

Thomas Edison Charter Schools Governing Board Meeting
September 6, 2023 5:30 P.M.
Edison North: 180 E 2600 N, North Logan, UT 84341

Mission: *We provide all students the fundamental knowledge, tools, and discipline to become successful, reputable citizens in our country and to become high achievers in our ever evolving, demanding and complex society.*

Agenda

Conducting: Olivia Kirkham

Pledge of Allegiance: Lindsey Fowers

1	5:30	Adoption of Agenda
2	5:31	Public Comment
3	5:32	Approval of Minutes
4	5:33	Board Training - Brian Carpenter Podcast #8 Some Revolving Doors Lead to Dead Ends
5	5:45	Board Training Discussion: Parent Handbook; Utah Code 53G-5-Parts 4 & 5
6	5:50	TECS Philosophy: Jim Peterson
7	5:55	Financial Report: Jim Peterson
8	6:00	Student Data Report: Angela Barton
9	6:10	Mental Health Grant: SarahAnn Delaney
10	6:20	School Fees Policy Annual Approval: Olivia Kirkham
11	6:25	Comprehensive Board Review Certificate: Olivia Kirkham
12	6:30	Business and board meetings scheduling
13	6:35	Principal Reports: Melani Kirk & Jamie Lewis
14	6:45	Vendor & Personnel Requests: Melani Kirk & Jamie Lewis
15	7:00	Adjourn

Electronic Participation:

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July – December Governing Board meetings will be at Edison North.

January – June Governing Board meetings will be at Edison South.

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NAVIGATING THE INTERSECTION OF GOVERNANCE AND MANAGEMENT SERIES

by Dr. Brian L. Carpenter

Five Practical Ways to End Excessive School Leader Turnover

There's a problem in the charter school sector that few people are talking about, but that actually appears to be quite widespread from my perspective: *excessive school leader turnover*. And though there isn't much in the way of formal research to rely on, charter school leader average tenure appears to be about 24 to 36 months, give or take a few months.

If this problem persists, I predict that research results on national charter school performance will continue to be as mediocre as they were in the 2009 CREDO study, which found that 46% of the nation's charter schools performed no better *on gains* than the nearby districts which their students would have otherwise attended, and 37% performed worse.

What's the solution to the problem of excessive charter school leader turnover? I propose five things:

1. Governing boards need to recognize that choosing a school leader is one of the most far-reaching and influential decisions that it makes. An effective board goes to great lengths to ensure that its selection process is sound and that the leader it selects is the best fit *for its school*.
2. Once the school leader is in place, the governing board needs to continually make sure that its principles, policies, and practices are in line with sound governance theory. Failing, for example, to speak with one voice as a board, or permitting individual board members to interfere with

operational matters are perfect recipes for prematurely severing the relationship with its school leader.

3. Governing boards should demonstrate their commitment to the leader they select by entering into a written employment agreement which stipulates the ground rules by which each party agrees to play. If the board is really serious about holding to its end of the bargain, it can include an early-termination buyout clause.
4. Governing boards should formally and objectively evaluate their school leader's performance annually. *At the same time*, a board should evaluate its own performance just as rigorously, because a successful board-school leader relationship is interdependent in nature. I've found that a board that expects its school leader to accept criticism but cannot accept appropriately voiced criticism of its own performance is usually incapable of sustaining a professional relationship with a school leader for very long.
5. If it becomes necessary to terminate the school leader's employment, the governing board should ensure that it's done lawfully, professionally, and humanely. If for no other reason, the next set of candidates will be evaluating the credibility of the board. Break any of those three precepts, and in time, your school will be unable to attract the caliber of leader it needs to perform well. Churn through too many leaders, and you may lose your charter.

Board Self-Appraisal Questions/Recommendations

1. How many school leaders has your board had in the past six years (or since the school became operational, whichever is shorter)?
2. As an agenda item in the past year, has your board formally and rigorously evaluated its own performance?
3. Has the board taken steps to ensure that its school leader selection process is well-informed?

Case in Point

SOME REVOLVING DOORS LEAD TO DEAD-ENDS

After nine years of operation, CREATE Charter School in Jersey City, NJ went out of business on June 30, 2010. It wasn't because the school didn't have enough students, or because it lacked a facility. In the simplest of terms, the New Jersey Department of Education declined to renew its charter because the school's performance was chronically lousy.

Of course, the DOE's March 2010 non-renewal notice¹ didn't use those words. It phrased the DOE's decision as coming on the heels of an investigation of :

“a number of ongoing issues which include failure to correctly complete state mandated reports, high staff turnover, poor student performance, failure to provide a structured learning environment, lack of student engagement, failure to provide honors or advanced placement courses and lack of control/discipline of students.”

A few paragraphs later, the notice elaborates on staff turnover, giving us an important clue as to the cause of the school's uninspiring performance:

“CREATE Charter School has, *throughout the life of the charter*, had numerous issues regarding staffing and certification. *The school has had a high turnover of administrators* and has repeatedly hired uncertified individuals to serve as teachers.” (Italics added)

I'd like to be able to report the exact number of administrators, but as of this writing, I've been unable

to locate reliable data. I will, however, offer an educated guess, and speculate that the school probably had at least six to nine administrators during its nine years of operation.

The school, of course, denied that things were as bad as the DOE claimed, and held a rally in an attempt to get its charter renewed. No matter, the school had reached a dead-end.

If you agree that a governing board is ultimately accountable for the school it governs, then the CREATE Charter board must bear responsibility for failing to recruit and retain the caliber of administrative leadership that would have built a better-performing school. If, however, it was like most boards I encounter, the CREATE board:

- sought little or no meaningful training on how to perform its duties,
- never evaluated its own performance,
- never reviewed its charter or bylaws (until it was too late), and
- never realized that its failure to retain a capable, school leader would result in charter non-renewal.

If any of the CREATE board's deficiencies are occurring in your school, now might be a good time to address them. Among the key responsibilities your board must master, if it isn't already doing so, is learning how to recruit and retain a highly capable school leader. And they're not a dime a dozen.

1 http://media.nj.com/hudsoncountynow_impact/other/Charter%20School.PDF

About This Publication & The Author

BoardWiser™ is a publication of Brian L Carpenter PhD & Associates, LLC. It is available on an annual subscription basis and is intended to strengthen charter school performance by helping boards evaluate and excel at governance while refraining from entanglement in operations. To subscribe, visit www.BrianLCarpenter.com. While *BoardWiser™* is intended to provide reliable governance training, it is not intended as legal advice, for which boards should consult a qualified attorney as well as the specific laws of the state in which their chartered school operates.

Dr. Brian L. Carpenter is widely regarded as one of the foremost authorities on charter school governance. Both of his books, *Charter School Board University* and *The Seven Outs: Strategic Planning Made Easy for Charter Schools* are used by schools, associations, and universities. For information on engaging Dr. Carpenter to conduct a board development retreat or to speak at your conference, call (989) 205-4182 or email him at Brian@BrianLCarpenter.com.

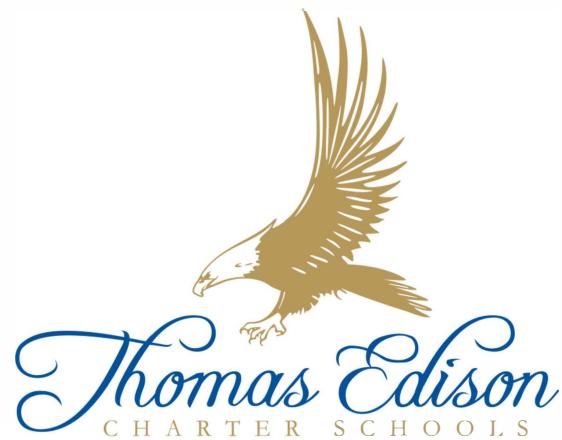
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Parent Handbook

A Guide for Parental Involvement and Student Success

2023-2024

[**https://thomased.org/dynamic/content/1099/867/
parent_handbook_6.12.23.pdf**](https://thomased.org/dynamic/content/1099/867/parent_handbook_6.12.23.pdf)



- (a) An applicable charter school authorizer shall adopt a procedure for the imposition of a standard, guideline, or policy that is substantially similar to the rulemaking procedure under Title 63G, Chapter 3, Utah Administrative Rulemaking Act, including procedures for notice and receipt of public comment.
- (b) An applicable charter school authorizer may not impose a standard, guideline, or policy unless the applicable charter school authorizer follows the procedure adopted under Subsection (2)(a).
- (3) A standard, guideline, or policy imposed on or after July 1, 2023, by an applicable charter school authorizer is not valid if the applicable charter school authorizer does not follow the procedures adopted under Subsection (2)(a) in imposing the standard, guideline, or policy.

Enacted by Chapter 235, 2023 General Session

Part 4 **Powers and Duties**

53G-5-401 Status of charter schools.

- (1) Charter schools are:
 - (a) considered to be public schools within the state's public education system;
 - (b) subject to Subsection 53E-3-401(8); and
 - (c) governed by independent boards and held accountable to a legally binding written contractual agreement.
- (2) A charter school may be established by:
 - (a) creating a new school; or
 - (b) converting an existing public school to charter status.
- (3) A parochial school or home school is not eligible for charter school status.

Renumbered and Amended by Chapter 3, 2018 General Session

53G-5-402 Property tax exemption for property owned by a charter school.

For purposes of a property tax exemption for property of school districts under Subsection 59-2-1101(3)(a)(ii)(B), a charter school is considered to be a school district.

Renumbered and Amended by Chapter 3, 2018 General Session

53G-5-403 Charter school assets.

- (1)
 - (a) A charter school may receive, hold, manage, and use any devise, bequest, grant, endowment, gift, or donation of any asset made to the school for any of the purposes of this chapter and other related provisions.
 - (b) Unless a donor or grantor specifically provides otherwise in writing, all assets described in Subsection (1)(a) shall be presumed to be made to the charter school and shall be included in the charter school's assets.
- (2) It is unlawful for any person affiliated with a charter school to demand or request any gift, donation, or contribution from a parent, teacher, employee, or other person affiliated with

the charter school as a condition for employment or enrollment at the school or continued attendance at the school.

(3) All assets purchased with charter school funds shall be included in the charter school's assets.

(4) A charter school may not dispose of its assets in violation of the provisions of this chapter or other related provisions, state board rules, policies of its charter school authorizer, or its charter agreement, including the provisions governing the closure of a charter school under Section 53G-5-504.

Amended by Chapter 293, 2019 General Session

53G-5-404 Requirements for charter schools.

(1) A charter school shall be nonsectarian in its programs, admission policies, employment practices, and operations.

(2) A charter school may not charge tuition or fees, except those fees normally charged by other public schools.

(3) A charter school shall meet all applicable federal, state, and local health, safety, and civil rights requirements.

(4)

(a) A charter school shall:

(i) make the same annual reports required of other public schools under this public education code, including an annual financial audit report described in Section 53G-4-404;

(ii) ensure that the charter school meets the data and reporting standards described in Section 53E-3-501; and

(iii) use fund and program accounting methods and standardized account codes capable of producing financial reports that comply with:

(A) generally accepted accounting principles;

(B) the financial reporting requirements applicable to LEAs established by the state board under Section 53E-3-501; and

(C) accounting report standards established by the state auditor as described in Section 51-2a-301.

(b) Before, and as a condition for opening a charter school:

(i) a charter school shall:

(A) certify to the authorizer that the charter school's accounting methods meet the requirements described in Subsection (4)(a)(iii); or

(B) if the authorizer requires, conduct a performance demonstration to verify that the charter school's accounting methods meet the requirements described in Subsection (4)(a)(iii); and

(ii) the authorizer shall certify to the state board that the charter school's accounting methods meet the requirements described in Subsection (4)(a)(iii).

