(8) (also in accordance with the School's Child Abuse and Neglect Reporting Policy).

Truancy Intervention Program

The School's Truancy Intervention Program is established to encourage good attendance and to facilitate the processing of chronically truant students through evidence-based alternative interventions or the juvenile court. Those efforts will include documented earnest and persistent efforts to resolve a student's attendance problems as follows:

- Annual notification of the School's attendance policies will be provided to the parents of all students at the time of registration.
- When a student's attendance is negatively affecting the student's learning, the classroom teacher will notify the student and/or the student's parent(s) of the concern. The teacher will set up a conference with the student and/or the student's parent(s) to identify and resolve any problems that prevent the student from attending school. The student's progress will be monitored.
- If meeting with the student and parent(s) does not adequately address the problems and the student's learning continues to suffer, then the School counselor or Principal will work with the teacher and parent(s) in finding a solution to the problems that are preventing the student from attending to his/her learning. Efforts to resolve the problems may include, but are not limited to, the following: making adjustments to the curriculum or the schedule, counseling of the student by School authorities, considering alternatives proposed by the parent, or providing the parent with a list of community resources to help the family.
- The Principal may consult with a parent/guardian to determine if mitigating circumstances such as medical or psychological problems indicate the use of intervention methods for resolving the attendance problems.
- In the event that the preceding interventions fail, a certified letter will be sent to the parent(s) requesting a formal meeting with the administrator to resolve the attendance problems. A copy of the letter and mailing certificates will be kept by the School.
- The Principal will notify the student and a parent/guardian of the actions the School may take should the student be truant in the future.

Notice of Truancy

Consistent with Section 53G-6-203, the School may issue a notice of truancy to a school-age child who is in grade 7 or above, at least 12 years old, and is truant **at least five (5) times during the school year**.

A notice of truancy will only be issued after the School has made earnest and persistent efforts to resolve student attendance problems, which efforts may include those set forth above.

A notice of truancy will:

1. Direct the school-age child who receives the notice of truancy, and the parent/guardian of the school-age child, to meet with School authorities to discuss the student's attendance problem and cooperate with the Principal and Board to secure regular attendance by the student;
2. Designate the School authorities with whom the school-age child and parent/guardian is required to meet.

A notice of truancy will be served on the parent/guardian by personal service or regular mail. The parent/guardian will have the right to appeal a notice of truancy in writing to the Principal within ten (10) days of being issued.

Referrals for Habitual Truancy

In accordance with Utah Code § 53G-8-211(4), the School shall refer a school-age child for prevention and early intervention youth services, as described in Section 62A-7-104, by the Division of Juvenile Justice Services for being a habitual truant if the school-age child refuses to participate in an evidence-based alternative intervention described in Utah Code § 53G-8-211(3)(b), including:

- a mobile crisis outreach team;
- a youth services center operated by the Division of Juvenile Justice Services;
- a youth court or comparable restorative justice program; or
- other evidence-based interventions created and developed by the School or other governmental entities as set forth in Subsection 53G-8-211(3)(b)(v).

The School may refer a school-age child who is a habitual truant to juvenile court or a law enforcement officer or agency if the student refuses to participate in an evidence-based alternative intervention described in Subsection 53G-8-211(3)(b) and fails to participate in prevention and early intervention youth services provided by the Division of Juvenile Justice Services as provided above.

A referral to juvenile court or a law enforcement officer or agency will include:

1. Attendance records for the student;
2. A report of evidence-based alternative interventions used by the School before the referral, including outcomes;
3. The name and contact information of the School representative assigned to actively participate in the court process with the student and the student's family;
4. A report from the Division of Juvenile Justice Services that demonstrates the minor's failure to complete or participate in prevention and early intervention youth services as set forth in Utah Code § 53G-8-211(4); and
5. Any other information that the School considers relevant.

HighMark Charter School
Policy: Donations and Fundraising Policy
Adopted: September 16, 2013



Although HighMark Charter School (the "School") does not typically engage directly in fundraising, it may do so on certain occasions in order to help advance the School's mission. The School encourages the contributions of gracious donors who have the resources and the inclination to make donations for the benefit of the School and its students. This policy establishes guidelines and standards for the School's acceptance of donations and gifts as well as for when the School engages in or sponsors fundraising activities.

Donations and Gifts

The School may not transfer or expend donated property in a manner contrary to donor restrictions imposed as a condition of making the donation. The Director is also responsible for ensuring that donor restrictions of accepted donations are complied with and that compliance can be verified. The Director will ensure that charitable donation receipts are provided to donors as necessary.

