

Board of Education Work Session - Mar 24 2026 Minutes

Tuesday, March 24, 2026, at 6:00 PM

Tooele County School District 92 Lodestone Way Tooele, Utah 84074

Page

1. **Work Session 6pm (A work session is intended to provide opportunities for board members to study issues in depth, gather and analyze information, and clarify situations and potential solutions. The Board will not make decision or take any action during a work session. While open to the public, these sessions are more informal than the regular board meeting.)**

- 1.1 Welcome and Roll Call

Board Members: Melissa Rich, Robert Gowans, Emily Syphus, Elizabeth Smith, Todd Thompson, Scott Bryan

Excused: ValaRee Shields

Administration present: Dr. Mark Ernst, Jeremy Walker, Dr. Cody Reutzel, Dr. Dustin Nelson, Heather Castagno, Charles Hansen, Brad Hranicky, Marissa Lowry, Andy Peterson, Brett Valdez, Jackie Gallegos, Terry Christensen

President Rich called the meeting to order at 6:01 pm.

- 1.2 Technology Director Report

Dr. Dustin Nelson presented the annual Technology Department report, outlining key projects, updates, and priorities for the 2025–26 school year. His presentation focused on how district technology supports instruction, student safety, operational efficiency, and legal and regulatory compliance.

Dr. Nelson reviewed the results of recent technology audits, including an IT Governance Audit and a cybersecurity assessment. He reported that the majority of audit

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recommendations have been completed, with remaining items currently in progress. Additional cybersecurity efforts included filtering audits and penetration testing to further strengthen system protections. During the presentation, Board Member Syphus asked about the process for reviewing blocked websites if parents or students raise concerns. Dr. Nelson noted that such requests can be reviewed through established systems, including the LearnPlatform tool and the Technology Help Desk.

Updates were provided on field operations projects across the district, including phone system migrations, intercom and audio upgrades, camera system improvements, and long-term equipment rotation planning. Several schools are scheduled for upgrades, with additional work planned for summer 2026. Dr. Nelson also addressed questions from Board Member Smith regarding how the technology rotation plan helps the district save money and maximize the use of technology equipment. He explained that the plan allows the district to extend device lifespans, strategically replace equipment, and allocate resources more efficiently.

Network operations updates included the receipt of approximately \$322,000 in E-Rate funding, covering roughly 60% of the cost of planned network upgrades. Planned improvements include new network switches, wireless access points, and cabling upgrades at multiple school sites.

Dr. Nelson highlighted continued progress in technology inventory and warehouse management. The most recent inventory audit successfully located nearly 98% of district technology assets, with seven sites achieving 100% accuracy. He discussed the benefits of centralized receiving processes and responsible end-of-life technology disposal practices.

Additional updates were provided regarding website accessibility, data privacy agreements, and ongoing efforts to meet ADA compliance requirements. Dr. Nelson also reviewed recent legislative changes affecting technology operations, including cybersecurity requirements, internet filtering, funding reductions, and the Data Privacy Act. President Rich referenced HB 273 – Balancing Technology Use, noting that K–6 students will no longer be allowed to take devices home,

and asked what technology use will look like in the Tooele School District moving forward. Dr. Nelson confirmed that this topic will be addressed further through committee review. Regarding funding impacts, Board Member Syphus asked whether Dr. Nelson could provide a list of technology changes and operational impacts resulting from recent funding cuts.

[Technology Department Presentation 2025-2026.pdf](#) 

1.3 Student Services Director Report

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Heather Castagno, Student Services Director, presented an overview of the district's Student Services Department and highlighted the programs and supports in place to promote student wellness, safety, equity, and academic success. She emphasized that all work performed within the department is centered on helping students succeed academically and socially.

Ms. Castagno reviewed the mission of Student Services, explaining the department's role in supporting students, families, and staff by addressing students' physical, social, emotional, and cognitive needs while ensuring safe and equitable learning environments. She outlined the wide range of services provided, including case management, Section 504 services, special education due process supports, nursing services, prevention and crisis response, school counseling, mental health services, social work, teen centers, youth in care, and federal programs. She noted that case management involves an increasingly complex, procedural workload tied to due-process requirements and identified it as one of two key indicators for the department, along with the overall functioning and coherence of Student Services as a coordinated system.

Ms. Castagno discussed nursing services, noting that nursing staff are currently spread very thin across the district due to student medical needs and staffing limitations.

Board members asked about trends in case management referrals. Vice President Gowans inquired whether referrals were increasing or decreasing. Ms. Castagno shared that referrals appear to be trending downward overall, although she noted that more interventions are now being addressed

at the local school level before requiring formal case management involvement.

President Rich asked for clarification on the difference between Section 504 plans and Individualized Education Programs (IEPs). Marissa Lowry, Special Education Director explained the distinction, noting that 504 plans provide accommodations to ensure equal access, while IEPs involve specialized instruction and services based on a student's identified educational needs.

The Board received updates on school counseling services at the elementary, junior high, and high school levels. Ms. Castagno explained how counselor time is allocated across college and career readiness, classroom instruction, dropout prevention, responsive services, and program management. She noted that counseling programs are data-driven and focused on implementing evidence-based interventions to support improved student outcomes.

Mental health services were reviewed, including the use of school-based social workers and contracted community providers. Ms. Castagno discussed the district's participation in Project AWARE and emphasized the importance of partnerships with schools, families, community agencies, and state organizations to strengthen mental health supports and crisis response systems. She also advised the Board that certain federal grant funding supporting social workers will end in September, and schools wishing to retain social worker services will need to plan to fund those positions locally.

Ms. Castagno provided an overview of federally funded services under the Every Student Succeeds Act (ESSA), including Title I services for economically disadvantaged students, Title III supports for multilingual English learners, Title IV student support and academic enrichment programs, Title VI Indian Education services, and Title VII McKinney-Vento services. She highlighted the McKinney-Vento program's role in supporting students experiencing homelessness through services such as food assistance, clothing, and gas vouchers, as well as efforts to reduce barriers to attendance and school stability.

Additional updates were shared regarding parent and family

engagement efforts and cross-department collaboration aimed at improving equity, access, and student success across the district.

