

Thomas Edison Charter Schools Governing Board Meeting

February 5, 2025 5:30 P.M.

Edison South: 1275 W 2350 S, Nibley, UT 84321

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: Olivia Kirkham

- | | | |
|----|------|---|
| 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 #10 Annual Check-ups: They're not just for physicals |
| 5 | 5:45 | Board Training Discussion: P&P Manual PH: Philosophical Policies; The Seven Outs |
| 6 | 5:50 | Board self-evaluation and goals |
| 7 | 5:55 | TECS Philosophy: Jim Peterson |
| 8 | 6:00 | Financial Report: Jim Peterson |
| 9 | 6:05 | Legislative update: Jim Peterson |
| 10 | 6:10 | Student Data Report: Angela Barton |
| 11 | 6:15 | Library Policy (4204): Noelle Harrild & Mandi Jenkins |
| 12 | 6:20 | Calendar approval SY25-26 |
| 13 | 6:25 | Review community health statistics: Jamie Lewis |
| 14 | 6:30 | Approve members of curriculum review committee |
| 15 | 6:35 | LAND Trust plan approvals: Angela Barton |
| 16 | 6:40 | Gifted and Talented Grant: Angela Barton |
| 17 | 6:45 | Board visits (expectations/scheduling): Olivia Kirkham |
| 18 | 6:50 | Principal Reports: Melani Kirk & Brad Larsen |
| 19 | 6:55 | Vendor & Personnel Requests: Melani Kirk & Brad Larsen |
| 20 | 7:00 | Adjourn |

Electronic Participation:

<https://meet.google.com/qxb-vpju-btx>

Or dial: (US) +1 574-213-7511 PIN: 544 655 309#

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

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

In compliance with the Americans with Disabilities Act, persons requiring assistance or auxiliary services for these meetings should contact Olivia Kirkham (801-702-7394).



Three Things the Board Should Evaluate Every Year

In order to be effective, a charter school board has to evaluate everything for which it is accountable. To accomplish this, I recommend that boards formally evaluate the following three things annually as agenda items (meaning that it constitutes official board action):

1. Progress toward charter renewal
2. Performance of the school leader
3. Performance of the board

Each of these is described as follows:

1. PROGRESS TOWARD CHARTER RENEWAL.

The focus of evaluating the charter is to determine whether the school is on the right trajectory to achieving its outcomes and that the school is not materially deviating from conditions and procedures that were agreed to, such as curriculum. This evaluation is to determine *how well* the board is fulfilling its accountability for the charter, the bottom line criterion for getting the charter renewed.

2. PERFORMANCE OF THE SCHOOL LEADER.

This evaluation is to determine *how well* the board's stated mission and vision are being *executed*. Given that the school leader is the chief executive, the evaluation looks at *how well* the school is performing. As such, a formal evaluation (especially one on which future employment decisions are going to be predicated) should include five areas:

1. *How well* the school leader is achieving the outcomes in the charter
2. *How well* the school leader is handling school finances and minimizing risks
3. *How well* the school leader is cooperating with the school's authorizer
4. *How well* the school leader is complying with various statutory and regulatory obligations, as well as written board policies
5. *How well* the school leader is meeting the needs of the majority of faculty, parents, & students

3. PERFORMANCE OF THE BOARD. Because the success of a school hinges on the effectiveness of an interdependent relationship between the board and management, it is imperative that a board also evaluate its own performance. I recommend that it do this *at the same time* it evaluates the school leader, to make sure that the board or its members are not adversely impacting operations.

This evaluation should focus on *how well* the board is maintaining its moral integrity to govern, meaning that it adheres to sound governance principles and practices, as well its own bylaws and policies, etc. This is critical, because without integrity, authentic leadership by the board is a mere pretense and the board's claims to school excellence are counterfeit and hypocritical.

Board Self-Appraisal Questions/Recommendations

1. As an agenda item in the past 12 months, has the board evaluated its charter, the performance of the school leader (or management company), and its own performance?
2. Does the board rely on data and other evidence to evaluate the school's performance?
3. Is the school on the right trajectory to getting its charter renewed?

Case in Point

ANNUAL (CHECK-UPS: NOT JUST FOR PHYSICALS)

In March of 2009, the New Mexico Secretary of Education, Veronica G. García, upheld a decision made a few months earlier by the Public Education Commission (PEC) denying renewal to Española Military Academy. As a result of her ruling, the school ceased to operate that June after being open for five years.

As with most charter revocations and non-renewals, there were numerous reasons involved. According to a news release issued by the New Mexico Education Department, the PEC decided not to renew the charter because the school had:

1. committed material violations of the conditions, standards or procedures set forth in its charter;
2. failed to meet or make substantial progress toward achievement of the department's minimum educational standards or student performance standards identified in its charter application; and
3. violated provisions of law from which the charter school was not specifically exempted.

In concurring with the PEC's earlier determination, Secretary García said her decision was significantly based on the school's "failing to meet or make substantial progress toward achievement of the [Public Education] department's minimum educational standards or student performance standards identified in its charter application." Politics aside (of which there were, as usual, plenty), one can hardly fault the Secretary for her criterion.

One of the things that is perhaps most instructive about this case is that the types of problems cited by the PEC and the Secretary were not instantaneous in their appearance. In other words, the problems that eventually led to non-renewal of the charter had been building for some time. In Española Military Academy's case, the school had reportedly:

- materially violated its charter (changed a portion of its curriculum without obtaining authorizer approval),
- consistently failed to make academic progress (76% of its students were below grade level in English and 96% were below grade level in math according to spokesperson from the Department of Education's Charter School Division), and
- violated the law (among other things, it lacked a certificate of occupancy for its then current location).

Each of these things could have been remedied by the Española Military Academy board had it taken the time to annually evaluate its charter, the performance of the school leader, and the board.

In an odd twist of fate, the school may come back to life as a magnet school of the district, but the vision of the founding board to operate as a charter school is over.

Sources:

<http://www.ped.state.nm.us/press/2009/20090306-Espanola%20Military%20Charter.pdf>

<http://www.riograndesun.com/articles/2009/02/19/news/education/doc499c753acd5fd109285520.prt>

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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Philosophical Policies



Philosophical Policies

Table of Contents

Philosophical policies may only be changed by following the 2 step process described in the charter.

1. Approval by the governing board
2. Three fourths majority vote of a quorum* of the parent organization with the results announced at a board meeting after the vote

Grammatical or Clarification adjustments are allowed on philosophically based policies without going through this process so long as the original philosophy remains intact.

Note*: A quorum is defined as more than 50% of the P.O. membership. The parent organization (P.O.) must be informed of the proposed amendment via letter, newsletter, or other communication and encouraged to vote on the amendment.

100 – Governance and Organization

110 – Governing Board Organization

PH111 – Board Member Qualifications

PH112 – Board Member Expectations

PH113—Board Structure, Operations, Functionality and Purpose.

200 – Students and Parents

220 – Student Expectations and Discipline

PH211 – Student Standards, Discipline and Dress Code

300 – Personnel

PH331 – Staff

PH332—Administration Qualifications

400 Curriculum and Instruction

420 Instructional Services

PH 421 – Essential Elements of TECS

PH—BOARD MEMBER QUALIFICATIONS

Policies and Procedures Manual

PH100—Governance and Organization

Item #	Board President Signature	Original Approval Date	Last Amendment Date
PH-111			

All school board members, appointed or elected, shall have a complete vision and a firm conviction in the school's philosophy, purpose, and mission. They shall have a working knowledge of the school's curriculum, particularly the *Spalding Method*, its total language arts program.

Additionally, candidates seeking any board position shall:

1. Have proper background to fulfill the five major areas of board responsibilities outlined in Exhibit A of the charter,
2. Be an active parent, grandparent, or guardian of at least one child who attends the Thomas Edison Charter Schools or must be a member of the community, preferably with a professional background (a minimum of 4 board members shall be a parent, grandparent, or guardian of one or more children attending TECS),
3. Exemplify integrity, honesty and respect,
4. Demonstrate dedication and commitment to the vision of Thomas Edison Charter Schools and the charter school movement,
5. Read and be familiar with "Robert's Rules of Order" since meetings will be conducted in this format,
6. Read and be familiar with the duties, functionality, and operation of the governing board.

PH—BOARD MEMBER EXPECTATIONS AND BEHAVIORS

Policies and Procedures Manual

PH100—Governance and Organization

Item #	Board President Signature	Original Approval Date	Last Amendment Date
PH-112			

Expectations and Behaviors

- **Attendance:** Attendance at board meetings is mandatory. Missing two consecutive meetings without just cause or prior approval from the President of the board, the principal or at least two other board members may result in dismissal from the board.
- **Respect for Others:** During open meetings, Board members shall respect and listen to ideas being presented by other board members. Board members carrying out their responsibilities to their fullest potential shall be encouraged by each of the members. Board members should speak positively about staff or other board members to the school community, or parties outside the school community.
- **Demeanor:** Board member behavior outside of board meetings is a reflection on the school. Behavior should be professional at all times. A professional demeanor is expected at all board meetings. Do not take other conversation or behavior personally. Unprofessional behavior should not be directed toward any other board member, staff member, parent or anyone else. Confidentiality is expected in all situations.
- **Equal Oversight of both schools:** Board member service shall be for the benefit of both schools and the detriment of neither. Documented evidence of violations of this expectation is grounds for dismissal. A dismissal on these (or other ethical) grounds can be accomplished by majority vote of the board, after a formal warning and 30 days minimum probationary period. (see note)
- **Conflict Resolution:** Conflicts shall be resolved with the people with whom the conflict was created. Board members will commit to resolving conflict directly with each other or with the appropriate staff member and not share the conflict with anyone outside of the conflict, including, but not limited to other parents, other staff members or the media. If conflicts are unresolved, the complaint policy will be followed.
- **Annual Self Evaluation:** The board will hold an annual self-evaluation. Goals for the next year may also be determined at that time.
- **Board Visit Day:** The board will visit the school at least once annually. During this time, board members will visit classrooms, talk with the staff and become familiar with current school concerns.
- **Responsibility of Ownership:** Board members shall fulfill their responsibilities on the board, board committees or subcommittees to their fullest capability.
- **Public Relations:** All board members should be the best public relations representatives the school has.
- **Signed Agreement:** The board members shall sign an agreement that they will abide by all the above rules and regulations.

Note: In extreme cases, where a board member's unethical behavior has resulted in severe damage to the reputation of the school in the community, or a board member has been convicted of a felony, or other serious crime, dismissal may occur without warning or probation.

PH—BOARD MEMBER STRUCTURE, OPERATIONS, FUNCTIONALITY AND PURPOSE (1 OF 2)

Policies and Procedures Manual

PH100—Governance and Organization

Item #	Board President Signature	Original Approval Date	Last Amendment Date
PH-113			

Governing Board Structure, Operation, Functionality

Board Officers: The members of the board shall select one member each to serve as President, Vice President, Treasurer and Secretary. No board member may hold more than one of these offices.

Filling of vacancies: In the event of dismissal or resignation from the board or other vacancies on the board, volunteers to serve the remainder of the term for any particular seat will be asked to apply, and a volunteer will be selected by a vote of the board.

Meeting Frequency: The board may meet once a month, or as needed, guided by an agenda, to

- a) discuss the schools' operation and hear reports and updates from board members
- b) consider and adopt policies
- c) allow for public input.

Special Task Forces/Committees and the Delegation of Action: The board may, at their discretion, appoint and delegate to special parent task forces or committees, or the principal to investigate and research specific items related to school policy, procedure, programs, and curriculum. Where possible, the board will effectively give clear instructions and/or suggestions so that the board as a whole can continue to maintain a focus on the 5 areas of their responsibility.

Governing Board Purpose

The purpose of the Governing Board is to oversee the affairs of the school. In addition to fulfilling its five major responsibilities, as listed in the Charter's Exhibit A, board members carry out the Thomas Edison Charter School vision and develop relationships with the community.

Initial Terms, Subsequent Terms, and Selection Process

Governing board members serve three year terms. The chart below illustrates when board members from each school are elected or appointed.

May Election Date	Elected Positions	Appointed Positions
2017, 2020, 2023, 2026, etc.	No elected positions	Board appoints two members, one recommended by Edison North and one recommended by Edison South
2018, 2021, 2024, 2027, etc.	South PO elects one member recommended by Edison South	Board appoints one member recommended by Edison North
2019, 2022, 2025, 2028, etc	North PO elects one member recommended by Edison North	Board appoints one member recommended by Edison South

PH—BOARD MEMBER STRUCTURE, OPERATIONS, FUNCTIONALITY AND PURPOSE (2 OF 2)

Policies and Procedures Manual

PH100—Governance and Organization

Item #	Board President Signature	Original Approval Date	Last Amendment Date
PH-113			

Each family that is a member of the parent organization (which consists of parents and guardians who have at least one child in the school) may cast one vote per family unit for each open board seat.

The newly elected and appointed board members shall begin their three-year terms on the first day of June following the annual election. The officers will be selected and appointed by the new board from among its membership by or at its next open meeting. It is preferred that selected presidents have served on the board for at least one year.

Principal Appointment/Approval: The principal shall be appointed or approved for the following year of service by a majority vote of the voting members of the board no later than the March board meeting each year, except where a vacancy for the position of principal may require later approval.

PH—STUDENT STANDARDS, DISCIPLINE, AND DRESS CODE

Policies and Procedures Manual

PH200—Students and Parents

Item #	Board President Signature	Original Approval Date	Last Amendment Date
PH-221			

Student Standards

A handbook on school policies and procedures is available online. Each student and parent will be asked to follow the enrollment procedures and read the pertinent school policies and the consequences for policy infractions.

Thomas Edison Charter Schools standards include, but are not limited to:

- **Discipline**

Thomas Edison Charter School subscribes to the idea that learning is a joy and school is a happy place. The focus of educators' attention is on what students are doing well. TECS espouses a management plan in which administrators and teachers are skilled and practiced in the principles of classroom management. The term "discipline" takes on its noblest and finest meaning—"Training that corrects."

TECS has adopted Glenn I. Latham's principles of classroom management. (Further details may be found in the teacher handbook.)

The spirit of these principles, to the greatest extent possible, will apply to interactions between school staff, including between administration and staff.

- **Dress Code**

Students are expected to dress in a neat, attractive fashion reflecting pride in themselves and in their school. The dress code is established to help ensure an atmosphere conducive to study. The details are listed in the policies and procedures manual and may also be in the parent and teacher handbooks.

PH—STAFF

Policies and Procedures Manual

PH330—Personnel

Item #	Board President Signature	Original Approval Date	Last Amendment Date
PH-331			

Principal

The selection of principal for each school is the responsibility of the governing board.

The principal at each school is hired on an annual contract providing for termination only upon “good cause.” In the latter half of each school year, the governing board will evaluate the principal before deciding whether to renew his or her employment contract for the following year. The principals at both schools will be appointed or approved for another year of service no later than the March board meeting.

Teachers/Staff

All employees of the Thomas Edison Schools, except the principals, are “at will” employees. “At will” employment status is the most common type of employment in the private sector in Utah, and such employment will provide the Thomas Edison Schools with the flexibility necessary to meet its responsibilities under the charter. All teachers and staff of the Thomas Edison Schools will be evaluated before renewal hiring decisions are made for the following year.

The principals are responsible for hiring and retention of teachers and other staff for both schools. For teachers, the administrative team at each school conducts a pre-selection from applications received. Each principal will conduct a final interview and make a recommendation to the board. The board approves all hiring and retention decisions.

Background checks and/or drug testing on prospective or current employees, particularly teachers, are performed as required by state law.

Teachers

As required by the state of Utah, teachers will be licensed, certified teachers or be qualified to teach under USBE’s alternative certification or authorization program.

Teachers shall follow the time management chart found in the teacher handbook.

Parent-teacher conferences will be held a minimum of two times per school year to coordinate learning needs and goals with parents. The teacher or a parent can request additional conferences as the need arises. Spalding training will be required of all elementary grade-level teachers. The administrative team will determine which class of Spalding training needs to be attended. The school will coordinate this training.

Elementary students will typically be in self-contained classrooms for all of the core subjects, i.e., language arts, math, science, history, etc. Other courses such as music, art, P.E., computer science, and core academic subjects for secondary may be on a rotation basis so all students can benefit from the expertise of employees trained in these areas.

Each core class will have a qualified teacher. In addition, an aide, student teacher and/or parent volunteers may be assigned to assist in the classroom on a regular basis.

Counselor/Psychologist/Other Professional Staff

All professional staff will be qualified through appropriate agencies to provide professional services.

PH—ADMINISTRATION QUALIFICATIONS (1 OF 2)

Policies and Procedures Manual

PH330—Personnel

Item #	Board President Signature	Original Approval Date	Last Amendment Date
PH-332			

Each of the TECS schools will have its own Principal. There will be a minimum of one Assistant Principal and one Director of Instruction between the two schools.

Following are the desired administrative qualifications. However, the best candidate will be hired.

Principal

1. Minimum of a Bachelor's degree, a Master's degree is preferred.
2. Must satisfy at least one of the following: i) be a master teacher with five years teaching experience, ii) three years teaching experience within the TECS program with completion of an in-house administrative training program, or iii) two years employed experience with-in the TECS program, completion of an in-house administrative training program, and has completed courses I and II of the Spalding Method of Instruction and taught this method or administered a school using this method.
3. Five years successful administrative experience outside the TECS program or two years within the TECS program as Director of Instruction and/or Assistant Principal or must be willing to receive the consultation of a board-approved administrator mentor who has a minimum of four years administration experience in a school (or schools) of similar philosophy.
4. Must be an enthusiastic proponent of the school's mission, purpose, philosophy, and goals. He/she must be willing to quickly become familiarized with the program and be-come fully trained within a two-year period of time if he/she has not had this instruction.

Director of Instruction

1. A minimum of a Bachelor's degree is required, a Master's degree is preferred.
2. A minimum of three years teaching experience within the TECS program (or five years at a school with a similar education philosophy).
3. Must be an enthusiastic proponent of the school's mission, purpose, philosophy, and goals.
4. Successful completion of Spalding courses.
5. Successful completion of Thomas Edison's in-house training program or three years of successful administrative experience in a school of similar philosophy.
6. SCTI certified or certification in progress is preferred.
7. Experience in both Elementary and Secondary Education is preferable.

Assistant Principal

1. Minimum of a Bachelor's degree, a Master's degree is preferred.
2. Must satisfy at least one of the following:
 - i. be a master teacher with five years teaching experience,
 - ii. three years teaching experience within the TECS program with completion of an in-house administrative training program, or
 - iii. two years teaching experience within the TECS program, completion of an in-house administrative training program, and has completed courses I and II of the Spalding Method of Instruction and taught this method or administered a school using this method.

PH—ADMINISTRATION QUALIFICATIONS (2 of 2)

Item #	Board President Signature	Original Approval Date	Last Amendment Date
PH-332			

- 3. Three years successful administrative experience outside the TECS program (preferably with a school of similar education philosophy) or two years within the TECS program as Director of Instruction or must be willing to receive the consultation of a board-approved administrator mentor who has a minimum of four years administration experience in a school (or schools) of similar philosophy.
- 4. Must be an enthusiastic proponent of the school’s mission, purpose, philosophy, and goals. He/she must be willing to quickly become familiarized with the program and become fully trained within a two-year period of time if he/she has not had this instruction.

PH—ESSENTIAL ELEMENTS

Policies and Procedures Manual

PH400—Curriculum and Instruction

Item #	Board President Signature	Original Approval Date	Last Amendment Date
PH-421			

Both schools use the *Spalding Method* as its language arts and reading method. The Spalding Method is a total language arts approach because it provides explicit, sequential, multisensory instruction in spelling (including phonics and penmanship), composition, and listening/reading comprehension.

Another aspect of the TECS educational method that sets it apart from other schools is ‘recitations’. Each student memorizes and then recites at school, one selection of either prose or poetry at least once every six weeks.

This accomplishes two things:

1. enhances students’ ability to memorize passages in a timely fashion
2. provides students the valuable experience of speaking in front of audiences, preparing them for public speaking that may be applied later in their adult lives

It is the policy of Thomas Edison Charter Schools, when implementing the mathematics program, to meet and exceed Utah State Standards by teaching an advanced math curriculum for grades K - 5. In grades 6 - 8, math placement is based on students' skill development with teacher and parent input.

GOVERNING BOARD PROCEDURES (7 OF 26)

Policies and Procedures Manual

1000—Governance and Organization

Item #	Board President Signature	Original Approval Date	Last Amendment Date
1101a			

Training

Board training occurs at the state and school levels. The board president disseminates training information to all board members and helps ensure board member accountability for completion of training at both levels.

State Level Training: All board members will make good faith efforts to participate in trainings provided by the Utah State Board of Education (USBE) and Utah Association of Public Charter Schools (UAPCS). Board members will also make good faith efforts to attend training workshops offered by UAPCS. Board members attending state level trainings will coordinate efforts to summarize and share information with the board as a whole.

Board members will complete monthly training objectives that strengthen their working knowledge of the TECS program and their understanding of governance.

Evaluation & Goal Setting

Staff Feedback: Consistent with TECS policy, the board solicits staff feedback regarding the administration and governance of the schools. Staff feedback is collected via a mid-year survey where staff may write open-ended commentary using the governing board performance standards as a reference. Data will be shared with board members and a third party, such as the school's contracted business manager, who will help disaggregate and compile the data for the board to consider during self-evaluation.

Guided Self-Evaluation and Goal-Setting: Self-evaluation will be conducted at the individual, subcommittee and board levels. Using the performance standards and indicators as a guide, each board member will carefully consider their personal efforts for each standard and determine whether they *need refinement, meet expectations, or exceed expectations*. Board members will set personal goals to address standards that need refinement. Insights from this individual process will then be discussed in subcommittee. Guided by the performance standards and indicators, each subcommittee will then conduct a detailed review of the board's efforts in each standard to determine if they *need refinement, meet expectations or exceed expectations*, and set goals for improvement accordingly.

Governing Board Performance Standards and Indicators

The performance standards are guiding principles in fulfilling the responsibilities and oversight duties outlined by the state of Utah and TECS governing documents. The associated indicators, though not exhaustive, further define the performance standards and promote their practical application. The rubric on the following pages should be used during the annual board self-evaluation.

