

**Utah Career Path High
Governing Board of Directors
Board Meeting**

Date: February 10, 2025

Time: 3:30 PM

Location: 290 N. Flint Street; Kaysville, UT 84037



Career Path High

*Career Path High changes lives and strengthens society by guiding students
on a path to college success and career readiness.*

AGENDA

CALL TO ORDER

PUBLIC COMMENT

CONSENT ITEMS

- December 16, 2024 Board Meeting Minutes

REPORTS

- Director's Report
- Finance Report

VOTING AND DISCUSSION ITEMS

- 2025/2026 School Year Calendar
- LEA Specific Licenses
- Time and Effort Documentation Policy
- University of Utah Behavior and Mental Health Contract for 2025-2026
- MOU with Davis Technical College
- Approval of Director Travel

CALENDARING

- Next Board Meeting April 21, 2025 @ 3:30pm

ADJOURN

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

**Utah Career Path High
Governing Board of Directors
Board Meeting**



Career Path High

Date: December 16, 2024

Location: 290 N. Flint Street; Kaysville, UT 84037

Board Members in Attendance: Angie Osguthorpe, Jeff Lund, Paul Ray, Kelly Simerick, Natalie Brush, Paul Ray

Others in Attendance: Stacey Hutchings, Gabe Clark, Erin Winterton, Ken Jeppesen, Hannah Dorius, Nicole Jones, Jessica Aydlette, Barbie Faust, Alexis Leavitt

MINUTES

CALL TO ORDER

Angie Osguthorpe called the meeting to order at 3:29PM.

BOARD MEMBER APPOINTMENT

Kelly Simerick was appointed as new board member by Davis Technical College. She ran the concurrent enrollment and advisory programs at Weber State University for 10 years.

AUDIT REPORT & TRAINING

Ken Jeppesen presented the 2023/2024 audit report and reported fully clean findings. Procurement was a focus for the audit this year. All three investigated opinions were found clean. The PTIF account is in a good position.

PUBLIC COMMENT

This was the second opportunity for the public to comment on the 2025-2026 Fee Schedule and Sex Education Curriculum. There was no public comment.

CONSENT ITEMS

- October 21, 2024 Board Meeting and Closed Session Minutes
Jeff Lund made a motion to approve the October 21, 2024, Board Meeting and Closed Session Minutes; Kelly Simerick seconded the motion. The motion passed unanimously. Votes were as follows: Angie Osguthorpe, Aye; Jeff Lund, Aye; Kelly Simerick, Aye; Natalie Brush, Aye.

REPORTS

- Director Report
Stacey Hutchings presented the Director Report to the board. The Director Report covered enrollment, staffing, and the school report card. Enrollment is currently at 144 students. Enrollment will be a big push for next year. There were no changes in staffing. Alexis Leavitt was awarded the Difference Maker Award. She lifts the school culture and proactively works to improve things. Quarter 1 completion rates are at 77.26% which is up from 60% in previous years. State Requirements have been met for the School Safety amendments. A school

safety assessment was completed, and a completed safety plan was submitted to USBE.

- Financial Report

Erin Winterton summarized the Financial Report to the board. She reviewed the statement of activities and statement of financial position. The school is being very fiscally responsible. There are no concerns in the Statement of Activities and income is on track for this point in the year. The financials are in a good position.

VOTING AND DISCUSSION ITEMS

- 2025/2026 Fee Schedule

The only change to the fee schedule is an increase in the fee for credit recovery. Use of credit recovery is increasing because packet classes are more expensive.

Natalie Brush made a motion to approve the 2025/2026 Fee Schedule; Kelly Simerick seconded the motion. The motion passed unanimously. Votes were as follows: Angie Osguthorpe, Aye; Jeff Lund, Aye; Kelly Simerick, Aye; Natalie Brush, Aye.

- Sex Education Curriculum

Stacey Hutchings presented the Sex Education Curriculum. This has been available for public comment. Nothing has changed with the curriculum.

Natalie Brush made a motion to approve Sex Education Curriculum; Jeff Lund seconded the motion. The motion passed unanimously. Votes were as follows: Angie Osguthorpe, Aye; Jeff Lund, Aye; Kelly Simerick, Aye; Natalie Brush, Aye.

- School LAND Trust Election Procedures

Stacey Hutchings presented the School LAND Trust Election Procedures. These updated procedures will fulfill state requirements. These procedures will be posted on the school website.

Kelly Simerick made a motion to approve School LAND Trust Procedures; Natalie Brush seconded the motion. The motion passed unanimously. Votes were as follows: Angie Osguthorpe, Aye; Jeff Lund, Aye; Kelly Simerick, Aye; Natalie Brush, Aye.

Paul Ray entered the meeting at 4:14PM.

- Policies

- Paid Professional Hours for Educators Policy

Stacey Hutchings presented the summary of the Paid Professional Hours for Educators Policy. This policy establishes the rules and requirements for paid professional hours and this policy tracks the statute and the rule.

- FERPA Policy

Gabe Clark presented the summary of the FERPA Policy. Gender identity is added to the list of things that schools can't ask students without parental consent first. General changes to parental notices and parental consent requirements. The board added a clarification that Secretary means the Secretary of the United States Department of Education.

- Attendance Policy

Stacey Hutchings presented the summary of the Attendance Policy. Stacey requests this change to mitigate excused absences when they have become excessive. Interventions are required when it impacts the student's education.

Kelly Simerick made a motion to approve Paid Professional Hours for Educators Policy, FERPA Policy with edits, and Attendance Policy; Jeff Lund seconded the motion. The motion passed unanimously. Votes were as follows: Angie Osguthorpe, Aye; Jeff Lund, Aye; Kelly Simerick, Aye; Natalie Brush, Aye.

- MaHK Advertising Contract

Stacey Hutchings presented the MaHK Advertising Contract. Historically, marketing has been in house, and they are looking for ways to improve their enrollment numbers. Paul Ray connected CPH with MaHK marketing and advertising to improve the enrollment. Social media will be a main channel of advertising.

Natalie Brush made a motion to approve MaHK Advertising Contract; Jeff Lund seconded the motion. The motion passed unanimously. Votes were as follows: Angie Osguthorpe, Aye; Jeff Lund, Aye; Kelly Simerick, Aye; Natalie Brush, Aye.

CALENDARING

- Next Board Meeting is scheduled for February 10, 2024 @ 3:30PM.

ADJOURN

At 4:36 PM Angie Osguthorpe made a motion to adjourn. The motion passed unanimously. Votes were as follows: Angie Osguthorpe, Aye; Jeff Lund, Aye; Kelly Simerick, Aye; Natalie Brush, Aye.