[Student Services Board Meeting Presentation 3 18 26.pdf](#) 

1.4 Cell Phones

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Heather Castagno, Student Services Director, presented an overview of Senate Bill 69, School Device Revisions, and its impact on district policy and student cell phone use during the school day.

Ms. Castagno explained that Senate Bill 69 will take effect on July 1, 2026, and establishes new statewide requirements related to student use of personal devices, including cell phones, smartwatches, and emerging technologies. Under the bill, students may not use personal devices at any time during the school day, including instructional time, lunch, recess, and class transitions. The legislation requires local education agencies to adopt policies that reflect and enforce these restrictions.

Ms. Castagno noted that the law also requires districts to implement a process allowing parents to request limited accommodations for brief student device use during non-instructional time in a designated school area. She reviewed how these requirements would be addressed within district policy.

Survey results from parents and staff regarding expanded cell phone restrictions were shared with the Board. The results reflected mixed responses from parents, with a majority indicating agreement or strong agreement. Staff survey responses showed stronger overall support for expanded restrictions. Board Member Thompson commented that survey data indicated staff were generally in favor of the changes and stated his support for the policy as a way to better support staff.

During the discussion, Board Member Bryan emphasized that the Board should take responsibility for the policy decisions and support staff by ensuring principals are not placed in a position of managing enforcement without clear Board backing. He suggested that the Board consider clearly defined

allowances, such as permitting phone use only during lunch, to provide clarity and consistency. Board members agreed that a clear, supportive policy is necessary so that staff have firm guidance and Board support when enforcing student device restrictions.

Ms. Castagno outlined proposed revisions to TCSD Policy 5031, Personal Technology and Communication Devices, to align with Senate Bill 69 and to include clear procedures for parent accommodation requests, as required by law. She also reviewed next steps, including policy development, communication with families and staff, and implementation planning. Ms. Castagno shared that she will present a first draft of the revised policy to the April 6 Policy Committee meeting.

[Cell Phones Presentation 3 18 26.pdf](#) 

1.5 Special Education Director Report

37 - 72

Marissa Lowry, Director of Special Education, presented an overview of the district's Special Education program, including staffing, service delivery models, compliance priorities, student outcomes, and focus areas for continued improvement.

Ms. Lowry reviewed current Special Education staffing levels, including teachers, related service providers, and district specialists. She shared data regarding teacher credentials and noted ongoing challenges related to certified teacher shortages, reliance on alternative licensure pathways, and retention. Ms. Lowry stated that she is seeking ideas to help retain and attract Special Education teachers, including consideration of additional stipends as a recruitment and retention strategy. District-level specialists were highlighted for their role in supporting teachers through IEP implementation, compliance monitoring, mentoring, and direct instructional support.

During the presentation, the Superintendent expressed that additional incentives are needed to better support and retain Special Education teachers. He stated that he would like to see a \$10,000 stipend as an additional incentive, comparable to those provided at NESS schools. Board Members noted

that Special Education teachers are currently receiving some additional stipend support through SHiNE funding; however, Ms. Lowry clarified that SHiNE funding was significantly reduced during the most recent legislative session, limiting its ongoing impact as a retention tool.

The Board received updates on school psychology services, including the district's current psychologist-to-student ratio and the broad role school psychologists play in providing academic, behavioral, mental health, and crisis supports.

Ms. Lowry presented a detailed update on Manifestation Determination Reviews (MDRs), identifying this area as a critical compliance priority. She explained that the district previously received a Notice of Findings of Noncompliance regarding discipline data accuracy and the disproportionate suspension of students with IEPs. Ms. Lowry outlined the district's corrective action plan, including regular data reviews, enhanced communication systems, and strengthened monitoring processes. As a result of these efforts, the district achieved 100 percent compliance with MDR timelines and data accuracy.

An overview of the district's Annual Performance Determination under the Individuals with Disabilities Education Act (IDEA) was also provided. Ms. Lowry highlighted areas of growth recognized by the Utah State Board of Education, including improvements in preschool transitions, disproportionality, assessment participation and proficiency, post-school outcomes, graduation rates, and correction of noncompliance. The district received particular recognition for gains in post-school outcomes and competitive employment indicators.

Student achievement data and program highlights were reviewed, including assessment participation and proficiency trends, graduation and dropout rates, and transition outcomes. Ms. Lowry also shared initiatives that support student success, such as the Student Success Coordinator program, Unified Sports, and professional development for teachers and paraeducators, including training and mentoring.

Additional updates were provided regarding Medicaid billing

and compliance. Ms. Lowry reported that the district achieved 100 percent compliance for the Medicaid review for the second consecutive year, supporting continued reimbursement for eligible health-related services.

Ms. Lowry concluded by outlining focus areas for the 2026–27 school year, including improving preschool outcomes, increasing assessment participation and proficiency, addressing suspension and expulsion practices, and continuing progress in graduation and dropout rates. She also reviewed the department's key challenges and acknowledged positive developments and staff contributions.

[Special Education Board Presentation-Final.pdf](#) 

2. Adjourn

2.1 Adjournment

At 7:54 p.m., a motion was made to adjourn.

Adjourn

Moved by: Scott Bryan

Seconded by: Todd Thompson

Carried

ANNUAL TECHNOLOGY DEPARTMENT REPORT

Technology Department STRATEGIC PLAN 2025-2026

PURPOSE

To empower and support students, staff, and faculty by providing safe, reliable, and accessible technology that fosters learning, collaboration, and innovation.



CORE VALUES

Integrity & Ethics, Teamwork, Quality & Professionalism, Customer Service, Reliability, and Innovation.