GOVERNING BOARD PROCEDURES (8 OF 26)

Policies and Procedures Manual

1000—Governance and Organization

Item #	Board President Signature	Original Approval Date	Last Amendment Date
1101a			

BOARD SELF EVALUTATION



NAME: _____

School Year	Committee	Date	Self-Evaluation Scale
			4—Exceeds Expectations 3—Meets Expectations 2—Approaching Expectations 1—Needs Refinement

A. Demonstrates a complete vision and firm conviction of the schools' philosophy and purpose.

		Score	Comments
1	Demonstrates a knowledge of school history and a regard for the founders' vision of the philosophy and educational program of the school.		
2	Frequently and thoroughly studies core documents including the Charter, TECS Bylaws, Policies and Procedures, and the Governing Board, Teacher and Parent Handbooks.		
3	References and applies core documents in decision making.		

B. Promotes TECS mission

		Score	Comments
1	Is an enthusiastic proponent of the program and should be the best public relations representative the school has.		
2	Builds collaborative relationships with staff, parents, and community stakeholders.		
3	Builds a professional relationship with local political representatives.		
4	Applies a visionary approach by engaging in strategic goal setting and resource allocation, considering future opportunities and challenges.		

GOVERNING BOARD PROCEDURES (9 OF 26)

Policies and Procedures Manual

1000—Governance and Organization

Item #	Board President Signature	Original Approval Date	Last Amendment Date
1101a			

C. Operate as outlined in the Charter and associated core documents.

		Score	Comments
1	Fulfill my responsibilities as outlined in the charter and bylaws.		
2	My subcommittee functions as defined in core documents and assumes responsibility for distinct areas of oversight.		
3	Adhere to all organizational policies and procedures outlined in core documents.		
4	Perform to my fullest capability the responsibilities, expectations and behaviors outlined in the charter and board policies.		

D. Perform fiduciary duties in a legal, ethical and responsible manner.

		Score	Comments
1	Understand the expectations and obligations associated with public service and act as representatives of the public trust.		
2	Understand and fulfill fiduciary duties of care, loyalty and obedience.		
3	Engage in ongoing training and board development.		

E. Applies principles of good governance in carrying out its duties.

		Score	Comments
1	Asserts collective authority and demonstrates unity in supporting its decisions		
2	Develops school policies that are legally compliant, philosophically aligned with the schools' mission and considerate of stakeholders.		
3	Delegates managerial and operational responsibilities to school administrators and establishes accountability structures to ensure their fulfillment.		

GOVERNING BOARD PROCEDURES (10 OF 26)

Policies and Procedures Manual

1000—Governance and Organization

Item #	Board President Signature	Original Approval Date	Last Amendment Date
1101a			

F. Engages in equal, informed and appropriate oversight of the schools' finances, facilities and legal matters

		Score	Comments
1	Ensure the benefit of both schools and the detriment of neither.		
2	Acquire a general knowledge of the school's management and operations.		
3	Oversees the schools' finances, approves the annual budget and ensures fiscal accountability in the disbursement of public funds.		
4	Employs and evaluates the principals.		
5	Solicits feedback from stakeholders.		

G. Ensures the TECS program is effective, accountable and compliant.

		Score	Comments
1	Uses objective, reliable data to evaluate the program's effectiveness.		
2	Understand and fulfill fiduciary duties of care, loyalty and obedience.		
3	Ensures the schools are fulfilling all aspects of the charter agreement with the state.		
4	Remains informed of state and federal legal requirements and ensures their implementation.		

Date Set	Goal	Accomplished	Comments
1			
2			
3			
4			
5			

Parent Power!

Helping you make sense of schooling today



Charter Connection

What is a Charter School?

Charter schools are innovative, public schools designed by educators, parents or civic leaders that are open by choice, accountable for results, and free from most rules and regulations governing conventional public schools. Today, more than 8,000 charter schools serve nearly 4 million children in 46 states plus the District of Columbia.

- A charter school is an independent public school that must perform well and attract parents to stay in business.
- A charter school must practice open admission policies, meet health and safety standards, and comply with civil rights laws; it is not bound to state education regulations about curriculum, personnel, scheduling and financial administration.
- A charter school is held accountable. Its students must show satisfactory achievement equal to or better than the state average.
- A charter school will often serve children whose needs, for one reason or another, are not met by conventional public schools.
- A charter school is typically given five years to prove itself, but its charter can be pulled back at any time by a school board if it is not performing as promised.
- A charter school provides freedom for educators and school founders to use curricula or programs to set up the school day in a way that is not done by conventional schools. This freedom allows a school to address the special needs of its children directly.
- According to a recent study, charter school students nationwide are outscoring their counterparts in neighboring conventional public schools by as much as five percent.

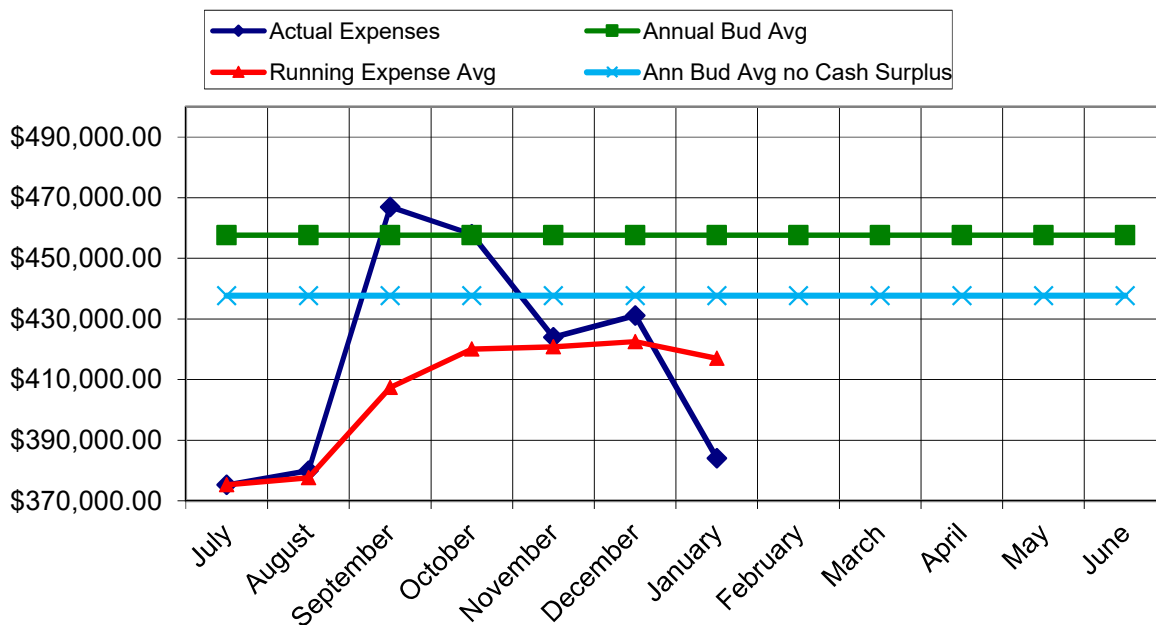
A charter school gives parents and teachers the opportunity to roll back regulations, roll up their sleeves and create and operate a school that they want their children to attend and in which they want to teach.

Thomas Edison Charter School (North)

Monthly Expenditures for FY25 (July '24 - June '25)

Month	Total Expenses	Comments
July	\$375,244.85	
August	\$379,972.06	
September	\$466,943.55	The Family Therapy (full year cost) 28.2k
October	\$457,900.37	
November	\$423,917.80	
December	\$431,097.73	
January	\$384,019.08	
February		
March		
April		
May		
June		
Running Total	\$2,919,095.44	
Running Average	\$417,013.63	
Annual Budget Monthly Avg	\$457,602.75	
Ann Bud Mon Avg w/o Cash Surplus	\$437,639.31	
Cummulative Surplus / (Deficit)	\$284,123.78	

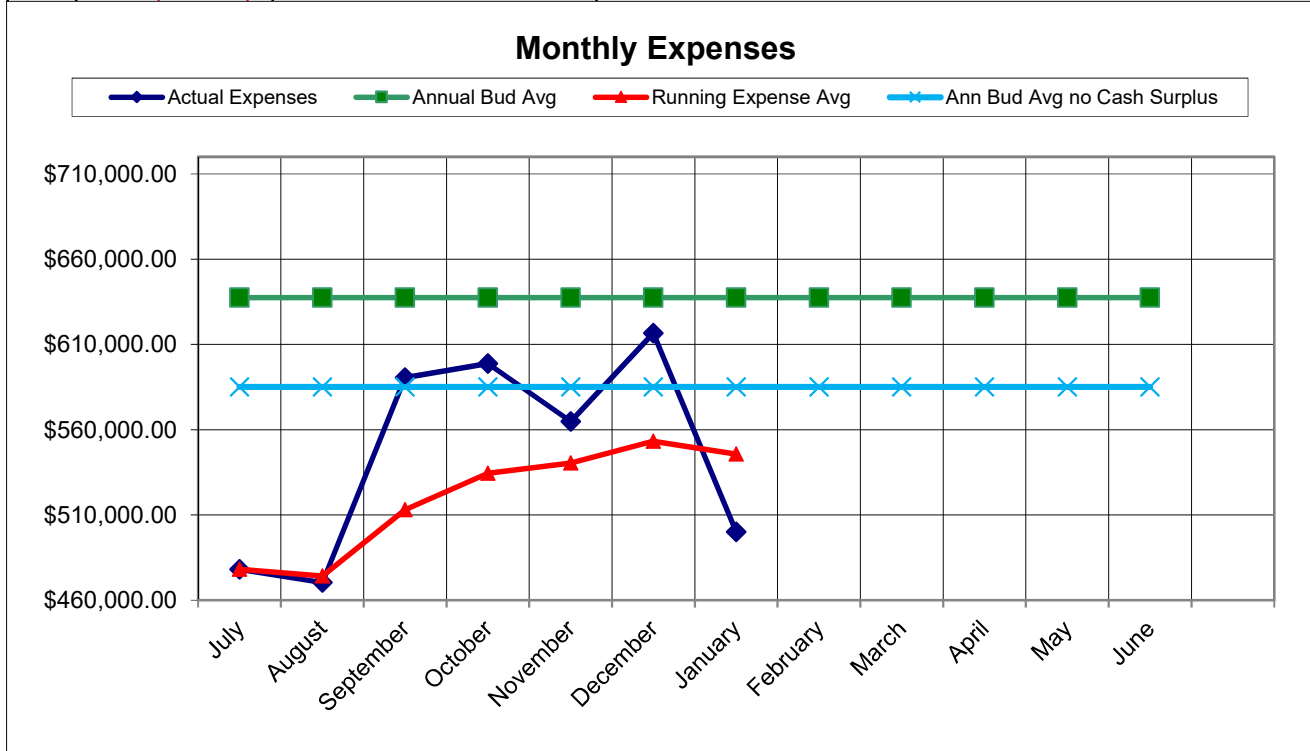
Monthly Expenses



Thomas Edison Charter School - South

Monthly Expenditures for FY25 (July '24 - June '25)

Month	Total Expenses	Comments
July	\$478,128.11	
August	\$470,391.82	
September	\$590,494.47	
October	\$598,844.99	
November	\$564,828.97	
December	\$616,589.59	
January	\$500,128.64	
February		
March		
April		
May		
June		
Running Total	\$3,819,406.59	
Running Average	\$545,629.51	
Annual Budget Monthly Avg	\$637,459.27	
Ann Bud Mon Avg w/o Cash Surplus	\$585,118.47	
Cummulative Surplus / (Deficit)	\$642,808.30	





Number	Title	Bill Sponsor	Description	Sug Pos	House Comm	House Floor	Senate Comm	Senate Floor
House Bills								
HB 1	Public Education Budget Amendments	S. Whyte						
HB 42 S1	English Learner Amendments	C. Pierucci	This bill: <ul style="list-style-type: none"> ▸ defines a term; ▸ provides a local education agency (LEA) with emergency funding if enrollment of students learning English meets or exceeds a threshold; ▸ requires the state board to oversee an application process and distribute emergency funds; and ▸ instructs an LEA on the use of emergency funds. 		12-0-4			
HB 102	Class Size Reduction Amendments	C. S. Moss	This bill: <ul style="list-style-type: none"> ▸ ensures that funds are directed to local education agencies (LEAs) with the highest need; ▸ requires an LEA that receives funding to provide a report; ▸ adjusts which grades the funds may be used for; and ▸ permits an adjustment for inflation. 					
HB 104	Firearm Safety in Schools Amendments	R.P. Shipp	This bill: <ul style="list-style-type: none"> ▸ requires the state board to establish standards for firearm safety instruction in public schools; and ▸ requires an LEA to provide firearm safety instruction to students. 		11-2-3			
HB 128	Weapon at a School Amendments	M. Gwynn	This bill: <ul style="list-style-type: none"> ▸ clarifies that the crime of possession of a dangerous weapon on or about school premises applies to both minors and adults; 		9-0-2			
HB 157 S2	Energy Education Amendments	C.W. Jack	This bill: <ul style="list-style-type: none"> ▸ requires the Office of Energy Development (office) to: • develop and maintain energy education programs and curricula for grades K-12; • develop and provide professional development training for educators; • develop energy related workforce development programs; and • establish the Energy Education and Workforce Development Advisory Group (advisory group); ▸ outlines the responsibilities and duties of the advisory group; and ▸ requires the office to report annually to the Public Utilities, Energy, and Technology Interim Committee. 		13-0-3	73-0-2		
HB 184	School Trust Land Amendments	T. Miller	This bill: <ul style="list-style-type: none"> ▸ clarifies action plans and the implementation of action plans; ▸ adds a requirement to train on the Open and Public Meetings Act; ▸ expands the list of entities to receive training on the School LAND Trust Program; ▸ refines the process for reviewing school compliance with the program; and ▸ adds new responsibilities for the state superintendent; 		12-1-3			
HB 219	Charter School Funding Revisions	R. Walter	This bill: <ul style="list-style-type: none"> ▸ eliminates the Charter School Revolving Account; ▸ establishes the Charter School Revolving Fund; ▸ specifies the permitted uses of funds in the Charter School Revolving Fund and procedures for making loans; ▸ requires depositing the assets of, and loan payments for loans made from, the Charter School Revolving Account into the Charter School Revolving Fund; 					
HB 250	Public Employee Gender-specific Language Requirements	N. P. Peck	This bill: <ul style="list-style-type: none"> ▸ prohibits the State Board of Education, a local education agency, or a public employer from taking disciplinary action against an employee for using gender-specific language in certain circumstances; ▸ requires a public employer that has a rule or policy requiring an employee to use gender-specific language to accommodate another individual to exempt the employee from disciplinary action in certain circumstances; 					
HB 402	Foods Available at Schools Amendments	K. Chevrier	This bill: <ul style="list-style-type: none"> ▸ defines terms; ▸ enacts provisions to prohibit certain food additives from being served in a public school; and ▸ provides an exception. 					

Color Key #1

	High interest to TECS
	Moderate interest to TECS
	Watch list (may/may-not apply to TECS)

Color Key #2

	Passed this hurdle
	Partially through legislative process
	Failed, tabled, or not considered

Senate Bills



Number	Title	Bill Sponsor	Description	Sug Pos	House Comm	House Floor	Senate Comm	Senate Floor
SCR 2	Concurrent Resolution Encouraging Practices that Promote Child Independence	L. Fillmore	This resolution: <ul style="list-style-type: none"> • highlights the importance of free play and child independence; • supports children engaging in independent activities; • encourages school districts, school administrators, and teachers to utilize the Let Grow school program to help build independence; • encourages the State Board of Education to incorporate childhood independence throughout the core standards for Utah public schools; and • urges local governments and school districts to enact practices that encourage children to be able to explore, play, wander, and build independence. 					
SB 1	Public Education Base Budget Amendments	H. Balderree	This bill supplements or reduces appropriations otherwise provided for the support and operation of public education for the fiscal year beginning July 1, 2024, and ending June 30, 2025, and appropriates funds for the support and operation of public education for the fiscal year beginning July 1, 2025, and ending June 30, 2026. Sets the value of the weighted pupil unit (WPU) initially at \$4,674 for fiscal year 2025-2026;	S	N/A	73-0-2	N/A	25-0-4
SB 29	Charter School Amendments	L. Fillmore	This bill: <ul style="list-style-type: none"> • provides the state board discretionary authority to allocate funds to adjust charter school enrollment estimates; • specifies funding sources in priority order; • requires reporting to the Office of the Legislative Fiscal Analyst and the Governor's Office of Planning and Budget; and • exempts adjustments from certain budgetary requirements. 				N/A	24-0-5
SB 32	Class Size Reduction Modifications	L. Fillmore	This bill: <ul style="list-style-type: none"> • renames the appropriation; • modifies provisions regarding the use of class size reduction funding; • modifies which grade levels the program applies to; • requires a local education agency to establish and maintain certain policies regarding teacher to student ratios; • expands permitted uses of the allocation to include certain staff supports; • establishes reporting requirements; and • requires certain information to be publicly available 					
SB 98	Parental Education on Student Use of Technology Amendments	C. H. Wilson	This bill: <ul style="list-style-type: none"> • requires the State Board of Education to: • create a video presentation for parents regarding potential safety and legal issues a student may encounter regarding the student's use of technology; and • make the video presentation available to each school district so that the school district may provide the video presentation to parents; and • provides a sunset date; 				6-0-1	
SB 102 S4	Public Education Funding Modifications	L. Fillmore	This bill: <ul style="list-style-type: none"> • requires the Executive Appropriations Committee to determine the reallocation of funds from certain repealed education programs; and • makes technical changes. • mandates regular program reviews by the Education Interim Committee for certain programs; • repeals the Professional staff weighted pupil unit; and • makes technical changes. 				4-1-2	
SB 135	Educational Medical Services Amendments	K. A. Riebe	This bill: <ul style="list-style-type: none"> • defines terms related to educational medical services. 					
SB 178 1S	Devices in Public Schools	L. Fillmore	This bill: <ul style="list-style-type: none"> • defines terms; • prohibits a student from using a cellphone, smart watch, or emerging technology during classroom hours; • allows a local education agency to create exemptions to the prohibition; and • permits the State Board of Education to create model policies. 				7-0-0	

Color Key #1

	High interest to TECS
	Moderate interest to TECS
	Watch list (may/may-not apply to TECS)

Color Key #2

	Passed this hurdle
	Partially through legislative process
	Failed, tabled, or not considered

YEAR

2024 - 2025

GRADE

GRADEK

RCS

Reading Composite Score

Important parts of these reports.

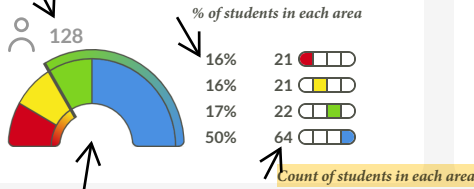
Benchmark Assessments

READING OR MATH?

Total Amount of Students Tested

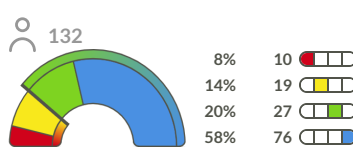
Beginning of Year

Aug 26 - Sep 20, 2024



Middle of Year

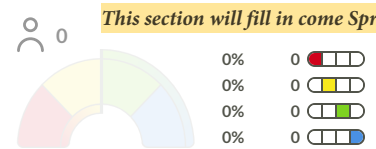
Jan 6 - Jan 31, 2025



End of Year

Apr 21 - May 16, 2025

This section will fill in come Spring.



Blue means above benchmark.
Green means at benchmark.
Yellow means below benchmark.
Red means well below benchmark.

Effectiveness of Instructional Support

Beginning of Year >

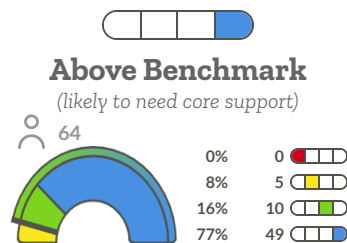
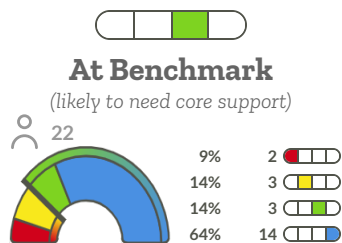
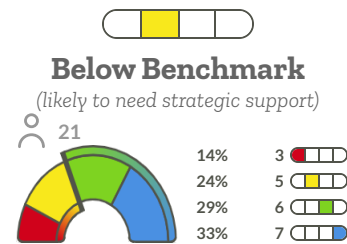
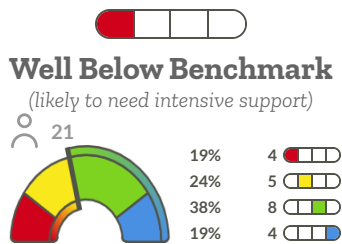
Reading Composite Scores

to

Middle of Year >

Reading Composite Scores

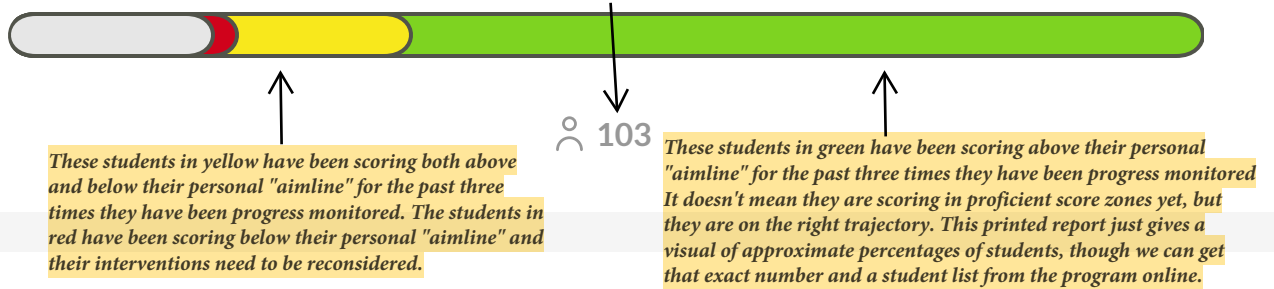
This box tells us how many students scored in red at BOY and where they are scoring now (at MOY). For example of the 21 students who were red at BOY, 4 are still red, 5 are now yellow.