Career Path High

School Year 2025-2026 - DRAFT

Career Path High

AUGUST 2025							SEPTEMBER 2025							OCTOBER 2025							YEAR AT A GLANCE		
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S			
					1	2		1	2	3	4	5	6				1	2	3	4	August 7-15, 2025	No School	Professional Development
3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11	August 18	School Starts	First Day of School
10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18	September 1	No School	Labor Day
17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25	October 15	FYI	End of Term 1
24	25	26	27	28	29	30	28	29	30					26	27	28	29	30	31		October 16-17, 2025	No School	Fall Break
NOVEMBER 2025							DECEMBER 2025							JANUARY 2026							November 26, 2025	No School	Professional Development (Legislative Days)
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	November 27-28, 2025	No School	Thanksgiving Recess
						1		1	2	3	4	5	6					1	2	3	December 19, 2025	FYI	End of Term 2
2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10	December 22, 2025	No School	Teacher Comp Day
9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17	December 22- January 2, 2026	No School	Winter Recess
16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24	January 5, 2026	No School	Professional Development (Legislative Days)
23	24	25	26	27	28	29	28	29	30	31				25	26	27	28	29	30	31	January 19, 2026	No School	Martin Luther King Jr. Day
30																					February 16, 2026	No School	President's Day
FEBRUARY 2026							MARCH 2026							APRIL 2026							March 6, 2026	FYI	End of Term 3
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	March 9, 2026	No School	Professional Development (Legislative Days)
1	2	3	4	5	6	7	1	2	3	4	5	6	7				1	2	3	4	March 30, 2025	No School	Teacher Comp Day
8	9	10	11	12	13	14	8	9	10	11	12	13	14	5	6	7	8	9	10	11	March 30- April 3, 2026	No School	Spring Break
15	16	17	18	19	20	21	15	16	17	18	19	20	21	12	13	14	15	16	17	18	April 24, 2026	No School	Professional Development (Legislative Days)
22	23	24	25	26	27	28	22	23	24	25	26	27	28	19	20	21	22	23	24	25	May 22, 2026	School Ends	Last Day of School/End of Term 4
							29	30	31					26	27	28	29	30					
MAY 2026							JUNE 2026							JULY 2026									
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S			
					1	2		1	2	3	4	5	6				1	2	3	4	Quarter 1	42 Days	August 18- October 15, 2025
3	4	5	6	7	8	9	7	8	9	10	11	12	13				5	6	7	8	Quarter 2	42 Days	October 20- December 19, 2025
10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18	Quarter 3	42 Days	January 6- March 6, 2026
17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25	Quarter 4	48 Days	March 10- May 22, 2026
24	25	26	27	28	29	30	28	29	30					26	27	28	29	30	31		Total PD Days	14 Days	
31																					Total Attendance Days	174 Days	

DAILY SCHOOL SCHEDULE

SCHOOL NAME / 2024-2025

MONTH	STUDENT DAYS PER MONTH	FULL DAYS	EARLY RELEASE DAYS	TEACHER COMP DAYS	LEGISLATIVE PD DAYS	NEW TEACHERS ONLY WORK DAYS	ALL TEACHERS ONLY WORK DAYS	TEACHER DAYS PER MONTH
August	10	10					8	18
September	21	21						21
October	21	21						21
November	18	17			1			18
December	16	15		1				16
January	19	18			1			19
February	19	19						19
March	21	19		1	1			21
April	19	18			1			19
May	16	16					4	20
June	0							0
Total Days	180	174	0	2	4	0	12	192
Total Hours	990.00	957.00	0.00	11.00	22.00	N/A	N/A	N/A

CALENDAR CHECKLIST

1. Fill in the blank white spaces on the count template and edit the start/end times. The gray/blue spaces will auto-populate.
2. Verify that the total days and total hours meet requirements (exactly 180 days / 990 hours minimum). Kinder must be a minimum of 2 hrs/day (even short
3. Confirm days being used for teacher compensation days and legislative days and that they are clearly labelled.
4. Confirm Kindergarten assessment days. Can be at the beginning and/or the end (not the middle) for a maximum of 10 days.
5. Confirm new and returning teacher work days, compare to previous school year days, and note differences to HR and Director.
6. October 1 should be a regular day with no days off or field trips. If October 1st falls over a weekend, verify that the Friday / Monday is in session.
7. Remind Directors to leave a cushion for snow/emergency make-up days. Consider building in one snow day annually.
8. Check that Legislative Days are labeled and scheduled after the first day of school.
9. For multi-campus schools, determine which campus is the district campus and which calendar will serve as the district calendar.
10. Boards must approve calendar and it must be turned into R&C and HR by March 30 to send to USBE and posted on the school website.

STUDENT HOUR CALCULATIONS	STUDENT FULL DAYS	STUDENT EARLY RELEASE DAYS
Start	8:30 AM	8:30 AM
End	3:00 PM	1:30 PM
Elapsed Time	390.00	300.00
Passing Time	30	30
Lunch	30	30
Total Minutes	330.00	240.00
EMPLOYMENT AGREEMENT INFORMATION		
DAYS	NEW TEACHERS	RETURNING TEACHERS
Start Date		
End Date		
23-24 Work Days		
24-25 Work Days	192	192
Difference	192	192

USBE CALENDAR SUBMISSION	
Opening Institute:	08/06
First Day:	08/18
Fall Break:	10/16-10/17
Thanksgiving:	11/27-11/28
Winter Break:	12/22-01/02
Spring Break:	03/30-04/03
Other Non-School Days:	
Last Day:	05/22
Website Link:	



Dear Superintendent,

The Utah Career Path High School Governing Board approved LEA-Specific educator license(s) to 1 individual(s) in a public meeting held on 2/10/2025. The license areas, and endorsements shall be valid for one (1), two (2), or three (3) academic years as indicated on the attached spreadsheet which contains the associated educator information and rationale for the request. All LEA-Specific licenses will expire on June 30th of the final academic year approved.

Utah Career Path High School Governing Board following assurances:

- The LEA has adopted a policy, in accordance with R277-301-7, to prepare and support educators with an LEA-Specific license. This policy is posted online at <https://www.careerpathhigh.org/policies-procedures> click on “Board Policies & Procedures”.
- The educator has completed a criminal background check in accordance with Rule R277-214 and continued monitoring in accordance with Subsection 53G-11-403(1).
- The LEA will provide requisite training (educator ethics, classroom management/instruction, special education law/instruction, & Utah Effective Teaching Standards) within the 1st year of employment.
- The educators will complete the USBE Ethics Review within one (1) calendar year prior to being issued the license.
- The LEA will post all educator data, including assignments, in CACTUS no later than sixty (60) days following the date of the public governing board meeting approving the license area(s) and/or endorsement(s).
- Each LEA school employing an individual with an LEA-Specific license will prominently post the following on the school’s website:
 - Disclosure that the school employs individuals holding an LEA-Specific educator license, license areas, and/or endorsements.
 - An explanation of the types of educator licenses issued by USBE (Professional, Associate, LEA-Specific):
“The following **designations or levels** apply to educator licenses, license areas (i.e.-elementary, secondary, special education), and content endorsements (i.e.-mathematics, music, Spanish, social studies):
 - Professional:** The educator has completed an educator preparation program that includes content and pedagogical knowledge. This program may have been completed at a university or in an alternate pathway that was supported by school districts/charters and the Utah State Board of Education.
 - Associate:** The educator is currently completing an educator preparation program, but has not yet completed all requirements for a Professional Educator License, license area, or endorsement. The educator is enrolled in a university-based or Local Education Agency (LEA)-based program. When the educator completes the program, they will have a professional level.
 - LEA-Specific:** The educator has not completed an educator preparation and is not currently enrolled in one.
 - Percentage (based on FTE) of types of licenses, license areas, and endorsements held by educators employed in the school.
 - A link to the Utah Educator [Look-up Tool](#).

The Utah Career Path High School Governing Board additionally acknowledges that LEA-Specific educator licenses, license areas, or endorsements may be renewed by the Utah State Board of Education (USBE). These renewals will be approved or denied on a case-by-case basis.

Sincerely,

[SIGNATURE]

LEA Governing Body Chairperson

SY24-25 LEA-S(pecific) Requests

LEA (District or Charter) Name	Date LEA's Board Met	CACTUS ID	Last Name
<i>Granite SD</i>	<i>1/5/2021</i>	<i>999999</i>	<i>Example</i>
Utah Career Path High School	2/10/2025	553076	Uriona

Effective 8/2021, the following are NOT allowed for LEA-S: Audiologist, Deaf Education, Pre

First Name	Years Approved (1, 2, 3)	Is this a RENEWAL Request from SY23- 24? (Y/N)	License Area 1	Endorsement 1
<i>Educator</i> Anthony	<i>3</i> 3	<i>N</i> N	<i>Secondary</i>	<i>Math Level 3</i> General Financial Literacy

eschool Special Ed., School Psychologist, School Social Worker, Special Ed (K-12), Speech Language Pat

			Is Educator's Assignment in CACTUS? (Y/N)
Endorsement 2	Endorsement 3	Rationale/Motions	
<i>Chemistry</i>		<i>Educator is enrolling in EPP Fall 2021</i>	<i>Y</i>
Social Studies Composite			Y

hologist, Speech Language Therapist

Has LEA Specific tab in CACTUS been completed? (Y/N)	Does Educator Have a current BACKGROUND check? (Y/N)	Does Educator Have a current ETHICS check? (Y/N)	Has Educator Completed the Pedagogical Modules in Canvas? (Y/N)	LEA-Specific Application Received? (Y/N)
Y	Y	Y	Y	Y
	Y	Y	N/A	

Career Path High
Time and Effort Documentation Policy
Adopted: October 19, 2020
Revised:

Purpose

Because Utah Career Path High (the “School”) receives restricted funds, the School is obligated to properly spend and account for the expenditures of such funds. The School adopts this policy in order to ensure that charges to federal awards or other state restricted programs, as required, for salaries and wages are based on records that accurately reflect the work performed.