MOTTO

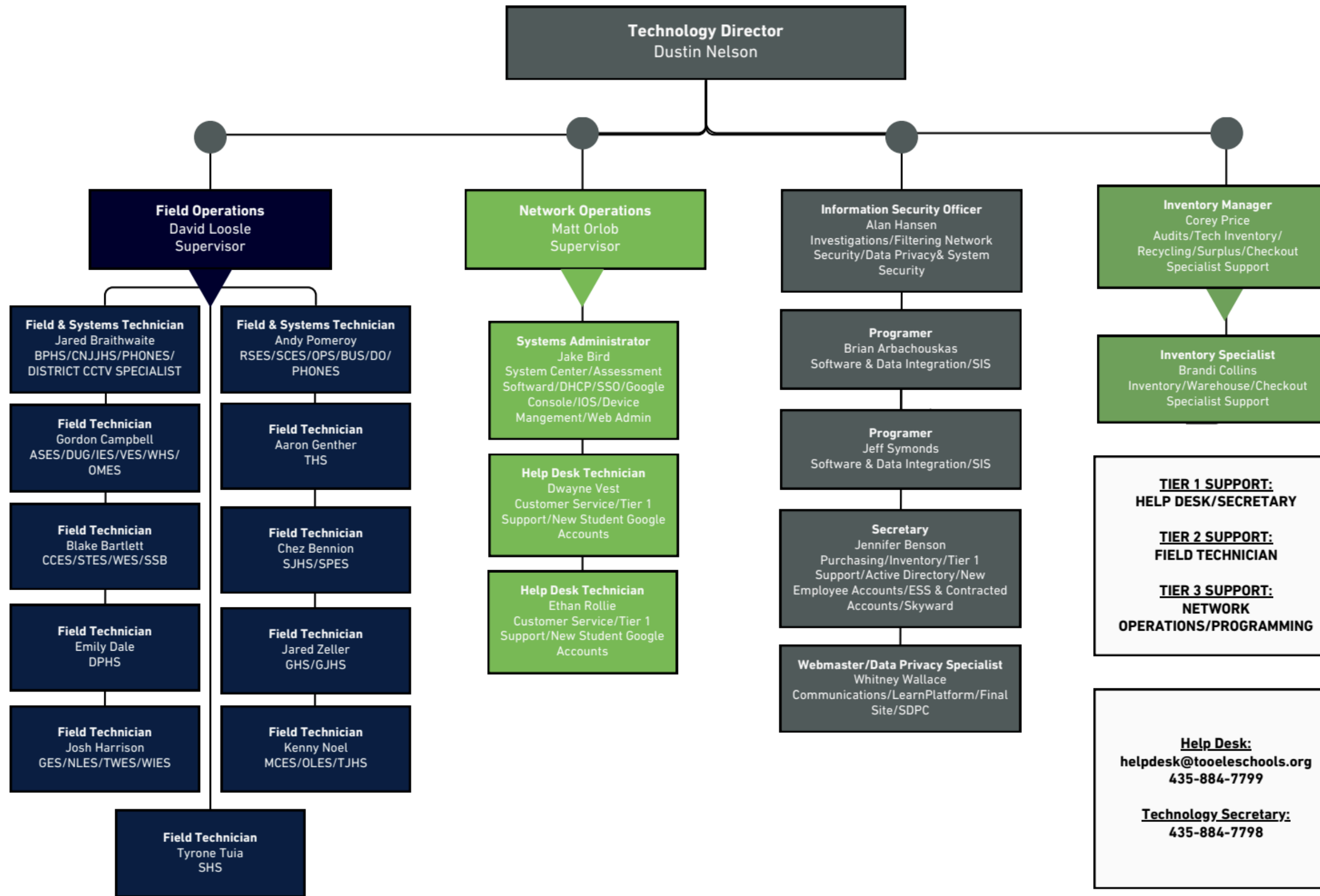
Empowering Education Through Technology



FOCUS	ACTIONS	IMPACT
 <ul style="list-style-type: none"> Enhance Service Management and Support Practices: <ul style="list-style-type: none"> Over the next year, the Technology Department will enhance the management of technology support requests by fully utilizing the district's ticketing system. By standardizing request intake, prioritization, and communication, we will ensure timely responses, balanced workloads, and greater transparency in service delivery. 	<ul style="list-style-type: none"> Improved responsiveness and resolution times for technology issues. Better workload distribution and tracking across the technology team. Increased transparency for schools and departments on the status of their requests. Reduced reliance on informal communication channels, ensuring all requests are documented and measurable. Increased documentation, data, and employee accountability. 	<ul style="list-style-type: none"> Require all technology support requests to be submitted through the district ticketing system, except in true emergencies. Define and implement priority levels and escalation procedures for support tickets. Train staff on effective ticket management and communication best practices. Generate monthly service reports to monitor ticket volume, resolution times, and customer satisfaction.
 <ul style="list-style-type: none"> Implement Audit Recommendations to Strengthen Technology Operations: <ul style="list-style-type: none"> Over the next year, the Technology Department will address the findings from recent audits to enhance operational effectiveness, refine processes and procedures, and strengthen governance. 	<ul style="list-style-type: none"> Increased consistency and efficiency in technology operations district-wide. Stronger alignment between department practices and district policies, state requirements, and industry best practices. Improved accountability through clear documentation of processes and responsibilities. Enhanced ability to monitor, measure, and continuously improve operational performance. 	<ul style="list-style-type: none"> Develop and implement an Audit Action Plan outlining timelines, responsible parties, and status tracking for each recommendation. Review and update departmental procedures to align with governance expectations and best practices. Establish a monthly progress review to monitor and adjust as needed. Provide regular updates to district leadership on audit resolution progress and operational improvements.



TCS D TECHNOLOGY DEPARTMENT



TECHNOLOGY AUDITS

Conducted 2024-2025 SY; Finalized October 2025

- IT Governance Audit:
 - 9 Recommendations
 - 8 Complete
 - 1 In Progress
- Cybersecurity Assessment:
 - 24 Recommendations
 - 9 in progress
 - 3 Complete
- OLAG Filtering Audit
- DTS Penetration Testing