Progress Monitoring Status

This section is more for administrative use, so I sometimes leave it off, if it is on a separate page. If it appears, here is what it means.

Total number of students who are being progress monitored.

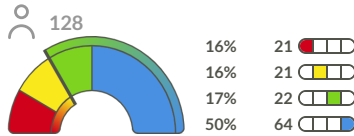


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Benchmark Assessments

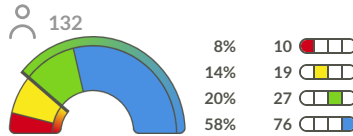
Beginning of Year

Aug 26 - Sep 20, 2024



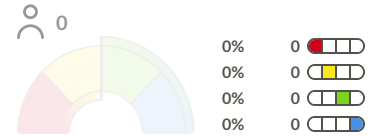
Middle of Year

Jan 6 - Jan 31, 2025



End of Year

Apr 21 - May 16, 2025



Effectiveness of Instructional Support



Beginning of Year >

Reading Composite Scores

to

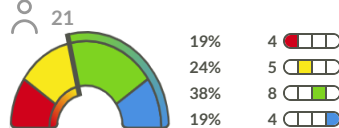
Middle of Year >

Reading Composite Scores



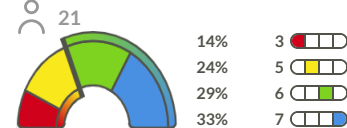
Well Below Benchmark

(likely to need intensive support)



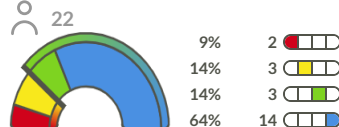
Below Benchmark

(likely to need strategic support)



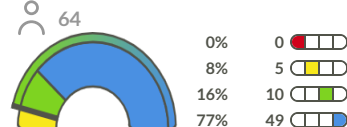
At Benchmark

(likely to need core support)



Above Benchmark

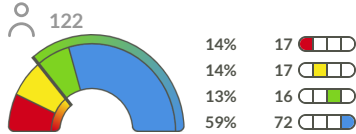
(likely to need core support)



Benchmark Assessments

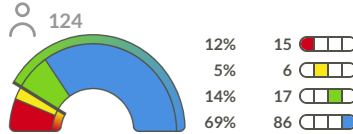
Beginning of Year

Aug 26 - Sep 20, 2024



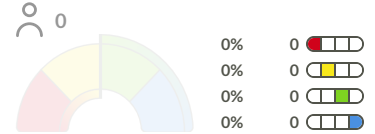
Middle of Year

Jan 6 - Jan 31, 2025



End of Year

Apr 21 - May 16, 2025



Effectiveness of Instructional Support



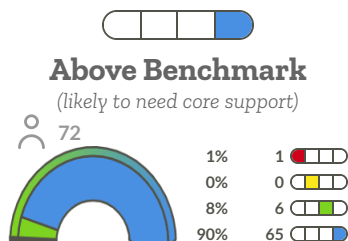
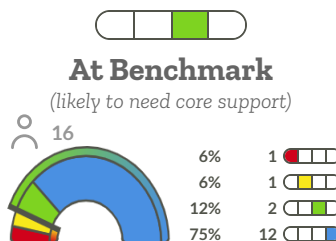
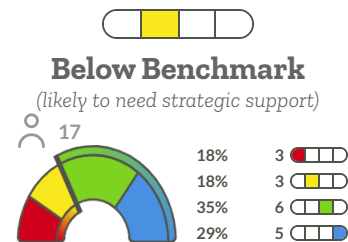
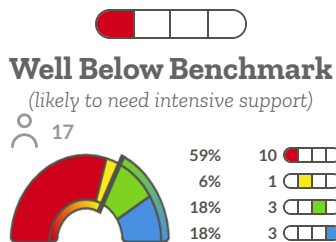
Beginning of Year >

Reading Composite Scores

to

Middle of Year >

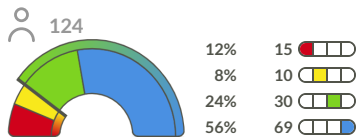
Reading Composite Scores



Benchmark Assessments

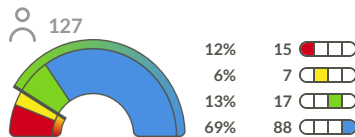
Beginning of Year

Aug 26 - Sep 20, 2024



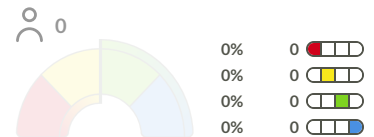
Middle of Year

Jan 6 - Jan 31, 2025



End of Year

Apr 21 - May 16, 2025



Effectiveness of Instructional Support



Beginning of Year >

Reading Composite Scores

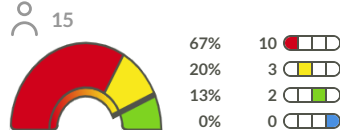
to

Middle of Year >

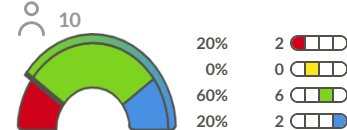
Reading Composite Scores



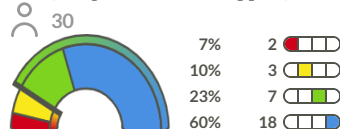
Well Below Benchmark
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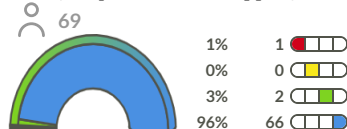
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At Benchmark
(likely to need core support)



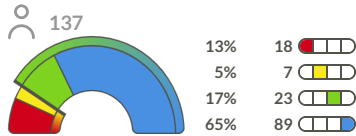
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Benchmark Assessments

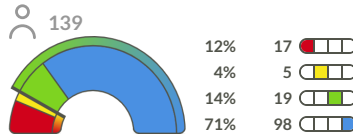
Beginning of Year

Aug 26 - Sep 20, 2024



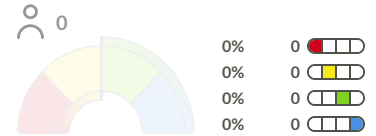
Middle of Year

Jan 6 - Jan 31, 2025



End of Year

Apr 21 - May 16, 2025



Effectiveness of Instructional Support



Beginning of Year >

Reading Composite Scores

to

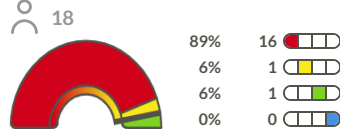
Middle of Year >

Reading Composite Scores



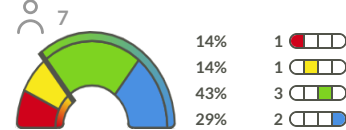
Well Below Benchmark

(likely to need intensive support)



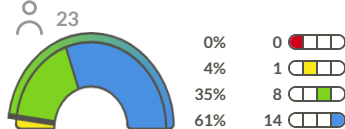
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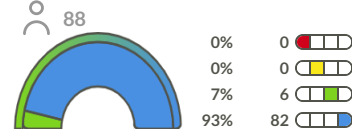
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Above Benchmark

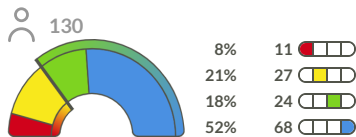
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Benchmark Assessments

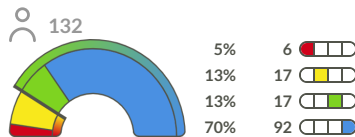
Beginning of Year

Aug 26 - Sep 20, 2024



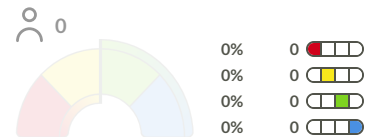
Middle of Year

Jan 6 - Jan 31, 2025



End of Year

Apr 21 - May 16, 2025



Effectiveness of Instructional Support

Beginning of Year >

Math Composite Scores

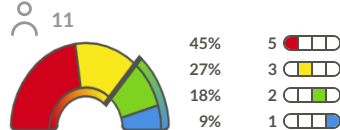
to

Middle of Year >

Math Composite Scores

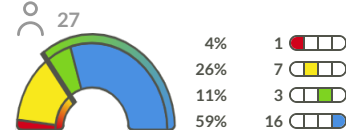
Well Below Benchmark

(likely to need intensive support)



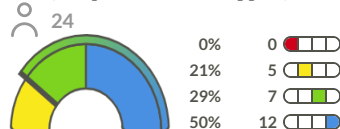
Below Benchmark

(likely to need strategic support)



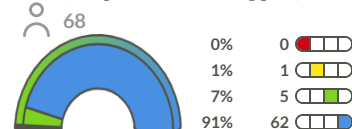
At Benchmark

(likely to need core support)



Above Benchmark

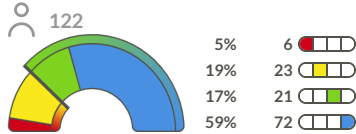
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Benchmark Assessments

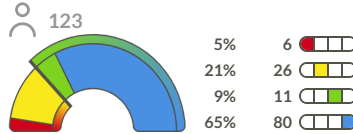
Beginning of Year

Aug 26 - Sep 20, 2024



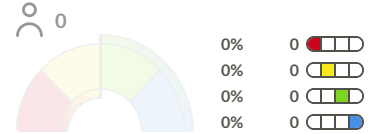
Middle of Year

Jan 6 - Jan 31, 2025



End of Year

Apr 21 - May 16, 2025



Effectiveness of Instructional Support

Beginning of Year >

Math Composite Scores

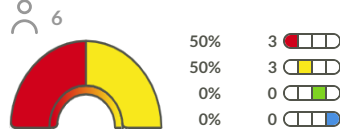
to

Middle of Year >

Math Composite Scores

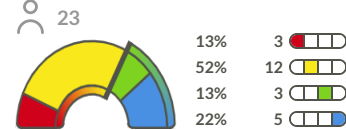
Well Below Benchmark

(likely to need intensive support)



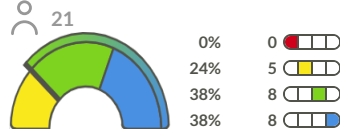
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(likely to need strategic support)



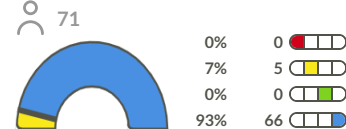
At Benchmark

(likely to need core support)



Above Benchmark

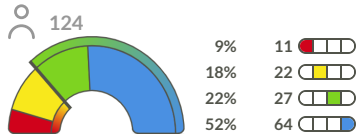
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Benchmark Assessments

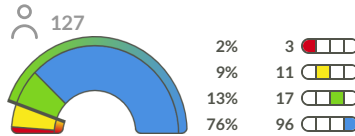
Beginning of Year

Aug 26 - Sep 20, 2024



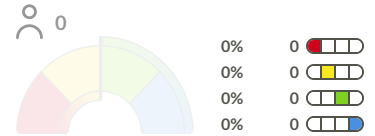
Middle of Year

Jan 6 - Jan 31, 2025



End of Year

Apr 21 - May 16, 2025



Effectiveness of Instructional Support

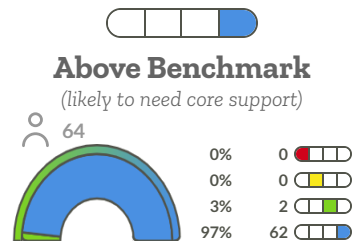
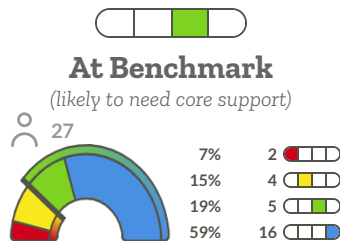
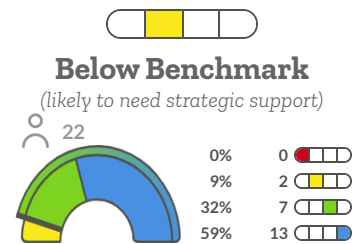
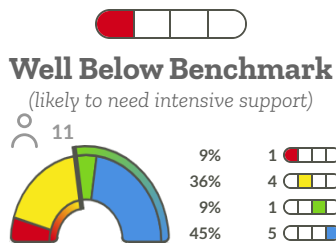
Beginning of Year >

Math Composite Scores

to

Middle of Year >

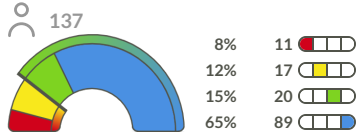
Math Composite Scores



Benchmark Assessments

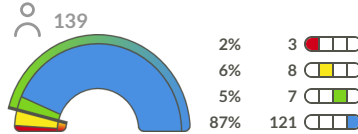
Beginning of Year

Aug 26 - Sep 20, 2024



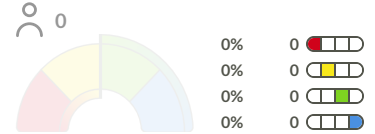
Middle of Year

Jan 6 - Jan 31, 2025



End of Year

Apr 21 - May 16, 2025

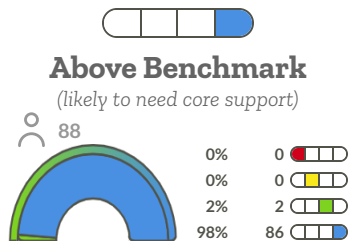
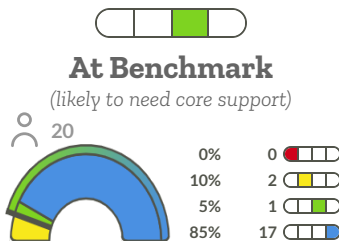
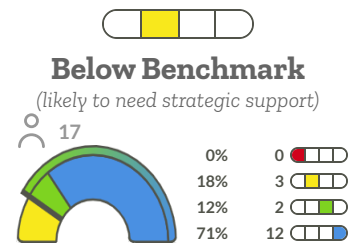
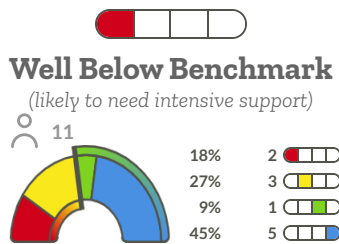


Effectiveness of Instructional Support

Beginning of Year >
Math Composite Scores

to

Middle of Year >
Math Composite Scores



4204 Library Policies and Procedures

OVERVIEW OF LIBRARY

Mission Statement: The mission of the library program for Thomas Edison Charter School is to enrich and support the school community. This entails providing a wide range of quality materials on all appropriate levels of difficulty, providing materials and services that will encourage growth in knowledge and encourage a love of reading.

PERSONNEL

School Librarian Job Description

1. Certification: We strongly prefer that the school librarian is certified by the State of Utah Department of Education with an endorsement in school library/media or is working towards that certification.
2. Administration
 - Manages efficient student and staff use of library print and electronic resources.
 - Develops and administers policies and procedures for an effective library program. e.g. materials selection, collection development, circulation, challenged materials, and copyright.
 - Develops and manages a school library budget based on the needs and goals of the library program.
 - Provides an inviting environment that is conducive to student learning and access to all.
 - Plans long-range goals with faculty and administration.
 - The library collection is cataloged and arranged in a manner that is accessible to all.
 - Evaluates services, materials, and usage in the library on a regular basis identifying strengths and weaknesses.
 - Sets annual goals that are shared with administration and/or librarian counterparts.
3. Collection Development
 - Develops the library's collection to align with the needs of students, staff, and the curriculum.
 - Selects books that support the reading level of all students.
 - Selects professionally reviewed and recommended books that reflect excellence for children and young adults.
 - Collection represents a variety of viewpoints with an emphasis on the selection tools criteria.
 - Promotes reading in all content areas and for recreation.
4. Curriculum and Instruction

- Implements the standards of the state library curriculum.
- Lessons reflect best practices in teaching and learning.
- Monitors students' understanding and corrects or revises lessons to aid in students' understanding.
- Maintains student involvement in the learning task.
- Provides reference services to students, staff, and the community.
- Creates a positive learning environment.
- Makes instructional decisions using student assessment results.
- Fosters positive attitudes towards libraries.

5. Leadership and Professional Development

- Participates in staff and department meetings.
- Engages in professional development outside of the school.
- Keeps current on issues related to library services.
- Provides leadership in the school for information literacy, literacy, technology, and copyright and intellectual freedom issues.
- Reflects on practice.

6. Communication

- Communicates regularly with parents regarding information literacy, recommended readings, and news about programs in the library.
- Communicates with faculty and students about services, materials, programs, and facilities.

7. Collaboration

- Plans the integration of information literacy skills into the school's curriculum with classroom teachers.
- Works as a partner to assist classroom teachers in developing instructional units.
- Seeks input regularly from staff on evaluating the school library collection, services, and programs.
- Meets with teachers to plan collaborative units.

Volunteer Job Description

1. Volunteers ~~will~~ **may** be recruited at the beginning of each year to assist the school librarian during the elementary library skills classes. Training will be provided for those parents who have not assisted in the library before by the school librarian.
2. Volunteers ~~will~~ **may** check in and check out materials to students.
3. Volunteers ~~will~~ **may** organize and shelve the books.
4. Volunteers may perform other duties as needed by the school librarian.

Procedures

COLLECTION DEVELOPMENT

Materials Selection Policy: The School Library of Thomas Edison Charter School collaborates

with classroom teachers in using materials that are an integral part of the curriculum. The materials are selected from several forms of media available for interest, vocabulary, maturity and ability levels for students within the school. The school library attempts to attract students by providing material for reading, reviewing and listening as sources for research, pleasure and recreation and thereby to encourage life-long library users fostering a pleasurable exposure to libraries as a lifelong process.

Collection Development Evaluation: Before selecting materials for the school year, the school librarian will conduct an analysis of the collection to identify areas of strength and weaknesses in the collection. This analysis will help the school librarian focus on areas of need. An analysis may also involve surveying the teachers and students as to items they would like to see added in the collection. After the analysis, a priority for collection development will be created focusing on the areas of need in curriculum topics, changes to the curriculum, lost materials, or student and faculty requests.

Materials will be selected to:

1. Enrich and support the curriculum, taking into account interests and reading level.
2. Foster the development of the student – intellectually, emotionally, culturally and spiritually.
3. Present a variety of points of view to enable the students to develop the ability to read and think critically and make intelligent judgments.
4. Represent all ethnic, religious and cultural backgrounds.
5. Assure a comprehensive and appropriate collection of the highest quality for students placing principle and reason above personal opinion.

Selection Tools: Responsibility for the selection shall be delegated to the school librarian with assistance from the school library review committee as needed based on the following criteria:

1. TECS Curriculum
2. Literary Quality
3. Community Standards

The school librarian may also consider using reviews of books to aid in determining the appropriateness of a book to be added to the collection or not. Reputable, unbiased, professionally prepared selection aids and other professional journals may be used in the selection process as well as teacher, parent, and student input.

Gifts: Gifts may be accepted from outside sources, but will be evaluated as to their acceptance with care in accordance with the above guidelines by the school librarian. Acceptance of gifts does not necessitate that the materials will be retained and/or incorporated by/into the school library. This applies to money or materials given to the school library by individuals, Parent Organizations, or other interest groups, and memorials. If monetary donation is given, the school librarian will make the final decisions on where funds will be spent to benefit the school collection or program.. . If any

gift is not selected for inclusion in the resource collection, the gift material will be passed on to a more appropriate recipient.

Parental Restriction of Individual Student Access

TECS recognizes the right of parents to restrict their children's access to materials they deem inappropriate. However, no parent has the right to make that decision on behalf of other students.

Controversial Materials: Review of questioned materials should be treated objectively, unemotionally, and as a routine matter. Criticisms of library books should first be brought to the school librarian for review. The librarian then brings the book to the Library Review Committee for further evaluation. This committee is created each year from volunteers from the community (i.e. parents, teachers, etc.) Randomly chosen members of the committee will do a blind read and determine the majority consensus on a book's placement. If further consideration is needed, the parent or staff member should fill out the Request for Re-Evaluation of Library Materials that will then be brought to the attention of a re-evaluation committee who will then determine the validity of the objection.

Procedure for Handling Re-Evaluation Requests:

1. If the parent still has an objection to the decision made by the Library Review Committee they have the option to fill out a Request for Re-Evaluation of Library Materials form which can be obtained from the librarian..
2. The material in question shall be reviewed by a re-evaluation committee comprised of the following individuals:
 - (1) School –Principal/Director
 - (1) Director of Instruction
 - (1) Librarian
 - (1) Certified Teacher
 - (1) Member of Governing Board
 - (1) Member of Parent Organization
3. The re-evaluation committee shall function at the call of the School Principal/Director or school librarian upon receipt of a completed form. The material shall be considered with the specific objection in mind. The decision of the re-evaluation committee shall be completed as rapidly as possible and then forwarded to the complainant.
4. The review of questioned materials shall be treated objectively and as an important matter. The best interest of the students, curriculum, school, and the community shall be of paramount consideration.
5. No material shall be removed from the school library until the re-evaluation committee has made a final decision.
6. An individual who initiates three reviews that do not result in the removal of material are barred from additional challenges for the remainder of the school year (Board Rule R277-123).

Handling Sensitive Materials

If an allegation presents a plausible claim that a challenged material constitutes objective or subjective sensitive material, as defined by current state law, the procedures will adjust to reflect the legal process outlined by the most recent House Bill and the Utah State Board of Education. (Section 53G-10-103, *Sensitive Instructional Materials*, Board Rule R277-217, *Educator Standards and LEA Reporting*, Utah Code Sections 76-10-1235, 76-10-1201, 76-10-1203, and 76-10-1227)

This includes but is not limited to:

- The procurer of the material is not allowed to participate in the review process
- If materials are deemed “sensitive” and are removed from the collection, they will be disposed of rather than redistributed.
- An individual may appeal a decision regarding sensitive material to the governing board
- The final decision of a full review will be forwarded to the publisher and the overseeing state agency within 30 days by an appointed LEA representative
- Specific titles will be removed as thresholds are met statewide
- Titles that have been deemed Objective Sensitive Materials will not be allowed on school property

Additional Resources and References: <https://www.schools.utah.gov/curr/librarymedia>

CATALOGING OF BOOKS

The librarian will direct the cataloging of books.

MAINTENANCE (WEEDING, INVENTORY, REPAIR)

Books Needing Repair: Books, which are not extensive in their damage, will require special repairing. Patrons should not mend the books themselves.