Definitions

“Accurate” means that salaries and wages are based on records that provide an actual representation of the work performed.

“Allocable” means, in accordance with 2 CFR § 200.405, a cost is allocable to a Federal award or other cost objective if the cost is assignable to that Federal award or other cost objective in accordance with the relative benefits received.

“Allowable” means that a cost meets the criteria (factors affecting allowability of costs) outlined in 2 CFR § 200.403, unless otherwise authorized by statute.

“Internal Control” means, as described in 2 CFR § 200.1, processes designed and implemented by a non-federal entity to provide reasonable assurance regarding the achievement of objectives in the following categories:

- a. Effectiveness and efficiency of operations;
- b. Reliability of reporting for internal and external use; and
- c. Compliance with applicable laws and regulations.

“Cost Objective” means, as described in 2 CFR § 200.1, a program, function, activity, award, organizational subdivision, contract, or work unit for which cost data are desired and for which provision is made to accumulate and measure the cost of processes, products, jobs, and capital projects (*i.e.*, implementation of program accounting).

Policy

Time and Effort Standards

The School shall recognize and follow the *Uniform Administrative Requirements* pertaining to the *Standards for Documentation of Personnel Expenses* as contained in 2 CFR § 200.430(g). Accordingly, all School employees who are paid in full or in part with federal funds shall keep

specific documents to demonstrate the amount of time they spent working on the federal program (2 CFR § 200.430(g)(1)). In addition, all School employees who are paid with state and local funds, but whose salaries and wages are used for cost sharing or matching in a federal program, shall also keep time and effort documentation (2 CFR § 200.430(g)(4)). Moreover, all School employees who are paid in full or in part with state restricted funds shall keep specific documents to demonstrate the amount of time they spent working on the state restricted program.

Charges to restricted funds for salaries and wages must be based on records that accurately reflect the work performed. In accordance with 2 CFR § 200.430(g)(1), these records must:

1. Be supported by a system of **internal control** that provides reasonable assurance that charges are **accurate, allowable, and allocable**.
2. Be incorporated into the School's official records.
3. Reasonably reflect the total activity for which the employee is compensated by the School, not exceeding 100% of the compensated activities.
4. Encompass federally-assisted and all other activities compensated by the School on an integrated basis.
5. Comply with the established accounting policies and practices of the School.
6. Support the distribution of the employee's salary or wages among specific activities or **cost objectives**.

Semi-Annual Certifications and Personnel Activity Reports

To meet the above requirements, all School employees who are required to keep time and effort documentation must submit either a Semi-Annual Certification or a Personnel Activity Report ("PAR") as described below. Whether an employee must submit a Semi-Annual Certification or a PAR depends on the number of cost objectives that an employee works on.

The School's administration shall ensure that employees who work solely on a single cost objective complete a Semi-Annual Certification consistent with 2 C.F.R. § 200.430 and applicable state law and rule.

The School's administration shall ensure that employees who work on multiple cost objectives document their time and effort on a PAR consistent with 2 C.F.R. § 200.430 and applicable state law and rule.

Procedures

The School's administration shall adopt additional administrative procedures to ensure compliance with this policy and applicable law.



Career Path High Campaign Overview & Check-In

Career Path High x MāHK Check-In



- Utilized research to determine optimal social platforms for each of the three campaigns - Parent, Student (falling behind), and Student (flexible schedules)



- Produced [scripts](#) and shot content at Career Path High on 1/16, created three [videos](#) to run on paid social

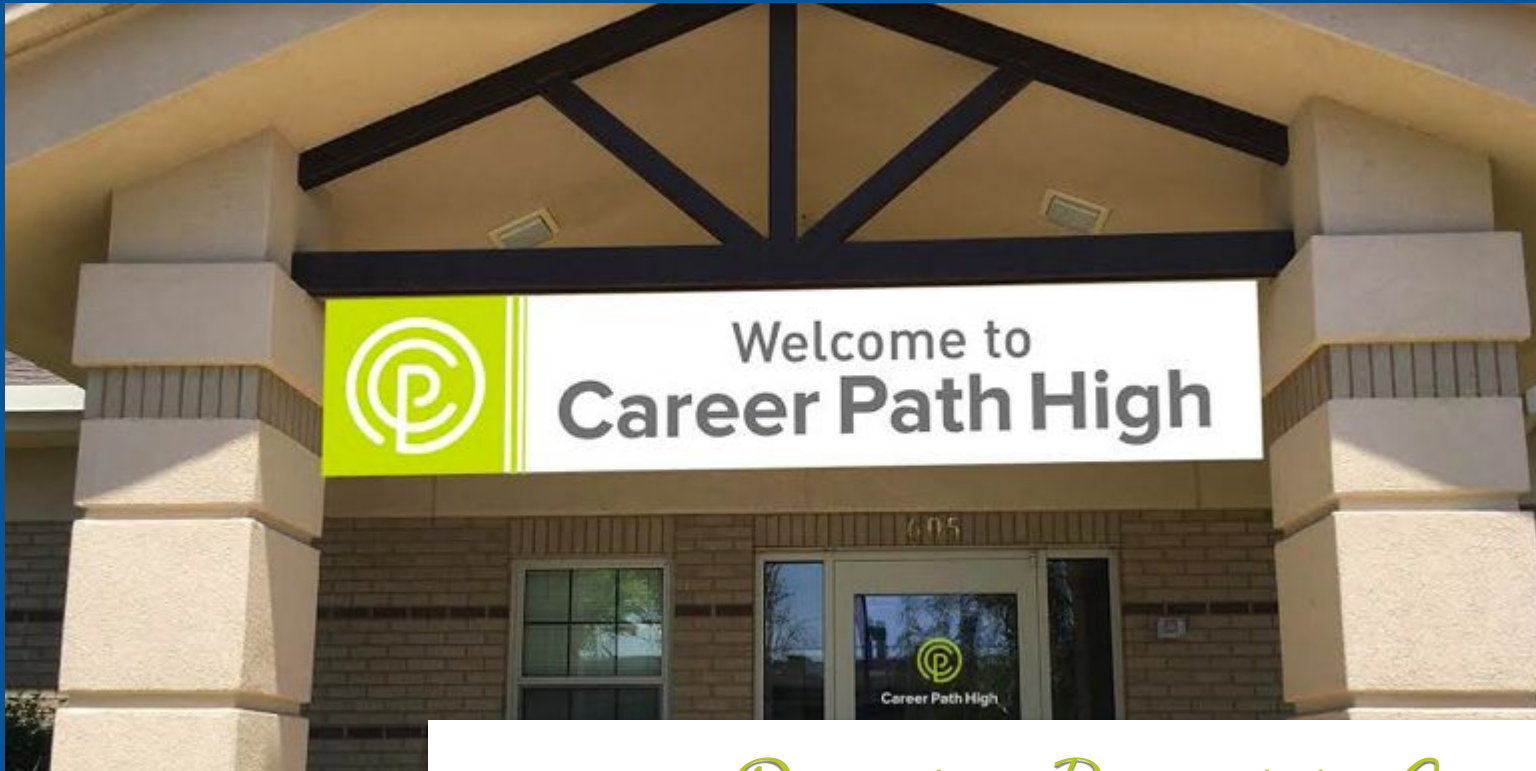


- Set up and started running all three campaigns on Facebook, Instagram, Snapchat, TikTok, and Paid Search