FIELD OPERATIONS PROJECTS

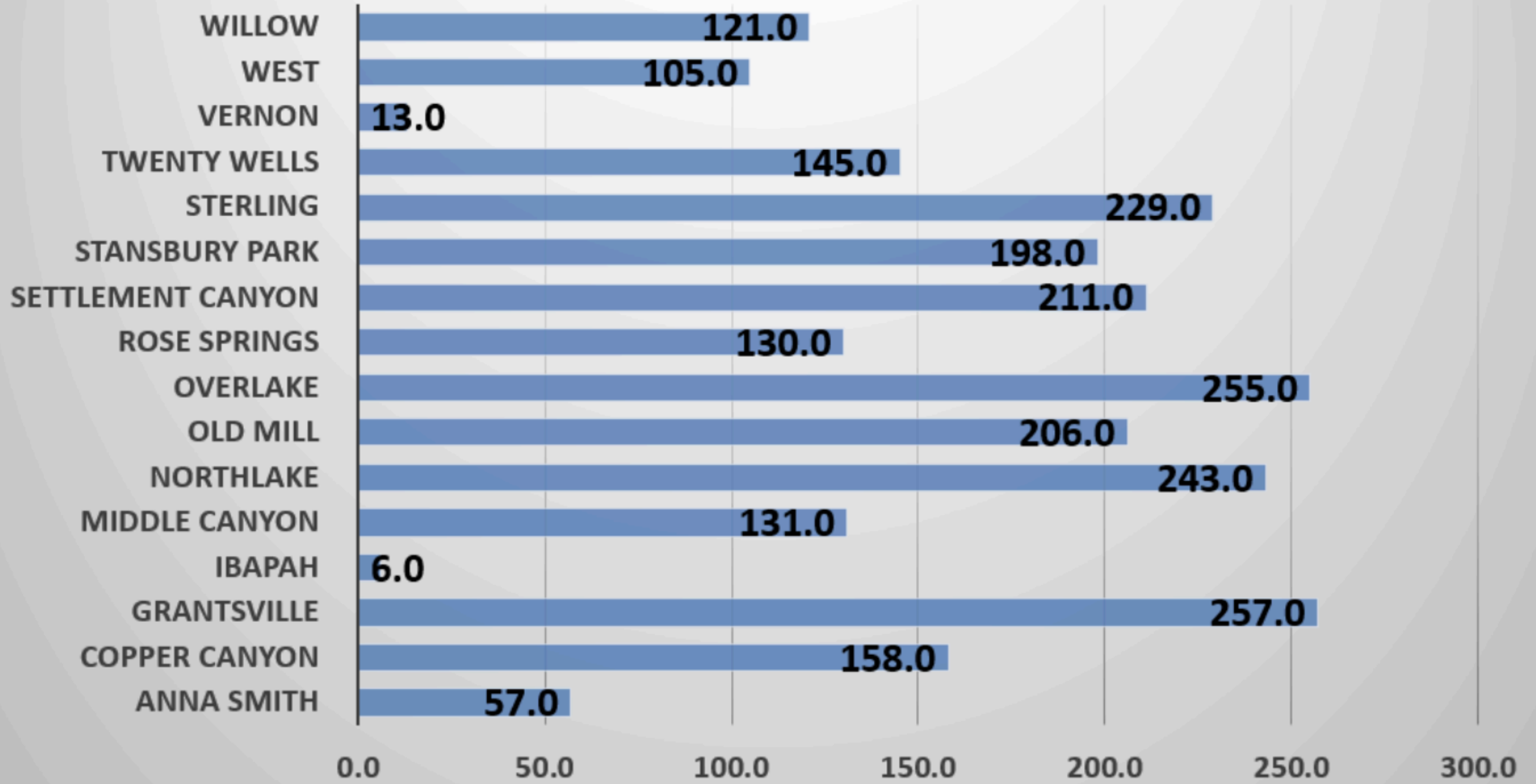
- Willow Elementary – Cafetorium Audio Project
- Middle Canyon Elementary – Intercom Upgrade
- Clarke Johnsen Jr. High – Cafetorium Audio Project
- Stansbury High – Gym Audio Project
- Grantsville High – Intercom Upgrade
- Tooele Junior High – Gym Audio Project
- Onboarding SJHS & DPHS
- Phone System Migration - Multiple Schools
- Rotation Plan
 - Summer 2026:
 - 5-Year
 - DO, MCES, OMES, SPES, STES
 - 8-Year
 - CLC, TJHS, SPES
- Camera System Upgrades - New legislation