Weeding: Weeding is the process by which school library materials that are no longer needed or useful, are removed. Decisions on weeding are the responsibility of the school librarian and will be based on the quality of the information and room on the shelves for storage. Materials will be weeded if they are in poor physical condition, outdated, or no longer true or suitable for users. Duplicates of books whose popularity has decreased may be discarded. Materials rarely used may be withdrawn after considering their value for research.

Inventory: At the end of the school year, the library will close for a period of time before school is out so the school librarian can conduct an inventory of all items in the library using the automated inventory tool in the catalog system. Each item in the library should be scanned to get a reliable account of all materials in the collection. The school librarian will make every effort to locate unaccounted books still checked out by patrons. For a period of time at the end of, or after the school year, the school librarian will send out notices to parents that their child has an item out with the cost of the book if the book cannot be returned.

ACCESS / SCHEDULING

Library Hours: Library opens daily before school and will remain open for a period of time after the

last class is dismissed. Students may use the library before school, lunch hour, and after school. If there is not a scheduled class, the librarian and administration will determine if students may use the library during recess.

Class Schedules: Library class times are scheduled weekly for each class in grades K-5. Any open times or missed library times may be rescheduled with the school librarian directly if there is time available. The library is scheduled for one class only, if other classes would like to meet concurrently, arrangements must be made with the school librarian ahead of time.

Individuals wishing to use the library during non-scheduled times need to have permission from the classroom teacher and proper arrangements need to be made ahead of time with the school librarian.

The following is the weekly schedule:

- Kindergarten through Fifth Grade--30 minutes (including check-out time).
- Middle School (grades 6-8) will attend as scheduled by the teacher.

CIRCULATION

Patron Barcode Labels: Student Barcode labels will be created based on official student IDs.

Proper Check-Out: All materials and resources must be properly checked out through the circulation desk. If the circulation computer is not functioning, a written copy of materials (including patron name and barcode numbers) must be left at the circulation desk before removing items from the school library.

School Library Card: Students will have a library card that will be used during library class. Students in grades K-5 will keep these cards in the library until the end of the school year. Middle school students will be given their cards at the beginning of the school year. It is not necessary for middle school students to have these cards with them to check out a book.

Loan Period: Students K-8 will have a loan period of 2 weeks. Books may be renewed if additional reading time is needed (providing the item is not on hold for another patron). However, students must show books for renewal or prove that it is not lost or damaged at the time of renewal.

Allowed Number of Materials for Check-out:

- Kindergarten and First Grade- students are limited to 1 book at a time.
- Second Grade—students are limited to 2 books at a time.
- Third Grade—students are limited to 3 books at a time.
- Fourth Grade—students are limited to 4 books at a time.
- Fifth Grade through Eighth Grade—students are limited to 5 books at a time.
- Faculty/Staff—50 unless arrangements are made with the librarian
- Parents—the limit to be determined by the individual school librarian

Holds: Students will be allowed to place one or more book(s) on hold at a time. The number will be

set by the librarian.

Reference Materials: All reference materials must remain in the library for usage during the school day; however, the reference materials may be checked-out “overnight” in order to complete assignments. Also, teachers may check out reference materials to be used in the classroom setting for a period of time as needed.

Over Dues and Fines: There will be no overdue fines. Students with overdue books may receive overdue notices. These notices are printed regularly and will be delivered to each student. Individual librarians will determine if a student can check out new books if they have an overdue book on their account.

Books which are lost, stolen, mutilated or damaged in any way, will require replacement by the responsible individual. Replacement prices are based upon prices listed on the MARC records for full replacement value. The school librarian can determine the amount to be charged and whether arrangements can be made for the student to continue to check-out while fines are being worked out or if they are trying to locate the book.

COPYRIGHT: The school librarian will adhere to existing copyright laws and maintain ethical standards in the use of copyrighted materials for instructional purposes.

CORE STANDARDS INSTRUCTION: The school librarian will use the State of Utah Elementary School Library Core Standards when planning instruction for the library classes for grades K-5 (<https://www.uen.org/core/librarymedia>).

BUDGET: The school library program will have an ongoing budget in order to maintain a quality program for the school. The school librarian will have input for developing the budget for that school year. They will be responsible for the spending of the money allotted. ~~The librarian should work with the principal to determine a budget amount and will develop a plan to work within the allotted budget. All purchases are to be approved by the principal.~~

Thomas Edison Charter Schools

2025-2026 Calendar

August 2025						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						13

September 2025						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				21

October 2025						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	21

November 2025						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						17

December 2025						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			15

January 2026						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
						18

February 2026						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
						18

March 2026						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				19

April 2026						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		19

May 2026						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						19

	No School					
	Dismiss at 1:25 pm					
	Parent Teacher Conference—Dismiss at 1:25 pm					
	Parent Teacher Conference—No School					
	Dismiss at 12:15 pm					

School Schedule

Morning greeting begins at 8:09 am

Monday—Thursday: school ends at 2:55 pm

August

18 - Back to School Night

20 - First Day of School

Option A—Aligns with Option 2 of CCSD calendar with the first day of school that Admin wanted. 180 school days with 4 teacher training days in August.

September

1 M Labor Day (NO SCHOOL)

October

3 F End of 1st Grading Period (37 days)
7 T Parent Teacher Conference (Dismiss at 1:25 pm)
8 W Parent Teacher Conference (NO SCHOOL)
9-10 Th-F Fall Break (NO SCHOOL)

November

14 F End of 2nd Grading Period (28 days)
25 T Dismiss at 1:25 pm for Thanksgiving Break
26-28 W-F Thanksgiving Break (NO SCHOOL)

December

22-31 Christmas Break (NO SCHOOL)

January

1-2 Th-F New Year's Break
5 M School Resumes
9 F End of 3rd Grading Period (27 days)
16 & 19 F & M Civil Rights Day Weekend (NO SCHOOL)

February

13 & 16 F & M President's Day Weekend (NO SCHOOL)
20 F End of 4th Grading Period (26 days)

March

4 W Parent Teacher Conference (Dismiss at 1:25 pm)
5 Th Parent Teacher Conference (NO SCHOOL)
6 F NO SCHOOL
30-31 M-T Spring Break (NO SCHOOL)

April

1-3 W-F Spring Break (NO SCHOOL)
10 F End of 5th Grading Period (29 days)

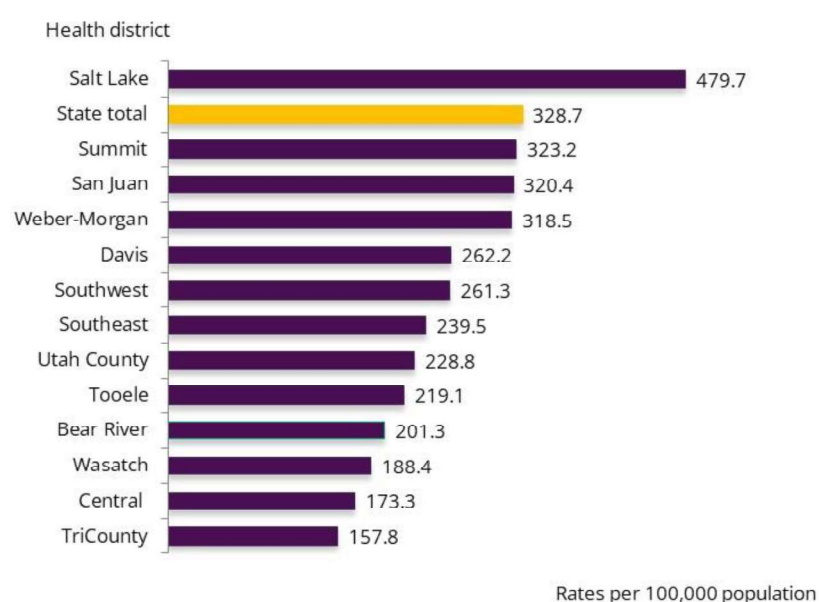
May

22 F Dismiss at 12:15 pm
25 M Memorial Day (NO SCHOOL)
26-27 T-W Last week of school (Dismiss at 1:25 pm)
28 Th Last Day of School (Dismiss at 12:15 pm) (33 days)

Chlamydia by region

In 2022, one LHD in Utah had chlamydia rates higher than the state rate: Salt Lake County health district (479.7 cases per 100,000 population) (Figure 6). Similar to prior years, the majority of chlamydial infections were identified in the 4 health districts along the Wasatch Front (83% of cases): Salt Lake (52% of cases), Utah (14% of cases), Weber-Morgan (8% of cases) and Davis (9% of cases).

Figure 6. Chlamydia rates by local health district, Utah, 2022



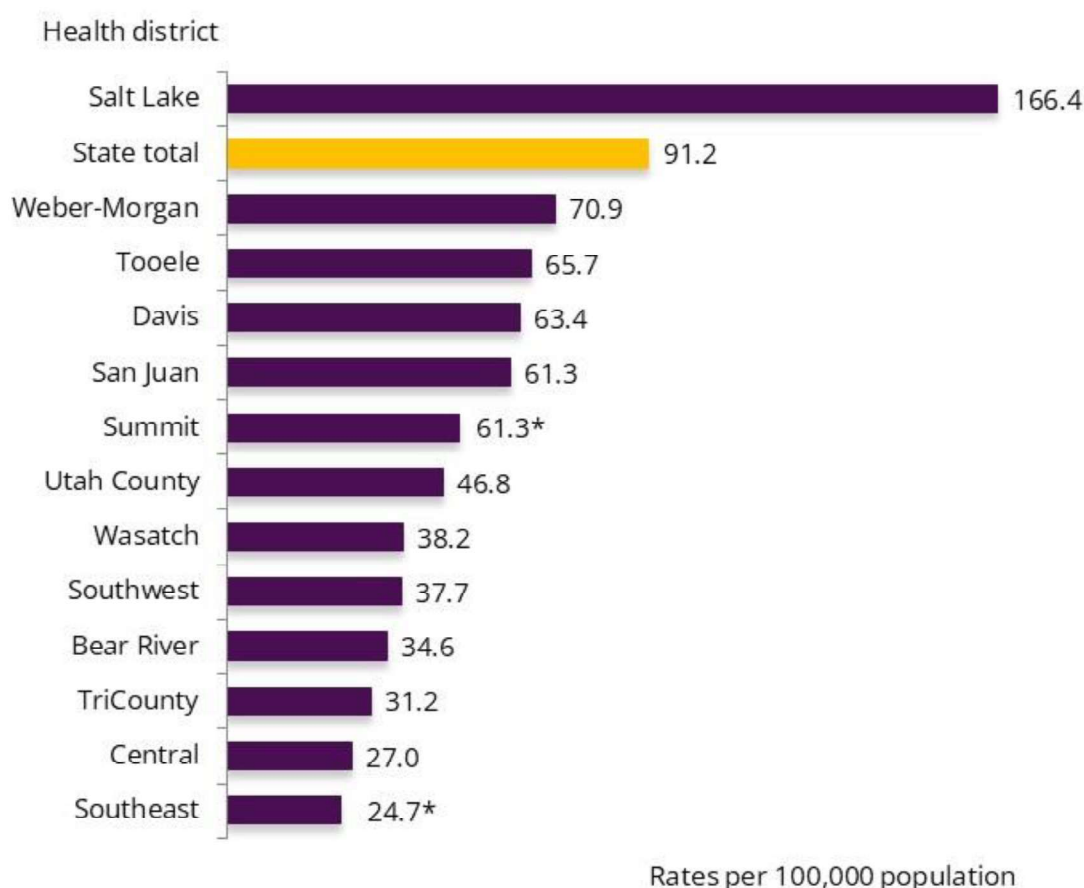
Chlamydia by race/Hispanic ethnicity

In 2022, the highest chlamydia rates among the major racial and ethnic groups in Utah were reported among people who identify as non-Hispanic Black/African Americans (1,513.1 cases per 100,000 population) and individuals who identify as Native Hawaiian or Pacific Islander (1,008.3 cases per 100,000 population), followed by individuals who identify as American Indian/Alaska Native and those who identify as Hispanic populations (722.9 and 673.5 cases per 100,000 population, respectively) (Figure 7). Racial/ethnic minorities continued to be disproportionately affected by chlamydia in 2022. In comparison, rates among people who identify as non-Hispanic White populations were 310.1 cases per 100,000 population.

Gonorrhea by local health district

In 2022, one LHD in Utah had gonorrhea rates higher than the state rate: Salt Lake County health district (163.5 cases per 100,000 population) (Figure 13). Similar to prior years, the majority of cases were identified in 4 health districts along the Wasatch Front (91% of reported cases): Salt Lake (65%), Utah (11%), Davis (8%) and, Weber-Morgan (7%).

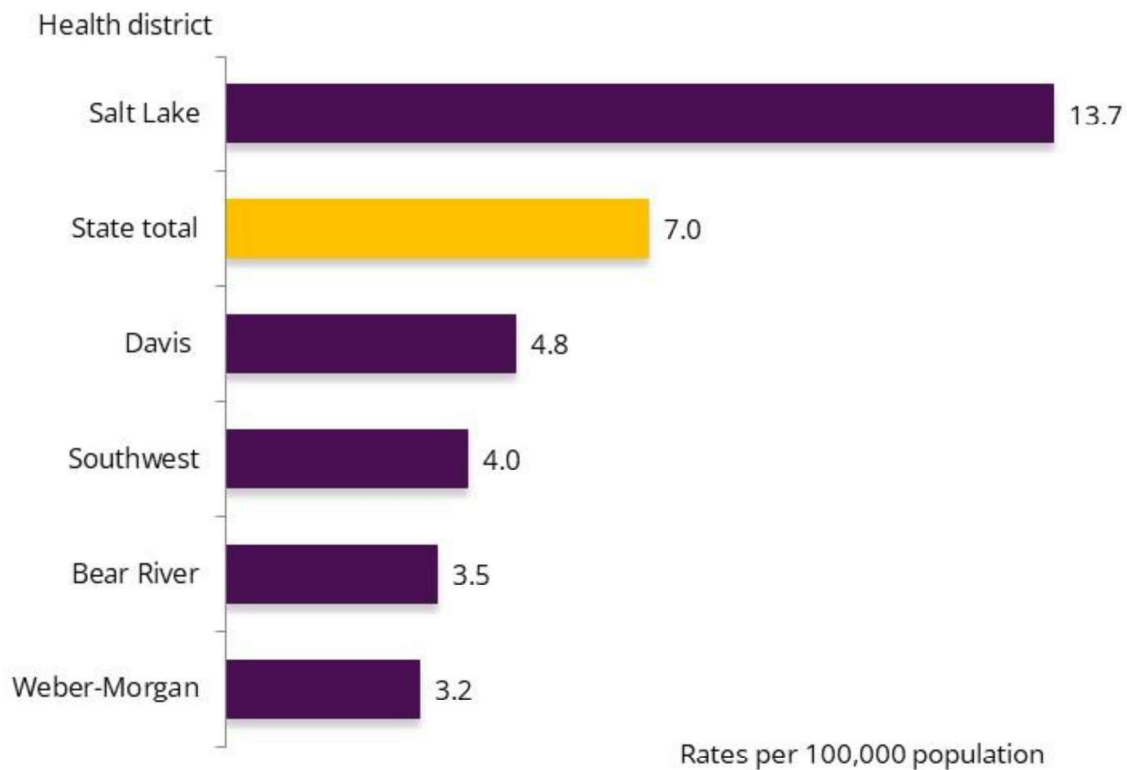
Figure 13. Gonorrhea rates by local health district, Utah, 2022



By local health district

In 2022, one LHD in Utah had gonorrhea rates higher than the state rate: Salt Lake County health district (13.1 cases per 100,000 population) (Figure 18). Similar to prior years, the majority of cases were identified in 4 health districts along the Wasatch Front (88% of reported cases): Salt Lake (65%), Utah (10%), Davis (7%) and, Weber-Morgan (6%).

Figure 18. All stages of syphilis rates by local health district, Utah, 2022



Note: LHDs with suppressed syphilis rates are not displayed on the graph.

HIV & STIs in Utah

2021 Surveillance update

This update is for sexually transmitted infection (STI) surveillance data for the following reportable STIs in Utah: Human immunodeficiency virus (HIV), chlamydia, gonorrhea, and primary and secondary (P&S) syphilis.

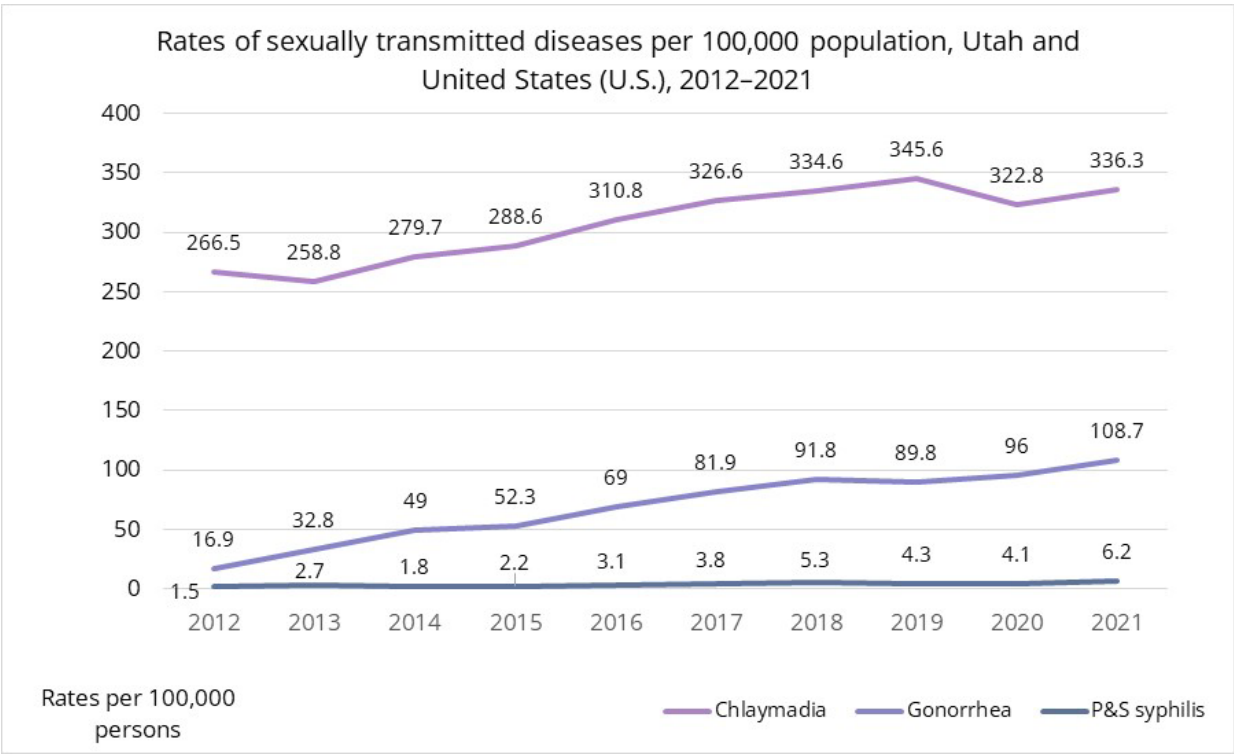
HIV: 135 | Chlamydia: 11,226 | Gonorrhea: 3,627 | P&S syphilis: 207

State STI trends

In 2021, the majority of STIs were reported along the Wasatch Front: 86% of HIV infections, 85% of chlamydia infections, 90% of gonorrhea infections, and 87% of P&S syphilis infections. Approximately 75% of the state’s population live in this area, which suggests there is an over-representation of STI infections in this region.

Racial and ethnic minorities continue to shoulder a disproportionate burden of STIs in Utah. People who are Black or African American make up 1.5% of the population in Utah but account for 3.8% of all STI cases. People who are Hispanic or Latino make up 14.8% of Utah’s population and account for 21.2% of all STI cases.

All reportable STIs represent 10-year highs, except HIV. Increases in rates could be attributed to health service availability and access to testing after the COVID-19 pandemic. It is difficult to determine conclusively if these trend deviations were caused by a change in sexual behaviors and/or testing behaviors, or by an unrelated set of circumstances.



Chlamydia

Chlamydia infections continue to be the most frequently reported STI in Utah. In 2021, the rate of chlamydia was 336.4 per 100,000 persons. This is an increase of 4.9% from 2020. Females averaged twice the rate of males, likely a result of higher rates of screening in women. The majority of chlamydia cases (58%) were among persons aged 15–24. Racial/ethnic minorities continued to be disproportionately affected by chlamydia in 2021 with the highest rates seen in people who are Black/African American (1627.7), Native Hawaiian/Pacific Islander (855.5) and American Indian/Alaska Native (789.9).

Gonorrhea

In 2021, the gonorrhea case rate was 108.7 cases per 100,000 persons which represents a 13.7% increase from the 2020 rate, and a 33.5% rate increase over the past 5 years. This is more than a 1,008% rate increase since a low in 2011. It was the second most frequently reported STI in Utah. In 2021, 42% of gonorrhea cases were reported in people aged 20–29. Of the male gonorrhea cases, 42% were among men who have sex with men (MSM). This high rate in MSM likely is the reason the rate of gonorrhea in males has consistently been higher than among females over the past 10 years. Racial/ethnic minorities continued to be disproportionately affected by gonorrhea in 2021 with the highest rates seen in people who are Black/African American (891.9), American Indian/Native Alaska (290.2), and Native Hawaiian/Pacific Islander (243.9).

P&S syphilis

P&S syphilis rates continue to rise with a rate of 6.2 cases per 100,000 persons. This represents a 51.2% increase from the 2020 rate, and a 63.1% increase in the past 5 years. In 2021, 71% of P&S syphilis cases were in MSM. Similar to what is observed with gonorrhea, rates in males were significantly higher than in females. The highest rates were among people aged 25–34 which accounts for 39% of all cases. Racial/ethnic minorities continued to be disproportionately affected by gonorrhea in 2021 with the highest rates seen in people who are Black/African American (37.8), Hispanic (11.9), and Native Hawaiian/Pacific Islander (11.4).