- Produced copy and created designs for each campaign [landing page](#), working on setting up landing pages on site backend





Director Report to Career Path High Board

February 10, 2025

Reporting Items

- Enrollment
- Staff
- Difference Maker Award
- Q2 Completion Rates
- PBIS at Career Path High
- School Safety
- School Improvement Plan
- Updates
- 2024 - 2025 Goals
- 2024 - 2025 Priorities



Enrollment

Enrollment	Status	Race	Sex	Advisors		
				+ Registered	1	+ Enroll
Graduate Seniors						
	Grade:	9	10	11	12	Total
Active		18	37	47	42	144
Withdrawn		3	11	9	9	32
Effective 12/11/2024		21	48	56	51	176

Currently ongoing -
Re-registration
New Enrollment





Staffing

Leadership Team

Stacey Hutchings	Director/Principal
Jessica Aydlette	Assistant Principal
Joshua Epperson	Special Education Director
Alexis Leavitt	School Counselor
Lauren Perkins	CTE Coordinator / PE & Health Teacher

General Education Teachers

Jessika Chandler	English & Lead Teacher
Karen MacDonald	English & Lead Teacher
Stephanie Wilson	Math
Deveri Thornton	Math
Mark Abercrombie	Math & Science
Dawn Fambro	Science
Grant Beaty	Social Studies
Anthony Uriona	History / Financial Lit
Sawyer Watts	Art

Special Education Team

Scott Paradis	Teacher
Julia Hammond	Teacher
Kady Coombs	Paraprofessional
Alycia Wilkins	Paraprofessional

Paraprofessionals

Rachel Daniels	Attendance Clerk
Kay Lee Coil	



Career Path High

Go to high school, graduate with a career.



Difference Maker Award

Jessica Aydlette -Asst. Principal

Wow!! What can I say. Jessica has come in and just brought a new energy to our school. She really embodies our Fish Philosophy; she is present, with students and staff. she makes the workplace fun. she chooses to have a great attitude everyday despite challenging moments. she works hard to make others have a great day.

she has become a friend and a confidant. I'm very grateful that Jessica has become a part of our staff.

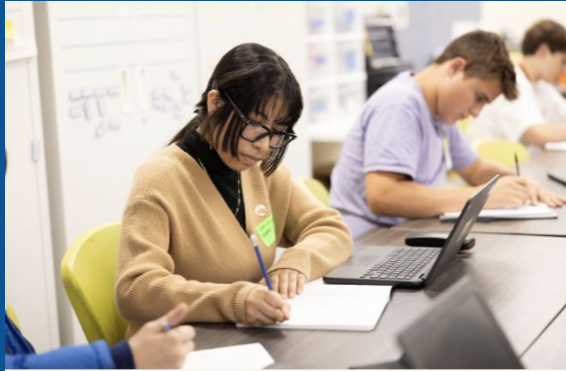
she is rock star!! she hustled and bustled to help make the holiday helper store amazing for our kiddos not to mention her ability to connect with the students.

jessica is such a huge asset to cph!! she has already made a big difference in our school culture, and i have really enjoyed working with her on observing and mentoring teachers. i can tell she really cares about making our school a great place for staff and students!!