The Director must approve voluntary donations from private individual or organization in excess of \$1,000 and any donation involving donor restrictions prior to accepting the donation. The Board of Directors must approve any voluntary donations from private individual or organization in excess of \$10,000. The School may not accept donations with the condition that the donation provide direct benefit to specific School employees, students, vendors, or name brand goods or services.

If advertising or other services are offered to a donor in exchange for a donation or gift, the School will objectively value the donation or gift in order to ensure the School receives at least fair value.

The Director must ensure that any applicable fiscal policies of the School are complied with in connection with donations. The School will comply with other applicable laws and regulations, including but not limited to procurement requirements, rules related to construction of improvements, IRS regulations, and Title IX requirements.

Fundraising

Fundraising is defined as an organized effort to solicit individuals, businesses or foundations for money or in-kind gifts to be given directly to the School.

For the purposes of this policy, "school sponsored" means activities that are expressly authorized by the School's Director or Board of Directors that support the School or authorized curricular clubs, activities, sports, classes, or programs that are themselves school sponsored. School-sponsored activities must be managed or supervised by

School employees. Activities sponsored by the School's parent organization are not school-sponsored activities, but the parent organization may be involved in and provided assistance in connection with school-sponsored activities.

The following guidelines must be followed in connection with School fundraising:

1. The fundraising activity must be undertaken with the intent of obtaining a benefit consistent with the School's mission.
2. The fundraising activity must not violate the School's charter, Board policies, or applicable law.
3. Proposals for fundraising activities must be submitted to the School's Director for approval.
4. The Director may restrict the time, place, and manner of any approved fundraising activity.
5. Fundraising activities should be planned and scheduled in a manner that does not create conflict, confusion, or excessive fundraising pressures on students, families or potential donors.
6. Fundraising activities that may expose the School to risk of financial loss or liability if the activity is not successful should not be approved.
7. The participation of School employees, students and parents in any fundraising activity must be voluntary. However, School employees may be assigned to supervise students in connection with School-sponsored fundraising activities in connection with their employment. Such employees may be compensated for such work as appropriate as determined by the Director.
8. Students may not be required to participate in a fundraising activity as a condition for belonging to a team, club or group, and a student's fundraising efforts may not affect his or her participation time or standing in any team, club or group.
9. Competitive enticements for student participation in fundraising efforts are generally discouraged, and any such rewards or prizes must be approved by the Director.
10. The Director will ensure that the School's Fee Waiver Policy is complied with in connection with all School-sponsored fundraising activities that involve fees. Any fee waivers must be granted in accordance with the Fee Waiver Policy.
11. All funds raised through school-sponsored fundraising activities are considered public funds and will be handled accordingly. The Director will ensure that all other applicable fiscal policies are complied with in connection with fundraising activities.
12. Any fundraising activities that are related to the School but not school sponsored, such as fundraising activities of the parent organization, should clearly inform School patrons that the activity is not school sponsored. School employees may participate in such activities as volunteers but must not represent that they are acting as employees or representatives of the School.

13. The Director will ensure that charitable donation receipts are provided as necessary.
14. The School's employer identification number and sales tax exemption number may only be used by School personnel in connection with school-sponsored activities. No other entity, including the School's parent organization, may use these numbers.
15. Any School employee involved in managing or overseeing non-School-sponsored fundraising must disclose to the Director any financial or controlling interest in or access to bank accounts of the fundraising organization or company.
16. The School may cooperate with outside entities such as the parent organization in connection with non-school-sponsored fundraising activities. The School may allow these groups to use School facilities at little or no charge. At the Director's discretion, the School may provide some level of support or pay for portions of these activities. The details of the arrangements for non-school-sponsored fundraising activities shall be understood and agreed to by the Director and the representatives of the outside entity. This must take into consideration the School's fiduciary responsibility for the management and use of public funds and assets.
17. The School is committed to principles of gender equity and compliance with Title IX guidance. The School commits to use all facilities, unrestricted gifts and other available funds in harmony with these principles. The School reserves the right to decline or restrict donations, gifts, and fundraising proceeds, including those that might result in gender inequity or a violation of Title IX. Fundraising opportunities should be equitable for all students, comply with Title IX, and be in harmony with Article X of the Utah Constitution.