For more information on the rates of STIs and HIV in Utah, contact: Utah Department of Health and Human Services (DHHS) Office of Communicable Diseases at 801-538-6191 or visit <https://epi.health.utah.gov/sexually-transmitted-disease/>

For more information on STI risks, symptoms, treatment, and prevention, visit <https://catchtheanswers.utah.gov/>

HIV & STIs in Utah

2021 Surveillance update

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HIV: 135 | Chlamydia: 11,226 | Gonorrhea: 3,627 | P&S syphilis: 207

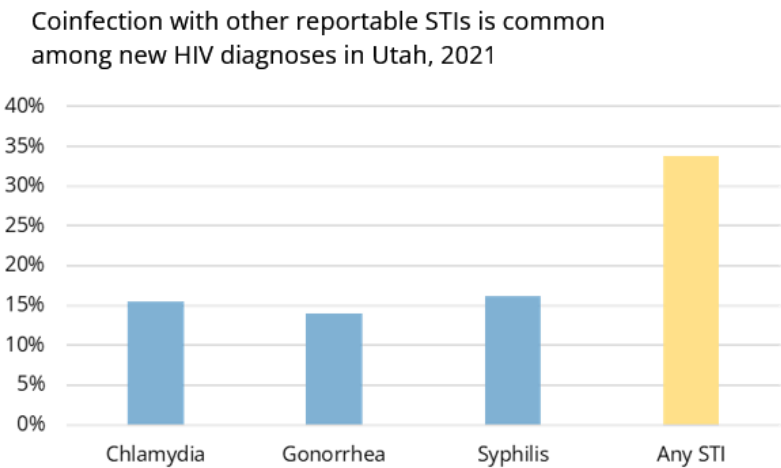
HIV

In 2021, 135 new HIV diagnoses were reported for a rate of 4.0 cases per 100,000 persons. This reflects no change in the rate of cases from 2020.

Males consistently shoulder a much higher burden of HIV diagnoses than females. Most new diagnoses consistently occur in young men between the ages of 25 and 34.

MSM contact is the leading route of HIV transmission in Utah, followed by those who experience both MSM contact and intravenous drug use.

Approximately 1 in 3 new HIV diagnoses in 2021 were known to be co-infected with a reportable STI at the time of their HIV diagnosis. This demonstrates a significant overlap in at-risk populations. It is also medically consistent, as STIs often create skin abrasions or sores which may act as a portal for HIV to enter the body.



Note: The total percentages of individual STIs in the figure below is greater than the “Any STI” column because many clients were coinfectd with more than one STI.

For information on HIV prevention, testing, and treatment resources, visit <https://hivandme.com/>

For information on Ryan White Part B program, visit: <https://ptc.health.utah.gov/treatment/ryan-white>

Reported cases and rates of HIV and STIs, Utah, 2017–2021

	2017		2018		2019		2020		2021	
	Cases	Rate [§]	Cases	Rate [§]	Cases	Rate [§]	Cases	Rate [§]	Cases	Rate [§]
HIV	117	3.8	122	3.9	133	4.1	133	4.1	135	4.0
PLWDH [¶]	2,411	77.7	2,620	83.1	2,724	85.0	2,908	88.8	3,085	92
Chlamydia	10,135	326.8	10,558	334.8	11,072	345.4	10,488	320.4	11,226	336.3
Gonorrhea	2,541	81.9	2,895	91.8	2,884	90.0	3,127	95.5	3,627	108.7
Syphilis, primary	47	1.5	77	2.4	53	1.7	67	2.0	84	2.5
Syphilis, secondary	71	2.3	93	2.9	86	2.7	68	2.1	123	3.7
Syphilis, early latent	87	2.8	105	3.3	120	3.7	82	2.5	132	4.0
Syphilis, late or unknown	98	3.2	147	4.7	172	5.4	138	4.2	195	5.8
Syphilis, congenital	0	0.0	<11	—	<11	—	<11	—	<11	—

Reported cases and rates of HIV and STIs by local health district, Utah, 2021

	HIV		Chlamydia		Gonorrhea		P&S Syphilis		EL Syphilis	
	Cases	Rate [§]	Cases	Rate [§]	Cases	Rate [§]	Cases	Rate [§]	Cases	Rate [§]
Bear River	0	0.0	428	214.3	62	31.0	<11	—	<11	—
Central Utah	0	0.0	146	181.6	28	34.8	<11	—	<11	—
Davis County	<11	1.9*	965	275.1	254	72.4	22	6.1	<11	—
Salt Lake County	84	7.2	5,832	491.6	2,346	197.7	117	10.0	89	7.5
San Juan	<11	—	42	289.9	13	89.7	<11	—	0	0.0
Southeastern Utah	<11	—	81	202.5	15	37.5	0	0.0	0	0.0
Southwest Utah	<11	1.9*	674	247.7	152	55.9	14	5.3	<11	—
Summit County	<11	—	111	257.6	22	51.1	<11	—	0	0.0
Tooele County	<11	—	197	257.0	76	99.2	<11	6.9*	<11	—
TriCounty	0	0.0	126	221.2	23	40.4	<11	—	<11	—
Utah County	23	3.4	1,603	234.0	349	50.9	22	3.3	21	3.1
Wasatch County	0	0.0	51	141.0	19	52.5	0	0.0	0	0.0
Weber-Morgan	<11	3.4*	970	362.1	268	95.8	14	5.2	<11	3.2*
Total cases	135		11,226		3,627		207		132	

[§] Rate per 100,000 persons

[¶] Estimated number of PLWDH as of December 31 of the reported year (does not include new HIV diagnoses)

* Use caution in interpreting, the estimate has a relative standard error greater than 30% and does not meet DHHS standards for reliability. Rate estimates with relative standard errors greater than 50% have been suppressed.

The data sources: DHHS, UT-NEDSS (reportable disease surveillance system) and population data from Utah Population Committee estimates by the Kem C. Gardner Policy Institute.

Important facts

Data views

by race, Utah, 2023

by ethnicity, Utah, 2023

by local health district, Utah, 2023

by Utah Small Area, 2021-2023

Utah and U.S., 2009-2023

Related indicators

Available services

Other resources & links

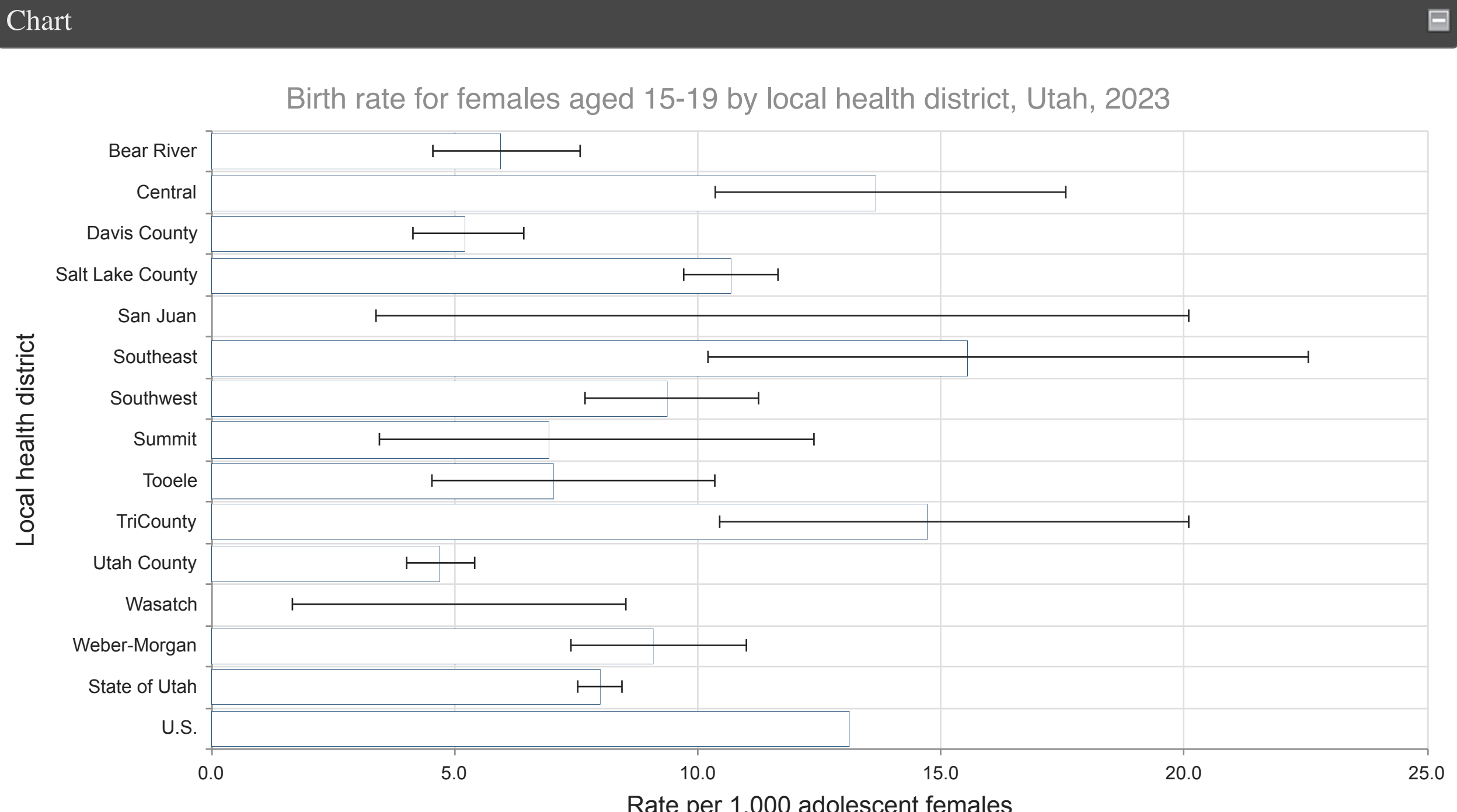
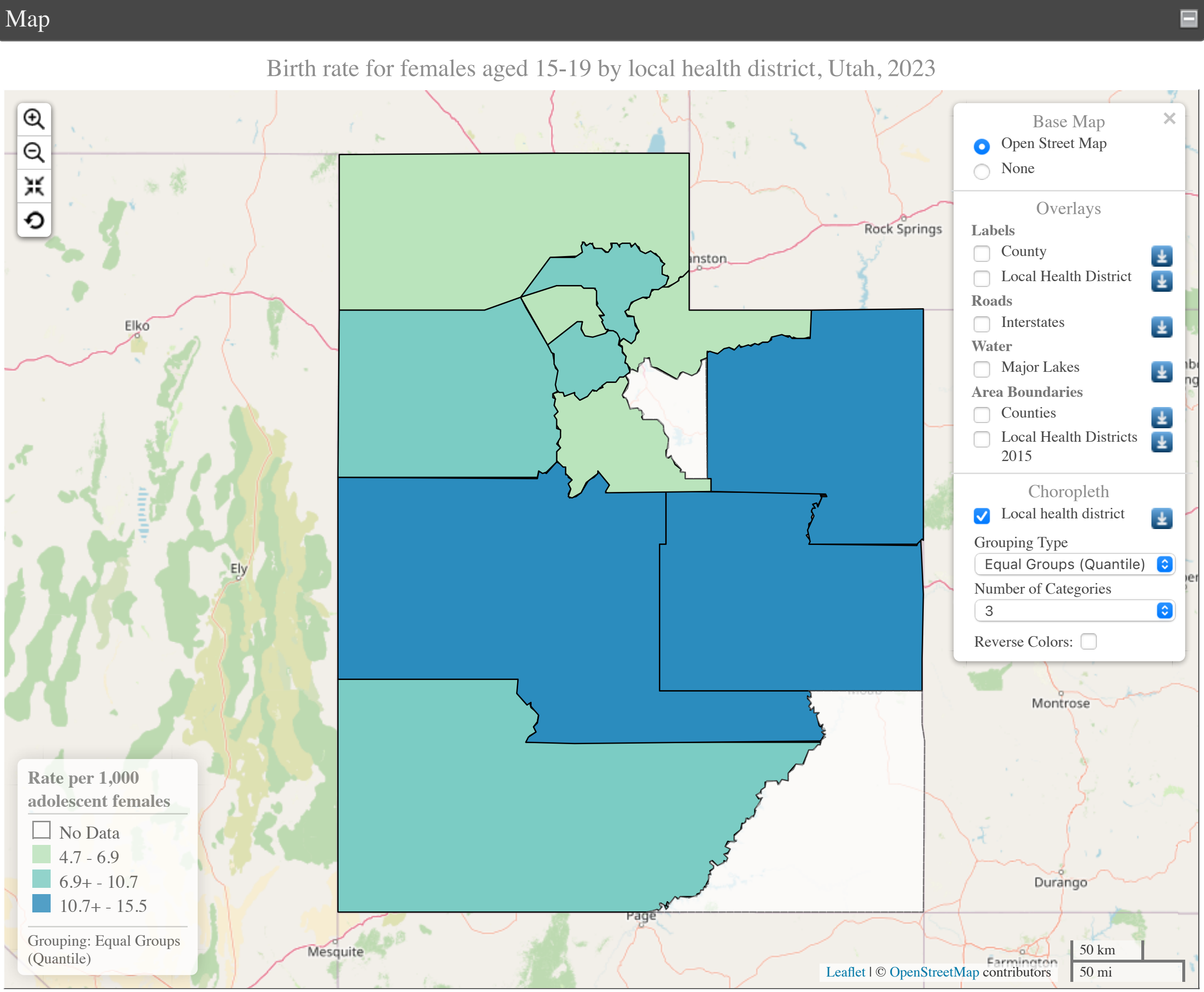
Full report (no graphs)

Health Indicator Report of Adolescent births

Why Is This Important?

Research indicates that bearing a child during adolescence is associated with long-term difficulties for the mother, her child, and society. These consequences are often attributable to poverty and other adverse socioeconomic circumstances that frequently accompany early childbearing.

Compared to babies born to older mothers, babies born to adolescent mothers, particularly young adolescent mothers, are at higher risk of low birth weight and infant mortality. These babies are more likely to grow up in homes that offer lower levels of emotional support and cognitive stimulation, and they are less likely to earn a high school diploma. For mothers, giving birth during adolescence is associated with limited educational attainment, which in turn can reduce future employment prospects and earning potential.



Data Table

Birth rate for females aged 15-19 by local health district, Utah, 2023						
Local health district	Rate per 1,000 adolescent females	Lower 95% CI	Upper 95% CI	Numerator	Denominator	Other
Bear River	5.9	4.6	7.6	63	10,618	
Central	13.6	10.4	17.6	59	4,330	
Davis County	5.2	4.2	6.4	84	16,163	
Salt Lake County	10.7	9.7	11.7	475	44,561	
San Juan	**	3.4	20.1	n/a	n/a	**
Southeast	15.5	10.2	22.6	27	1,740	
Southwest	9.4	7.7	11.3	111	11,869	
Summit	6.9	3.5	12.4	11	1,587	*
Tooele	7.0	4.5	10.4	25	3,563	
TriCounty	14.7	10.5	20.1	39	2,651	
Utah County	4.7	4.0	5.4	178	38,008	
Wasatch	**	1.7	8.5	n/a	n/a	**
Weber-Morgan	9.1	7.4	11.0	102	11,243	
State of Utah	8.0	7.5	8.4	1,187	148,672	
U.S.	13.1	n/a	n/a	n/a	n/a	***

Data Notes

Notes

*Use caution in interpreting; the estimate has a coefficient of variation >30% and is therefore deemed unreliable by Utah Department of Health and Human Services standards.

**The estimate has been suppressed because 1) the relative standard error is greater than 50% or the relative standard error can't be determined, 2) the observed number of events is very small and not appropriate for publication.

***2023 provisional data

- Data Sources
- Utah Birth Certificate Database, Office of Vital Records and Statistics, Utah Department of Health and Human Services
 - For years 2010 and later, the population estimates are provided by the Kem C. Gardner Policy Institute, Utah state and county annual population estimates are by single year of age and sex, IBIS Version 2023
 - National Vital Statistics System, National Center for Health Statistics, U.S. Centers for Disease Control and Prevention

Data Interpretation Issues

The adolescent birth rate does not include abortions or miscarriages, and is an underestimate of the adolescent pregnancy rate.

Other Views

Health Indicator Definition

Health Objectives and Targets

Current Outlook

Health Improvement



Utah Division of Child & Family Services

2024 annual report



Utah Department of
Health & Human Services
Child & Family Services

Table of contents

3	Director's message
5	Overview of services
6	Child Protective Services (CPS)
9	In-home services
10	Kinship and foster care
12	Exiting foster care
13	Critical community-based services
16	Annual budget
17	Workforce and training

Please note: Data in this report is measured by state fiscal year (FY) (July 1 through June 30) unless otherwise indicated.

Director's message



As we present this year's annual report, I want to express my deepest gratitude to our exceptional team and dedicated child welfare partners. These outcomes reflect not just the hard work of our division but the collective efforts of the entire child welfare community. Our work is complex and challenging, but we have made significant progress in supporting the safety and well-being of children and families.

Each day, we navigate difficult and sensitive situations while focusing on child safety and the well-being of families as a top priority. Despite these challenges, this year's annual report highlights the accomplishments that result from these efforts and reflects our shared commitment to positive change.

Together, focused on our shared goal, we are supporting positive outcomes that are truly making a lasting difference in the lives of Utah's children and families. Our commitment and collaboration are not just words but actions that provide care and support to the most vulnerable members of our community. Our work is a source of pride and a testament to our connection with the community we serve.

As we look to the future, we reiterate our unwavering commitment to our mission of safe children, strengthened families. We will build on this year's achievements and continue our efforts to create quality outcomes for all those we serve. Our dedication to this mission should reassure you of our continued commitment and the confidence we have in our collective ability to make a difference.

A handwritten signature in black ink, appearing to read 'Tonya Myrup'.

Tonya Myrup, LCSW
Director, Division of Child and Family Services

Utah Division of Child and Family Services (DCFS)

Safe children

Safety is the reason we exist. At DCFS our mission is to keep children safe from abuse and neglect by working with communities and strengthening families.

Strengthened families

A child's physical and emotional well-being largely exists within the context of the adults in their life. When a family is strengthened through individualized, trauma-informed, community-based services that are both safety driven and family driven, an environment that promotes child safety and well-being is created.

Supported workforce

Our most important resource in achieving success with children and families is our staff. They enter the lives of children and families at times of crisis and vulnerability. The professionalism and skill of our staff in engaging, teaming, assessing, planning, and intervening with families are essential to good outcomes. Due to the complex and critical nature of child welfare, our community expects and deserves a well trained, experienced, ethical, compassionate, and supported workforce.



Integrated service community

DCFS is not the child welfare system – we are the child welfare agency within a much larger social service continuum. Our ability to provide timely, effective, and extensive services to our most vulnerable populations is integrated within a robust network of legal partners and private and public community providers.

Services provided

Child Protective Services is a short-term intervention to assess a child's risk for abuse, neglect, or dependency. Services are provided to keep children in the home and families intact whenever safely possible.

In-home services keep children who have been assessed to be at risk of abuse and neglect safely with their parents. Services may include parent supports, child safety planning, and linking the family to community resources.

Foster care is a temporary intervention for children who are unable to remain safely in their homes. Once a child is placed in DCFS custody the goal is to provide a safe, stable, and loving environment until they can be safely reunited with their family. DCFS must consider a placement with a non-custodial parent, relative, friend, or former foster parent before considering other placements.

Kinship care allows a child to stay in the care of a family member or friend who is willing to meet all of the child's needs, including working with the child's parents or guardian so they can return home. Sometimes kin placements provide a permanent home for the child in the event they cannot safely return home.

Transition to adult living (TAL) services provide support to youth ages 14 to 21 who are transitioning from foster care to adult living. The program utilizes a network of organizations and offers services including academic mentoring, financial planning, career preparation, and limited financial assistance.

Transition to adult living (TAL) aftercare services provide support to youth who have aged out of foster care, or who obtained permanency through adoption or custody and guardianship at the age of 16 or older through their 23rd birthday. Services include case management for independent living needs, and limited financial assistance for education, transportation, personal care, work related expenses, and housing.

Adoption services support children who cannot reunify safely with their family. Children may be adopted by relatives, families who fostered them, or other families seeking to provide a loving home for a child.

Prevention of child abuse and neglect is a focus of DCFS through the support of community programs. These services include parenting classes, evidence-based home visitation programs, statewide community and school-based education presentations, support to grandparents raising grandchildren, and 17 crisis and respite nurseries in local Family Support Centers across the state.

Domestic violence services funding is provided by DCFS to help support domestic violence shelters and outreach services, therapy for victims of domestic violence, and other resources including the state's domestic violence hotline.

Child Protective Services (CPS)

Reports of alleged child abuse or neglect come to a centralized intake office. A trained professional collects information to find out if the report meets the criteria to open an investigation.

Allegations must meet the child abuse and neglect statutes outlined in Utah state law in order for DCFS to open an investigation. Sometimes reports to our hotline may sound concerning, but don't qualify as child abuse or neglect under state law.

Reports that don't meet the criteria to open an investigation are documented in our child welfare information system as unaccepted. Reports that do meet the criteria of child abuse or neglect are then assigned to Child Protective Services (CPS) workers. Most of the time, the intake worker does not make this decision alone. A supervisor or licensed social worker helps make the decision whether it rises to the level of abuse or neglect under state law. They also look at any history of the involvement with DCFS to assist in this decision.

The moment CPS becomes involved with a family, our goal is to assess for safety concerns, work with the family to create a safety plan, and provide effective interventions that promote child safety and strengthen parents.

During a CPS investigation, a caseworker collects different types of information and evidence of child abuse or neglect, conducts interviews, and does safety and risk assessments.