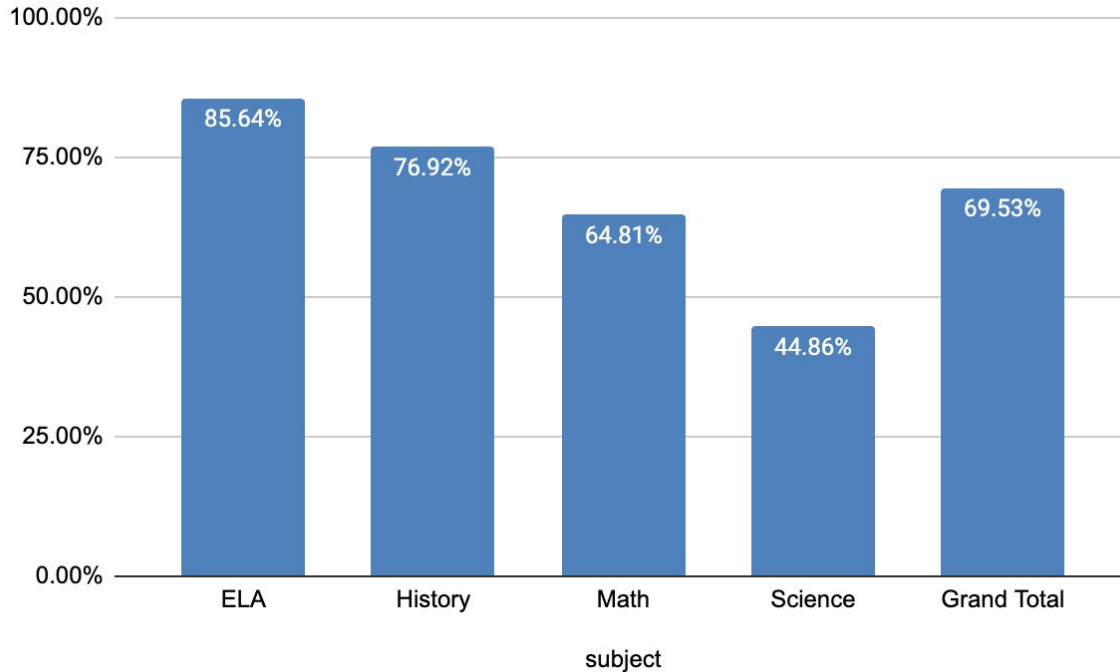


Completion Rates

1st Quarter 2024-2025

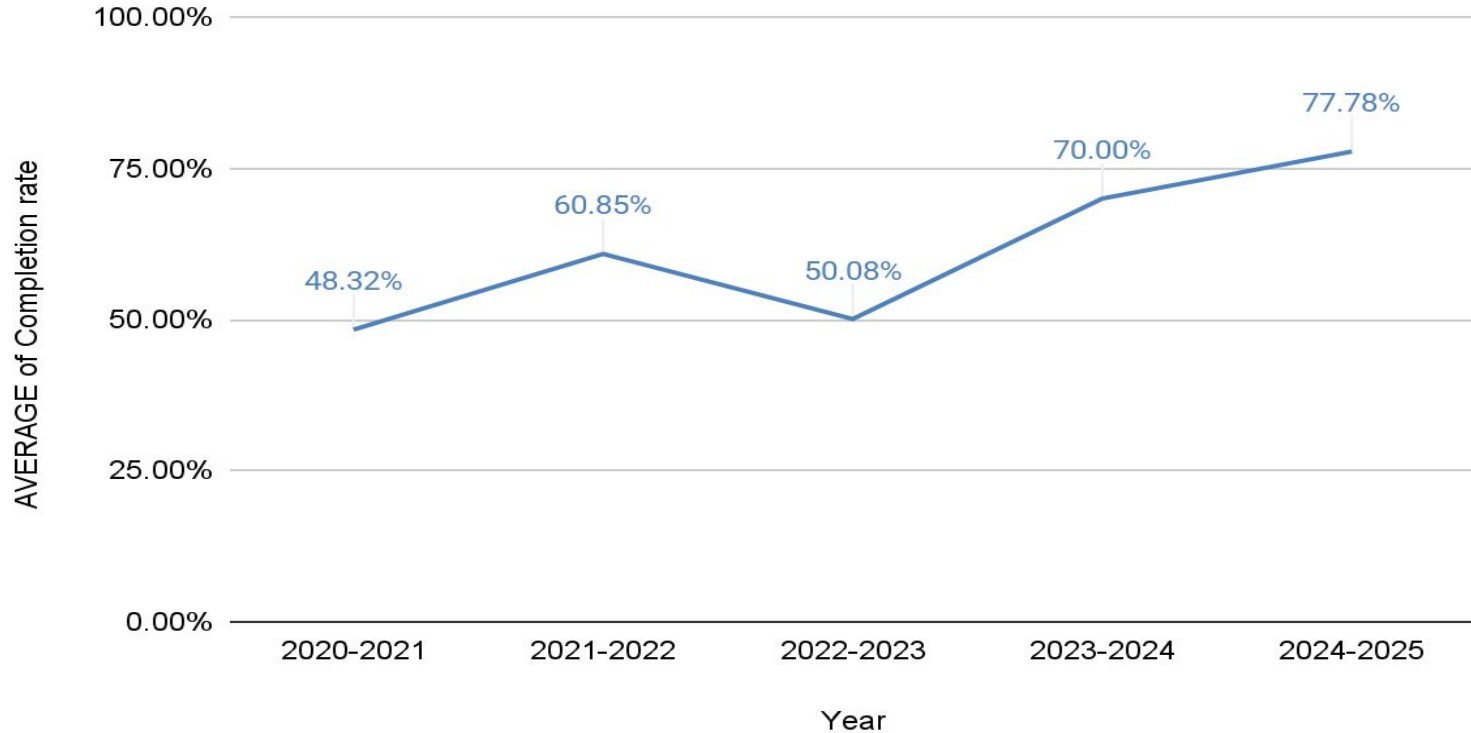


Quarter 2 - By Subject



70%
School-wide
Completion

Quarter 2 - Completion Trendline



Positive Behavior Intervention Supports

PBIS at Career Path High

Colby Hoskinson



What is School-Wide PBIS?

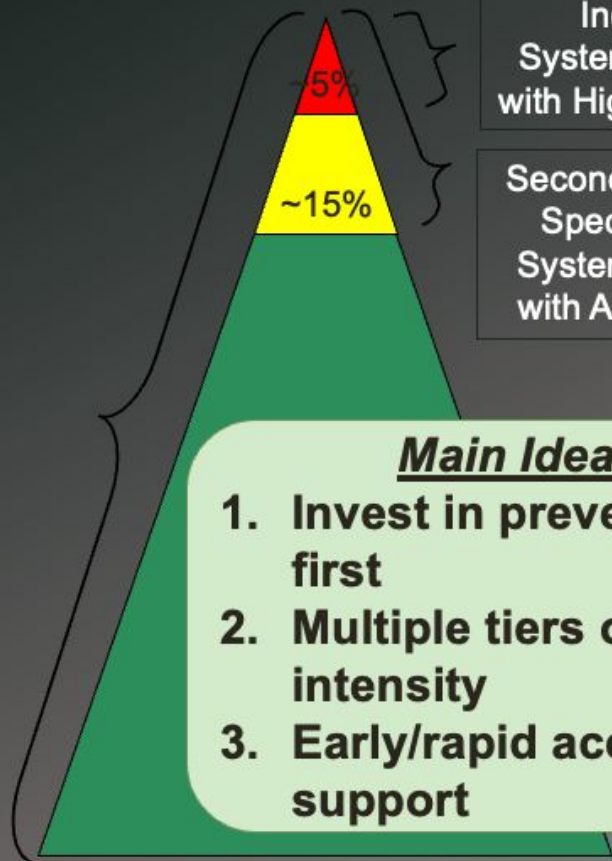
A framework for improving school outcomes with behavioral principles. While its primary focus is on behavior, this consequently affects academics, social environment/culture, and mental health.

Main Themes of PBIS

- **Scientific Approach**
 - Evidenced Based Practices
 - Data-based decision making
- **Tiered Framework (RTI/MTSS)**
 - Quickly and efficiently responding to student needs
- **Addresses the whole student**
 - Academic, Social, Behavioral, and Mental health
 - Empathy

Tiered System

Primary Prevention:
School-/Classroom-
Wide Systems for
All Students,
Staff, & Settings



Tertiary Prevention:
Specialized
Individualized
Systems for Students
with High-Risk Behavior

Secondary Prevention:
Specialized Group
Systems for Students
with At-Risk Behavior

Main Ideas:

1. Invest in prevention first
2. Multiple tiers of support intensity
3. Early/rapid access to support

Whole student

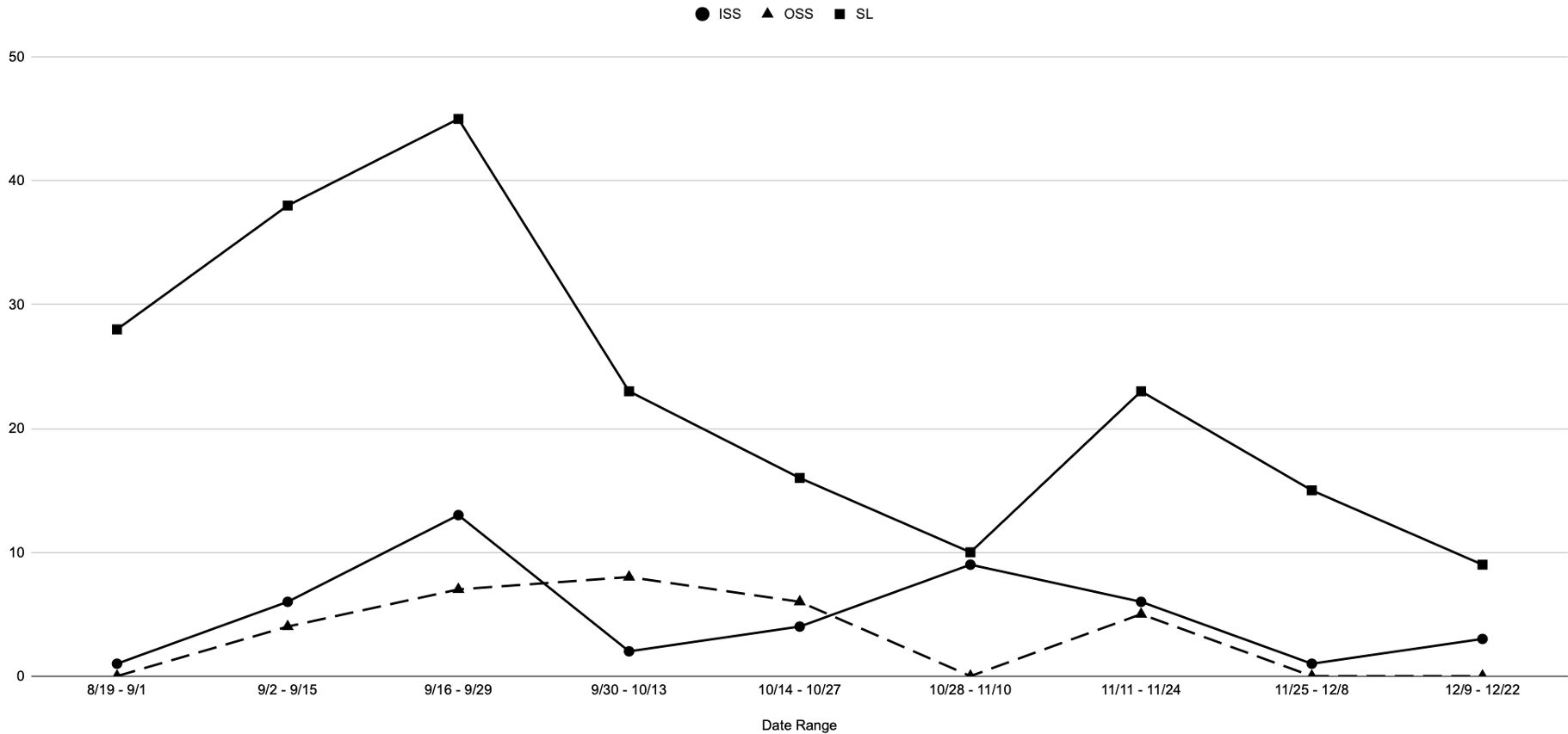
- Predictable environment
- Minor behavior should be a moment to teach what the expectation is.
- Acknowledge when students exhibit Trail Norms