(c) A charter school shall file the charter school's annual financial audit report with the Office of the State Auditor within six months of the end of the fiscal year.

(d) For the limited purpose of compliance with federal and state law governing use of public education funds, including restricted funds, and making annual financial audit reports under this section, a charter school is a government entity governed by the public education code.

(5)

(a) A charter school shall be accountable to the charter school's authorizer for performance as provided in the school's charter agreement.

(b) To measure the performance of a charter school, an authorizer may use data contained in:

- (i) the charter school's annual financial audit report;
- (ii) a report submitted by the charter school as required by statute; or
- (iii) a report submitted by the charter school as required by its charter agreement.

(c) A charter school authorizer may not impose performance standards, except as permitted by statute, that limit, infringe, or prohibit a charter school's ability to successfully accomplish the purposes of charter schools as provided in Section 53G-5-104 or as otherwise provided in law.

(6) A charter school may not advocate unlawful behavior.

(7) Except as provided in Section 53G-5-305, a charter school shall be organized and managed under Title 16, Chapter 6a, Utah Revised Nonprofit Corporation Act, after its authorization.

(8) A charter school shall provide adequate liability and other appropriate insurance, including:

- (a) general liability, errors and omissions, and directors and officers liability coverage through completion of the closure of a charter school under Section 53G-5-504; and
- (b) tail coverage or closeout insurance covering at least one year after closure of the charter school.

(9) Beginning on July 1, 2014, a charter school, including a charter school that has not yet opened, shall submit any lease, lease-purchase agreement, or other contract or agreement relating to the charter school's facilities or financing of the charter school's facilities to the school's authorizer and an attorney for review and advice before the charter school enters the lease, agreement, or contract.

(10) A charter school may not employ an educator whose license is suspended or revoked by the state board under Section 53E-6-604.

(11)

- (a) Each charter school shall register and maintain the charter school's registration as a limited purpose entity, in accordance with Section 67-1a-15.
- (b) A charter school that fails to comply with Subsection (11)(a) or Section 67-1a-15 is subject to enforcement by the state auditor, in accordance with Section 67-3-1.
- (c) If a charter school is an operating charter school with affiliated satellite charter schools, as defined in Section 53G-5-303:
 - (i) the operating charter school shall register as a limited purpose entity as defined in Section 67-1a-15;
 - (ii) each affiliated satellite charter school is not required to register separately from the operating charter school; and
 - (iii) the operating charter school shall:
 - (A) register on behalf of each affiliated satellite charter school; and
 - (B) when submitting entity registry information under Section 67-1a-15 on behalf of each affiliated satellite charter school, identify and distinguish registry information for each affiliated satellite, including the address of each affiliated satellite charter school and the name and contact information of a primary contact for each affiliated satellite charter school.

(12)

- (a) As used in this Subsection (12), "contracting entity" means a person with which a charter school contracts.
- (b) A charter school shall provide to the charter school's authorizer any information or documents requested by the authorizer, including documents held by a subsidiary of the charter school or a contracting entity:
 - (i) to confirm the charter school's compliance with state or federal law governing the charter school's finances or governance; or

- (ii) to carry out the authorizer's statutory obligations, including liquidation and assignment of assets, and payment of debt in accordance with state board rule, as described in Section 53G-5-504.
- (c) A charter school shall comply with a request described in Subsection (12)(b), including after an authorizer recommends closure of the charter school or terminates the charter school's contract.
- (d) Documents held by a contracting entity or subsidiary of a charter school that are necessary to demonstrate the charter school's compliance with state or federal law are the property of the charter school.
- (e) A charter school shall include in an agreement with a subsidiary of the charter school or a contracting entity a provision that stipulates that documents held by the subsidiary or a contracting entity, that are necessary to demonstrate the charter school's financial compliance with federal or state law, are the property of the charter school.

(13) For each grading period and for each course in which a student is enrolled, a charter school shall issue a grade or performance report to the student:

- (a) that reflects the student's work, including the student's progress based on mastery, for the grading period; and
- (b) in accordance with the charter school's adopted grading or performance standards and criteria.

(14)

- (a) As used in this Subsection (14):
 - (i) "Learning material" means any learning material or resource used to deliver or support a student's learning, including textbooks, reading materials, videos, digital materials, websites, and other online applications.
 - (ii)
 - (A) "Instructional material" means learning material that a charter school governing board adopts and approves for use within the charter school.
 - (B) "Instructional material" does not include learning material used in a concurrent enrollment, advanced placement, or international baccalaureate program or class or another class with required instructional material that is not subject to selection by the charter school governing board.
 - (iii) "Supplemental material" means learning material that:
 - (A) an educator selects for classroom use; and
 - (B) a charter school governing board has not considered and adopted, approved, or prohibited for classroom use within the charter school.
- (b) A charter school shall:
 - (i) make instructional material that the charter school uses readily accessible and available for a parent to view;
 - (ii) annually notify a parent of a student enrolled in the charter school of how to access the information described in Subsection (14)(b)(i); and
 - (iii) include on the charter school's website information about how to access the information described in Subsection (14)(b)(i).
- (c) In selecting and approving instructional materials for use in the classroom, a charter school governing board shall:
 - (i) establish an open process, involving educators and parents of students enrolled in the charter school, to review and recommend instructional materials for board approval; and
 - (ii) ensure that under the process described in Subsection (14)(c)(i), the charter school governing board:

- (A) before the public meetings described in Subsection (14)(c)(ii)(B), posts the recommended learning materials online to allow for public review or, for copyrighted material, makes the recommended learning material available at the charter school for public review;
- (B) before adopting or approving the recommended instructional materials, holds at least two public meetings on the recommendation that provide an opportunity for educators whom the charter school employs and parents of students enrolled in the charter school to express views and opinions on the recommendation; and
- (C) adopts or approves the recommended instructional materials in an open and regular board meeting.

(d) A charter school governing board shall adopt a supplemental materials policy that provides flexible guidance to educators on the selection of supplemental materials or resources that an educator reviews and selects for classroom use using the educator's professional judgment, including whether any process or permission is required before classroom use of the materials or resources.

(e) If a charter school contracts with another party to provide online or digital materials, the charter school shall include in the contract a requirement that the provider give notice to the charter school any time that the provider makes a material change to the content of the online or digital materials, excluding regular informational updates on current events.

(f) Nothing in this Subsection (14) requires a charter school governing board to review all learning materials used within the charter school.

Amended by Chapter 352, 2023 General Session

53G-5-405 Application of statutes and rules to charter schools.

- (1) A charter school shall operate in accordance with its charter agreement and is subject to this public education code and other state laws applicable to public schools, except as otherwise provided in this chapter and other related provisions.
- (2)
 - (a) Except as provided in Subsections (2)(b) and (2)(c), state board rules governing the following do not apply to a charter school:
 - (i) school libraries;
 - (ii) required school administrative and supervisory services; and
 - (iii) required expenditures for instructional supplies.
 - (b) A charter school shall comply with rules implementing statutes that prescribe how state appropriations may be spent.
 - (c) If a charter school provides access to a school library, the charter school governing board shall provide an online platform:
 - (i) through which a parent is able to view the title, author, and a description of any material the parent's child borrows from the school library, including a history of borrowed materials, either using an existing online platform that the charter school uses or through a separate platform; and
 - (ii)
 - (A) for a charter school with 1,000 or more enrolled students, no later than August 1, 2024; and
 - (B) for a charter school with fewer than 1,000 enrolled students, no later than August 1, 2026.
- (3) The following provisions of this public education code, and rules adopted under those provisions, do not apply to a charter school:
 - (a) Section 53E-4-408, requiring an independent evaluation of instructional materials;

- (b) Section 53G-4-409, requiring the use of activity disclosure statements;
- (c) Sections 53G-7-304 and 53G-7-306, pertaining to fiscal procedures of school districts and local school boards;
- (d) Section 53G-7-606, requiring notification of intent to dispose of textbooks;
- (e) Section 53G-7-1202, requiring the establishment of a school community council; and
- (f) Section 53G-10-404, requiring annual presentations on adoption.

(4) For the purposes of Title 63G, Chapter 6a, Utah Procurement Code, a charter school is considered an educational procurement unit as defined in Section 63G-6a-103.

(5) Each charter school shall be subject to:

- (a) Title 52, Chapter 4, Open and Public Meetings Act; and
- (b) Title 63G, Chapter 2, Government Records Access and Management Act.

(6) A charter school is exempt from Section 51-2a-201.5, requiring accounting reports of certain nonprofit corporations. A charter school is subject to the requirements of Section 53G-5-404.

(7)

- (a) The State Charter School Board shall, in concert with the charter schools, study existing state law and administrative rules for the purpose of determining from which laws and rules charter schools should be exempt.
- (b)
 - (i) The State Charter School Board shall present recommendations for exemption to the state board for consideration.
 - (ii) The state board shall consider the recommendations of the State Charter School Board and respond within 60 days.

Amended by Chapter 343, 2023 General Session

53G-5-406 Accountability -- Rules.

The state board shall, after consultation with chartering entities, make rules in accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act, that:

- (1) require a charter school to develop an accountability plan, approved by its charter school authorizer, during its first year of operation;
- (2) require an authorizer to:
 - (a) visit a charter school at least once during:
 - (i) its first year of operation; and
 - (ii) the review period described under Subsection (3); and
 - (b) provide written reports to its charter schools after the visits; and
- (3) establish a review process that is required of a charter school once every five years by its authorizer.

Amended by Chapter 408, 2020 General Session

53G-5-407 Employees of charter schools.

- (1) A charter school shall select its own employees.
- (2) The charter school governing board shall determine the level of compensation and all terms and conditions of employment, except as otherwise provided in Subsections (7) and (8) and under this chapter and other related provisions.
- (3) The following statutes governing public employees and officers do not apply to a charter school:
 - (a) Chapter 11, Part 5, School District and Utah Schools for the Deaf and the Blind Employee Requirements; and

- (b) Title 52, Chapter 3, Prohibiting Employment of Relatives.
- (4)
 - (a) To accommodate differentiated staffing and better meet student needs, a charter school, under rules adopted by the state board, shall employ teachers who are licensed.
 - (b) The charter school governing board shall disclose the qualifications of its teachers to the parents of its students.
- (5)
 - (a) Except as provided in Subsection (5)(b), state board rules governing the licensing or certification of administrative and supervisory personnel do not apply to charter schools.
 - (b) A director of special education in a charter school shall hold an appropriate license issued by the state board under Title 53E, Chapter 6, Education Professional Licensure.
- (6)
 - (a) An employee of a school district may request a leave of absence in order to work in a charter school upon approval of the local school board.
 - (b) While on leave, the employee may retain seniority accrued in the school district and may continue to be covered by the benefit program of the district if the charter school and the local school board mutually agree.
- (7)
 - (a) A proposed or authorized charter school may elect to participate as an employer for retirement programs under:
 - (i) Title 49, Chapter 12, Public Employees' Contributory Retirement Act;
 - (ii) Title 49, Chapter 13, Public Employees' Noncontributory Retirement Act; and
 - (iii) Title 49, Chapter 22, New Public Employees' Tier II Contributory Retirement Act.
 - (b) An election under this Subsection (7):
 - (i) shall be documented by a resolution adopted by the charter school governing board; and
 - (ii) applies to the charter school as the employer and to all employees of the charter school.
 - (c) The charter school governing board may offer employee benefit plans for its employees:
 - (i) under Title 49, Chapter 20, Public Employees' Benefit and Insurance Program Act; or
 - (ii) under any other program.
- (8) A charter school may not revoke an election to participate made under Subsection (7).
- (9) The charter school governing board shall ensure that, prior to the beginning of each school year:
 - (a) each of the charter school's employees signs a document acknowledging that the employee:
 - (i) has received:
 - (A) the disclosure required under Section 63A-4-204.5 if the charter school participates in the Risk Management Fund; or
 - (B) written disclosure similar to the disclosure required under Section 63A-4-204.5 if the charter school does not participate in the Risk Management Fund; and
 - (ii) understands the legal liability protection provided to the employee and what is not covered, as explained in the disclosure; and
 - (b)
 - (i) at least one of the charter school's employees or another person is assigned human resource management duties, as defined in Section 17B-1-805; and
 - (ii) the assigned employee or person described in Subsection (9)(b)(i) receives human resource management training, as defined in Section 17B-1-805.