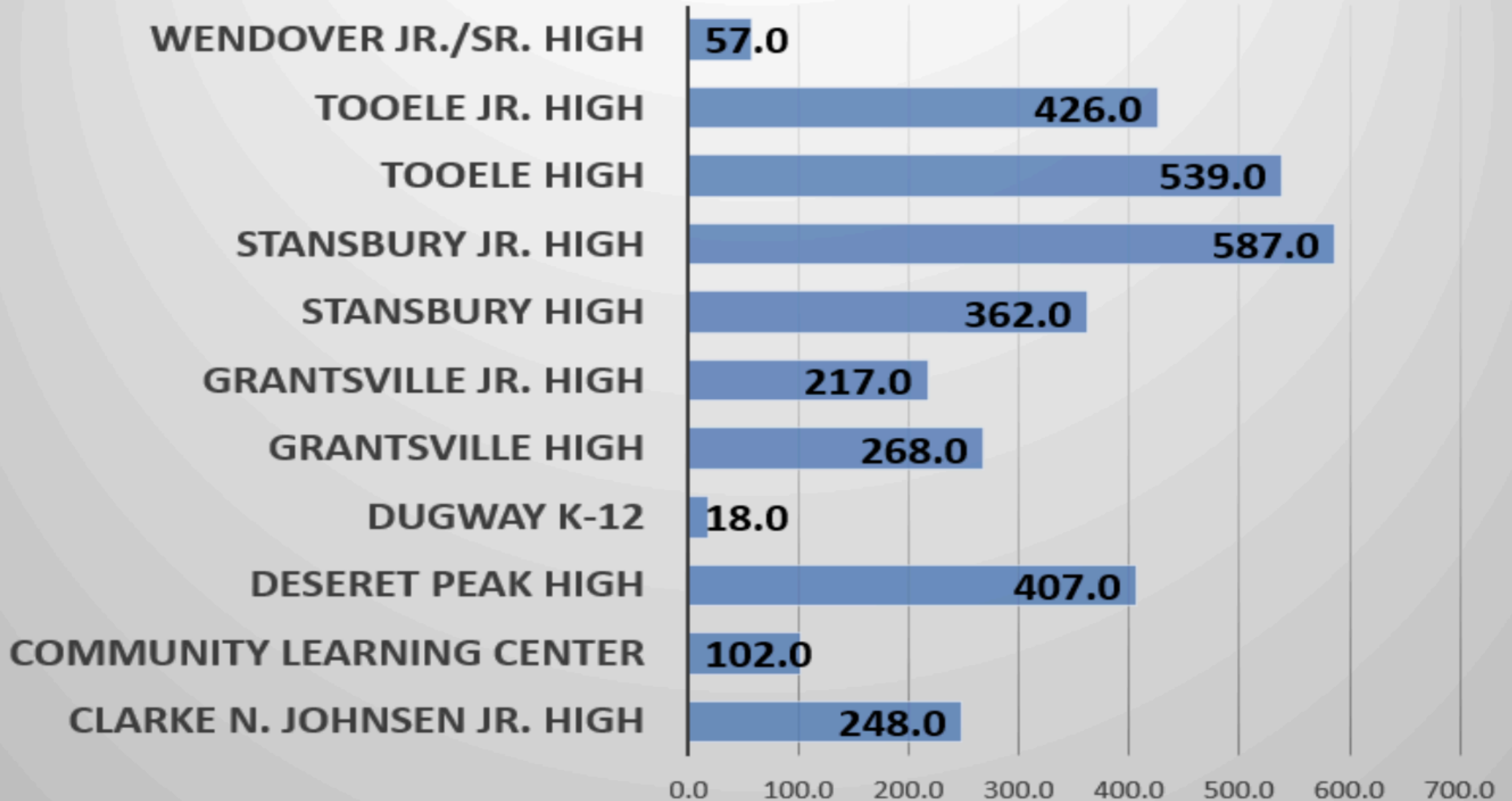
FIELD OPERATIONS WORKLOAD

ELEMENTARY - TICKETS BY SITE

YTD TOTAL - 2465



SECONDARY - TICKETS BY SITE
YTD TOTAL - 3231



NETWORK OPERATIONS

- ▶ Erate Funding Awarded: \$322,000
- ▶ Covers 60% of the cost of our network upgrades for 2025-2026.
- ▶ New switches, access points, power supplies, and cabling.
- ▶ Schools being upgraded:
 - RSES, STES, OMES, CCES



TECHNOLOGY WAREHOUSE & INVENTORY

- The Technology Audit this year was a success
 - Improved locating nearly 98% of items on the audit.
 - Over 24,000 items located
 - 7 sites located 100% of inventory
 - Compared to last year of 3
 - Great work by all TCSD employees to achieve this.
 - Major process improvements on this since 2020.
- Technology warehouse centralized receiving model
 - Gives visibility on inventory from the get-go
- Technology EOL Process
 - If it can be reused based on best practices, store it for future needs.
 - Responsible end-of-life dispositioning.



WEBSITE & DATA PRIVACY

- ✔ Learn Platform Workflows & Information
- ✔ Data Privacy Agreements
- ✔ Operational Programs
- ✔ ADA Compliance - April 24





LEGISLATIVE UPDATES & CHANGES

✓ HB273 - Balanced Technology

✓ HB55 - DPA cancel contract requirement

✓ HB462 - Wifi on Rural Buses (optional)


✓ HB44 & SB123 Cybersecurity

✓ SB88 - Internet Filter/Parent Portal

✓ SB2 - Funding (DTL & EISP)



QUESTIONS?



Education Elevated

**TOOELE COUNTY
SCHOOL DISTRICT
STUDENT SERVICES**



TCSD Student Services

Working to ensure that we are doing our part to Elevate Education in TCSD.

Student Services supports and advocates for students, their families, and district staff. We empower students and their families with the necessary skills to meet the challenges of education by strengthening and developing their physical, social, and cognitive wellness and by working with schools to provide a safe, equitable, learning environment that prepares them for the future.