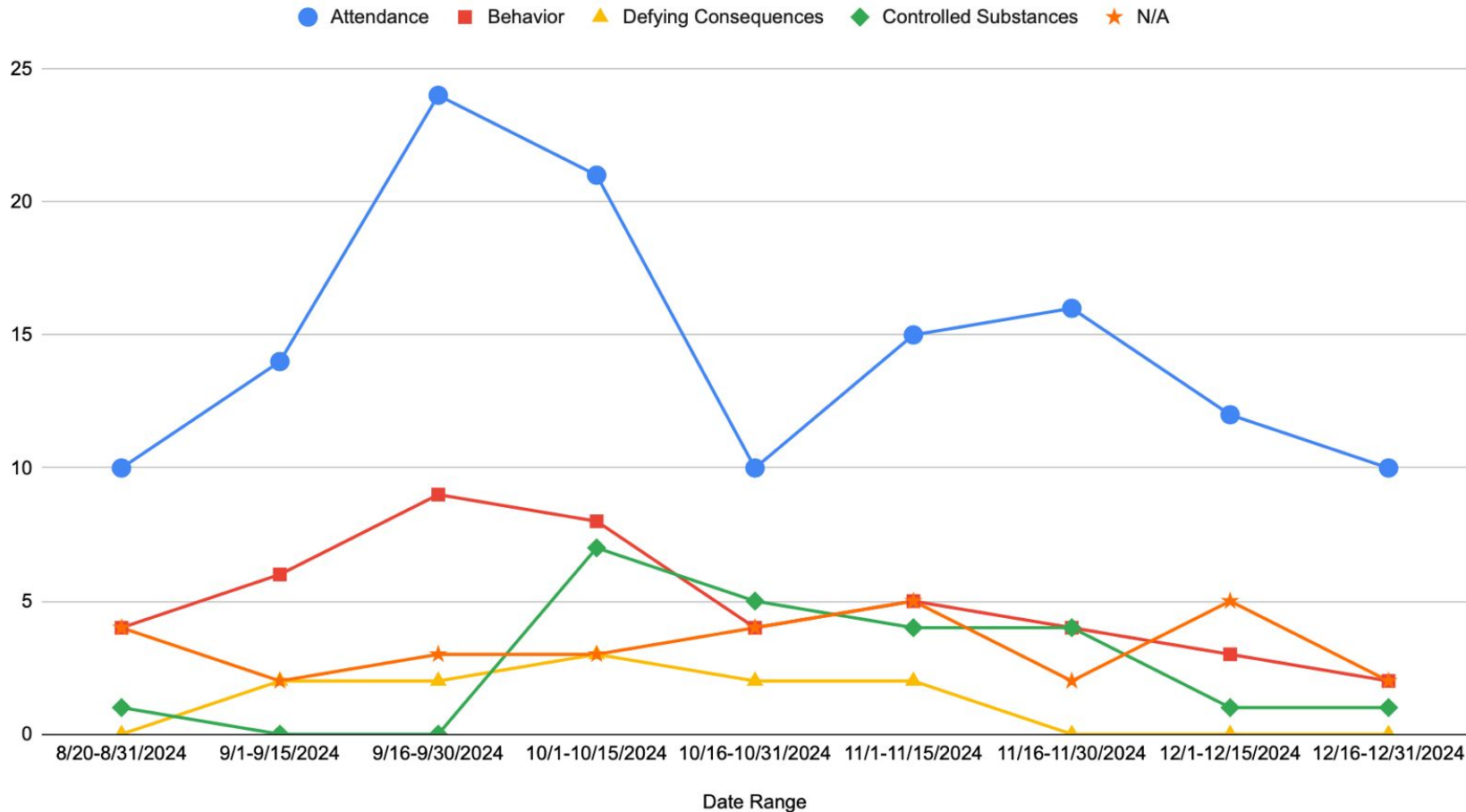
CPH Trail Norms

Setting	T Teamwork	R Respect	A Achievement	I Integrity	L Leadership
Classroom	Work together on group activities	Listen when others speak; respect differences	Participate actively; complete assignments	Be honest in all work; avoid plagiarism	Encourage classmates to stay on task
Hallway	Move calmly to avoid crowding; no running	Keep volume low; respect others' space	Get to class on time	Clean up any litter; help maintain a clean area	Model hallway expectations for other students
Cafeteria	Share tables and include others	Use polite language and respect food choices	Clean up after yourself; get back to class on time	Follow Davis Tech rules with food and drink	Invite others to join your table; be inclusive
Restroom	Wait patiently; avoid crowding	Respect privacy and keep noise down	Use time efficiently	Maintain cleanliness	Report any issues respectfully to staff
Parking Lot	Drive safely; allow space for others	Respect property and vehicles	Arrive and leave on time	Follow parking and traffic rules	Report any safety concerns to administration
Assemblies / Events	Applaud at appropriate times	Listen attentively; respect speakers	Participate by staying engaged	Represent school with positive behavior	Encourage others to engage positively
Technology Use	Share devices when needed	Respect others' online space and boundaries	Use technology appropriately for learning	Follow school technology policies	Help peers use technology appropriately
Office / Reception	Wait your turn	Use polite language with staff	Prepare documents or ID for efficiency	Be truthful in interactions	Set an example by respecting office rules

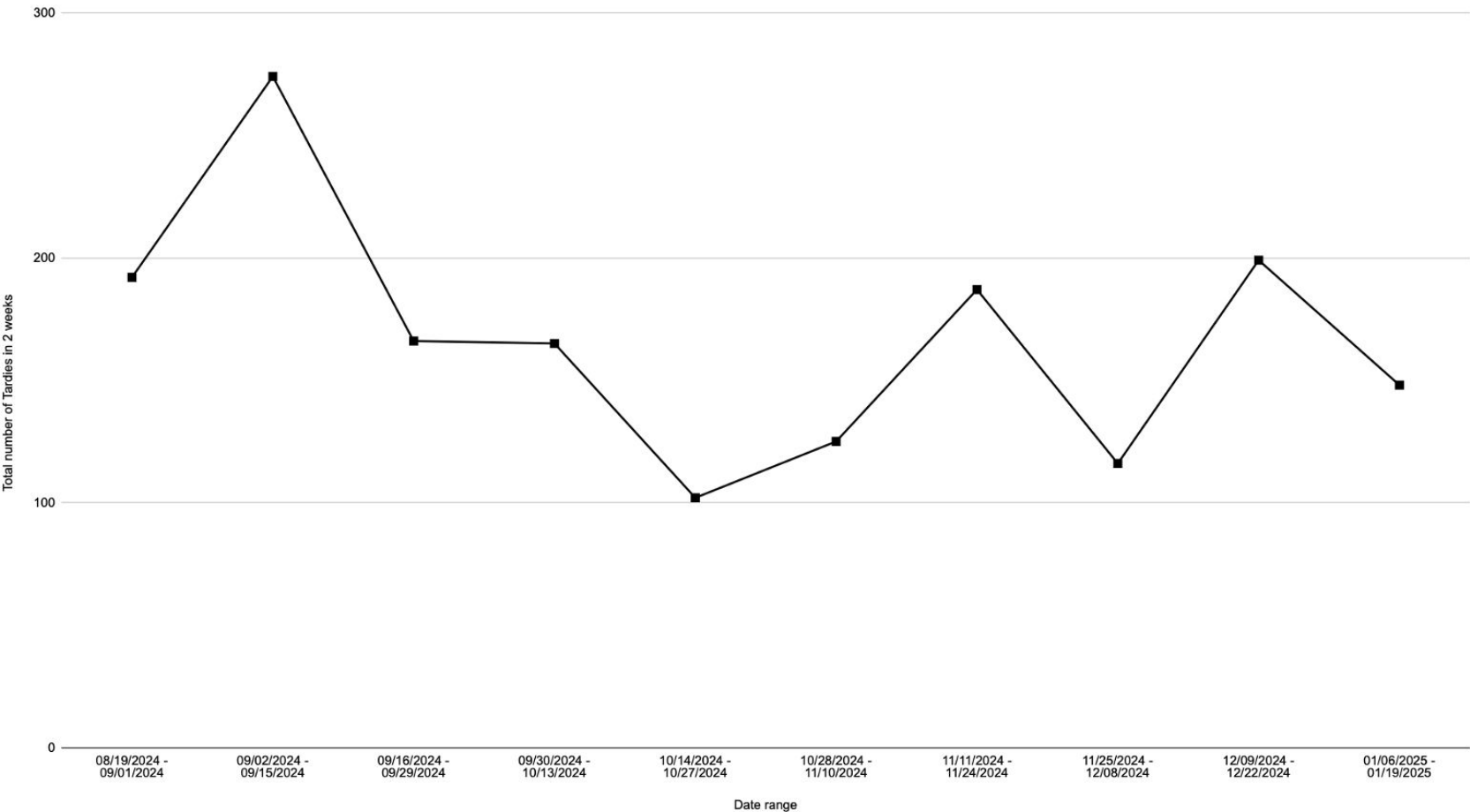
ISS, OSS and SL



Bi-weekly discipline by type



Biweekly Tardies



School Safety

Watching HB 40 - School Safety Amendments to see what changes might be made during the legislative session.