The Director will ensure that School employees receive appropriate training in connection with these policies. Training shall be provided at least annually to employees whose job duties are affected by the School's fiscal policies.

The Board will review this policy at least bi-annually.

Sex Education Instruction Policy

HighMark Charter School

Policy: Sex Education Instruction Policy

Adopted: October 15, 2018

Policy

The purpose of this policy is to ensure that the Sex Education Curriculum taught at HighMark Charter School (the “School”) is compliant with state law. The School will comply with applicable state law regarding the presentation of Sex education instruction or instructional programs.

"Sex education instruction or instructional programs" means any course, unit, class, activity or presentation that provides instruction or information to students about sexual abstinence, human sexuality, human reproduction, reproductive anatomy, physiology, pregnancy, marriage, childbirth, parenthood, contraception, HIV/AIDS, sexually transmitted diseases, or refusal skills, as defined in Utah Code § 53G-10-402. While these topics are most likely discussed in courses such as health education, health occupations, human biology, physiology, parenting, adult roles, psychology, sociology, child development, and biology, this policy applies to any course or class in which these topics are the focus of discussion.

Every two years the Board of Directors will (a) review this policy; and (b) review data for the county in which the School is located regarding teen pregnancy, child sexual abuse, sexually transmitted diseases and sexually transmitted infections, and the number of pornography complaints or other instances reported in the School.

Administrative Procedures Sex Education Instruction Procedures

These administrative procedures are established pursuant to the Sex Education Instruction Policy adopted by the School's Board of Directors.

In accordance with state law, all sex education instruction or instructional programs will comply with the requirements of Utah Code § 53G-10-402 through -403 and Utah Admin Code R277-474. Specifically, the School will:

- teach sexual abstinence before marriage and fidelity after marriage as methods for preventing certain communicable diseases;
- teach personal skills that encourage individual choice of abstinence and fidelity; and
- obtain prior parental consent before any sex education instruction, maturation education, or other instructional program.

The Director will establish a curriculum materials review committee composed of parents, school employees, and others selected by the Director. If possible, the committee will also include health professionals and school health educators. The committee will have at least as many parents as school employees. The School's Board of Directors will review and approve the membership of the committee on or before August 1 each year.

The curriculum materials review committee will meet on a regular basis, as determined by the members of the committee, select officers for the committee and designate a committee chair, and comply with the Open and Public Meetings Act. The committee will review and make recommendations to the School's Board of Directors regarding instructional materials to be used by the School in connection with sex education instruction or a maturation education program. Program materials and guest speakers supporting instruction on these topics must also be reviewed and approved by the curriculum materials review committee.

Instructional materials used by the School in connection with sex education instruction or a maturation education program must be approved by the School's Board of Directors in an open meeting. These materials will comply with the requirements of applicable law and will be available for parents to review for a reasonable period of time prior to consideration for adoption by the Board of Directors.

The following topics may not be taught in the School:

- The intricacies of intercourse, sexual stimulation or erotic behavior;
- The advocacy or encouragement of the use of contraceptive methods or devices; or
- The advocacy of premarital or extramarital sexual activity.

The School will comply with the Utah Family Educational Rights and Privacy Act, Utah Code § 53E-9-202 through -203 and obtain parental consent prior to any sex education instruction,

maturation education, or other instructional program. At no time will a student be in the classroom during any sex education instruction, maturation education, or other instructional program unless an approval form signed by the student's parent/guardian is on file. The parental notification form will:

- a) explain a parent's right to review proposed curriculum materials in a timely manner;
- b) request the parent's permission to instruct the parent's student in identified course material related to sex education or maturation education;
- c) allow the parent to exempt the parent's student from attendance for a class period where identified course material related to sex education instruction or maturation education is presented and discussed;
- d) be specific enough to give parents fair notice of topics to be covered;
- e) include a brief explanation of the topics and materials to be presented and provide a time, place and contact person for review of the identified curricular materials;
- f) be retained on file with affirmative parental consent for each student prior to the student's participation in discussion of issues protected under Section 53G-10-402; and
- g) be maintained at the School for a reasonable period of time.

Instructors may not intentionally elicit comments or questions about matters subject to parental consent requirements. Additionally, instructors' responses to questions spontaneously raised by students must be brief, factual, objective and in harmony with content requirements of this policy and state law. Responses must also be age appropriate and limited in scope to that reasonably necessary under the circumstances.