Student Services Departments & Programs

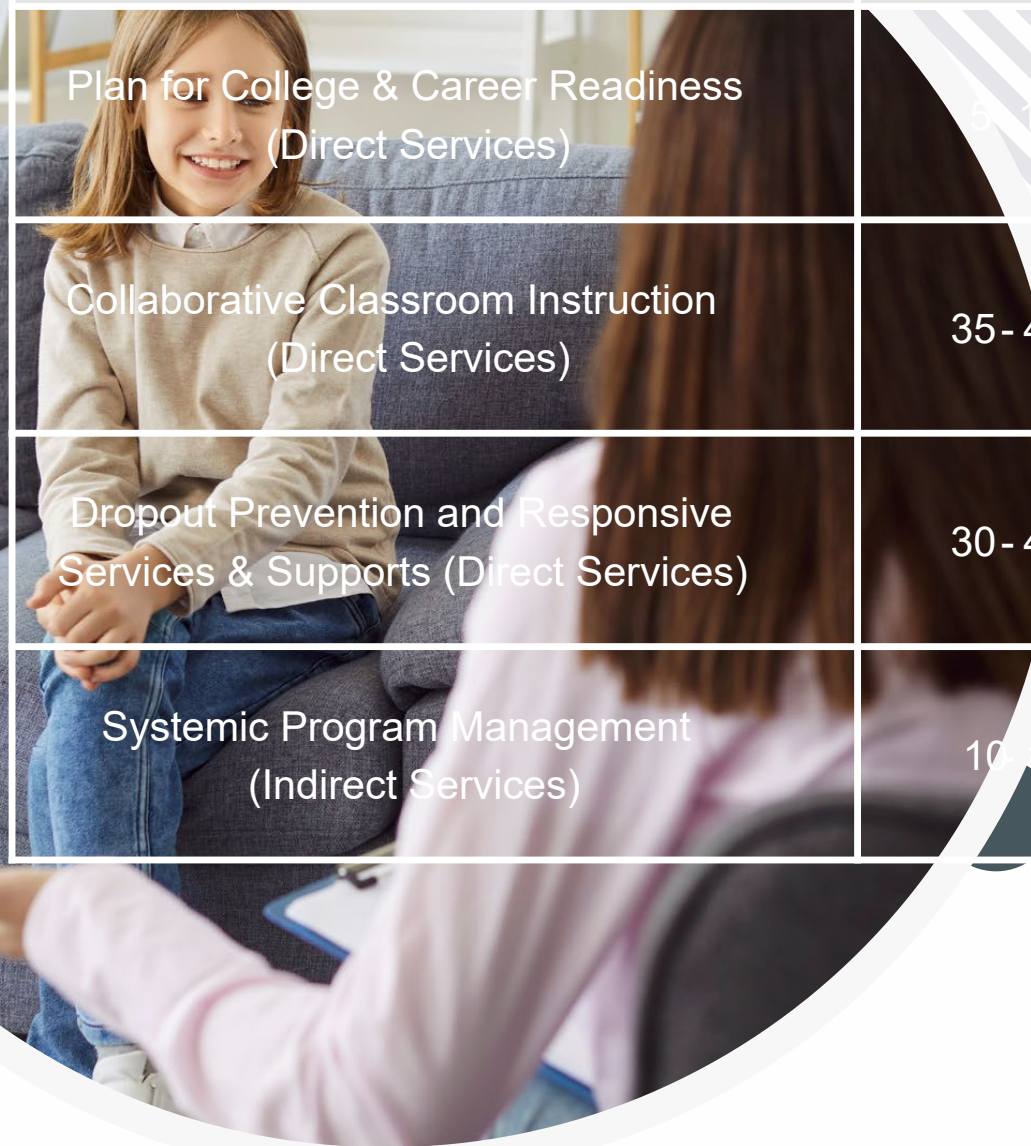


- Case Management & Due Process
- Section 504 for Students
- Nursing Services
- Teen Centers
- Prevention
- Crisis Response & Management
- School Counseling Programs
- Mental Health Services
- Social Workers
- Youth in Care
- Every Student Succeeds Act Federal Programs
 - Title I Economically Disadvantaged Program
 - Title III English Learner Program
 - Title IV Student Support & Academic Enrichment
 - Title VI Indian Education Program
 - Title VII McKinney-Vento Homeless Services
- State and Federal Grant Budgets and Accounting

SCHOOL COUNSELING

Program Delivery Area	Elementary Level (9.5 Counselors)	High School Level (22 Counselors)	Junior High Level (7.5 Counselors)
Plan for College & Career Readiness (Direct Services)	5-10% of time	45-55% of time	35-45% of time
Collaborative Classroom Instruction (Direct Services)	35-45% of time	15-25% of time	25-35% of time
Dropout Prevention and Responsive Services & Supports (Direct Services)	30-45%	15-20% of time	25-30% of time
Systemic Program Management (Indirect Services)	10%	10-15% of time	10-15% of time

Program Delivery: How a counselor's time is spent:



Counselors are Data - Driven, continuously evaluating data to implement evidence based interventions that close gaps and improve student outcomes.

Example: [Data Analysis Template](#)



Counseling is a “method to assist individuals and groups in learning how to solve problems, develop coping strategies, and make decisions about personal, health, social, emotional, behavioral, educational, vocational, financial, and other interpersonal concerns.” (R277 - 313)

MENTAL HEALTH SERVICES

Project AWARE Federal Grant

The purpose of Project AWARE is to develop a sustainable infrastructure for school - based mental health programs and services. Award recipients should build collaborative partnerships with the State Education Agency, Local Education Agency, Tribal Education Agency, the State Mental Health Agency, community - based providers of behavioral health care services, school personnel, community organizations, families, and school - aged youth.

Utah Code § 53G-9-901 defines “restricted service” as “a mental health service that takes place in a school setting.”

Mental health services include:

- conducting a professional evaluation of an individual’s condition of mental health, mental illness, or emotional disorder,
- prescribing a plan for the intervention or treatment of a condition of mental illness or emotional disorder, and
- engaging in the conduct of professional intervention, including psychotherapy by the application of established methods and procedures generally recognized in the professions of mental health therapy.

05

Social Workers, housed at:

- Desert Peak High School
- Dugway School
- Grantsville High School
- Stansbury High School
- Tooele High School

- Mental Health Services are also provided through contracted services with multiple community health providers.

Federal Programs - Every Student Succeeds Act

Programmatic Grant Management, Supplemental Student Services, Federal Compliance Documentation



Title I

Title I, Part A of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESEA) provides supplemental financial assistance to school districts for children from low - income families. Its purpose is to provide all children significant opportunity to receive a fair, equitable, and high - quality education, and to close educational achievement gaps by allocating federal funds for education programs and services.

- **6 Schoolwide Title I schools**

- Wendover High School
- Anna Smith Elementary
- Ibapah Elementary
- Northlake Elementary
- Sterling Elementary
- Copper Canyon Elementary

- **3 Targeted Assistance**

Title I schools

- Blue Peak High
- Settlement Canyon Elementary
- West Elementary



Title III

Title III Supplemental Supports for Multilingual English Learners -

Title III, Part A - The overarching purpose of this supplemental grant is to ensure that English Learner (EL) students, including immigrant children and youth, attain English language proficiency and meet the same challenging state academic standards that other students are expected to meet. These supplemental funds are used to support our Structured English Immersion language instructional program with educator professional learning and school - level EL student support.

- Multilingual English Learner Family Support Liaisons - Angelina Montañó and Natalia Ward

Federal Programs - Every Student Succeeds Act

Programmatic Grant Management, Supplemental Student Services, Federal Compliance Documentation

Title IV

Title IV Student Support and Academic Enrichment Program

Title IV, Part A - Student Support and Academic Enrichment (SSAE) Program improves student's academic achievement by increasing the capacity of States, local educational agencies, schools and local communities to 1) provide all students with access to a well - rounded education, 2) improve school conditions for student learning, and 3) improve the use of technology in order to improve the academic achievement and digital literacy for all students.

- Currently used for supplemental funding for Refocus Aides in schools.

Title VI

Title VI Indian Education Federal Supplemental Grant Funding

Title VI, Part A provides supplemental grant funding to support American Indian and Alaska Native students in meeting challenging state academic content and student academic achievement standards, as well as their unique culturally related needs, including opportunities to attend monthly cultural events and participate in culturally related recognition and learning opportunities. To qualify, a student must have an approved ED506 form with a tribal membership number from a federally recognized Tribe.