Submitted the School Safety grant application to USBE:
Including funding for:

Panic buttons

Repeaters

Limiting entry points to campus

Internal classroom door locks

Bleed kits

SRO funding

PA System

School Safety Coordinator (Aydlette) attended 2 day school safety training.



Career Path High

Go to high school, graduate with a career.



School Improvement Plan Progress

100% of teachers have completed the Modern Classrooms Training

January 6th & 7th - Full day Catapult Learning training on campus

Full day leadership training and observation visit with West Ed

Successful quarterly progress review

*Weekly PLC's

*Teachers observed 3 times each month

*Updated Learning Strategies curriculum with CCR focus

*Interim testing twice this year - third time February 25th



Career Path High

Go to high school, graduate with a career.

School Trust Lands Final Report 2023-2024 Plan

Academic performance demonstrated in course completion showed improvement in all identified subjects exceeding the goal of 5% increase.

ELA completion went from 87% to 96% - 9% increase

Math completion went from 71% to 83% - 12% increase

Science completion went from 78% to 86% - 8% increase



Career Path High

Go to high school, graduate with a career.



Updates

2025-2026 Re-registration and Enrollment underway

Review committee created to consider new curriculum/LMS

Updating the MOU with Davis Tech

Marketing Update - next 2 slides





Career Path High Campaign Overview & Check-In

Career Path High x MāHK Check-In



- Utilized research to determine optimal social platforms for each of the three campaigns - Parent, Student (falling behind), and Student (flexible schedules)



- Produced [scripts](#) and shot content at Career Path High on 1/16, created three [videos](#) to run on paid social



- Set up and started running all three campaigns on Facebook, Instagram, Snapchat, TikTok, and Paid Search



- Produced copy and created designs for each campaign [landing page](#), working on setting up landing pages on site backend



Director Travel

- 1) Hotel in Logan for Career Fairs - Feb. 12-13th
- 2) Modern Classrooms Visit March 25 - 26th
- 3) National Charter School Conference June 29 - July 3rd



Career Path High

Go to high school, graduate with a career.



Goals - 2024- 2025

- End of Year Course Completion - 90%
 - Math End of Year Completion - Increase by 5%
- Graduation Rate - 88% State Average
- Davis Tech Course Completion - 5% Increase Davis
- Tech Program Completion - 5% Increase
- Enrollment for 2023 - 2024 - 200 Students



Career Path High

Go to high school, graduate with a career.



Priorities

2024-2025

Academic Achievement

- School Improvement Plan
- Modern Classrooms Project
- College and Career Readiness
- Data Reports and Dashboards

Culture

- Renewed Culture Focus
- Mental Health & Behavior
- Building Capacity

Growth

- Marketing Focus
- Student Retention



Career Path High

Go to high school, graduate with a career.





“

Mission Statement

Career Path High changes lives and strengthens society by guiding students on a path to college success and career readiness.



Career Path High



Touchstone

We succeed by building positive relationships, encouraging clear communication, fostering an inclusive community of respect, collaborating to embrace academic challenges, honoring student achievement, and developing learning momentum that continues into the future.



Vision

Career Path High's partnership with Davis Technical College will create a learning community that empowers students and fosters achievement. Through an optimal blend of virtual instruction and hands-on mentored training, our students will receive a world-class education that prepares them to be strong leaders and contributing citizens.



Calendar

February 7th - Valentines Dance

February 25th - Interim Testing

March 7th - end of 3rd Quarter

March 12th - ACT

Well-Being Team Proposal for Career Path High School 25-26 Academic Year

The following proposal has been created at the request of Career Path High to support their mental and behavioral health efforts. The proposal entails staffing Career Path High with a U-TTEC staff member for at 25 hours/wk at the rate of \$86,205 for the 25/26 academic year. Supports will be provided in the fall and spring semesters, and cost includes supervision for the U-TTEC staff.

The U-TTEC Lab will initiate a partnership with Career Path High School, to service the mental and behavioral health needs of all students in the school. Service provider will be licensed through the Utah Division of Professional Licensing (DOPL; i.e., CSW or LCSW) or be working towards their certification and/or licensure under the following: educational specialist in school psychology, license in psychology (counseling or schools), clinical mental health counseling, school counseling, or social work. Trainees will be supervised by qualified and licensed mental health providers in the U-TTEC Lab, as needed. These services will occur in collaboration with administrators, related service providers, teachers, school staff, and caregivers in the community. Support may occur across the three tiers in a MTSS. This approach ensures that all students can access the service array and will have exposure to universal mental health supports. The MTSS services will employ a three-tiered model. While support will occur across the three tiers in a MTSS, the provision of those tiers will largely be determined by the needs of the individual school/s, school admin/ staff request, and recommendations of the service provider.

Tier 1 services will include consultation and coaching implementation of school climate assessments/ universal (i.e., schoolwide) well-being screening three times during the academic year and the implementation of schoolwide of class wide interventions to promote student well-being. School climate is a broad, multifaceted concept that involves many aspects of the student's educational experience. A positive school climate is the product of a school's attention to fostering safety; promoting a supportive academic, disciplinary, and physical environment; and encouraging and maintaining respectful, trusting, and caring relationships throughout the school community. A positive school climate is tied to high or improving attendance rates, test scores, promotion rates, and graduation rates. Results from school climate assessments can inform schoolwide mental health interventions including but not limited to, school culture, social-emotional learning (SEL) curricula, brief skills groups, psychoeducation, and family involvement.

Schoolwide well-being or universal screening* for complete mental health is proposed as a key step in service delivery reform to move school-based psychological services from the back of the service delivery system to the front, which will increase emphasis on prevention, early intervention, and promotion. Results from universal screening help identify individual students who are at no risk, moderate risk, and high risk for mental health challenges. Students will be referred accordingly for immediate mental health support (at tiers 2 or 3) offered in the school and/or community. Students who self-identify or identified by an educator and/or caregiver as needing mental health support will also be referred for services.

** Schoolwide well-being or universal screening will be administered for students who have received caregiver consent.*

Tier 2 services focus on preventing risk factors or the early onset of problems from progressing. Early intervention services and supports (Tier 2) to address mental health concerns are provided for students who have been identified through screening, referral, or other school teaming processes as experiencing mild distress or functional impairment or being at risk for a given problem or concern. Examples include small-group interventions for students identified with similar needs (e.g., students with grief), problem solving, mentoring, and/or low-intensity classroom-based supports such as a daily report card or daily teacher check-in. These services will be provided upon the caregiver's consent.

Tier 3 services focus on individual student interventions that address more serious concerns and prevent the worsening of symptoms that can impact daily functioning. These treatment services and supports to address mental health concerns are provided for students who need individualized interventions for the significant distress and functional impairment they are experiencing. An example includes individual manualized therapy for students who have been identified, and often diagnosed, with social, emotional and/or behavioral needs.