Amended by Chapter 278, 2022 General Session

53G-5-408 Criminal background checks on school personnel.

The following individuals are required to submit to a criminal background check and ongoing monitoring as provided in Section 53G-11-402:

- (1) an employee of a charter school who does not hold a current Utah educator license issued by the state board under Title 53E, Chapter 6, Education Professional Licensure;
- (2) a volunteer for a charter school who is given significant unsupervised access to a student in connection with the volunteer's assignment;
- (3) a contract employee, as defined in Section 53G-11-401, who works at a charter school; and
- (4) a charter school governing board member.

Amended by Chapter 293, 2019 General Session

53G-5-409 Regulated transactions and relationships -- Definitions -- Rulemaking.

- (1) As used in this section:
 - (a) "Charter school officer" means:
 - (i) a member of a charter school's governing board;
 - (ii) a member of a board or an officer of a nonprofit corporation under which a charter school is organized and managed; or
 - (iii) the chief administrative officer of a charter school.
 - (b)
 - (i) "Employment" means a position in which a person's salary, wages, pay, or compensation, whether as an employee or contractor, is paid from charter school funds.
 - (ii) "Employment" does not include a charter school volunteer.
 - (c) "Relative" means a father, mother, husband, wife, son, daughter, sister, brother, uncle, aunt, nephew, niece, first cousin, mother-in-law, father-in-law, brother-in-law, sister-in-law, son-in-law, or daughter-in-law.
- (2)
 - (a) Except as provided in Subsection (2)(b), a relative of a charter school officer may not be employed at a charter school.
 - (b) If a relative of a charter school officer is to be considered for employment in a charter school, the charter school officer shall:
 - (i) disclose the relationship, in writing, to the other charter school officers;
 - (ii) submit the employment decision to the charter school's governing board for the approval, by majority vote, of the charter school's governing board;
 - (iii) abstain from voting on the issue; and
 - (iv) be absent from the portion of the meeting where the employment is being considered and determined.
- (3)
 - (a) Except as provided in Subsections (3)(b) and (3)(c), a charter school officer or a relative of a charter school officer may not have a financial interest in a contract or other transaction involving a charter school in which the charter school officer serves as a charter school officer.
 - (b) If a charter school's governing board considers entering into a contract or executing a transaction in which a charter school officer or a relative of a charter school officer has a financial interest, the charter school officer shall:
 - (i) disclose the financial interest, in writing, to the other charter school officers;
 - (ii) submit the contract or transaction decision to the charter school's governing board for the approval, by majority vote, of the charter school's governing board;

- (iii) abstain from voting on the issue; and
- (iv) be absent from the portion of the meeting where the contract or transaction is being considered and determined.

(c) The provisions in Subsection (3)(a) do not apply to a reasonable contract of employment for:

- (i) the chief administrative officer of a charter school; or
- (ii) a relative of the chief administrative officer of a charter school whose employment is approved in accordance with the provisions in Subsection (2).

(4) The state board or State Charter School Board may not operate a charter school.

Amended by Chapter 293, 2019 General Session

53G-5-410 Safe technology utilization and digital citizenship.

A charter school governing board, or a council formed by a charter school governing board to prepare a plan for the use of School LAND Trust Program money under Section 53G-7-1206:

- (1) shall provide for education and awareness on safe technology utilization and digital citizenship that empowers:
 - (a) a student to make smart media and online choices; and
 - (b) a parent to know how to discuss safe technology use with the parent's child;
- (2) shall partner with the school's principal and other administrators to ensure that adequate on and off campus Internet filtering is installed and consistently configured to prevent viewing of harmful content by students and school personnel, in accordance with charter school governing board policy and Subsection 53G-7-216(3); and
- (3) may partner with one or more non-profit organizations to fulfill the duties described in Subsections (1) and (2).

Amended by Chapter 293, 2019 General Session

53G-5-411 Charter school fiscal year -- Statistical reports.

- (1) A charter school's fiscal year begins on July 1 and ends on June 30.
- (2)
 - (a) A charter school shall forward statistical reports for the preceding school year, containing items required by law or by the state board, to the state superintendent on or before November 1 of each year.
 - (b) The reports shall include information to enable the state superintendent to complete the statement of funds required under Section 53E-1-203.
- (3) A charter school shall forward the accounting report required under Section 51-2a-201 to the state superintendent on or before October 15 of each year.

Amended by Chapter 293, 2019 General Session

Amended by Chapter 324, 2019 General Session

53G-5-412 Contract with regional education service agencies.

A public school that is a charter school may enter into a contract with an eligible regional education service agency, as defined in Section 53G-4-410, to receive education-related services from the eligible regional education service agency.

Amended by Chapter 253, 2020 General Session

53G-5-413 Charter school governing board meetings -- Rules of order and procedure.

- (1) As used in this section, "rules of order and procedure" means a set of rules that governs and prescribes in a public meeting:
 - (a) parliamentary order and procedure;
 - (b) ethical behavior; and
 - (c) civil discourse.
- (2) A charter school governing board shall:
 - (a) adopt rules of order and procedure to govern a public meeting of the charter school governing board;
 - (b) conduct a public meeting in accordance with the rules of order and procedure described in Subsection (2)(a); and
 - (c) make the rules of order and procedure described in Subsection (2)(a) available to the public:
 - (i) at each public meeting of the charter school governing board; and
 - (ii) on the charter school governing board's public website, if available.
- (3) The requirements of this section do not affect a charter school governing board's duty to comply with Title 52, Chapter 4, Open and Public Meetings Act.

Amended by Chapter 136, 2019 General Session

53G-5-414 Required provision of period products in schools.

- (1) As used in this section, "period products" means:
 - (a) tampons;
 - (b) sanitary napkins; or
 - (c) other similar products designed for hygiene in connection with the human menstrual cycle.
- (2) Beginning July 1, 2022, a charter school shall:
 - (a) provide period products free of charge to students in each female or unisex restroom within an elementary, middle, junior, or high school or school facility which students use; and
 - (b) inform public school students of the availability of the period products as described in this section.
- (3) To address the cost of the requirements of this section, a charter school shall:
 - (a) use funds that the Legislature appropriates specifically for the provision of period products; and
 - (b) incorporate the provision of period products into local ongoing capital operations and maintenance budgets no later than July 1, 2025.
- (4) The state board shall:
 - (a) oversee the implementation of the requirements of this section; and
 - (b) monitor compliance with this section.

Enacted by Chapter 309, 2022 General Session

Part 5
Noncompliance, Charter Termination, and Liability

53G-5-501 Noncompliance -- Rulemaking.

- (1) If a charter school is found to be out of compliance with the requirements of Section 53G-5-404 or the school's charter agreement, the charter school authorizer shall notify the following in

writing that the charter school has a reasonable time to remedy the deficiency, except as otherwise provided in Subsection 53G-5-503(4):

- (a) the charter school governing board; and
- (b) if the charter school is a qualifying charter school with outstanding bonds issued in accordance with Part 6, Charter School Credit Enhancement Program, the Utah Charter School Finance Authority.

(2)

- (a) If the charter school does not remedy the deficiency within the established timeline, the authorizer may:
 - (i) subject to the requirements of Subsection (4), take one or more of the following actions:
 - (A) remove a charter school director or finance officer;
 - (B) remove a charter school governing board member;
 - (C) appoint an interim director, mentor, or finance officer to work with the charter school; or
 - (D) appoint a governing board member;
 - (ii) subject to the requirements of Section 53G-5-503, terminate the school's charter agreement; or
 - (iii) transfer operation and control of the charter school to a high performing charter school, as defined in Subsection 53G-5-502(1), including reconstituting the governing board to effectuate the transfer.
- (b) The authorizer may prohibit the charter school governing board from removing an appointment made under Subsection (2)(a)(i), for a period of up to one year after the date of the appointment.
- (3) The costs of an interim director, mentor, or finance officer appointed under Subsection (2)
 - (a) shall be paid from the funds of the charter school for which the interim director, mentor, or finance officer is working.
- (4) The authorizer shall notify the Utah Charter School Finance Authority before the authorizer takes an action described in Subsection (2)(a)(i) if the charter school is a qualifying charter school with outstanding bonds issued in accordance with Part 6, Charter School Credit Enhancement Program.
- (5) In accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act, the state board shall make rules:
 - (a) specifying the timeline for remedying deficiencies under Subsection (1); and
 - (b) ensuring the compliance of a charter school with its approved charter agreement.
- (6)
 - (a) An authorizer may petition the district court where a charter school is located or incorporated to appoint a receiver, and the district court may appoint a receiver if the authorizer establishes that the charter school:
 - (i) is subject to closure under Section 53G-5-503; and
 - (ii)
 - (A) has disposed, or there is a demonstrated risk that the charter school will dispose, of the charter school's assets in violation of Subsection 53G-5-403(4); or
 - (B) cannot, or there is a demonstrated risk that the charter school will not, make repayment of amounts owed to the federal government or the state.
 - (b) The court shall describe the powers and duties of the receiver in the court's appointing order, and may amend the order from time to time.
 - (c) Among other duties ordered by the court, the receiver shall:
 - (i) ensure the protection of the charter school's assets;
 - (ii) preserve money owed to creditors; and

- (iii) if requested by the authorizer, carry out charter school closure procedures described in Section 53G-5-504, and state board rules, as directed by the authorizer.
- (d) If the authorizer does not request, or the court does not appoint, a receiver:
 - (i) the authorizer may reconstitute the governing board of a charter school; or
 - (ii) if a new governing board cannot be reconstituted, the authorizer shall complete the closure procedures described in Section 53G-5-504, including liquidation and assignment of assets, and payment of liabilities and obligations in accordance with Subsection 53G-5-504(7) and state board rule.
- (e) For a qualifying charter school with outstanding bonds issued in accordance with Part 6, Charter School Credit Enhancement Program, an authorizer shall obtain the consent of the Utah Charter School Finance Authority before the authorizer takes the following actions:
 - (i) petitions a district court to appoint a receiver, as described in Subsection (6)(a);
 - (ii) reconstitutes the governing board, as described in Subsection (6)(d)(i); or
 - (iii) carries out closure procedures, as described in Subsection (6)(d)(ii).

Amended by Chapter 54, 2023 General Session

53G-5-502 Voluntary school improvement process.

- (1) As used in this section:
 - (a) "High performing charter school" means a charter school that:
 - (i) satisfies all requirements of state law and state board rules;
 - (ii) has operated for at least three years meeting the terms of the school's charter agreement; and
 - (iii) is in good standing with the charter school's authorizer.
 - (b) "Low performing charter school" means a charter school that is designated a low performing school, as that term is defined in Section 53E-5-301.
 - (c) "School turnaround plan" means the same as that term is defined in Section 53E-5-301.
- (2)
 - (a) Subject to Subsection (2)(b), a charter school governing board may voluntarily request the charter school's authorizer to place the charter school, including a low performing charter school that has a school turnaround plan, in a school improvement process.
 - (b) A charter school governing board shall provide notice and a hearing on the charter school governing board's intent to make a request under Subsection (2)(a) to parents of students enrolled in the charter school.
- (3) An authorizer may grant a charter school governing board's request to be placed in a school improvement process if the charter school governing board has provided notice and a hearing under Subsection (2)(b).
- (4) An authorizer that has entered into a school improvement process with a charter school governing board shall:
 - (a) enter into a contract with the charter school governing board on the terms of the school improvement process;
 - (b) notify the state board that the authorizer has entered into a school improvement process with the charter school governing board;
 - (c) make a report to a committee of the state board regarding the school improvement process; and
 - (d) notify the Utah Charter School Finance Authority that the authorizer has entered into a school improvement process with the charter school governing board if the charter school is a

qualifying charter school with outstanding bonds issued in accordance with Part 6, Charter School Credit Enhancement Program.