- Title VI American Indian Education Liaison - Sinah Begay
- Currently 119 qualified Title VI students.

Federal Programs - Every Student Succeeds Act

Programmatic Grant Management, Supplemental Student Services, Federal Compliance Documentation

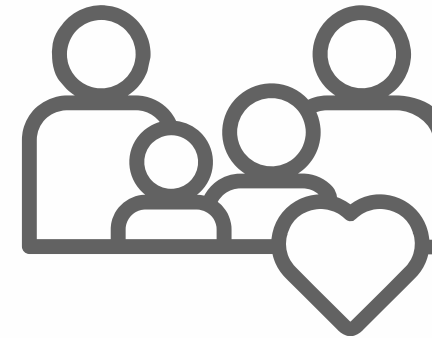
Title VII

Parent & Family Engagement

Title VII McKinney - Vento Homeless Assistance Act

Title VII, Part A - McKinney-Vento Act's Education for Homeless Children and Youth (EHCY) program provide students experiencing homelessness with protections and services to ensure they can enroll in and attend school, complete their high school education, and continue on to higher education. This includes addressing problems due to transportation needs, immunization and residency requirements, lack of birth certificates and school records, and guardianship issues.

- McKinney -Vento Homeless Liaison - Jennifer Firth
- 161 students have been qualified for MV services this school year
- News clip featuring TCSD services: [Click here](#)



Parent and Family Engagement is a cornerstone of federal programs under the Every Student Succeeds Act (ESSA), as it fosters meaningful collaboration between schools and families to support student achievement. When families are actively involved, students are more likely to attend school regularly, perform better academically, and develop stronger social-emotional skills.

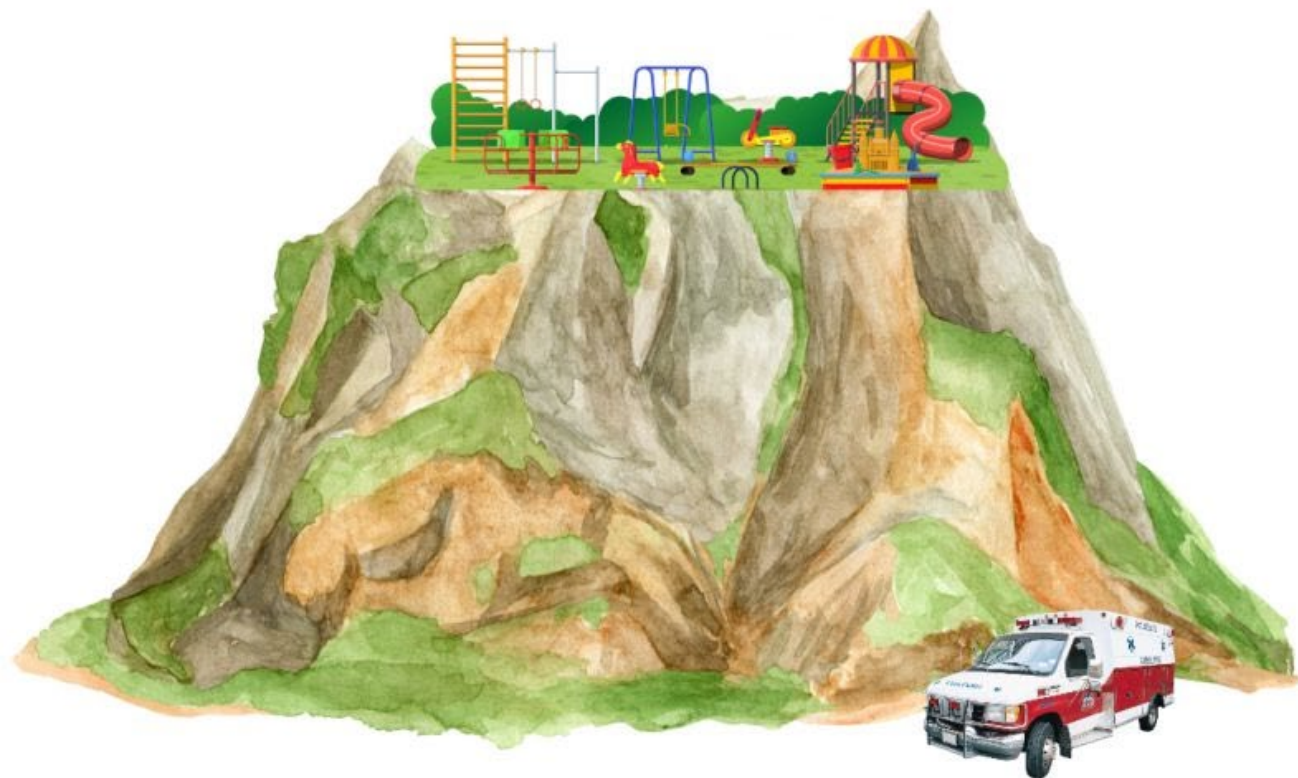
TCSD PREVENTION

An ounce of prevention is worth a pound of cure.

~Benjamin Franklin

Should we build a fence at the top of the cliff? Or should we put an ambulance at the bottom?

Bob Slavin



Social Emotional Learning (SEL)

Using Second Step and ReThinkEd, SEL is the process of acquiring the competencies to recognize and manage emotions, develop care and concern for others, establish positive relationships, make responsible decisions and handle challenging situations effectively.



Educator's Handbook

TCSD's behavior management and office referral documentation system. This is helpful in identifying students who are behaviorally struggling.



Bullying Prevention

TCSD staff use strategies for reducing bullying behavior by teaching students to correctly identify and respond effectively to the bullying and harmful behavior of others.



SafeUT

The SafeUT app is free, confidential, and gives our students a line to licensed mental health counselors in Utah who are ready to help 24 hours a day, 365 days a year. Schools are alerted when a tip is submitted regarding their school.

Positive Behavior Interventions & Supports (PBIS)

PBIS is an evidence-based framework for preventing problem behavior, providing instruction and support for positive and prosocial behaviors, and supporting social, emotional, and behavioral needs for all students.