Other mental health services to youth include brief evidence-based individualized one-time interventions also called check-ins (e.g., motivational interviewing, problem-solving) that provide more immediate support. These can be provided at the request of the student without the caregiver's consent. Referrals can include by a caregiver, educator, or self. These interventions will be delivered to students who present with low levels of risk to self/others and low complex needs. Some topics include but are not limited to communicating with confidence, understanding anger, exercises for wellbeing, sleep, understanding and managing moods and anxiety, problem-solving skills, mindfulness, and relaxation, understanding and accepting the self, and nutrition for wellbeing.

Scope of Project:

University of Utah faculty and trainee/s will work with Career Path High School admin and staff to identify existing programs, strengths and assets that support student mental and behavioral health care needs and areas for growth. Targeted planning will occur with administrative personnel to develop systems for assessment, treatment, and progress monitoring of student mental and behavioral health needs, as well as staff support needs. Below is a list of agreed upon deliverables and any tasks outside of those outlined below will need prior approval from the U-TTEC staff's supervisor and/or Director of Internal Operations.

- Development and Implementation of multi-tiered systems of behavior and mental health support
 - Staff/Faculty consultation on implementation of a robust PBIS system within the school
 - Provision of tiered mental health services
 - Schoolwide social-emotional learning consultation and coaching
 - Universal mental health support
 - School crises support consultation
 - Targeted social-emotional, anger management, and/or problem-solving groups for students at-risk for mental health concerns – other topics developed as determined through consultation
 - Short-term individual & group psychotherapy for students with mental health concerns
 - Consultation and support with behavior assessment and behavior intervention planning
- Provision of comprehensive psychosocial, psychoeducational, and other psychological assessments to support mental and behavioral health needs of students
- Development of collaborative efforts with community partners – including Davis Technical College – to help improve student access and attendance at programs that support their Career Path
- Provision of professional development in the areas of behavioral and mental health supports as appropriate
- Attendance at regular faculty/staff meetings

** The U-TTEC staff will have a minimum of 20% and maximum of 30% of hours a week (also known as 'indirect hours') dedicated to clinical administrative tasks (e.g., report writing, notes, clinical preparation, coordinating care with other professionals/caregivers, etc). Indirect hours can be completed on or off-site.*

**While we do not encourage U-TTEC staff to work beyond the contracted time (i.e., 25hrs/wk for this contract), any overages will be deducted from future weeks and/or be added to the U-TTEC staff's vacation time/sick time, etc.*

**Utah Career Path High
Statement of Financial Position
As of January 31, 2025**

	Period Ending 01/31/2025 Actual	Period Ending 01/31/2024 Actual
Assets & Other Debits		
Current Assets		
Operating Cash		
Cash		
8111-09i-001 - UCP ZB Opr	\$ 150,673	\$ 277,226
8112-09I-001 - UCP ZB Petty Cash	1,919	678
Total Cash	152,592	277,904
Investments		
8120-09I-001 - UCPH - PTIF	2,115,341	2,050,553
Total Investments	2,115,341	2,050,553
Operating Cash	2,267,933	2,328,457
Accounts Receivables	3,194	2,457
Total Current Assets	2,271,127	2,330,914
Net Assets		
Fixed Assets	851,767	783,988
Depreciation	(423,903)	(255,408)
Total Net Assets	427,864	528,580
Total Assets & Other Debits	\$ 2,698,991	\$ 2,859,494
Liabilities & Fund Equity		
Current Liabilities	\$ 19,130	\$ 8,238
Long-Term Liabilities	379,938	537,733
Fund Balance	2,257,460	2,157,796
Net Income	42,463	155,727
Total Liabilities & Fund Equity	\$ 2,698,991	\$ 2,859,494

Utah Career Path High
Statement of Activities
7/1/2024 - 1/31/2025

	Annual 6/30/2025 Budget	Year-to-Date 1/31/2025 Actual	% of Budget
Net Income			
Income			
Revenue From Local Sources	\$ 123,050	\$ 79,025	64.2 %
Revenue From State Sources	2,225,274	1,224,204	55.0 %
Revenue From Federal Sources	38,659	1,846	4.8 %
Total Income	2,386,983	1,305,075	54.7 %
Expenses			
Instruction/Salaries			
0121 - Salaries - Principals and Assistants	151,000	142,201	94.2 %
0131 - Salaries - Teachers	803,735	402,780	50.1 %
0132 - Salaries - Substitute Teachers	20,000	-	0.0 %
0142 - Salaries - Guidance Personnel	80,000	40,921	51.2 %
0152 - Salaries - Secretarial and Clerical Personnel	104,610	47,314	45.2 %
0161 - Salaries - Teacher Aides and Para-Pros	93,120	53,105	57.0 %
Total Instruction/Salaries	1,252,465	686,321	54.8 %
Employee Benefits			
0220 - Social Security	110,360	56,947	51.6 %
0230 - Local Retirement	37,750	12,849	34.0 %
0240 - Group Insurance	5,500	4,139	75.2 %
0270 - Industrial Insurance	3,278	2,130	65.0 %
0280 - Unemployment Insurance	24,991	12,025	48.1 %
0290 - Other Employee Benefits	162,000	72,610	44.8 %
Total Employee Benefits	343,879	160,700	46.7 %
Purchased Prof & Tech Serv			
0320 - Professional - Educational Services	39,500	47,247	119.6 %
0330 - Professional Employee Training and Dev.	51,200	23,335	45.6 %
0340 - Other Professional Services	29,301	11,458	39.1 %
0345 - Business Services	92,000	59,308	64.5 %
0350 - Technical Services	27,360	29,840	109.1 %
Total Purchased Professional & Technical Services	239,361	171,188	71.5 %
Purchased Property Services			
0410 - Utility Services	-	996	0.0 %
0423 - Custodial Services	-	90	0.0 %
0430 - Repairs & Maintenance Services	2,200	12,743	579.2 %
0441 - Rental of Land & Buildings	184,000	90,903	49.4 %
0490 - Other Purchased Property Services	-	85	0.0 %
Total Purchased Property Services	186,200	104,817	56.3 %

Utah Career Path High
Statement of Activities (continued)
7/1/2024 - 1/31/2025

	Annual 6/30/2025	Year-to-Date 1/31/2025	
	Budget	Actual	% of Budget
Other Purchased Services			
0513 - Student Transportation Services - Commercial	3,000	1,669	55.6 %
0518 - Student Day Trips/Field Trips	1,000	230	23.0 %
0521 - Property Insurance	800	480	60.0 %
0522 - Liability Insurance	3,300	3,320	100.6 %
0530 - Communication (Telephone & Other)	9,500	4,642	48.9 %
0540 - Advertising	30,000	28,541	95.1 %
0561 - Student Tuition to other LEAs In State	5,000	1,778	35.6 %
0580 - Travel/Per Diem	5,000	3,143	62.9 %
Total Other Purchased Services	57,600	43,803	76.0 %
Supplies & Materials			
0610 - General Supplies	55,014	50,780	92.3 %
0610-001 - Furniture and Fixtures (not capitalized)	15,000	199	1.3 %
0610-002 - Other Food Purchases	10,000	4,656	46.6 %
0621 - Natural Gas	2,000	253	12.6 %
0622 - Electricity	2,000	1,325	66.3 %
0641 - Textbooks	500	-	0.0 %
0644 - Library Books	352	-	0.0 %
0650 - Supplies - Technology Related	15,000	3,521	23.5 %
0670 - Software	25,700	22,694	88.3 %
0680 - Maintenance Supplies and Materials	2,000	175	8.8 %
Total Supplies & Materials	127,566	83,603	65.5 %
Property			
0730 - Equipment	6,000	-	0.0 %
Total Property	6,000	-	0.0 %
Debt Services & Miscellaneous			
0810 - Dues and Fees	21,000	12,180	58.0 %
Total Debt Services & Miscellaneous	21,000	12,180	58.0 %
Total Expenses	2,234,071	1,262,612	56.5 %
Total Net Income	\$ 152,912	\$ 42,463	