- (5) Upon notification under Subsection (4)(b), and after the report described in Subsection (4)(c), the state board shall notify charter schools and the school district in which the charter school is located that the charter school governing board has entered into a school improvement process with the charter school's authorizer.
- (6) A high performing charter school or the school district in which the charter school is located may apply to the charter school governing board to assume operation and control of the charter school that has been placed in a school improvement process.
- (7) A charter school governing board that has entered into a school improvement process shall review applications submitted under Subsection (6) and submit a proposal to the charter school's authorizer to:
 - (a) terminate the school's charter, notwithstanding the requirements of Section 53G-5-503; and
 - (b) transfer operation and control of the charter school to:
 - (i) the school district in which the charter school is located; or
 - (ii) a high performing charter school.
- (8) Except as provided in Subsection (9) and subject to Subsection (10), an authorizer may:
 - (a) approve a charter school governing board's proposal under Subsection (7); or
 - (b)
 - (i) deny a charter school governing board's proposal under Subsection (7); and
 - (ii)
 - (A) terminate the school's charter agreement in accordance with Section 53G-5-503;
 - (B) allow the charter school governing board to submit a revised proposal; or
 - (C) take no action.
- (9) An authorizer may not take an action under Subsection (8) for a qualifying charter school with outstanding bonds issued in accordance with Part 6, Charter School Credit Enhancement Program, without mutual agreement of the Utah Charter School Finance Authority and the authorizer.
- (10)
 - (a) An authorizer that intends to transfer operation and control of a charter school as described in Subsection (7)(b) shall request approval from the state board.
 - (b)
 - (i) The state board shall consider an authorizer's request under Subsection (10)(a) within 30 days of receiving the request.
 - (ii) If the state board denies an authorizer's request under Subsection (10)(a), the authorizer may not transfer operation and control of the charter school as described in Subsection (7)(b).
 - (iii) If the state board does not take action on an authorizer's request under Subsection (10)(a) within 30 days of receiving the request, an authorizer may proceed to transfer operation and control of the charter school as described in Subsection (7)(b).
- (11) If operation and control of a low performing charter school that has a school turnaround plan is transferred to a high performing charter school as described in Subsection (7)(b), the low performing charter school shall complete the requirements of the school turnaround plan and any other requirements imposed by the authorizer for school improvement.

Amended by Chapter 192, 2020 General Session

53G-5-503 Termination of a charter agreement.

- (1) Subject to the requirements of Subsection (3), a charter school authorizer may terminate a school's charter agreement for any of the following reasons:
 - (a) failure of the charter school to meet the requirements stated in the charter agreement;
 - (b) failure to meet generally accepted standards of fiscal management;
 - (c)
 - (i) designation as a low performing school under Title 53E, Chapter 5, Part 3, School Improvement and Leadership Development; and
 - (ii) failure to improve the school's performance under the conditions described in Title 53E, Chapter 5, Part 3, School Improvement and Leadership Development;
 - (d) violation of requirements under this chapter or another law; or
 - (e) other good cause shown.
- (2)
 - (a) The authorizer shall notify the following of the proposed termination in writing, state the grounds for the termination, and stipulate that the charter school governing board may request an informal hearing before the authorizer:
 - (i) the charter school governing board; and
 - (ii) if the charter school is a qualifying charter school with outstanding bonds issued in accordance with Part 6, Charter School Credit Enhancement Program, the Utah Charter School Finance Authority.
 - (b) Except as provided in Subsection (2)(e), the authorizer shall conduct the hearing in accordance with Title 63G, Chapter 4, Administrative Procedures Act, within 30 days after receiving a written request under Subsection (2)(a).
 - (c) If the authorizer, by majority vote, approves a motion to terminate a charter school, the charter school governing board may appeal the decision to the state board.
 - (d)
 - (i) The state board shall hear an appeal of a termination made pursuant to Subsection (2)(c).
 - (ii) The state board's action is final action subject to judicial review.
 - (e)
 - (i) If the authorizer proposes to terminate the charter agreement of a qualifying charter school with outstanding bonds issued in accordance with Part 6, Charter School Credit Enhancement Program, the authorizer shall conduct a hearing described in Subsection (2)(b) 120 days or more after notifying the following of the proposed termination:
 - (A) the charter school governing board of the qualifying charter school; and
 - (B) the Utah Charter School Finance Authority.
 - (ii) Prior to the hearing described in Subsection (2)(e)(i), the Utah Charter School Finance Authority shall meet with the authorizer to determine whether the deficiency may be remedied in lieu of termination of the qualifying charter school's charter agreement.
- (3) An authorizer may not terminate the charter agreement of a qualifying charter school with outstanding bonds issued in accordance with Part 6, Charter School Credit Enhancement Program, without mutual agreement of the Utah Charter School Finance Authority and the authorizer.
- (4)
 - (a) In accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act, the state board shall make rules that require a charter school to report any threats to the health, safety, or welfare of its students to the State Charter School Board in a timely manner.
 - (b) The rules under Subsection (4)(a) shall also require the charter school report to include what steps the charter school has taken to remedy the threat.

- (5) Subject to the requirements of Subsection (3), the authorizer may terminate a charter agreement immediately if good cause has been shown or if the health, safety, or welfare of the students at the school is threatened.
- (6) If a charter agreement is terminated, the following entities may apply to the charter school's authorizer to assume operation of the school:
 - (a) the school district where the charter school is located;
 - (b) the charter school governing board of another charter school;
 - (c) a private management company; or
 - (d) the governing board of a nonprofit corporation.
- (7)
 - (a) If a charter agreement is terminated, a student who attended the school may apply to and shall be enrolled in another public school under the enrollment provisions of Chapter 6, Part 3, School District Residency, subject to space availability.
 - (b) Normal application deadlines shall be disregarded under Subsection (7)(a).

Amended by Chapter 164, 2023 General Session

53G-5-504 Charter school closure.

- (1) As used in this section, "receiving charter school" means a charter school that an authorizer permits under Subsection (12)(a), to accept enrollment applications from students of a closing charter school.
- (2) If a charter school is closed for any reason, including the termination of a charter agreement in accordance with Section 53G-5-503 or the conversion of a charter school to a private school, the provisions of this section apply.
- (3) A decision to close a charter school is made:
 - (a) when a charter school authorizer approves a motion to terminate described in Subsection 53G-5-503(2)(c);
 - (b) when the state board takes final action described in Subsection 53G-5-503(2)(d)(ii); or
 - (c) when a charter school provides notice to the charter school's authorizer that the charter school is relinquishing the charter school's charter.
- (4)
 - (a) No later than 10 days after the day on which a decision to close a charter school is made, the charter school shall:
 - (i) provide notice to the following, in writing, of the decision:
 - (A) if the charter school made the decision to close, the charter school's authorizer;
 - (B) the State Charter School Board;
 - (C) if the state board did not make the decision to close, the state board;
 - (D) parents of students enrolled at the charter school;
 - (E) the charter school's creditors;
 - (F) the charter school's lease holders;
 - (G) the charter school's bond issuers;
 - (H) other entities that may have a claim to the charter school's assets;
 - (I) the school district in which the charter school is located and other charter schools located in that school district; and
 - (J) any other person that the charter school determines to be appropriate; and
 - (ii) publish notice of the decision for the school district in which the charter school is located, as a class A notice under Section 63G-30-102, for at least 30 days.
 - (b) The notice described in Subsection (4)(a) shall include:

- (i) the proposed date of the charter school closure;
- (ii) the charter school's plans to help students identify and transition into a new school; and
- (iii) contact information for the charter school during the transition.

(5) No later than 10 days after the day on which a decision to close a charter school is made, the closing charter school shall:

- (a) designate a custodian for the protection of student files and school business records;
- (b) designate a base of operation that will be maintained throughout the charter school closing, including:
 - (i) an office;
 - (ii) hours of operation;
 - (iii) operational telephone service with voice messaging stating the hours of operation; and
 - (iv) a designated individual to respond to questions or requests during the hours of operation;
- (c) assure that the charter school will maintain private insurance coverage or risk management coverage for covered claims that arise before closure, throughout the transition to closure and for a period following closure of the charter school as specified by the charter school's authorizer;
- (d) assure that the charter school will complete by the set deadlines for all fiscal years in which funds are received or expended by the charter school a financial audit and any other procedure required by state board rule;
- (e) inventory all assets of the charter school; and
- (f) list all creditors of the charter school and specifically identify secured creditors and assets that are security interests.

(6) The closing charter school's authorizer shall oversee the closing charter school's compliance with Subsection (5).

(7)

- (a) Unless a different order is determined by a bankruptcy court under 11 U.S.C. Sec. 1001 et seq., a closing charter school shall distribute the assets of the closing charter school in the following order:
 - (i) return assets donated by a private donor to the private donor if:
 - (A) the assets were donated for a specific purpose;
 - (B) the private donor restricted use of the assets to only that specific purpose; and
 - (C) the closing charter school has assets that have not been used for the specific purpose;
 - (ii) distribute assets to satisfy outstanding payroll obligations for employees of the closing charter school;
 - (iii) distribute assets to creditors of the closing charter school; and
 - (iv) distribute assets to satisfy any outstanding liability or obligation to the state board, state, or federal government.
- (b) A closing charter school shall return any assets remaining, after all liabilities and obligations of the closing charter school are paid or discharged consistent with Subsection (7)(a), to the closing charter school's authorizer.
- (c) Upon receipt of the assets under Subsection (7)(b), the closing charter school's authorizer shall:
 - (i) liquidate assets at fair market value; or
 - (ii) assign the assets to another public school.
- (d) The closing charter school's authorizer shall oversee liquidation of assets and payment of liabilities and obligations in accordance with this section, Sections 53F-9-307 and 53G-5-501, and state board rule.

(8) The closing charter school shall:

- (a) comply with all state and federal reporting requirements; and
- (b) submit all documentation and complete all state and federal reports required by the closing charter school's authorizer or the state board, including documents to verify the closing charter school's compliance with procedural requirements and satisfaction of all financial issues.

(9) When the closing charter school's financial affairs are closed out and dissolution is complete, the authorizer shall ensure that a final audit of the charter school is completed.

(10) On or before January 1, 2017, the state board shall, in accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act, and after considering suggestions from charter school authorizers, make rules that:

- (a) provide additional closure procedures for charter schools; and
- (b) establish a charter school closure process.

(11)

- (a) Upon termination of the charter school's charter agreement:
 - (i) notwithstanding provisions to the contrary in Title 16, Chapter 6a, Part 14, Dissolution, the nonprofit corporation under which the charter school is organized and managed may be unilaterally dissolved by the authorizer; and
 - (ii) the net assets of the charter school shall revert to the authorizer as described in Subsection (7).
- (b) The charter school and the authorizer shall mutually agree in writing on the effective date and time of the dissolution described in Subsection (11)(a).
- (c) The effective date and time of dissolution described in Subsection (11)(b) may not exceed five years after the date of the termination of the charter agreement.