The School will ensure that all educators with any responsibility for any aspect of sex education instruction will receive appropriate professional development outlining the sex education curriculum and the criteria for sex education instruction. The School will ensure that educators receive this professional development at least once every three years. Additionally, the School will ensure that such educators are familiar with requirements of the Utah Family Educational Rights and Privacy Act.

Utah Open & Public Meetings Act

Annual Training Materials

DEFINITIONS

Public Policy: it is the intent of the Open and Public Meetings Act (the “Act”) that public bodies take their actions *and* conduct their deliberations openly.

A “**Meeting**” is defined as (i) the “convening” of a public body (ii) with a “quorum” present. This includes a workshop or an executive session, whether in person or by means of electronic communications.

Electronic Message Transmissions. The Act does not restrict a board member from transmitting an electronic message to other board members at a time when the board is not convened in an open meeting. (Remember, electronic messages are subject to the Government Records Access Management Act and the Act’s definition of a “meeting.”)

“**Convening**” means the calling together of the board by a person authorized to do so for the purpose of discussing, receiving comments from the public about, or acting upon a matter over which the board has jurisdiction or advisory power.

A “**Quorum**” is defined by the organization’s bylaws.

NOTICE REQUIREMENTS

Notice of public meetings must be: (i) posted at the principal office, or if that does not exist, at the building where the meeting is to be held; (ii) posted on the Utah Public Notice Website (www.utah.gov/pmnl/); and (iii) provided to newspaper/media (accomplished by posting on the Utah Public Notice website).

- 1) Notice must be provided no less than 24 hours prior to the meeting.
- 2) Notice must include the meeting agenda, date, time, and place.
- 3) Annual Notice. If regular meetings are scheduled in advance over the course of a year, the board must give notice at least once each year of its annual schedule (date, time, place).
- 4) Agendas. The agenda must provide reasonable specificity of each topic that will be considered at the board meeting.

Public Comment. At the discretion of the board chair, a topic raised by the public can be discussed during the meeting even if it was not included on the agenda. However, the board cannot take final action on a topic unless it was included on a properly noticed agenda.

- 5) Emergency Meetings. If the board holds an “emergency meeting,” as defined by §52-4-202(5), the notice requirements above do not apply. Emergency meetings are limited to unforeseen circumstances that require immediate consideration, and the best practicable notice is still required.

ELECTRONIC MEETINGS - A board can hold an electronic meeting if it has adopted a resolution/rule/ordinance governing the use of electronic meetings (satisfied by adopting Electronic Meetings Policy).

- 1) Electronic Meeting Notice Requirements. In addition to the public notice requirements for a regular meeting, notice for an electronic meeting must also include: (i) written notice at the anchor location (unless no anchor location exists in accordance with the exception below); and (ii) 24 hr. minimum notice to board members with a description of how they will be connected to the meeting.
- 2) Anchor Location Requirements. When holding an electronic meeting, the board must identify an “anchor location” and provide space where members of the public can attend the open portions of the meeting. The anchor location must be in the building/location where the board would normally meet if they were not holding an electronic meeting.

Exception to Anchor Location Requirement: No anchor location is required if the board chair determines: (i) that having an anchor location presents a substantial risk to the health or safety of those present at the anchor location; or (ii) the location where the board would normally meet has been ordered closed for public health/safety reasons. If no anchor location will be made available under this exception, the public notice for the meeting must include a statement of the chair’s risk determination, a summary of the facts supporting the determination, and information on how the public can attend electronically. The determination is valid for 30 days.

REQUIRED OPEN MEETING RECORDS - Written minutes and a recording shall be kept for all open meetings.

- 1) Written Minutes. Minutes must include the following:
 - a) the date, time and place of the meeting;
 - b) the names of members present and absent;
 - c) the substance of all matters proposed, discussed or decided (or audio link);
 - d) a record, by individual member, of each vote taken;
 - e) the name of any person who provides comments to the board, as well as a brief summary (or audio link) of their comment; and

- f) any information that a board member asks to be entered in the minutes.

Note: Pending minutes must indicate they are not approved.

- 2) Audio Recording. The board must maintain a complete and unedited recording of all open portions of each meeting.

Note: members of the public can record the meeting so long as it does not interfere with the meeting.

- 3) Public Availability of Records:

- a) *Pending Minutes*: must be made available within a reasonable time after the meeting.
- b) *Approved Minutes & Meeting Materials*: within three (3) business days after approving written minutes, the board must: (i) post the approved minutes *and* meeting materials distributed at the meeting to the Public Notice Website; and (ii) make both available at the primary office.