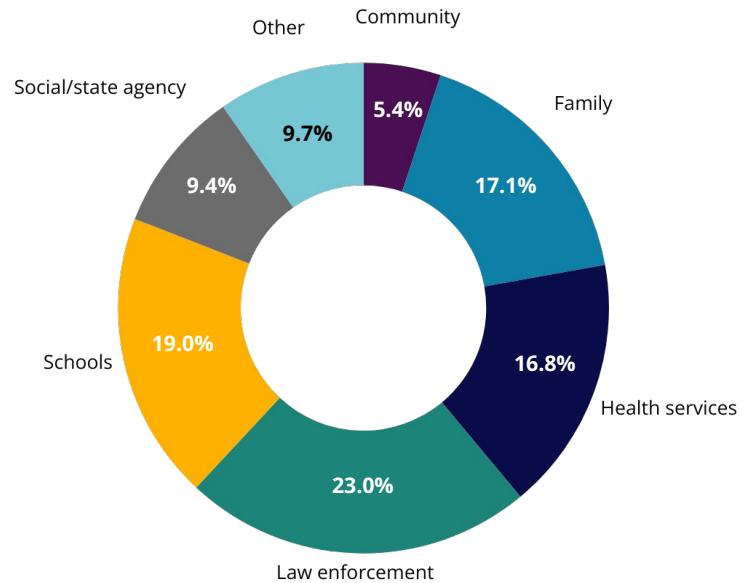
- Review any involvement the child or family had with DCFS in the past.
- Interviews with child, parent, and caregiver.
- Interviews with person alleged to be responsible for abuse or neglect.
- Interviews with third-party collateral contacts, like teachers or doctors.
- Conduct an assessment of safety and risk.
- Suicide screener on every child age 10 and older (this is also conducted regularly as a part of in-home and foster care services).
- Safe sleep assessment if a mother is pregnant or if there is a child 12 months or younger.
- Developmental milestone checklist for children who are non-verbal or younger than age 5.
- A home visit or unannounced home visit.

Child Protective Services (CPS)

FY 24 in review:

- **48,542 reports** of abuse or neglect were received by intake in FY 24.
- **22,650 reports** met the criteria necessary to open CPS investigation.
- **8,791 confirmed victims** of child abuse or neglect.
- **70.2%** of the alleged perpetrators were the victim's parent. **16.2%** were other relatives.
- **18.1% of supported abuse or neglect cases** had domestic violence related child abuse as a contributing factor.

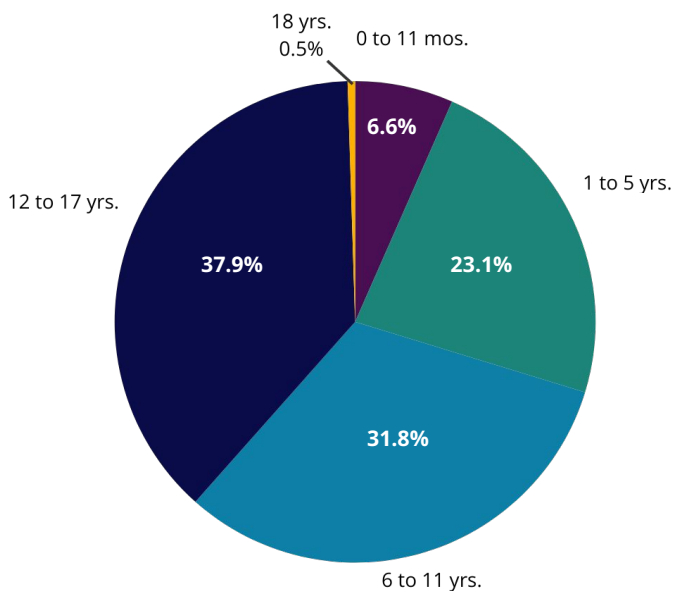
Sources of reports accepted for assessment in FY24



FY 24 in review continued:

- **6,706** of the 8,791 victims of child abuse or neglect were able to remain safely at home without subsequent DCFS involvement within the year.
- **1,967 cases** received in-home services from DCFS.
- **91.2%** of confirmed victims **did not** experience repeat maltreatment within 12 months of DCFS services.
- **Approximately 2 of every 1,000 children*** enter foster care in Utah, while the national average is 5 of every 1,000 children.

Victims by age in FY24



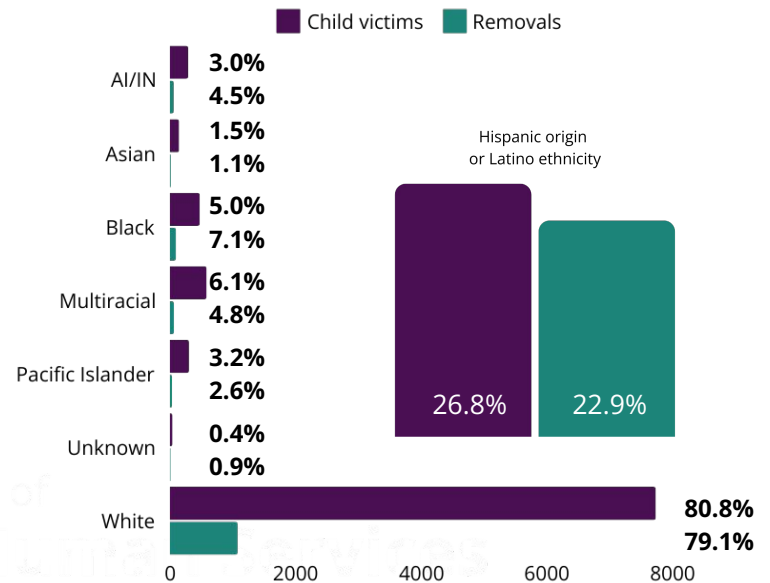
*Based on [2021 National Kids Count](https://datacenter.kidscount.org/) data, datacenter.kidscount.org.

Child Protective Services (CPS)

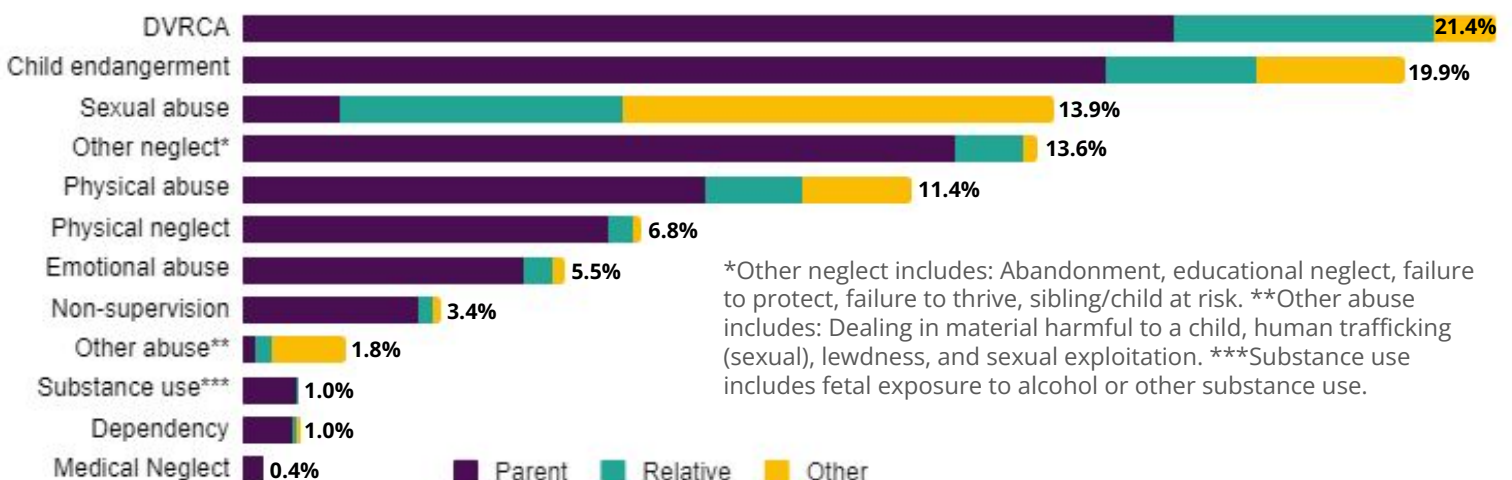
DCFS' work in child welfare brings us into communities and lives of diverse families with diverse needs. DCFS is committed to making every effort to treat all families with respect and dignity, while making sure they receive interventions that support the family's success.

DCFS continues to research best practices that focus on positive outcomes for children and families., DCFS seeks input from people with lived experience and partners with researchers while using data to develop strategies at various points in the child welfare process. These collaborative efforts increase effectiveness, reduce disparities, and improve the experience of the children and families we serve.

Race among confirmed child victims vs. removals into foster case in FY24



Confirmed allegations by type and relationship of individual responsible for abuse or neglect to child victim, FY24



*Other neglect includes: Abandonment, educational neglect, failure to protect, failure to thrive, sibling/child at risk. **Other abuse includes: Dealing in material harmful to a child, human trafficking (sexual), lewdness, and sexual exploitation. ***Substance use includes fetal exposure to alcohol or other substance use.

In-home services

DCFS believes that children should remain with their families whenever safely possible. Most parents who are involved with DCFS are able to keep their children safely at home with the right help and support. We take a family-centered approach to providing services and support. Each family is unique and diverse. We try to tailor services to their strengths and needs by respecting their financial circumstances, beliefs, culture, values, practices, and traditions.

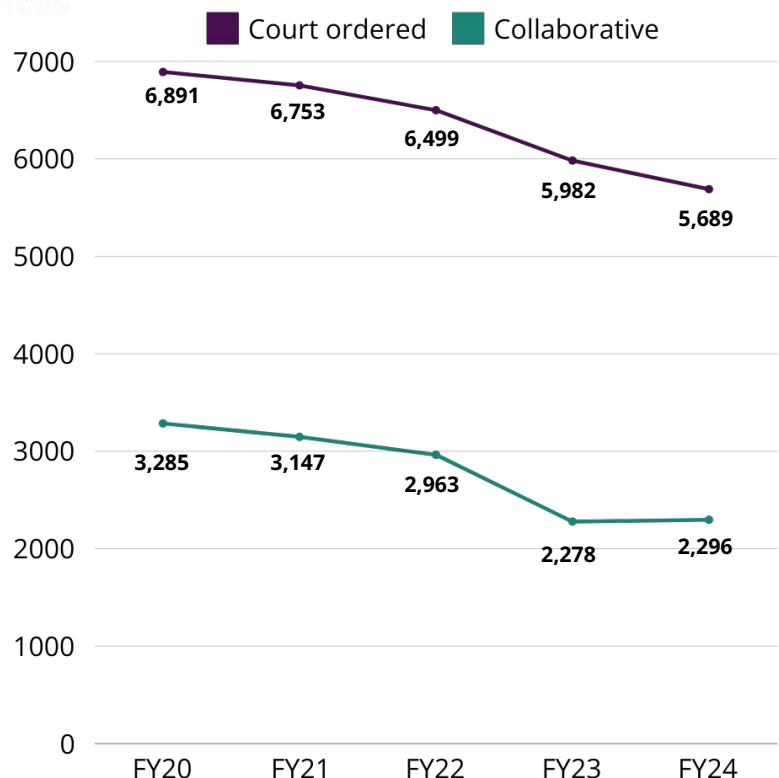
Kids have better outcomes if their parents are involved with their caseworker early on. We try to focus on strengths and needs that are most relevant to each child and involve the parents in selecting the services and resources they need most.

Services can include teaching parenting skills, developing child safety plans, teaching conflict resolution, and linking the family to evidence-based community resources including mental health treatment and substance use disorder treatment.

FY 24 in review:

- **1,967 cases** received in-home services.
- **88.1%** of in-home services child clients **did not** have a subsequent supported CPS case within 12 months of case closure.
- **95.6%** of in-home services child clients **did not** enter foster care within 12 months of the in-home case closure.
- On average court-ordered in-home services cases were open for **208 days**.
- On average collaborative (voluntary) in-home services cases were open for **131 days**.

Adult and child clients receiving in-home services



Kinship care

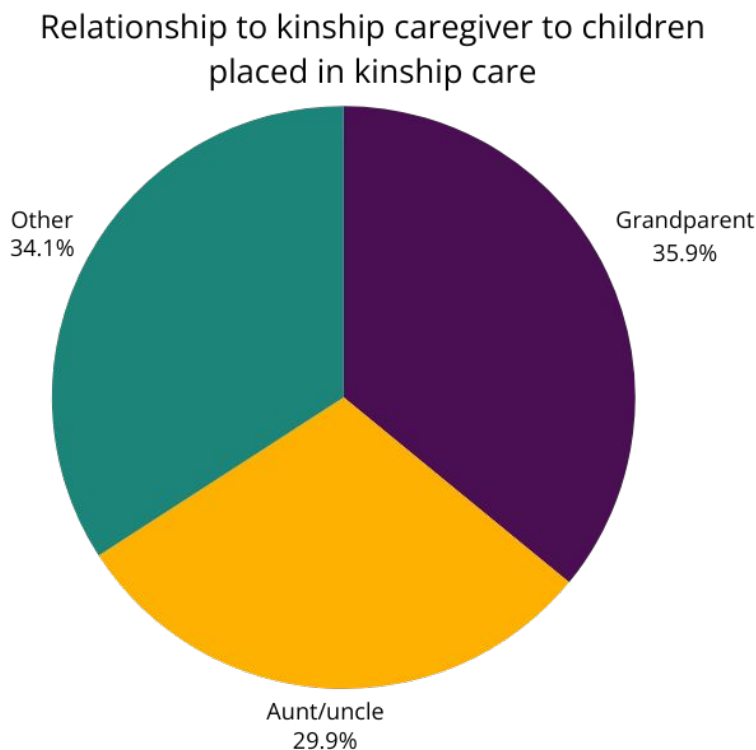
The first priority for DCFS is to maintain a child safely at home. When children are unable to safely remain in their own homes, foster care acts as a temporary intervention until children are able to be safely reunited with their family.

Safety, health, and the best interest of the child drive all placement decisions. Kinship is a priority if a child must be removed from their home. It reduces trauma to the child and helps keep them connected to their family and maintain a sense of belonging. Keeping siblings together is also critically important. We can help reduce the overall trauma by keeping kids connected to their family, school, community, and culture by placing them with relatives or someone familiar to them.

DCFS makes active efforts to locate potential kinship caregivers for placement to build and sustain family connections for the child. In cases where reasonable efforts to reunify the child and parent were not successful, custody or adoption by a relative is pursued.

FY 24 in review:

- **43.7% of days** foster children spent in foster care were spent in a kin placement.
- **90.4%** of children who exited foster care to a relative in FY 23 did not receive subsequent CPS services within 12 months.
- **95.0%** of children who exited foster care to a relative in FY 23 did not re-enter foster care within 12 months.



Foster care

Foster care is provided to children who cannot safely remain in their homes. Children in foster care may live with relatives or with unrelated foster parents. Foster care can also refer to placement settings such as group homes, residential care facilities, emergency shelters, and supervised independent living.

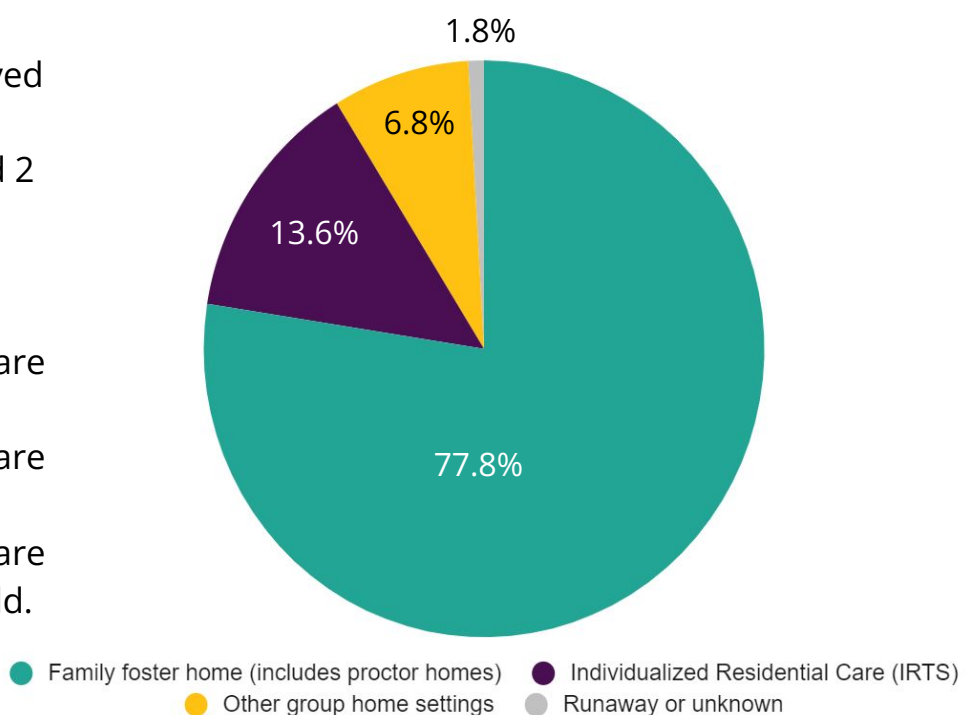
DCFS utilizes an evidence-based assessment tool to determine the recommended level of care for children in foster care, referred to as the Utah Family and Children Engagement Tool (UFACET). The UFACET has a built-in algorithm that utilizes identified patterns of need to determine an appropriate level of care for the child.

The first three levels, Level I, Level II, and Level III, are most frequently provided in foster family homes licensed by the DHHS Office of Licensing (OL). Occasionally these services are provided to children in proctor homes, i.e. when foster family homes are not available or when siblings of a child in proctor care are placed together. Children with severe emotional or behavioral difficulties that cannot be cared for in traditional family settings because of a need for more intensive supervision and treatment may be placed in higher levels of care (Levels IV, V, or VI) through contracts with licensed providers.

FY 24 in review:

- **3,133 children** received foster care services.
- **80.2%** of children that received foster care services for less than 12 months experienced 2 or fewer placements.
- **1,275** children were newly placed in foster care.
- **34.7%** of children in foster care were aged 0 to 5 years old.
- **34.4%** of children in foster care were aged 6 to 13 years old.
- **30.9%** of children in foster care were aged 14 to 18+ years old.

Placement level of youth in care, June 30, 2024



Exiting foster care

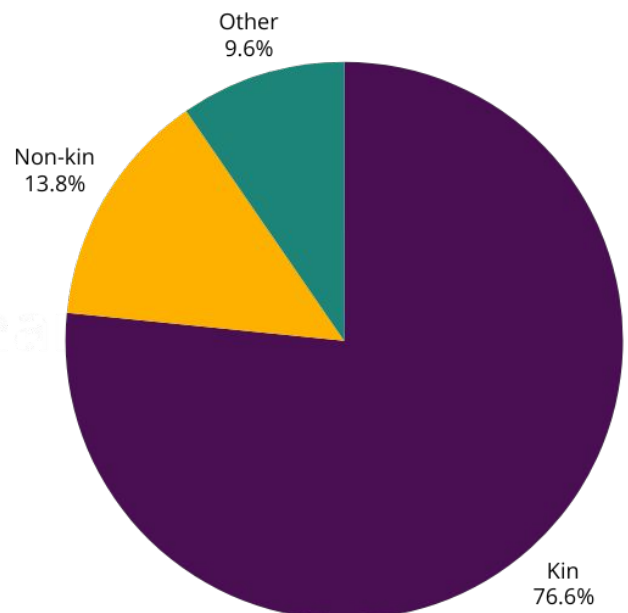
Reunification is the goal for the child and family in almost every case. While DCFS works to reunify the child with the parent, the court requires DCFS to also create an alternative permanency plan for the child at the same time—in case reunification is not possible. This helps make sure children do not linger in foster care.

Every child deserves safety, stability and permanency. For children who cannot reunify safely with their family, DCFS seeks to find a safe, nurturing and permanent family through adoption or guardianship.

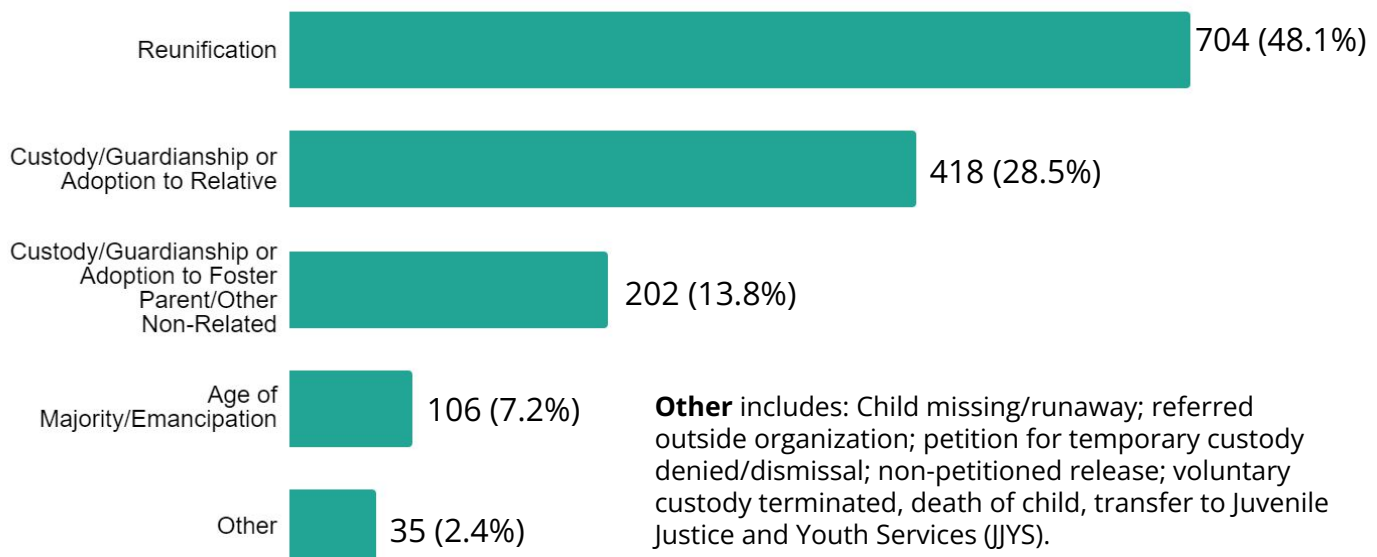
FY 24 in review:

- **1,465** children exited foster care.
- Average time in care for children exiting foster care was **12.9 months**.
- Average time in care for children reunified with their family was **10.5 months**.
- Average time in care for children that were adopted was **21.2 months**.

Relationship of caregiver to children when exiting foster care



Reasons children exited foster care



Substance use-disorder

We recognize substance use disorders (SUDs) as a health crisis that affects countless Utah families. The majority of cases requiring a child welfare intervention involve substance use.

Our goal is always for the child to remain in the home whenever safely possible while we work to connect the parent or caregiver to services to help build their long-term capacity to safely care for their children.