(12) Notwithstanding the provisions of Chapter 6, Part 5, Charter School Enrollment:

- (a) an authorizer may permit a specified number of students from a closing charter school to be enrolled in another charter school, if the receiving charter school:
 - (i)
 - (A) is authorized by the same authorizer as the closing charter school; or
 - (B) is authorized by a different authorizer and the authorizer of the receiving charter school approves the increase in enrollment; and
 - (ii) agrees to accept enrollment applications from students of the closing charter school;
- (b) a receiving charter school shall give new enrollment preference to applications from students of the closing charter school in the first school year in which the closing charter school is not operational; and
- (c) a receiving charter school's enrollment capacity is increased by the number of students enrolled in the receiving charter school from the closing charter school under this Subsection (12).

(13) A member of the governing board or staff of the receiving charter school that is also a member of the governing board of the receiving charter school's authorizer, shall recuse himself or herself from a decision regarding the enrollment of students from a closing charter school as described in Subsection (12).

Amended by Chapter 54, 2023 General Session
Amended by Chapter 435, 2023 General Session

53G-5-505 Tort liability.

(1) An employee of a charter school is a public employee and the charter school governing board is a public employer in the same manner as a local school board for purposes of tort liability.

(2) The charter school governing board, the nonprofit corporation under which the charter school is organized and managed, and the school are solely liable for any damages resulting from a legal challenge involving the operation of the school.

Amended by Chapter 293, 2019 General Session

Part 6 **Charter School Credit Enhancement Program**

53G-5-601 Definitions.

As used in this part:

(1) "Annual charter school enrollment" means the total enrollment of all students in the state enrolled in a charter school in grades kindergarten through grade 12, based on October 1 enrollment counts.

(2) "Annual state enrollment" means the total enrollment of all students in the state enrolled in a public school in grades kindergarten through grade 12, based on October 1 enrollment counts.

(3) "Authority" means the Utah Charter School Finance Authority created by this part.

(4) "Board" means the governing board of the authority described in Section 53G-5-602.

(5) "Charter school" means a school created under this chapter.

(6) "Credit enhancement program" means the Charter School Credit Enhancement Program established in Section 53G-5-606.

(7) "Debt service reserve fund" means the reserve fund created or established by, or for the benefit of, a qualifying charter school for the purpose of paying principal of and interest on bonds issued under the credit enhancement program as the payments become due and other money of the qualifying charter school is not available to make the payments.

(8) "Debt service reserve fund requirement" means, as of a particular date of computation, and with respect to a particular issue of bonds, the amount required to be on deposit in the debt service reserve fund, which amount:

- (a) may be a sum certain or as set forth in a formula; and
- (b) may not be less than the maximum annual debt service requirement for the related bonds.

(9)

- (a) "Obligations" mean any notes, debentures, revenue bonds, or other evidences of financial indebtedness, except as provided in Subsection (9)(b).
- (b) "Obligations" do not include general obligation bonds.

(10) "Project" means:

- (a) any building, structure, or property owned, to be acquired, or used by a charter school for any of its educational purposes and the related appurtenances, easements, rights-of-way, improvements, paving, utilities, landscaping, parking facilities, and lands; or
- (b) any capital equipment owned, to be acquired, or used by a charter school for any of its educational purposes, interests in land, and grounds, together with the personal property necessary, convenient, or appurtenant to them.

(11) "Qualifying charter school" means a charter school that:

- (a) meets standards adopted by the authority for participation in the credit enhancement program; and
- (b) is designated by the authority as a qualifying charter school for purposes of participation in the credit enhancement program.

e. **Provide greater opportunities for parental involvement by:**

- i) Encouraging them to volunteer at the school a minimum of 36 hours per year or an average of 4 hours per month,
- ii) encouraging them to participate in electing 2 of the 6 governing board members,
- iii) giving them the opportunity to serve on the governing board in an elected or appointed position, serve on a board appointed task-force, or serve on school committees,
- iv) giving them the opportunity to participate in and/or serve as an officer in the school's parent organization,
- v) encouraging them to attend governing board meetings, and giving them the opportunity to make comments related to school policies, procedures, or other issues related to the school.

6. Key elements of the charter school:

- a. Teach basic skills and knowledge through direct instruction
- b. Develop an atmosphere of respect and acceptance
- c. Uphold the Dress Code Policy
- d. Provide homework as an integral part of the academic program
 - i) The primary purpose of homework is to be a vehicle for teaching students time management skills and personal responsibility. Homework serves three additional purposes:
 - a) it is a communication device between school and home, providing parents with the opportunity to see what concepts are being covered during the school day,
 - b) it is used by the teacher as an assessment tool to determine the effectiveness of their instruction, and
 - c) it provides students with the opportunity to demonstrate their understanding of concepts that have been taught and practiced in the classroom setting without the security, structure and assistance of the classroom teacher.
- e. Implement the Spalding Language Arts program
- f. Maintain an in-house Spalding qualified trainer to mentor teaching staff and classroom aides
- g. Enhance each student's knowledge and skills in math through concept development, drill and practice
- h. Expect each student to memorize and recite for the teacher, one selection of either prose or poetry at least once every six weeks
- i. Provide a balanced experience in the areas of music, art and physical education
- j. Instill a sense of pride in and respect for self, others and country
- k. Implement and enhance a traditional history/geography curriculum that emphasizes patriotism, the unique liberties afforded by the constitution and the bill of rights and fundamental concepts regarding community, state and county
- l. Maintain a large enough student population to offer all programmatic elements listed above.

In concert with its purpose and key elements, its goals are to:

- Train and discipline the intellect
- Teach skills
- Equip students with the necessary skills to become decision makers, problem solvers, and lifetime learners
- Prepare students for the outside world by challenging them to compete for achievement of standards in the classroom
- Coordinate home and school effort in providing a solid education foundation for students.
- Ensure the success of all students through implementation of a well-rounded challenging academic program
- Encourage parental involvement. All parents/guardians become members of the TECS parent organization at the campus where their students are enrolled.

Thomas Edison Charter School (North)

Monthly Expenditures for FY24 (July '23 - June '24)

Month	Total Expenses	Comments
July	\$337,613.42	
August	\$371,810.54	
September		
October		
November		
December		
January		
February		
March		
April		
May		
June		
Running Total	\$709,423.96	
Running Average	\$354,711.98	
Annual Budget Monthly Avg	\$420,711.11	
Ann Bud Mon Avg w/o Cash Surplus	\$394,679.31	
Cummulative Surplus / (Deficit)	\$131,998.26	

Monthly Expenses

◆ Actual Expenses ■ Annual Bud Avg
◆ Running Expense Avg ✖ Ann Bud Avg no Cash Surplus

The chart displays the monthly actual expenses for the fiscal year 2024, comparing them against the annual budget average and the annual budget average excluding cash surplus. The actual expenses show a steady increase from July to August, while the running expense average also shows a slight increase. The annual budget average and the annual budget average excluding cash surplus remain relatively stable throughout the period.

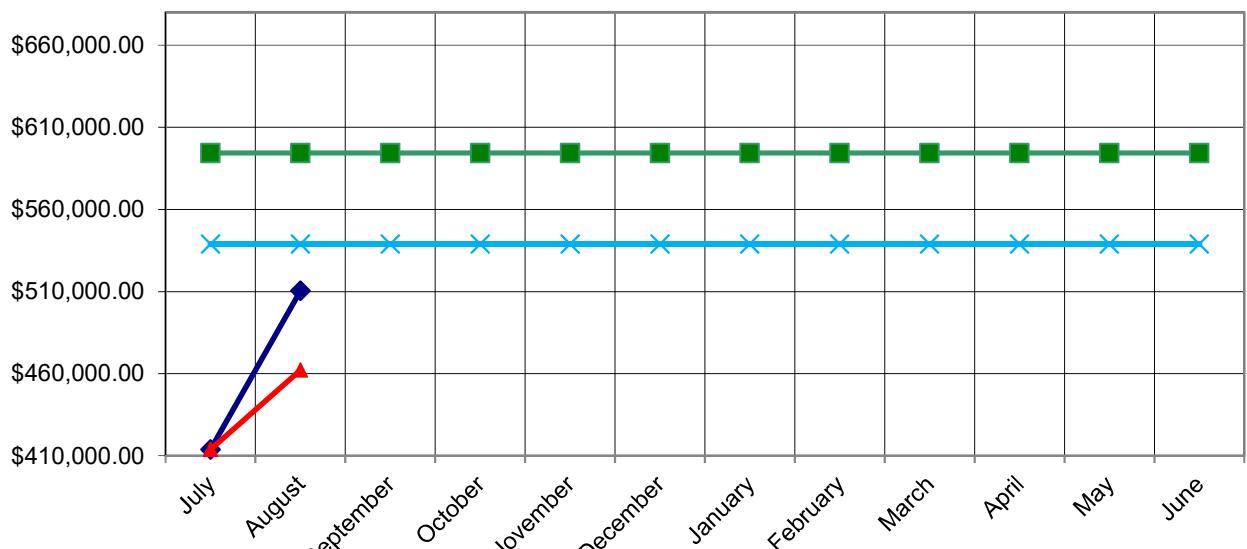
Thomas Edison Charter School - South

Monthly Expenditures for FY24 (July '23 - June '24)

Month	Total Expenses	Comments
July	\$413,830.83	
August	\$510,411.16	
September		
October		
November		
December		
January		
February		
March		
April		
May		
June		
Running Total	\$924,241.99	
Running Average	\$462,121.00	
Annual Budget Monthly Avg	\$594,343.18	
Ann Bud Mon Avg w/o Cash Surplus	\$538,866.10	
Cummulative Surplus / (Deficit)	\$264,444.37	

Monthly Expenses

Actual Expenses Annual Bud Avg Running Expense Avg Ann Bud Avg no Cash Surplus



Numbers represent the percent of students proficient.

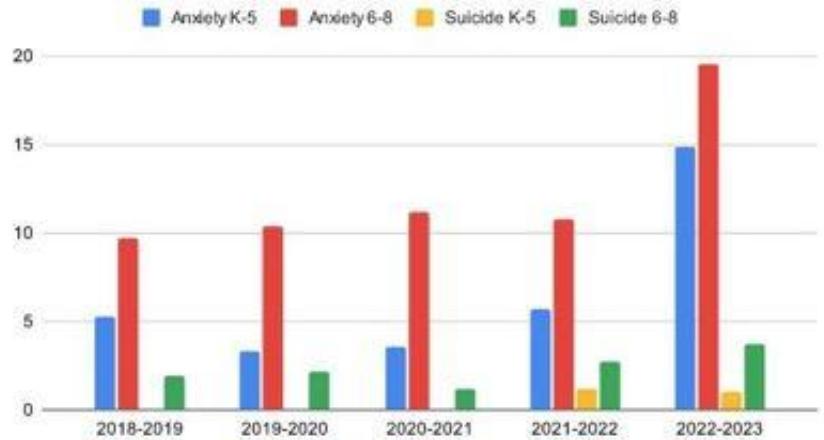
Summative Scores:	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2023 State
3 ELA	49	48	42	41	45	52	none	38	58	58	46
4 ELA	52	48	46	39	44	47	none	36	53	57	44
5 ELA	32	43	50	40	48	50	none	58	53	64	49
6 ELA	39	41	49	47	38	54	none	43	54	54	45
7 ELA	45	37	53	56	54	42	none	58	57	66	42
8 ELA	42	48	47	57	67	60	none	62	64	65	42
3 Math	60	58	55	60	63	62	none	56	70	68	49
4 Math	57	70	67	60	61	53	none	53	62	66	50
5 Math	53	58	61	60	60	50	none	66	66	71	45
6 Math	42	5	47	45	41	46	none	31	46	45	35
7 Math	27	35	18	64	61	54	none	59	59	64	45
8 Math	27	35	41	9	17	44	none	42	32	48	38
Sec Math 1	51	46	46	40	43	66	none	100	93	94	87
4 Science	55	60	54	49	50	63	none	50	52	60	49
5 Science	42	52	56	52	49	52	none	53	54	61	51
6 Science	42	45	62	55	49	56	none	51	54	57	55
7 Science	40	43	55	56	52	41	none	59	56	53	45
8 Science	67	52	51	57	63	55	none	58	57	65	48
	Below Utah Average										
	Above Utah Average										
	More than 10% above Utah Average										

All data for Spring of 2023 is taken from the Utah RISE portal. The numbers may vary slightly from the Utah Data Gateway.