Note: If an individual presents or provides electronic information related to an agenda item, the board shall require a copy to be included in the public record.

- c) *Recording*: within three (3) business days, make the audio recording available to the public.

CLOSED SESSION REQUIREMENTS - A meeting is open to the public unless closed under §52-4-204, -205, -206.

- 1) A meeting may be closed to the public by a 2/3 majority vote to close.
- 2) Closed Session Voting. No vote can be taken in a closed meeting, except for a vote to end the closed meeting and return to an open meeting (requires a majority vote).
- 3) Permissible Reasons for Closed Session. Discussions regarding: an individual's character, competence, mental health; collective bargaining; pending or imminent litigation; sale/purchase of real property; security personnel, devices or system discussions; investigative proceedings for criminal misconduct; or when acting as the evaluation committee, protest officer, or appeals committee under the procurement code.
- 4) Public Record of Closed Session. The public minutes and recording must include: (i) the reason(s) for holding the closed session; (ii) the location; and (iii) the vote, by name, of all members for or against closing the meeting.

5) Closed Session Records:

- a) *Recording Requirement.* Closed meetings must be recorded in their entirety *unless* the meeting was closed to discuss: (i) the character, professional competence or physical/mental health of an individual; or (ii) to discuss security personnel, devices or systems.

The closed session recording must include: (i) the date, time and place of the closed meeting; (ii) the names of members present and absent; and (iii) the names of all others present in the closed session unless disclosure infringes on the confidentiality purposes of the closed meeting.

Note: if the meeting was not recorded under the exceptions noted above, the board chair/president must sign a sworn statement affirming that the sole purpose for closing the closed meeting was to discuss one of the exempt purposes.

- b) Closed session minutes are optional.
- c) Closed session recordings and minutes are “protected records” under Utah’s Government Records Access Management Act.

AFFIRMATION OF TRAINING

In accordance with the requirements of UCA §52-4-104. et. seq., Utah's Open and Public Meetings Act, I _____, having been duly sworn, and on my oath, do affirm as follows:

I have completed the required annual training for a member of **HighMark Charter School Board of Directors** by way of the following:

- ☐ Online video
- ☐ Review of the PDF presentation I received via e-mail (the state legislature version) or other source
- ☐ Review of PowerPoint presentation I received via e-mail or other source
- ☒ Other: Attended In-Person Training and Received PDF Presentation

Further, your affiant sayth not.

DATED this 27th day of May, 2023

Board Member Signature

HIGHMARK CHARTER SCHOOL

Board Communication Guidelines

COMMUNICATION

Communication Between Board Members

- Board Members should copy the entire Board on all e-mail correspondence between Board Members on Board issues, unless an assignment has been given and that person will provide the Board with updates.

Communication Between Board Members and the Director

- Board Members should copy the entire Board on all e-mail correspondence between a Board Member and the Director on school issues, with the exception of housekeeping items or individual assignments.
- In all communication between a Board Member and the Director, Board Members should remember that the board's authority resides in the board collectively and that individual Board Members have no authority individually to instruct the Director.
 - Individual Board Members should, therefore, refrain from giving individual instructions to the Director.
 - Individual Board Members may approach the Director regarding school issues and then follow-up their communication with an email to the entire Board – as long as they are not making individual decisions or instructing the Director.
 - The Director can approach individual Board Members for feedback about a school issue – as long as the feedback does not involve individual decisions or instructions from a Board Member.
- In order to maintain clear lines of authority, when a Board Member is discussing an issue with the Director that is not specifically related to the Board's governance responsibilities, the Board Member should clarify to the Director the role in which the individual is speaking with the Director, whether it be as a parent, volunteer, or otherwise.
 - If it is unclear what role in which a Board Member is speaking with the Director, the Director may ask for clarification.

Communication Between Board Members and Other Highmark Constituents

- Board Members should copy the entire Board on all e-mail correspondence between a Board Member and Highmark constituents (i.e. Parents, Management Companies, Contractors, Donors, etc.), with the exception of housekeeping items or individual assignments.
- Board Members should avoid attending individual meetings (i.e. luncheons or sidebar meetings) with the constituents mentioned in the previous paragraph, with the exception of housekeeping items or individual assignments.
- Board Members should not act alone or make decisions on behalf of the Board when communicating with the constituents mentioned in the first paragraph.
- Board Members are encouraged to attend school events in which they can have an open dialogue with Highmark constituents. Examples of these events include: parent teacher conferences, back-to-school nights, business fairs, etc. The Board should discuss and approve the levels of Board Member participation in these events at Board Meetings prior to each event (for example, the Board may approve its members to have a booth at a school fair to allow parents to communicate with Board Members). However, when communicating at these events, individual Board Members must

inform constituents that their communications do not represent the views of the entire Board and that they will not make any decisions without the approval of the Board in an established Board Meeting.