Utah has several residential substance use disorder treatment programs that allow young children, including children in foster care, to reside with their parents while completing treatment.

FY 24 in review:

- **829** children newly placed in foster care were from families affected by substance use.
- **244** children have been placed with a parent in a SUD residential treatment program to date since this service could be federally funded for children in foster care in Utah.
- **78%** of children placed with a parent in a SUD residential treatment program successfully reunified with a parent at the time of case closure.
- **85.2%** of children placed with a parent in a SUD residential treatment program did not have a subsequent supported CPS case.

Domestic violence services

Connecting adults affected by domestic violence to trauma-informed services also enhances stability, safety and permanency for children. Domestic violence services provided by local shelter and treatment programs with federal and state funding through DCFS include:

- 16 domestic violence shelters
- Trauma-informed therapy, financial planning and safety planning
- Assistance with protective orders
- LINKline domestic violence crisis hotline
- Lethality Assessment Protocol (LAP) program utilized by law enforcement and victims advocates to assist and educate victims
- Trauma-focused treatment for both survivors and offenders

More than \$14.1 million was provided through DCFS to support the domestic violence services program in FY 24.

FY 24 in review:

- **45,549** calls were made to the LINKline domestic violence crisis hotline.
- **2,822** adult and child clients received support from a domestic violence shelter.
- **2,617** children were victims of domestic violence related child abuse.
- **13.9%** of clients receiving in-home services cited domestic violence as a safety concern.

Child abuse prevention

Prevention of child abuse and neglect is a focus of DCFS through local community-based services that include:

- Parenting classes
- Six evidence-based home visitation programs
- Statewide community and school-based education presentations
- Support to grandparents raising grandchildren
- 17 respite and emergency nurseries in local Family Support Centers across the state

More than \$7 million of federal and state funds were provided through DCFS for these community-based prevention services in FY 2024.

Child Abuse Prevention services focus on upstream efforts that strengthen children, families and communities before abuse ever occurs. Families are strong when they have the skills to find resources when needed, have support of family, friends and their community, are prepared and able to handle stressful situations and parents have strong parenting skills and are able to build a positive relationship with their children.

FY 24 in review:

- **11,946** children received support from local community-based services.
- **10,092** adults received support from local community-based services.
- **7,893** families received support from local community-based services.
- **22,038** people received outreach support and services.
- Launched a child abuse prevention awareness campaign on social media reaching **over 3,000** community members.
- Shared family strengthening tips and child abuse prevention messaging with **5** local newsroom programs.



Utah DHHS



@Utah DHHS



@Utah DHHS

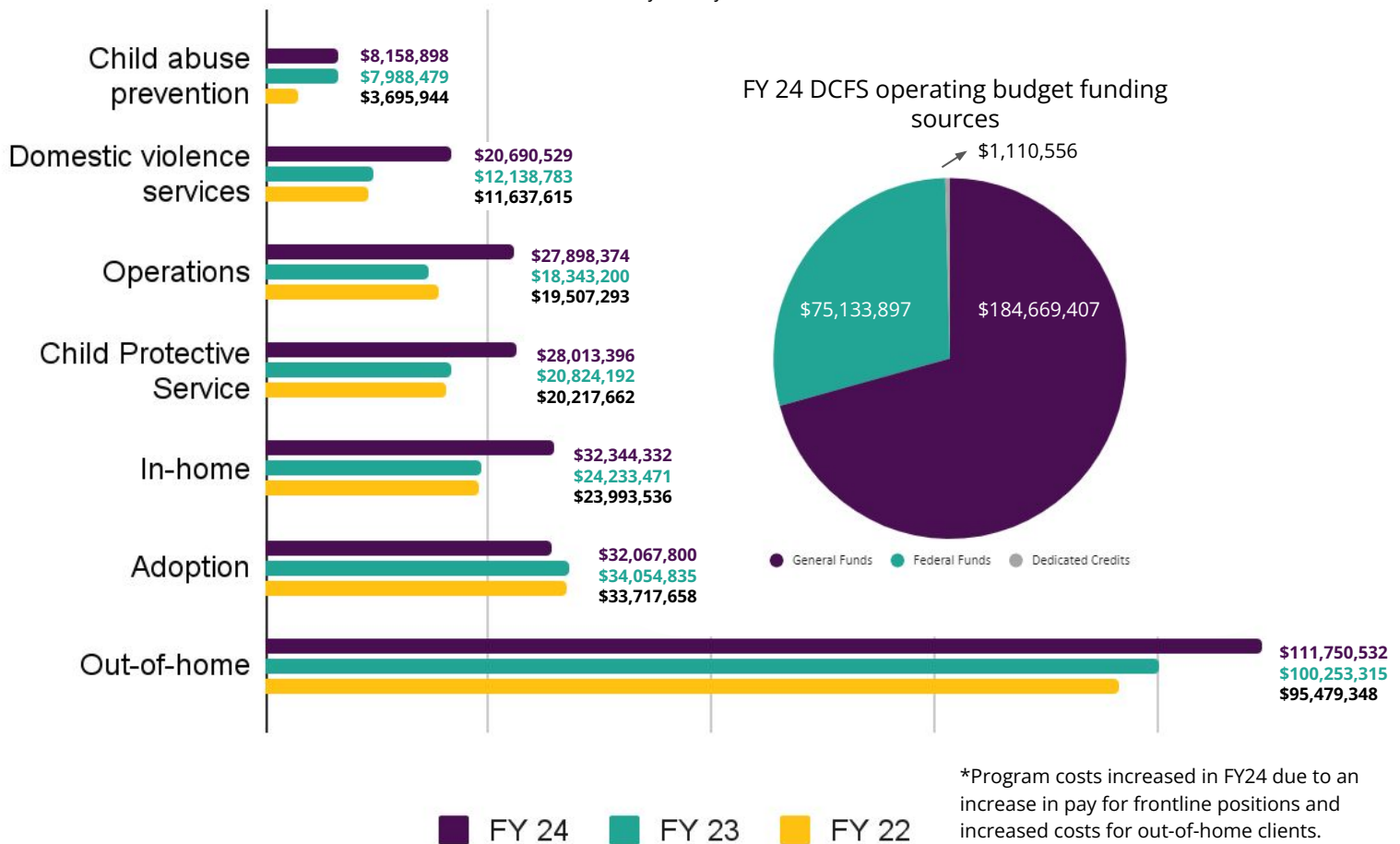
Annual budget

The budget for DCFS is primarily made up of a mix of state general fund, federal funds and dedicated credits. The following four general fund restricted accounts are appropriated by the Legislature and distributed through DCFS for services that focus on child abuse prevention and treatment programs, adoption, health and education programs for adults and children, and domestic violence services:

- Children's Account
- Choose Life Adoption Support Restricted Account
- National Professional Men's Basketball Team Support Women and Children Issues Restricted Account
- Victims of Domestic Violence Services Account

DCFS expenditures by program*

State and federal funds included



Workforce development

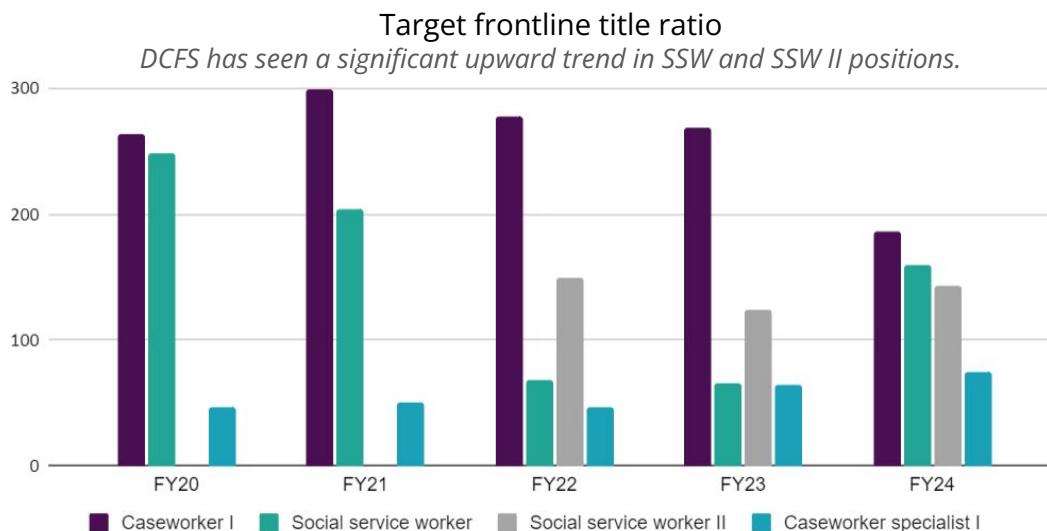
Our most important resource in achieving success with children and families is our staff. They enter the lives of children and families at times of crisis and vulnerability. The professionalism and skill of our staff in engaging, teaming, assessing, planning, and intervening with families are essential to good outcomes. Due to the complex and critical nature of child welfare, our community expects and deserves a well trained, experienced, ethical, compassionate, and supported workforce.

Required training includes:

- All DCFS direct service staff are required to complete practice model training before assuming any independent casework responsibilities
- Within 90 days of hire, direct services staff are required to complete online training on the 4th and 14th Amendment
- Within 90 days of hire, direct service staff are required to complete online training on the Indian Child Welfare Act and recognizing situations involving domestic violence and substance use
- After the first year, direct service staff must complete at least 20 hours of additional annual training

FY 24 in review:

- **100% of new case workers** completed the required onboarding training in their first year.
- **77.5% of employees** with 1 or more years with the agency completed 20 hours or more of training.
- **654 employees** in frontline positions.
- **55%** of all frontline employees have less than 3 years of experience.
- **28.1% turnover rate** for frontline positions.





Utah Department of
Health & Human Services
Child & Family Services

For an online copy of this report, or to find previous annual reports, please go to dcfs.utah.gov.

For questions about this report please contact the Department of Health and Human Services Office of Public Affairs and Education at dhhs@utah.gov.

LAND trust allocation plan for TECS North

Year: 2025-2026

Projected Amount of funding: \$76,033.65

Goal 1: Have K-5 students show one year of growth (or more) in phonics (phonograms) and spelling.

Pay for:	Category:	Amount Projected
Spalding Classes	Contracted Services	\$8,000
SRC Subscriptions	Books/Subscriptions	\$3,000
Teacher/Aid Pay	Salaries/Benefits	\$27,016.82

Subtotal: \$38,016.82

Goal 2: Increase the percentage of 3rd through 8th grade students who are proficient on the EOY RISE test from end of 24-25 to the end of 25-26 .

Pay for:	Category:	Amount Projected
MTSS Aides	Salaries/Benefits	\$38,016.83

Subtotal: \$38,016.83

Any extra funding will be applied to: more MTSS aide funding (Goal 2)

Total: \$76,033.65

LAND trust allocation plan for TECS South

Year: 2025-2026

Projected Amount of funding: \$108,497.98

Goal 1: Have K-5 students show one year of growth (or more) in phonics (phonograms) and spelling.

Pay for:	Category:	Amount Projected
Spalding Classes	Contracted Services	\$15,000
SRC Subscriptions	Books/Subscriptions	\$4,500
Teacher/Aid Pay	Salaries/Benefits	\$34,748.99

Subtotal: \$54,248.99

Goal 2: Increase the percentage of 3rd through 8th grade students who are proficient on the EOY RISE test from end of 24-25 to the end of 25-26 .

Pay for:	Category:	Amount Projected
MTSS Aides	Salaries/Benefits	\$54,248.99

Subtotal: \$54,248.99

Any extra funding will be applied to: more MTSS aide funding (Goal 2)

Total: \$108,497.98



Angela Barton <angela.barton@edisoncs.org>

EASP Gifted and Talented Grant 24/25 Questions

2 messages

Google Forms <forms-receipts-noreply@google.com>
To: angela.barton@edisoncs.org

Fri, Dec 20, 2024 at 11:45 AM

Google Forms

Thanks for filling out [EASP Gifted and Talented Grant 24/25 Questions](#)

Here's what was received.

[Edit response](#)

EASP Gifted and Talented Grant 24/25 Questions

The Enhancement for Accelerated Students Program grant provides participating LEAs with funding to serve all students who have been identified as having an ability that is significantly above the typical ability of a student within the same age group. Completion of this "survey" will ensure that the applicant is in compliance with R277-707-3 and therefore eligible for a portion of the funds.

Your email (angela.barton@edisoncs.org) was recorded when you submitted this form.

Contact Information for Person Completing the Survey *

Angela Barton

Name of Lead Contact Person *

Jamie Lewis

Position of Lead Contact Person *

Edison North principal

Email of Lead Contact Person *

jllewis@edisoncs.org

Phone Number of Lead Contact Person *

435-787-2820

Reflecting on the Previous School Year

Please respond to the following questions to describe your Gifted and Talented services and how you strategically planned for increasing participation of your underrepresented student group(s) in your gifted and talented program in the previous school year. Your responses will help you reflect on your success and then plan for how you can increase participation of your underrepresented student group(s) in your gifted and talented services in the current school year.

If you did not receive EASP funding for the previous school year, please go to the Planning for the Upcoming/Current School Year section.

In the previous school year, what goal did you set to increase participation (reduce the participation gap) of your chosen underrepresented student group. Please identify the group and the goal you selected in the previous year. (R277-462)
Example: Our LEA chose to focus on Students Learning English and to raise their participation percentage to 6%.

Our LEA chose to focus on male students and to raise their participating percentage by 3%.

Please note that [BR 277-707](#) specifically requires that any identification instruments or tools account for disabilities, potential language barriers, culturally diverse perspectives, multilingual learners, and may not be solely dependent on a student's English vocabulary or comprehension skills.

What tools do you use as part of your identification process? Please select all that apply.

- ☐ Teacher Recommendation
- ☐ Acadience Data
- ☐ CogAT
- ☐ Scores from Standardized Assessments
- ☐ Grades
- ☐ Parent Recommendation
- ☐ Classroom Performance
- ☒ Student Interest/Request
- ☐ RISE Data
- ☐ Formative Assessments
- ☐ NWEA
- ☐ Growth Data
- ☐ Renzulli Matrix
- ☐ IOWA
- ☐ Student Portfolio Work
- ☐ Attendance
- ☐ Essay Writing

- ☐ Curriculum Materials Assessments
- ☐ SRI
- ☐ Naglieri General Ability Test
- ☐ 2e Checklist
- ☐ Fountas and Pinnell
- ☐ University of Utah Reading Level Assessment
- ☐ SIGS Scale
- ☐ Gifted Rating Scales
- ☐ WIDA (growth data)
- ☐ Other:

Describe the strategies your district/charter used to specifically increase participation of underrepresented students in your gifted and talented program. Select all that apply.

- ☐ Identify supports for transition from elementary to middle school
- ☒ Educate parents through information nights, newsletters, emails, etc.
- ☐ Data analysis initiatives focused on better serving targeted student groups
- ☐ Creation of marketing/promotional materials for the community
- ☐ Increase professional learning opportunities focusing on serving targeted student groups
- ☐ Offer tutoring outside of designated class time
- ☒ Translate promotional materials to other languages
- ☐ Multicultural events
- ☐ Shared goals and initiatives across content areas, staff roles, and departments
- ☐ Leveraging partners to connect with students

- ☐ Remove prerequisites that were formerly required to access GT coursework, as per [BR 277-707](#)
- ☐ Mentoring for targeted student groups
- ☐ Consistent student surveys related to their gifted and talented class experiences
- ☐ Aligned our initiatives in Gifted and Talented with our LEA strategic plan and vision
- ☒ Other

If you marked "other" in the previous question, please explain:

Assemblies highlighting and promoting the programs offered.

What strategies did your district/charter use to ensure that all parents had access to information regarding gifted and talented services for their students?

Newsletters were emailed home frequently and the platform offers a translation option for Spanish speaking families. The newsletters contain information about joining both art and music classes. Music teachers also offer information assemblies and information at back to school night to educate parents on the opportunities that are available. Various school assemblies and programs during the year feature students in music and art classes and bring attention to the before and after school classes.

What services did your district/charter provide for gifted and talented students?

Our GT program is comprised of before and after school band, orchestra and art. As a school with advanced curriculum, we want every student to have opportunities to succeed in all areas.

Describe any professional learning that was provided to your teachers of identified students.

Training on opportunities to respond, engagement strategies and classroom management strategies. Music and art teachers collaborate monthly at a PLC to provide support to one another.

Do you feel that the strategies described in the preceding questions helped increase participation of your underrepresented student group in your Gifted and Talented program? Did you achieve your goal? Please explain.

We thought the strategies we were using were helping, but our percentage of male students enrolled in the Gifted and Talented program actually decreased rather than increasing, so we did not meet our goal. We had 37% participating and it fell to 31% participating. We will reanalyze the strategies we are using and see if we can find something to increase the population of male students in the programs.

Planning for the Upcoming/Current School Year

What changes will you make to your participation goal from the previous school year? If this is your first year, please describe your initial participation goal. *

Our new goal will be to raise the percentage of male students participating in the gifted and talented program by 5% from this year. We have 31% participation right now, so we are aiming to reach 36% participation next year.

What changes will you make to the tools used in the previous school year to identify all potential students (including underrepresented students) for gifted and talented services?

*

- ☒ No change, we feel our identification tools are satisfactory.
- ☐ We will add the following tools (Describe in the appropriate space below.):
- ☐ We will delete the following tools (Describe in the appropriate space below.):
- ☐ This is our first year and we are planning to use (Describe in the appropriate space below.):

We will add the following tools:

N/A

We will delete the following tools:

N/A

This is our first year and we are planning to use:

N/A

What changes will you make to the strategies your district/charter used in the previous school year to specifically increase participation of underrepresented students in your gifted and talented program.

*

- ☐ No change, we feel that the strategies we used helped us move closer to our goal.
- ☒ We will add the following strategies to increase participation of underrepresented students in our gifted and talented program (Describe in the appropriate space below.):
- ☐ We will delete the following strategies (Describe in the appropriate space below.):
- ☐ This is our first year, and we are planning to use the following strategies increase participation of underrepresented students in our gifted and talented program (Describe in the appropriate space below.):

We will add the following strategies to increase participation of underrepresented students in our gifted and talented program:

Increased encouragment from academic teachers for all students to join, but particularly male students.

We will delete the following strategies:

N/A

This is our first year, and we are planning to use the following strategies to increase participation of underrepresented students in our gifted and talented program:

N/A

What changes will you make to the strategies your district/charter used in the previous school year to ensure that all parents have access to information regarding gifted and talented services for their students?

*

- ☒ No change, we feel that the strategies we used helped us move closer to our goal.
- ☐ We will add the following strategies to ensure that all parents have access to information regarding gifted and talented services for their students (Describe in the appropriate space below):
- ☐ We will delete the following strategies (Describe in the appropriate space below):
- ☐ This is our first year, and we are planning to use the following strategies to ensure that all parents have access to information regarding gifted and talented services for their students (Describe in the appropriate space below)

We will add the following strategies to ensure that all parents have access to information regarding gifted and talented services for their students (Describe in the appropriate space below):

N/A

We will delete the following strategies:

N/A

This is our first year, and we are planning to use the following strategies to ensure that all parents have access to information regarding gifted and talented services for their students (Describe in the appropriate space below)

N/A

What services will your district/charter provide for gifted and talented students in the upcoming school year? Please describe how these services might contribute to increased participation of your underrepresented student group.

*

Our GT program is comprised of before and after school band, orchestra and art. As a school with advanced curriculum, we want every student to have opportunities to succeed in all areas. We hope that these offerings appeal to all students of various demographics equally, and our goal is to get the demographics of these programs to match our student demographics as closely as possible.

Describe any professional learning that your district/charter will provide to your teachers of identified students in the upcoming school year.

*

Probably training on Explicit Instruction, though that has not been formalized yet. We also encourage them to attend workshops and conferences specific to their discipline that interest them, that are often paid for through school funds.

Per R277-707-5, please indicate the approximate date that your plan will be presented to your local school board.

*

MM DD YYYY

02 / 05 / 2025

Create your own Google Form

Does this form look suspicious? Report

Angela Barton <angela.barton@edisoncs.org>
To: Jamie Lewis <jlewis@edisoncs.org>

Fri, Dec 20, 2024 at 11:45 AM

[Quoted text hidden]

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Governing Board Principal Report for Edison North
February 5, 2025
Brad Larsen & Jamie Lewis, Principals

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.*

Our school lottery was held on January 24th. Our count for the 2025-2026 school year is 479/504 seats filled with 12 students on the waitlist. We have openings in Kindergarten through 4th grade, and we have waitlists in grades 5, 6, 7, and 8. The numbers are encouraging and we hope to continue to increase our student count for the coming months.

2. **LAND Trust Plan:** The school will receive approximately \$76,033.00 for the 2025-2026 year via the Land Trust. The Land Trust Committee met on October 8th and January 15th to review the previous years' purchases, the digital citizenship requirements, school data, and school safety information. The committee determined to spend \$38,016.82 supporting the ELA program by providing training, purchasing materials, and compensating personnel. The additional funds ~\$38,000 will be used to increase the overall school ELA, science, and mathematics scores on end-of-level testing by funding the MTSS program. Funds may be used for employing aides to work with students that need interventions. We are grateful for the parent volunteers who serve on the committee and consider the proposals of the teachers and administrators.
3. **Band and Orchestra Concerts:** We had two fabulous concerts in January with the combined orchestra and combined band classes from Edison North and South. The level of play of the students is impressive and we commend Mr. Wendel and Mr. Dunn for their teaching and mentoring.
4. **Family Winter Activity:** The Parent Organization hosted a free skating activity on January 25th for our students and their families. They rented the Ice Arena and offered refreshments and a snow globe photo booth. Families had an enjoyable afternoon skating and visiting with each other.
5. **Middle School Citizenship Party:** The counseling department held the first of two citizenship parties. This one was at the Jump Zone. Students are given the opportunity to participate by have excellent citizenship for the first half of the year. Participating students had citizenship grades that were two 'S' grades per term or better with no 'N' marks. It really is a high bar and the students should be commended.
6. **Robotics:** "Congratulations to both of the TECS North robotics teams the Robo Eagles and the Apollo Bots for their participation during the 2/1/25 Regional Qualifier. At this qualifier, the teams competed against 22 other teams from the region in the following

areas- innovation project, robot design, robot game, and core values. Both teams put in a lot of work and represented our school well!