Mental Health Grant

2023-2024
Full PLC

Percent of Time Addressing Anxiety & Suicide



Data Used

10.6% of our students are either absent or tardy to at least one class every day.

MTSS - School Counseling

Tier 1

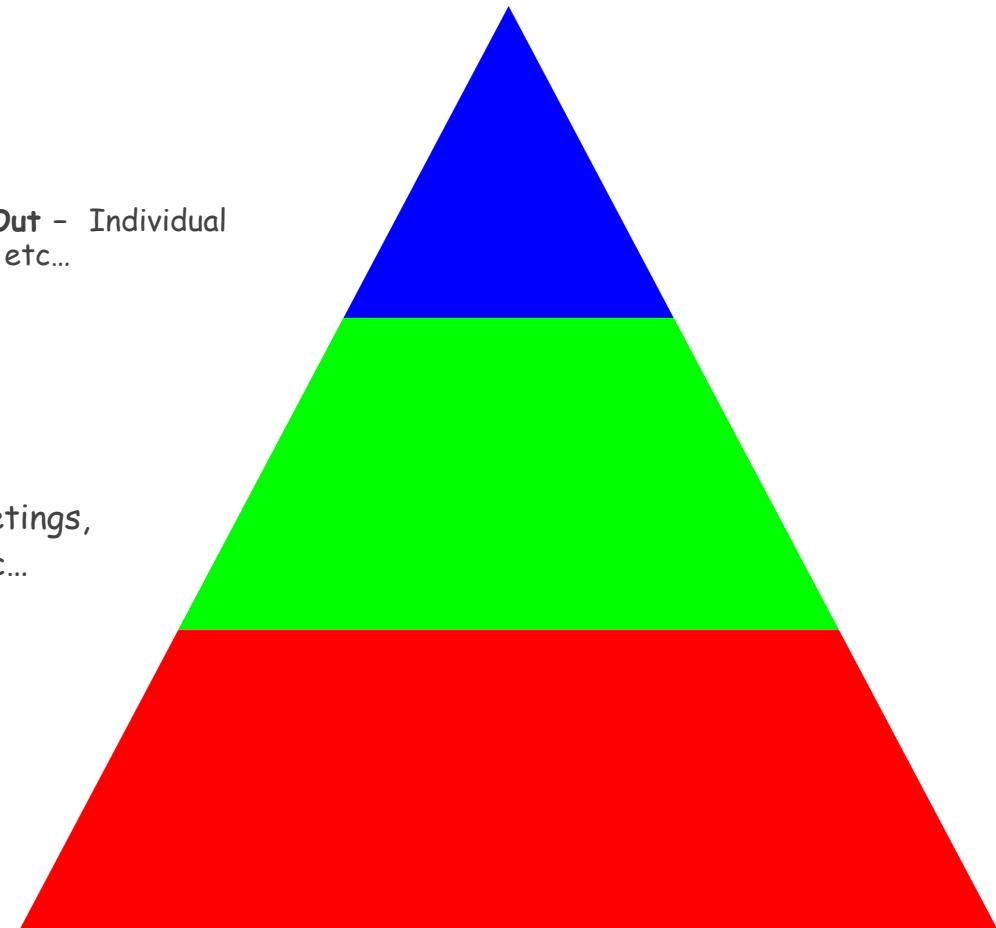
Monthly Lessons, College Week, Monthly Eagle Hour, Safety Week, Parent Night, Staff training, Jumpstart, Group PCCR's, PreACT testing, Career Day, etc...

Tier 2

Small Groups, Short Term Individual Meetings, Conflict Resolution, Individual PCCR's, etc...

Tier 3

Referred Out - Individual Counseling, etc...



Certified therapists and/or certified interns will provide individual, group, and or family therapy to **referred** students and or families two days a week through the fiscal year July 1 through June 30, in a room provided at the school. During the month of July services may be accessed off campus as needed. **Students who are referred for therapy will need to have a need based on financial, attendance, grades, and/ or behavior.**

Referral

How do you make a referral?

Talk to the school counselor. The school counselor will give you a referral form that you will need to fill out. This form is then returned to the school counselor.



Mental Health Referral

During the 2023-2024 school year we will be working with the Family Place to provide mental health services to students who may need therapy. Please turn in this referral to the Mrs. Delaney the School Counselor. She will contact the parent to get consent and work with the Family Place.

1. Who is making the referral?

Teacher: _____
 Principal _____
 Counselor _____
 Other: _____

2. IEP

3. MTSS

Describe the concerning behaviors or symptoms witnessed at school and approximate time when they started:

History (prior school year or earlier in the school year)

Tardies
 Absences
 Other Behavior
 Levels of discipline _____
 Meeting with parent, student and teacher
 Citizenship Grade
 Term 1 _____
 Term 2 _____
 Term 3 _____

Other: _____

Do they speak another language at home?
Language: _____

Term 4 _____
 Term 5 _____
 Term 6 _____

Referring Educator Signature: _____ Date: _____

Date Received: _____
SarahAnn Delaney Initial: _____
 Referral sent to Bonnie Reeder or Sarah Heiner
 In person

Email/Text
 Phone call

Consent for Disclosure of Confidential Information with outside agency

Student Name:	Grade:	DOB:
School: Thomas Edison Charter School	Date of Request:	

Authorization for the persons or agencies named below to disclose to each other confidential information regarding the student named above.

SarahAnn Delaney, School Counselor
Thomas Edison Charter Schools - North
80 East 2600 North
North Logan, Utah 84341
Phone: (435) 787-2820
Fax: (435) 787-0299

Bonnie Reeder and or Sarah Heiner, Therapist
The Family Place
1525 North 200 West
Logan, UT 84341
Phone: (435)-752-8880

Records To Be Released/ Disclosed	Purpose of Release/ Disclosure
<input type="checkbox"/> School Records <input type="checkbox"/> Observational Data	<input type="checkbox"/> To assist in making a referral to the Family Place for a student to receive individual and or group therapy

Please check the appropriate boxes below:

Yes No I have been fully informed in my native language or other mode of communication and understand the school's request for my consent, as described above. This information will be disclosed upon receipt of my written consent.

Yes No I understand that my consent is voluntary and may be revoked at any time. However, I understand that revocation is not retroactive (i.e., It does not negate an action that has occurred after the consent was given and before the consent was revoked).

Yes No I give my permission for the identified records to be released/disclosed to the Family Place.

Signature of Parent, Guardian, or Surrogate Parent

Date

Signature of Interpreter, if used

Date

Please return the form to SarahAnn Delaney, School Counselor Thomas Edison Charter School North. For more information please call, email or meet with SarahAnn Delaney at the school.

Consent

Before the therapist can work with a child we need parents consent to make the referral.

The school counselor (SarahAnn Delaney) will contact the parent and get their consent and talk to the therapist.

The Family Place

---- Bonnie Reeder CSW

Tuesday's and Wednesday's

She will be in Mrs. Hinds room

Sarah Heiner LCSW (Supervisor)

SCHOOL FEES POLICY (1 of 2)

Policies and Procedures Manual

5000—Finances and Facilities

Item #	Board President Signature	Original Approval Date	Last Amendment Date
5105		January 8, 2014	9-6-17

School Fees Policy

It is the intention of Thomas Edison Charter Schools to provide free, quality education that is equally accessible to all TECS students. Accordingly, it is the policy of Thomas Edison Charter Schools to comply with state laws that regulate the charging of school fees.

State Provisions:

Utah law defines a “fee” as any charge, deposit, rental, or other mandatory payment in the form of money or goods. In grades K-6, unless sixth grade is included in a school that contains one or more secondary grade (7-12), state law prohibits the charging of fees for any class or activity incorporated into the regular school day. This includes materials, textbooks, supplies, assemblies and field trips. Utah law allows students in secondary grades to be charged fees for school materials, supplies, activities and programs. LEAs that charge fees are subject to state legal provisions requiring fee schedules and fee waivers.

TECS Policy:

It is the current policy of TECS to charge no school fees. All TECS students may enroll, fully participate, and have the opportunity to acquire all skills and knowledge required for full credit and highest grades in TECS classes without being charged fees. If at any time the TECS governing board, in collaboration with administration and financial consultants, determines a reasonable need to charge school fees, state law mandates that the governing board must develop, approve, publish and distribute to parents a detailed fee schedule and fee waiver policy, prior to charging or collecting any fees.

Costs for optional items available for purchase, such as yearbooks, school pictures, school lunches, etc., are not considered fees as they are not required for participation and do not affect a student’s ability to participate fully in activities in the regular school day. Repair or replacement costs for lost or damaged school-provided supplies are not considered fees, thus TECS may require students to repair or replace supplies lost or damaged as a result of irresponsible or destructive behavior.

TECS may provide a list of suggested school supplies to parents, who may voluntarily furnish supplies for student use. State law requires that a school supplies list “includes and is preceded by the following notice: “NOTICE: THE ITEMS ON THIS LIST WILL BE USED DURING THE REGULAR SCHOOL DAY. THEY MAY BE BROUGHT FROM HOME ON A VOLUNTARY BASIS, OTHERWISE, THEY WILL BE FURNISHED BY THE SCHOOL.”

Additionally, TECS may apprise parents of the opportunity to voluntarily donate money or goods for field trips, class activities, Parent Organization activities, etc. The voluntary nature of donations should be clearly communicated. No TECS student will be excluded from any such activity based upon their inability to donate, and names of non-donors will not be released.

As required by the Utah State Office of Education, TECS will review and approve this policy annually and submit the Charter School Certification of Compliance form, with the current school fees policy attached, to the USOE by October 31 of each year.

SCHOOL FEES POLICY (2 of 2)

Policies and Procedures Manual

5000—Finances and Facilities

Item #	Board President Signature	Original Approval Date	Last Amendment Date
5105		January 8, 2014	

Reference Laws:

Utah Administrative Code R277-407

Utah Code 53A-12-102

Utah Code 53A-11-806

Utah Constitution Article X Section 2

Admin Meetings Schedule 2023-2024

July 2023

5	Admin Mtg @ 3:45, Business Mtg @ 5:00, Gov Bd Mtg @ 5:30	North Campus - if needed
12	Admin Mtg @ 11:00	North Campus
19	Admin Mtg @ 11:00, Business Mtg @ 12:30	North Campus
26	Admin Mtg @ 11:00	North Campus

August 2023

2	Admin Mtg @ 3:45, Business Mtg @ 5:00, Gov Bd Mtg @ 5:30	North Campus
9	Admin Mtg @ 11:00	North Campus
16	Admin Mtg @ 11:00, Business Mtg @ 12:30	North Campus
23	Admin Mtg @ 11:00	North Campus
30	Admin Mtg @ 11:00	North Campus

September 2023

6	Admin Mtg @ 3:45, Business Mtg @ 5:00, Gov Bd Mtg @ 5:30	North Campus
13	Admin Mtg @ 11:00	South Campus
20	Admin Mtg @ 11:00, Business Mtg @ 12:30	South Campus
27	Admin Mtg @ 11:00	South Campus

October 2023

4	Admin Mtg @ 3:45, Business Mtg @ 5:00, Gov Bd Mtg @ 5:30	North Campus
11	P/T CONFERENCE	NO MEETING
18	Admin Mtg @ 11:00, Business Mtg @ 12:30	North Campus
25	Admin Mtg @ 11:00	North Campus