- Board Members will make every attempt to attend and to be visible and approachable during school events (the goal is to have Board Member representation at every major event and more than 70% of other events).
- The Board will consider conducting “Town-Hall” meetings on a bi-annual basis, as necessary. These meetings will be conducted by a minimum of two Board Members. The purpose of these meetings is to provide a venue in which constituents can have open conversation with Board Members. These meetings will also provide a venue in which Board Members can gather information about the ideas, thoughts and needs of constituents. The Board Members conducting a given “Town-Hall” meeting will not speak on behalf of the entire Board, nor will they make any decisions without the approval of the Board in an established Board Meeting. Board Members will inform meeting participants regarding these policies during the meeting.

ADDRESSING FEEDBACK

General Feedback

- Board Members who receive verbal feedback about non-governance issues may inform the entire Board, at their discretion, about that feedback and should also let the individual giving the feedback know that the proper approach is for the individual to address the issue with the Director.
- Board Members may wish to inform the Director about such issues so that the Director is aware—and the Board Member may let the individual know that they have informed the Director—but Board Members should then leave the matter in the Director’s hands.
- When concerns about school policies or decisions come to the attention of the Director, the Director will discuss the concerns with the person(s) raising the issue. The Director will make every attempt to satisfy the concerns, prior to a possible referral to the Board. If necessary, the Board will make policy decisions to address the concern(s). The Board and Director should present a united front when implementing and upholding policies and decisions that have been made by the Board.

Feedback, Concerns and Grievances about Specific Individuals

- If any one Board Member receives written communication that is not considered a formal grievance, they will respond by 1) referring the individual to the Grievance Policy; and 2) carbon copying the Director and Board.
- If all Board Members receive written communication, the Board Chair will address the individual within a reasonable timeframe (the goal is 48 hours) and copy the Board on the response.
- If a written communication requires action, the Board Chair will make an assignment for a Board Member to respond; if the communication is associated with an alleged illegal action, a lawyer will be consulted prior to preparing a response.
- Only written complaints (that follow the Grievance Policy) will be addressed as outlined in the Grievance Policy.
- Board Members should be aware of the school’s Grievance Policies and should advise individuals to follow the applicable Grievance Policy (parent or staff) if they have a concern about a specific individual.
- If an individual presents the Board with a concern about a specific individual pursuant to a Grievance Policy, the Board should require documentation that the individual has complied with the Grievance Policy by addressing the matter with the specific individual and the Director before considering the concern.

Board Meeting Conduct

- To maintain order in Board Meetings and ensure that meetings stay to a reasonable length, Board Members should not request feedback from parents during meetings. Board Members may instead let parents know that they would be happy to discuss the issue after the meeting or at another time.
- If Board Members determine that the Board's consideration of a Board issue would benefit from parent feedback, they should decide on a plan for obtaining such feedback outside the Board Meeting and reporting that information to the Board.
- During a Board Meeting (to reduce confusion during discussions and voting) the Board should be positioned facing the audience, with supporting staff members (Principal, Vice-Principal, Management Company, etc.) positioned on side tables.
- Board Members should communicate professionally, following all Board Meeting standards, policies and rules, throughout each Board Meeting.

HMCS ANNUAL BOARD MEETING CALENDAR



Below are the tentative HighMark Charter School Board Meeting dates for the 2023-2024 school year. Meetings are tentatively scheduled on a Monday every other month. These dates are subject to change and additional meetings may take place. All meetings will be posted on the Utah Public Meeting Notice website at least 24 hours in advance.

August 21st at 7:00 PM
HMCS Library

October 23rd at 7:00 PM
HMCS Library

January 22nd at 7:00 PM
HMCS Library

March 25th at 7:00 PM
HMCS Library

June 1st at 8:00 AM
TBD

Please note that meetings will generally be held at 2467 E. South Weber Drive; South Weber, UT 84405. Meetings may also be held electronically (HUB: 2467 E. South Weber Drive; South Weber, UT 84405) or at different locations as specified by the Board of Directors.