The Robo Eagles were also invited to compete at the Northern Utah State meet on February 22nd for a chance to go to the national meet in Huston, TX.

7. Harry Potter Week: January 27- 31 was Harry Potter Week at Edison North. Students participated by earning house points by doing kind deeds, moving through the hallways quietly, participating in class, and getting assignments turned in. Mrs. Harrild decorated the library to create an incredible Hogwarts atmosphere. She also prepared challenges and activities at all grade levels. Mr. Fairchild, Mrs. Bennion, Mrs. Singh, and Mrs. Scott were the house heads and hosted all the middle school students assigned to their house in their common room (classroom) at the end of each day for a Harry Potter quiz. We appreciate the hard work and tremendous efforts from Mrs. Harrild and our staff to make this an enjoyable and successful event each year.

8. Building Projects: We had the furnace on the stage quit and require replacement. We were able to get it replaced

9. Upcoming Events:

Feb. 5	Governing Board Meeting
Feb. 8	PO Date Night and Auction
Feb. 11	Thomas Edison's Birthday
Feb. 12	USU Teacher Fair
Feb. 13	Class Parties and Middle School Dance
Feb. 14	Edison North Battle of the Books
Feb. 14-17	No school
Feb. 18	Presidents Day Assembly
Feb. 21	Science Fair
Feb. 21	End of 4 th Grading period
Feb. 28	Geography Bowl
Mar. 4-6	Book Fair
Mar. 5-6	Parent Teacher Conferences
Mar. 5	Governing Board Meeting
Mar. 7	No school
Mar. 11	Battle of the Books ELED
Mar. 12	Battle of the Books MS
Mar. 12	Regional History Fair
Mar. 12	Young Writers and Artists Fest
Mar. 14	Battle of the Books Finals

Vendor Requests/Approvals

No requests this month.

Personnel Requests

Madison Borup—Madison is filling a part-time MS Special Ed position. She is a USU student, and she has a younger brother who is currently attending Edison South. Based on her brother's experience, she has been impressed with our program and was thrilled to join our staff.

Matthew Jensen - We were excited to find Matthew to fill a mid-year opening as a 4th grade Special Education aide. He is wrapping up his last semester of school at USU and plans to become a science teacher. He is happy to gain valuable experience working with students while he finishes his bachelor's degree.

Liuba Percival—Liuba has been a parent at our school for many years. She started this year working as a sub, but when an opening as a 5th-grade Special Education aide became available, she was eager to fill the position.

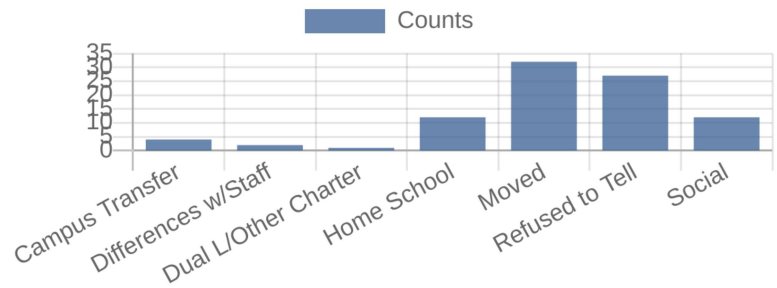
Statistics of the 2024-2025 school year

Enrollment Report

Grade	Current Count	Current Spaces	Projected	Opening	Sib. Waiting	Reg. Waiting	2024-2025	2023 - 2024	Growth	
K	49	56	56	7	0	1	49	51	-2	-3.92 %
1	49	56	56	7	0	0	49	50	-1	-2.00 %
2	48	56	56	8	0	1	48	53	-5	-9.43 %
3	54	56	56	0	0	0	54	52	2	3.85 %
4	54	56	56	2	0	2	54	57	-3	-5.26 %
5	58	56	56	-2	4	6	58	52	6	11.54 %
6	54	56	56	2	1	1	54	59	-5	-8.47 %
7	56	56	56	0	1	12	56	56	0	0.00 %
8	56	56	56	0	2	5	56	56	0	0.00 %
Total	478	504	504	26	23	37	478	486	-8	-1.65%

Withdrawal Reason Count

Reason	K	1	2	3	4	5	6	7	8	Total	%
Differences w/Staff	0	0	0	1	0	1	0	0	0	2	1.98%
Moved	2	3	7	1	6	3	6	3	1	32	31.68%
Campus Transfer	1	1	1	1	0	0	0	0	0	4	3.96%
Home School	3	3	0	2	1	1	2	0	0	12	11.88%
Dual L/Other Charter	1	0	0	0	0	0	0	0	0	1	0.99%
Refused to Tell	9	7	0	2	2	1	1	3	2	27	26.73%
Social	3	1	1	1	2	0	1	2	1	12	11.88%
Total	19	15	9	8	11	6	10	8	4	90	
Didn't Enroll	K	1	2	3	4	5	6	7	8	Total	%
DE - Moved	0	0	0	2	2	0	0	1	0	5	4.95%
DE - Home School	0	0	0	0	0	0	0	1	0	1	0.99%
DE - Refused to Tell	1	1	0	1	0	1	0	1	0	5	4.95%
Total	1	1	0	3	2	1	0	3	0	11	



of Families

2024-2025	2023 -2024
308	311

Years of Attendance

[illegible]

Statistics of the 2025-2026 school year

Enrollment Report

Grade	Current Count	Current Spaces	Projected	Opening	Sib. Waiting	Reg. Waiting	2025-2026	2024 - 2025	Growth	
K	47	56	56	9	0	0	47	49	-2	-4.08 %
1	47	56	56	9	0	0	47	49	-2	-4.08 %
2	50	56	56	6	0	0	50	48	2	4.17 %
3	50	56	56	6	0	0	50	54	-4	-7.41 %
4	55	56	56	1	0	0	55	54	1	1.85 %
5	58	56	56	-2	1	0	58	58	0	0.00 %
6	58	56	56	-2	4	3	58	54	4	7.41 %
7	56	56	56	0	0	1	56	56	0	0.00 %
8	58	56	56	-2	0	3	58	56	2	3.57 %
Total	479	504	504	25	5	7	479	478	1	0.21%

Withdrawal Reason Count

Reason	K	1	2	3	4	5	6	7	8	Total	%
Moved	0	1	1	0	1	1	1	0	2	7	50.00%
Home School	0	0	0	0	1	0	0	1	0	2	14.29%
Refused to Tell	0	1	2	0	0	0	1	0	1	5	35.71%
Total	0	2	3	0	2	1	2	1	3	14	
Didn't Enroll	K	1	2	3	4	5	6	7	8	Total	%
Total	0	0	0	0	0	0	0	0	0	0	



of Families

2025-2026	2024 -2025
0	0

Years of Attendance

[illegible]

Principal's Report to the School Board
February 5, 2025
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."*

We did not need to do a lottery this year. All incoming students were able to secure a spot for next year. We are close to having first and fourth grade waiting lists for next year. Kindergarten still has 31 openings and I anticipate that we will fill all of those spots. Our current enrollment is 693. The following numbers show history of our count after the lottery and then our October 1 count for the last six years:

January 2019-after lottery 624	October 1, 2019-618
January 2020-after lottery 646	October 1, 2020-648
January 2021-after lottery 667	October 1, 2021-723
January 2022-after lottery 732	October 1, 2022-716
January 2023-after lottery 728	October 1, 2023-716
January 2024-after lottery 698	October 1, 2024-699
January 2025-after lottery 684	

We expect several more students to trickle in over the next six months. I have meetings with new families almost weekly.

2. **Strategic Outcome:** *95% of TECS students will achieve high citizenship (defined as "outstanding" and/or "satisfactory" grades) and all students will indicate future plans to attend post-high school education or training.*

On January 24th, we held our middle school citizenship party. Qualifying students were able to go to Pizza Pie Cafe for pizza and karaoke. To qualify for this event, students had to have at least 6 O's, no N's, and no more than 2 S's per grading period. 83% of our 6th-grade students (69 students) qualified to attend the citizenship party, and 91% (63 students) attended. 80% of 7th graders (59 students) qualified, and 86% (51 students) attended. 78% of our 8th graders (58 students) qualified, and 91% (53 students) attended. I noted the students who qualified and the students who attended because I think it is important to show that this is a fun, motivating event for students, and most students that qualify do attend the event.

Jamin Bingham, our school counselor, is currently having PCCR meetings with parents. Each year, Jamin meets with all 8th-grade students and their parent(s). He takes the time to go through each student's Plan for College and Career Readiness (PCCR) and lays out their high school path leading to either college or other training beyond high school. These meetings provide quality time that students and parents find very helpful and motivating in looking to their future academic paths. Jamin anticipates that 100% of our 8th-grade students will attend a PCCR.

On January 28th, our 8th-grade students had the opportunity to do a job shadow. Students were responsible for contacting a person/company to set it up and then receiving some experience spending time in a field that may interest them for a future career.

3. **Strategic Outcome:** *“At least 85% of TECS students enrolled for at least one year will achieve proficiency level scores on state and national standards.”*

ACT Aspire: On November 30th, the 8th-grade students took the Pre-ACT 8/9 test. This is an ACT prep test for middle to early high school students. This test prepares students by allowing them to experience an ACT test-like situation, as well as providing the students with feedback in the different testing areas to help them know where they need to improve. This year, tests were administered in English, Reading, Science, and Math. The total test time with breaks was around 2.5 hours long. The Pre-ACT 8/9 test is closely aligned to the length and format of the ACT test. The breakdown was 40 minutes for Math, 30 minutes for Reading, 30 minutes for Science, and 30 minutes for English. Thomas Edison Charter School South had 74 (of 75) 8th graders take the Pre-ACT 8/9. One student was absent on test day.

****The 8th grade mean score (average) on the Pre-ACT was above the benchmark in all four categories.**

The percentage of 8th-grade students on target to be college ready are:

76% for Math
69% for Science
92% for English
84% for Reading

4. **LAND Trust Plan:** The school will receive approximately \$108,500 for the 2025-2026 year via the Land Trust. The Land Trust Committee met on October 23rd and January 8th to review the previous years' purchases, the digital citizenship, school data and school safety information. The committee determined to spend \$54,248.99 towards supporting the ELA program by providing training, purchasing materials, and compensating personnel. The additional funds ~\$55,000 will to be used to increase the overall school ELA, science and mathematics scores on end-of-level testing by funding the MTSS program. Funds may be used for employing aides to work with students who need interventions.
5. **Positive Behaviors Plan:** As defined in Utah State Statue 53G-10-407, a Positive Behaviors Plan is “a plan to address the causes of student use of tobacco, alcohol, electronic cigarette products, and other controlled substances through promoting positive behaviors”. A Positive Behaviors Plan shall address the following issues: Peer Pressure, Mental Health and Creating Meaningful Relationships. It may include programs, clubs, service opportunities and pro-social activities. The school principal is responsible for creating the positive behaviors plan, which MUST be based on input from students, parents, and school staff.

We are currently focusing on the last section of the program. Students have been using bingo cards to set daily goals for the three positive behaviors. “Planting daily seeds of positive behavior becomes positive habits” is our motto for this year. We started with Meaningful Relationships, then moved to Healthy Mental Health Habits, and for the next two months, we are focusing on Positive Peer Pressure. Students who are choosing to participate will have the opportunity to join the end-of-year party at Firefly Park, where we will launch “seed bombs”, eat apple nachos and enjoy fun games.

6. **MS Combined Campus Orchestra Concert:** On Thursday, January 23rd, we held our combined campus orchestra concert at Edison North. It was a well-attended, classy concert that showcased our students' great progress in orchestra. It's always fun to see how well our orchestra students sound and the impressive pieces that they can play. Mr. Dunn does a great job teaching, mentoring and motivating our orchestra students.

7. **Field Trips:** Our middle school went on their yearly field trips on January 28th. 6th grade went to the Christa McAuliffe Space Center, and 7th grade went to the State Capitol and the Utah Natural History Museum. Our 8th graders did their job shadow. All three grade levels had an enjoyable experience.
8. **Harry Potter Week:** Last week was an enjoyable week full of Harry Potter fun. Elementary students had the opportunity to enjoy our Harry Potter “over the top” decorations when they went to the library that week. They also each made a fun Harry Potter project during their library time. Faculty, staff and students were allowed to wear Harry Potter attire over their dress code clothes on Friday. Middle school students were also treated to butter beer and chocolate frogs at lunch. Thank you to Mandi Jenkins and our parent organization for a fun-filled week of Harry Potter.

Building Projects

Since the last meeting, we have implemented some of the safety measures that were approved by the board, such as the fob systems on two of the back-playground doors, the fob system and better securing of the staff entrance near the bike racks, and the creation of a "vestibule" with automated locking doors and an additional fob system inside of the vestibule. We have slowly worked to integrate parents with the new Visitor Management System through School Safe ID's check-in kiosk. We will end our trial on the system and purchase that this month.

We are currently looking into securing some of our other doors with a mullion as we potentially head to automated locks on all doors. Finally, we will be adding restricted hard key access to the fourth-grade doors for manual entry should there be a need.

Upcoming Events

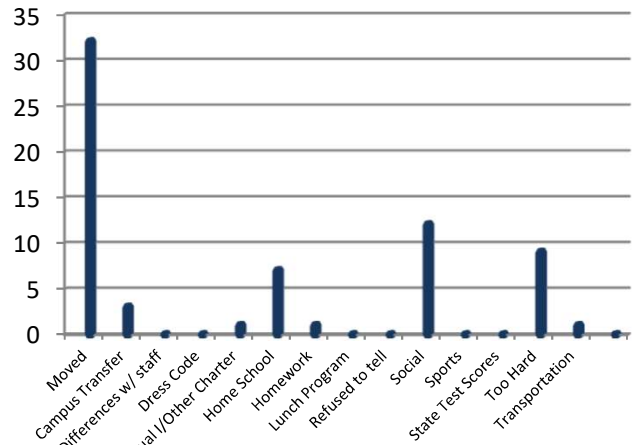
February 7	Elem Class Parties and MS Dance
February 12	MS Choir Concert at 6:30 pm
February 18-21	Leadership/College Week
February 19	Leadership Breakfast from 8:15 to 9:00 am
	Presidents Day Assembly from 9:10 to 10:10 am
February 20	Highschool Counselor Presentations at 2:30 pm
February 26	2nd and 3rd grade Music Concerts at 6:30 pm
February 27	Geography Bowl at 8:45 am

Personnel Requests

None at this time

Enrollment Report									
Grade	Current Count	Current Spaces	Projected	Openings	Pref. Waiting	Reg. Waiting	2023-24		Growth
K	85	90	87	5	0	0	95	-10	-10.5%
1	75	90	90	15	0	0	80	-5	-6.3%
2	80	90	70	10	0	1	69	11	15.9%
3	87	90	75	3	0	0	83	4	4.8%
4	70	90	75	20	0	0	70	0	0.0%
5	65	90	75	25	0	0	75	-10	-13.3%
6	83	90	70	7	0	2	84	-1	-1.2%
7	74	90	80	16	1	2	84	-10	-11.9%
8	74	90	65	16	0	3	81	-7	-8.6%
Total	693	810	687	117	1	8	721	-28	-3.9%

Withdrawal Reason Count													
REASON	K	1	2	3	4	5	6	7	8	9	Total	%	
Moved	1	3	7	4	5	3	5	3	1	0	32	48.5%	
Campus Transfer	0	3	0	0	0	0	0	0	0	0	3	4.5%	
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	0	1	0	0	0	0	0	0	0	1	1.5%	
Home School	1	1	1	0	2	0	2	0	0	0	7	10.6%	
Homework	0	0	0	0	0	0	1	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	2	3	0	1	0	3	1	2	0	12	18.2%	
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	3	0	2	1	1	0	0	1	1	0	9	13.6%	
Transportation	0	0	0	0	0	0	1	0	0	0	1	1.5%	
											0	0.0%	
Total	5	9	14	5	9	3	12	5	4	0	66		



Number of Families	
2024-25	2023-24
416	424

Part time students	
Elem	MS
0	0

2/5/2025 12:11

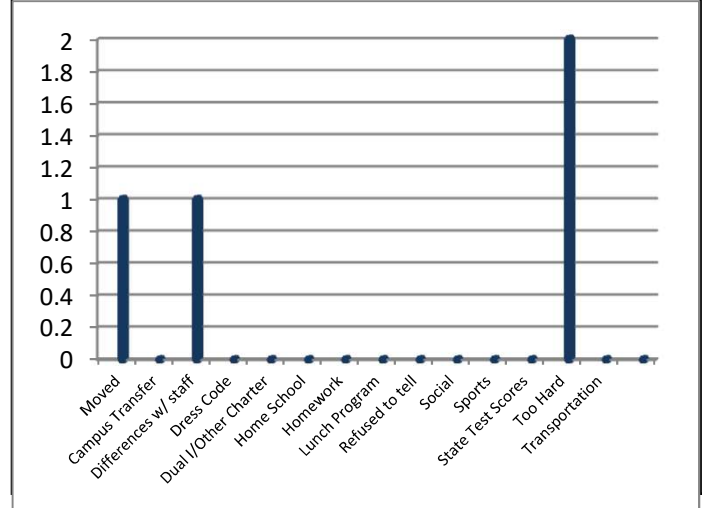
DIDN'T ENROLL	K	1	2	3	4	5	6	7	8	9	Total	%	
DE-Refused to tell	0	0	0	0	0	0	0	0	0	0	0	0.0%	
DE-Moved	3	0	0	0	0	0	0	0	0	0	3	12.0%	
DE-Campus Transfer	2	2	0	0	0	0	0	0	0	0	4	16.0%	
DE-Dual Immersion	0	0	0	0	0	0	0	0	0	0	0	0.0%	
DE-Home School	1	0	1	0	0	1	0	0	0	0	3	12.0%	
DE-Lunch Program	0	0	0	0	0	0	0	0	0	0	0	0.0%	
DE-Social	1	3	0	4	0	0	1	0	1	0	10	40.0%	
DE-State Test Scores	0	0	0	0	0	0	0	0	0	0	0	0.0%	
DE-Too Hard	1	0	0	0	1	1	1	0	0	0	4	16.0%	
DE-Transportation	1	0	0	0	0	0	0	0	0	0	1	4.0%	
DE-Waiting List	0	0	0	0	0	0	0	0	0	0	0	0.0%	
Didn't Enroll Total	9	5	1	4	1	2	2	0	1	0	25		

Years of Attendance									
Years	1	2	3	4	5	6	7	8	%
New	9%	16%	8%	4%	12%	9%	9%	7%	9%
One		10%	14%	9%	12%	15%	11%	11%	10%
Two			7%	7%	5%	7%	8%	14%	6%
Three				3%	8%	7%	8%	3%	3%
Four					6%	7%	5%	8%	3%
Five						2%	5%	4%	1%
Six							1%	1%	0%
Seven								0%	0%
ALL	91%	74%	71%	77%	57%	52%	51%	25%	53%

2/5/2025 12:11 PM

Enrollment Report									
Grade	Current Count	Current Spaces	Projected	Openings	Pref. Waiting	Reg. Waiting	2024-25		Growth
K	59	90	90	31	0	0	85	-26	-30.6%
1	87	90	85	3	0	0	75	12	16.0%
2	74	90	85	16	0	0	81	-7	-8.6%
3	82	90	85	8	0	0	87	-5	-5.7%
4	89	90	90	1	0	0	70	19	27.1%
5	74	90	75	16	0	0	67	7	10.4%
6	65	90	70	25	2	0	82	-17	-20.7%
7	81	90	82	9	1	1	74	7	9.5%
8	74	90	71	16	3	0	75	-1	-1.3%
Total	685	810	733	125	6	1	696	-11	-1.6%

Withdrawal Reason Count													
REASON	K	1	2	3	4	5	6	7	8	9	Total	%	
Moved	0	1	0	0	0	0	0	0	0	0	1	25.0%	
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	1	0	0	1	25.0%	
Dress Code	0	0	0	0	0	0	0	0	0	0	0	0.0%	
Dual I/Other Charter	0	0	0	0	0	0	0	0	0	0	0	0.0%	
Home School	0	0	0	0	0	0	0	0	0	0	0	0.0%	
Homework	0	0	0	0	0	0	0	0	0	0	0	0.0%	
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	0	0	0	0	0	0	0	0	0	0.0%	
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	0	1	0	0	0	0	1	0	0	2	50.0%	
Transportation	0	0	0	0	0	0	0	0	0	0	0	0.0%	
											0	0.0%	
Total	0	1	1	0	0	0	0	2	0	0	4		



Number of Families	
2025-26	2024-25
	416

Part time students	
Elem	MS
0	0

2/5/2025 13:34

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	0	0	0	0	0	0	0	0	0	0	0	0.0%	
DE-Campus Transfer	1	0	0	0	0	0	0	0	0	0	1	100.0%	
DE-Dual Immersion	0	0	0	0	0	0	0	0	0	0	0	0.0%	
DE-Home School	0	0	0	0	0	0	0	0	0	0	0	0.0%	
DE-Lunch Program	0	0	0	0	0	0	0	0	0	0	0	0.0%	
DE-Social	0	0	0	0	0	0	0	0	0	0	0	0.0%	
DE-State Test Scores	0	0	0	0	0	0	0	0	0	0	0	0.0%	
DE-Too Hard	0	0	0	0	0	0	0	0	0	0	0	0.0%	
DE-Transportation	0	0	0	0	0	0	0	0	0	0	0	0.0%	
DE-Waiting List	0	0	0	0	0	0	0	0	0	0	0	0.0%	
Didn't Enroll Total	1	0	0	0	0	0	0	0	0	0	1		

Years of Attendance									
Years	1	2	3	4	5	6	7	8	%
New	3%	0%	2%	2%	5%	0%	0%	0%	2%
One		8%	15%	8%	7%	9%	8%	10%	8%
Two			2%	15%	7%	11%	18%	10%	8%
Three				4%	7%	5%	6%	8%	4%
Four					1%	8%	8%	8%	3%
Five						6%	5%	5%	2%
Six							3%	4%	1%
Seven								0%	0%
ALL	97%	92%	80%	71%	73%	61%	54%	52%	73%

2/5/2025 13:34 PM