November 2023

1	Admin Mtg @ 3:45, Business Mtg @ 5:00, Gov Bd Mtg @ 5:30	North Campus
8	Admin Mtg @ 11:00	South Campus
15	Admin Mtg @ 11:00, Business Mtg @ 12:30	South Campus
22	HOLIDAY	NO MEETING
29	Admin Mtg @ 11:00	South Campus

December 2023

6	Admin Mtg @ 3:45, Business Mtg @ 5:00, Gov Bd Mtg @ 5:30	<i>electronically</i>
13	Admin Mtg @ 11:00	North Campus
20	HOLIDAY	NO MEETING
27	HOLIDAY	NO MEETING

January 2024

3	Admin Mtg @11:00 NO GOV BD MTG	South Campus
10	Admin Mtg @ 11:00	South Campus
17	Admin Mtg @ 11:00, Business Mtg @ 12:30	South Campus
24	Admin Mtg @ 11:00	South Campus
31	Admin Mtg @ 11:00	South Campus

February 2024

7	Admin Mtg @ 3:45, Business Mtg @ 5:00, Gov Bd Mtg @ 5:30	South Campus
14	Admin Mtg @ 11:00	North Campus
21	Admin Mtg @ 11:00, Business Mtg @ 12:30	North Campus
28	Admin Mtg @ 11:00	North Campus

March 2024

6	Admin Mtg @ 11:00	<i>electronically</i>
13	Admin Mtg @ 3:45, Business Mtg @ 5:00, Gov Bd Mtg @ 5:30	South Campus
20	Admin Mtg @ 11:00, Business Mtg @ 12:30	South Campus
27	Admin Mtg @ 11:00	South Campus

April 2024

3	SPRING BREAK	NO MEETING
10	Admin Mtg @ 3:45, Business Mtg @ 5:00, Gov Bd Mtg @ 5:30	South Campus
17	Admin Mtg @ 11:00	North Campus
24	Admin Mtg @ 11:00, Business Mtg @ 12:30	North Campus

May 2024

1	Admin Mtg @ 3:45, Business Mtg @ 5:00, Gov Bd Mtg @ 5:30	South Campus
8	Admin Mtg @ 11:00	South Campus
15	Admin Mtg @ 11:00, Business Mtg @ 12:30	South Campus
22	Admin Mtg @ 11:00	South Campus
29	Admin Mtg @ 11:00	South Campus

June 2024

5	Admin Mtg @ 3:45, Business Mtg @ 5:00, Gov Bd Mtg @ 5:30	South Campus
12	Admin Mtg @ 11:00	North Campus
19	Admin Mtg @ 11:00, Business Mtg @ 12:30	North Campus
26	Admin Mtg @ 11:00	North Campus

Updated 8/28/23

Thomas Edison Charter School South
Principal's Report to the Governing Board
September 6, 2023
Melani Kirk, Principal

- 1. Strategic Outcome:** *"The number of students on the wait list will be at least 107% of capacity measured within one week after the lottery, and two weeks after school begins."*

Our student numbers have been increasing over the last four years. In 2019 our October 1 count was 615. In 2020 our October 1 count was 648. In 2021 our October 1 count was 723. In 2022 our count was 714. **Our current number is 722.** As always, we lost several students over the summer for social reasons, the curriculum being too challenging, too much homework and few for transportation. Mitigating these kind of losses is difficult because these are all philosophical things that we do not want to change.

We still have a few families investigating our program, but this always slows down now that school has started. Our student increase is still coming from families moving to the valley, but there is also a good portion of new families from our usual word of mouth. We are 94 students away from full capacity (which is 816).

- 2. School Safety:** We are so thankful for Doug Diamond in helping us create our updated School Safety Plan. He also did two hours of safety training with our teachers during our back to school training days. In addition to his training, we also had Fight Back Nation do another two hours in which the purpose was to help teachers feel empowered and confident in possible hostile emergency situations.

We are in the process of applying for a safety grant through the state. We have done an official assessment and are working on getting bids from various businesses/companies in order to make improvements to the school. Our priorities include:

- Creating a vestibule system to allow controlled access to the school.
- An SRO (school resource officer) that we would split 50/50 with Edison North
- Adding multiple FOB access points to the school so we can lock all exterior doors during school hours
- Camera improvements
- Adding security film to the glass doors around the building
- Updating and upgrading our two-way radios
- First aid and safety supplies
- Vape detection in the restrooms.

- 3. Back to School Night:** This was well attended with 95.45% of our elementary students in attendance and 84.74% of our middle school students. Our Parent Organization was in full force with booths set up for parent helpers, donations, lunch orders and the clothing store. I greeted all parents at the door as I gave them a back to school night packet. Parents and students were very excited to return to school.

The school year is off to a fantastic start. We have three new teachers this year, none of which are brand new to TECS (they are just new to their teaching role at TECS). Brooke Mullen from 5th

grade to MS science and math, Teri Madsen from a 5th grade aide to 5th grade teacher and Laura McGinnis from 4th grade aide/5th grade SPED aide to 2nd grade teacher. We are excited that all students have the benefit of highly qualified teachers that already understand and embody the TECS philosophy.

4. **Drive thru pick up and drop off:** The first few days of student drop-off and especially pick-up were a bit slow and crowded. After a few days and asking parents to utilize all three pick-up options (two in the back and the one up front), traffic is beginning to flow nicely. We have 4-5 adults strategically placed to monitor after school pick-up to help ensure our students' safety.

5. **Project Updates:**

We are working with Landscape Expressions to determine when they will be able to complete the pavers. They anticipate using Fall Break to get a major jump on the work by the playground so they can use heavy equipment when students are not in session.

We discovered cracks in the building in some of the blocks above the Director of Instruction Office. We had an engineer come and assess it. We have requested bids from multiple companies to make repairs. We are hopeful to have a company to approve next month.

The construction projects that we did this summer are concluding. The shelving is done in the cafeteria storage area and is providing us with much needed additional storage. The room that we subdivided from the Director of Instruction office is complete, but we are still waiting on doors to come in and be installed.

The flowerbeds in front of the school have been completed by our amazing parent volunteer, Ashley Mertlich, and they look wonderful. We purchased the supplies, but all of Ashley's time in completing this project was voluntary.

Personnel:

At this time, I have no new personnel requests.

Vendors:

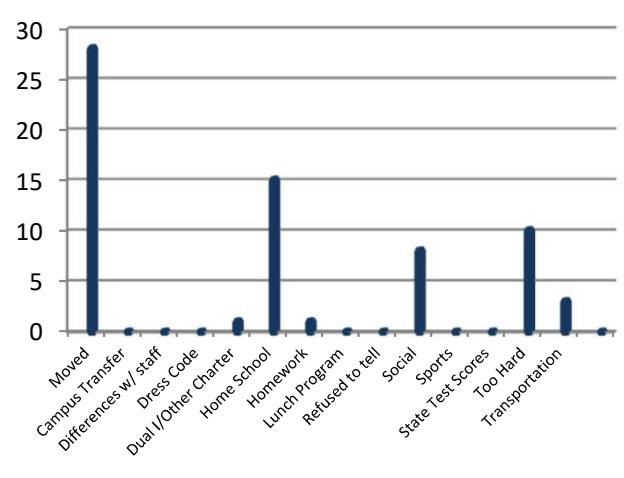
At this time, I have no new vendor requests.

Upcoming Events September 2023

September 7	School Picture Day
September 11-15	Spirit Week
September 11	Constitution Assembly at 9:10 to 10:10 am
September 14	LETRS for 1st-3rd grade
September 15	Family Movie Night/Spirit Shirt Day
September 22	End of 1st grading period
September 25	2nd grade field trip to Logan Regional Hospital

Enrollment Report										
Grade	Current Count	Current Spaces	Projected	Openings	Pref. Waiting	Reg. Waiting	2021-22		Growth	
K	84	90	90	6	0	0	95	-11	-11.6%	
1	85	90	90	5	0	0	80	5	6.3%	
2	88	90	70	2	1	0	69	19	27.5%	
3	76	90	75	14	0	0	83	-7	-8.4%	
4	63	90	75	27	0	0	70	-7	-10.0%	
5	90	90	75	0	0	0	75	15	20.0%	
6	77	90	70	13	0	2	84	-7	-8.3%	
7	75	90	80	15	0	0	84	-9	-10.7%	
8	85	90	65	5	0	0	81	4	4.9%	
Total	723	810	690	87	1	2	721	2.1	0.3%	

Withdrawal Reason Count												
REASON	K	1	2	3	4	5	6	7	8	9	Total	%
Moved	1	3	3	3	2	5	3	4	4	0	28	42.4%
Campus Transfer	0	0	0	0	0	0	0	0	0	0	0	0.0%
Differences w/ staff	0	0	0	0	0	0	0	0	0	0	0	0.0%
Dress Code	0	0	0	0	0	0	0	0	0	0	0	0.0%
Dual I/Other Charter	0	1	0	0	0	0	0	0	0	0	1	1.5%
Home School	1	2	4	2	2	3	1	0	0	0	15	22.7%
Homework	0	0	1	0	0	0	0	0	0	0	1	1.5%
Lunch Program	0	0	0	0	0	0	0	0	0	0	0	0.0%
Refused to tell	0	0	0	0	0	0	0	0	0	0	0	0.0%
Social	0	0	1	0	0	0	1	5	1	0	8	12.1%
Sports	0	0	0	0	0	0	0	0	0	0	0	0.0%
State Test Scores	0	0	0	0	0	0	0	0	0	0	0	0.0%
Too Hard	0	4	0	2	2	0	1	1	0	0	10	15.2%
Transportation	0	1	0	1	0	1	0	0	0	0	3	4.5%
											0	0.0%
Total	2	11	9	8	6	9	6	10	5	0	66	
DIDN'T ENROLL	K	1	2	3	4	5	6	7	8	9	Total	%
DE-Refused to tell	0	0	0	0	0	0	0	0	0	0	0	0.0%
DE-Moved	4	4	1	1	1	1	1	0	1	0	14	30.4%
DE-Campus Transfer	0	0	0	0	0	0	0	0	0	0	0	0.0%
DE-Dual Immersion	0	0	0	0	0	0	0	0	0	0	0	0.0%
DE-Home School	4	2	1	1	1	0	1	0	0	0	10	21.7%
DE-Lunch Program	0	0	0	0	0	0	0	0	0	0	0	0.0%
DE-Social	1	1	0	4	0	2	2	1	0	0	11	23.9%
DE-State Test Scores	0	0	0	0	0	0	0	0	0	0	0	0.0%
DE-Too Hard	2	1	1	0	0	1	1	0	2	0	8	17.4%
DE-Transportation	1	1	0	0	0	0	0	0	0	0	2	4.3%
DE-Waiting List	1	0	0	0	0	0	0	0	0	0	1	2.2%
Didn't Enroll Total	13	9	3	6	2	4	5	1	3	0	46	



Number of Families		Part time students	
2023-24	2022-23	Elem	MS
424	424	0	0

9/6/2023 14:26

Years of Attendance									
Years	1	2	3	4	5	6	7	8	%
New	13%	11%	8%	10%	17%	9%	12%	4%	11%
One		15%	17%	8%	13%	16%	13%	19%	13%
Two			7%	14%	7%	13%	11%	11%	7%
Three				5%	9%	5%	5%	6%	4%
Four					3%	4%	5%	5%	2%
Five						4%	1%	5%	1%
Six							0%	2%	0%
Seven								0%	0%
ALL	87%	74%	68%	63%	51%	49%	52%	49%	62%

9/6/2023 2:26 PM

Governing Board Principal Report for Edison North
September 6, 2023
Jamie Lewis, Principal

- 1. Strategic Outcome #6:** *The number of students on the wait list will be at least 107% of capacity measured within one week after the lottery and two weeks after school begins.*

Last year when school began, we had 503 students enrolled and 29 students on wait lists. Our only opening was in Kindergarten and we filled that position a few months into the year. Following our lottery last January, our count for the 2023-24 school year was 503/504 with 29 students on the wait list. We were optimistic that we would be full this year. Then the legislature funded full-day kindergarten and we had several families pull their students out to attend full-day kindergarten elsewhere. We also had a surprising number of families call us the week before school started to tell us they had moved. Currently we have 490/504 students with 12 students on the waitlist. Waitlisted students are primarily in middle school grades that are at or over capacity.

- 2. Summer Projects:** Several of our summer projects didn't get completed during summer break. Our head custodian, Uziel Lopez, began repainting the red columns on the exterior of the school prior to Back-to-School Night, but he will finish the north and west walls during Fall Break. We needed to have the lines on the gym floor repainted, but it was difficult to get bids and this project will also be completed in October.

Our previous HVAC project is still waiting for a few finishing touches. Advanced Heating and Air has a few more sensors that need to be installed and tested. Advanced plans to have that done by the end of next week. Then we will meet and establish a timeline for construction of Phase Two on the opposite side of the hallway.

- 3. Pool Party:** Our PO sponsored Pool Party was on August 3rd. We had a great turnout which helped raise funds for the Parent Organization. Families enjoyed spending time visiting with each other and the students were thrilled to see many of the friends again before the start of school. Many families who were new to the school also attended and were impressed with the friendly school community they were now a part of.
- 4. Back-to-School Night:** We had a successful Back-to-School Night on August 14th. The custodial crew had the building sparkling, and teachers were excited to meet their new students. We had 52 students not attend Back-to-School Night. Eleven of those were excused absences and we knew they were out of town and unable to attend.
- 5. Student Council and Welcome Wagon Week:** Stephani Bennion is leading the Student Council again this year. She met with the student council this summer to help them organize their plans for the school year. They created Student Council posters featuring dress code standards and they are posted all around the school. This is just one opportunity our student council members have to serve as student leaders in our school.

This year the Student Council is running the clothing store and they will split the proceeds with the PO. The clothing store was open and operated by the Student Council during Middle School Jumpstarts and Back-to-School Night. They will also open the store for Parent Teacher Conferences.

The Student Council hosted Welcome Wagon Week August 28-Sept. 1. The focus was on meeting new students at the school and getting to know them by asking a "questern" of the day. Questerns were about favorite foods, pets, favorite trips, weekend plans, and other general get-to-know-you introductions.

6. **Art, L-TAG, Robotics, and Yearbook Clubs:** Each year middle school students have the opportunity to apply to participate in a club. The Art Club is open to any middle school student who isn't enrolled in art during the school day. The L-TAG, robotics, and yearbook clubs require an application, and students get the experience of identifying their skills and writing an essay or short response. We stagger some of the application dates so if students don't make it into one club, they could still apply to be in another club.
7. **Safety Grant:** We are in the process of applying for a competitive safety grant established by HB 61 which provides \$72 million for school security. Brad Larsen and I completed an official safety assessment of the school, and we are in the process of estimating costs to make improvements. Possible uses for the grant are: a school resource officer, replacing doors with ones with a smaller window, upgrading cameras, adding film to exterior glass doors, purchasing two-way radios, installing vape and safety detectors in the bathrooms, and purchasing additional first aid and safety supplies.
8. **Kindergarten Expansion:** I have met with Doug Raymond, Leslie Wood, and Joe Beck from Raymond Construction to discuss the possibility of constructing another classroom to accommodate two full-day Kindergarten classes. Joe Beck is putting together some preliminary concept designs for our review.

9. Upcoming Events:

Sept. 6 - Oct. 4	Parent Spalding Class, Wednesdays, Edison North, 5:00-7:00
Sept. 12	Picture Day
Sept. 14	LETRS Training for elementary teachers
Sept. 15	Constitution Day Assembly, 12:30
Sept. 19 – Oct. 17	Ice Skating begins, Tuesdays and Thursdays
Sept. 28	Counseling Department – Six-year Review with USBE

Vendor Requests/Approvals

We contacted five different painting contractors to get a bid to repaint the basketball court. After repeated attempts, only one contractor returned our calls. Apex Painting gave us a bid of \$4056.75 to repaint the lines for the basketball and volleyball courts and add a three-point line. They plan to do this during fall break in October.

Personnel Requests

Kate Hall – Kate is completing her degree in social work and has an internship two-days of the week. She wanted to fill her schedule working with students at a school the other three days. She took a position in MTSS to help fill learning gaps and assist students who need additional support.

Jill Reusser – Jill applied for an aide position on Indeed.com, and I called her to come in for an interview. Before she arrived, I received an email from Adam Burris, her neighbor, describing what a tremendous talent she has in working with children. He offered the highest of recommendations for hiring her. She took a second-grade classroom/one-to-one aide and has been an incredible asset to our second-grade team.

Sophia Bywater – Sophia is moving to Cache Valley from out-of-state and will arrive next week. She will be working in middle school as a SPED aide. She is also fluent in Spanish which is a great help with some of our middle school students.

Erin Maughan – The day before school started, our lunch custodian resigned. A few hours later, Erin Maughan walked into the office and asked to apply for an aide position. We told her we had all aide positions filled but needed a lunch-time custodian. She was excited about that option and thought it would fit her schedule better than an aide position. She has been an excellent addition to our school.

Position	Teacher	Classroom Aide(s)
Kindergarten	<i>Maren Wendel</i>	Amber Johnson/Tammy Tyler- 58
1st- B	Merry Nielsen	Xu Buck - 29
1st- A	Katie Demetriades	<i>Heather Malouf -29</i>
2nd- A	Rebecca Williams	<i>Megan Anderson-29</i>
2nd- B	<i>Jaclyn Harvey</i>	Rheanna Henry/Jill Reusser -58
3rd- B	<i>Bev Wead</i>	<i>Lyssa Miller/Mataya Rogers- 58</i>
3rd- A	Madison Hess	Marcela Gallart- 29

4th- A	Katie Migliori	Suzie Ellsworth- 29
4th- B	Tirzah Anderson	Samantha Jolley - 29
5th- A	Melissa Pettit	Cheryl Rindlisbacher- 29
5th- B	Elsie Storey	Aileen Douglass- 29
MS- 6th	Amber Olson	
MS- English/Lit	Judy Brown	Middle School SpEd
MS- English/Lit	Stephanie Bennion	Director- Christina Smith
MS- Science	Pranita Singh	Tiffani Kuehl- .8 FTE
MS- Math	April Worley	Christina Hartung- 20
MS- Math	Paula Scott	Mindy Wohlford - 15
MS- History	Colton Fairchild	Kate Anderson- 15
PE	Desi Daines	Sophia Bywater - 29
Computers	Ralph Trumble	Jaci Holmes - 20
STEAM	Carol Blonquist	Karen Hansen - 15
Choir	Liana Welteroth	Alyssa Stewart - 20
Band	Greg Wendel	
Orchestra	Conrad Dunn	
Library	Noelle Harrild	
Counselor	SarahAnn Delaney	
Elementary SpEd		SLP/SLT
<i>Kristin Winn - .5 FTE</i>		Pamela Clements- .8FTE
Candace Higginbotham - 1.0 FTE beginning in January		Emily Duvall- 1.0FTE
1st Floater Lynn Weber- 29		
2nd Floater Molly Miller-29		Other
2nd Connie Peterson-29		<i>Merilee Shupe- CCGP- 10</i>
3rd Kylene Eckley- 15/Fernanda Ziegenfelder -15		<i>Britney Clark- Recess- 12</i>
3rd Lanae Meads - 29		<i>Yearbook - Kate Anderson-2</i>
4th Christine Clark- 29		<i>Student Council- Stephanie Bennion</i>
4th Brenda Dana - 29		<i>Student Council asst - Alyssa Stewart</i>
5th Angie Norman- 29		<i>WIDA - Michelle Yost</i>
5th- Carol Williams- 29		<i>Lunch - Sarina Pace-10</i>
1:1 Pierco Cockerham/Merilee Shupe - 30		MTSS
1:1 in Harvey's and Wead's classrooms		Robyn Johnson
Custodians		Patty Peterson - 18
Uziel Lopez- head		Bharti Sharma - 25
Consuelo- MS, main hall- 29		Kate Hall - 18
Mirta Falcon, elem hall- 20		<i>Meagan Durrant - 5</i>
Mary Nash - bathrooms, elem hall, vacuum halls - 29		
Erin Maughan - lunchroom, mid-day bathroom check - 12		



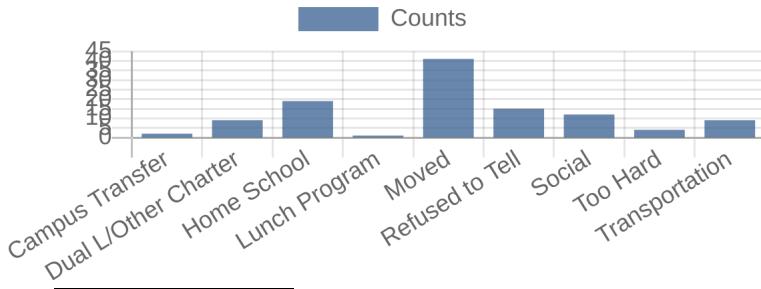
Statistics of the 2023-2024 school year

Enrollment Report

Grade	Current Count	Current Spaces	Projected	Opening	Sib. Waiting	Reg. Waiting	2023-2024	2022 - 2023	Growth
K	50	56	56	6	0	0	50	55	-5 -9.09 %
1	49	56	56	7	0	1	50	56	-6 -10.71 %
2	53	56	56	3	0	0	53	56	-3 -5.36 %
3	57	56	56	-1	0	2	57	55	2 3.64 %
4	54	56	56	2	0	0	55	57	-2 -3.51 %
5	53	56	56	3	1	0	53	56	-3 -5.36 %
6	59	56	56	-3	0	5	59	53	6 11.32 %
7	55	56	56	1	0	0	55	55	0 0.00 %
8	58	56	56	-2	0	3	58	52	6 11.54 %
Total	490	504	504	14	1	11	490	495	-5 -1.01%

Withdrawal Reason Count

Reason	K	1	2	3	4	5	6	7	8	Total	%
Moved	4	4	9	4	4	5	5	4	2	41	31.30%
Campus Transfer	0	2	0	0	0	0	0	0	0	2	1.53%
Home School	2	3	0	2	4	3	1	2	2	19	14.50%
Dual L/Other Charter	3	0	0	2	1	2	0	1	0	9	6.87%
Lunch Program	1	0	0	0	0	0	0	0	1	0.76%	
Refused to Tell	5	2	0	2	1	1	1	1	2	15	11.45%
Social	3	1	1	0	0	0	1	4	2	12	9.16%
Too Hard	1	1	1	0	1	0	0	0	0	4	3.05%
Transportation	2	4	1	1	0	1	0	0	0	9	6.87%
Total	21	17	12	11	11	12	8	12	8	112	
Didn't Enroll	K	1	2	3	4	5	6	7	8	Total	%
DE - Moved	0	1	1	0	0	1	0	0	0	3	2.29%
DE - Campus Transfer	0	0	0	0	0	0	1	0	0	1	0.76%
DE - Dual L/Other Charter	0	0	0	0	1	1	0	0	0	2	1.53%
DE - Home School	0	1	1	1	0	0	0	0	2	5	3.82%
DE - Refused to Tell	0	0	0	2	2	0	1	0	0	5	3.82%
DE - Transportation	0	0	0	3	0	0	0	0	0	3	2.29%
Total	0	2	2	6	3	2	2	0	2	19	



# of Families	
2023-2024	2022 - 2023
319	0

Years of Attendance