Substance Use Prevention

Activities, lessons, initiatives, and policies designed to educate and avoid substance use and reduce the health and social consequences associated with it.



Grant Writing

Writing a grant is an essential part of sustaining programs and a requirement for receiving some state and federal funds. Grants can provide additional opportunities for student learning.



Refocus Mentors

Refocus Mentors help students learn to modify behaviors, stay focused, build confidence, and believe in their ability to succeed. They help students build skills for self-management, emotional regulation, and academic and behavioral achievements!



Suicide Prevention

Schools play a key role in reducing suicide risk and preventing youth suicide. Healthy relationships and connections in the school, home, and community can help protect youth.



Attendance Initiative

Regular school attendance plays a vital role in academic learning, cultivating social skills, forming positive relationships, and developing a sense of belonging that serves them throughout their lives.



Community Collaboration

Collaborating with community partners enriches our ability to support our students and their family. We are able to refer our families to specialized agencies and services to improve and enrich their lives.



Youth In Care

TCSD provide educational administrative and support services for all students, including those in state custody. We facilitate equitable access to quality educational opportunities for our students to grow academically, socially, and emotionally toward future success.

Youth In Care (YIC)

Core Pillars of the YIC Strategic Plan

Vision & Purpose

All students deserve a stable, connected, and academic and emotionally supportive school experience. This plan strengthens the following:

- School engagement
- Academic progress (graduation)
- Social-emotional skills
- Consistency across placements
- Positive adult relationships

The goal is to ensure every student in custody has a coordinated, trauma-informed support system that promotes resilience, belonging, and long-term success!

PILLAR 1 Relationship-Centered Support

Key Actions:

- Weekly Check-Ins
- Early Warning Monitoring
- Advocacy
- Goal Setting
- Transition Support

Success Indicators:

- Increased attendance consistency
- Improved assignment completion
- Reduced behavior incidents
- Strong mentor-student rapport

PILLAR 2 SEL Skill Development (i.e. ReThink Ed)

Key Actions:

- Weekly SEL Lessons
- Skill Reinforcement
- Trauma-Informed Adaptations
- Progress Monitoring

Success Indicators:

- Improved emotional regulation
- Increased use of coping strategies
- Positive peer and adult interactions
- Reduced crisis response and/or behavioral referrals

PILLAR 3 Cross-System Collaboration

Key Actions:

- Monthly Multi-Agency Meetings
- Shared Communication Protocol
- Data Sharing Agreements
- Crisis Response Plans

Success Indicators:

- Faster response to student needs
- Fewer disruptions during transitions
- Consistent expectations across systems

PILLAR 4 Academic Stability & Support

Key Actions:

- Individualized Academic Plans
- Placement-Proof Learning
- Data & Progress Monitoring
- Professional Development for Staff

Success Indicators:

- Credit recovery progress
- Grade improvement
- Increased class participation
- Reduced course failures

PILLAR 5 Student Voice, Choice & Empowerment

Key Actions:

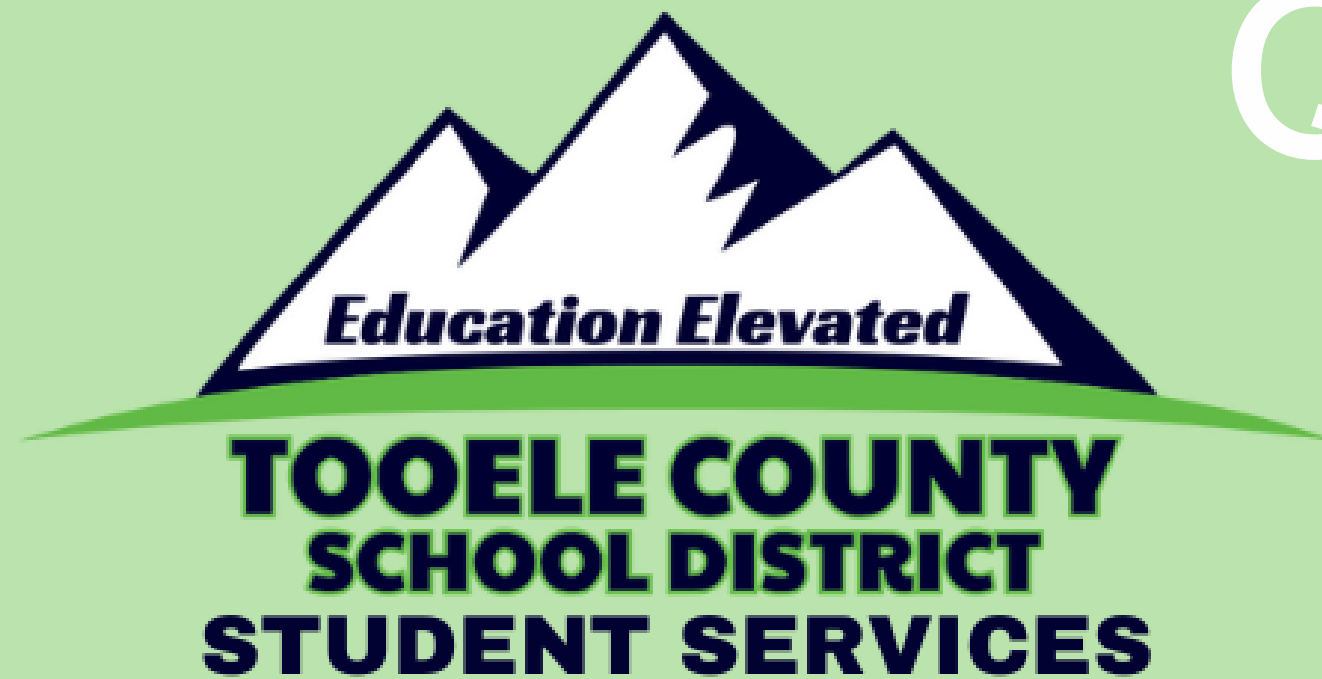
- Student-Let Goal Setting
- Youth Advisory Input
- Strength-Based Planning
- Life-Skills Integration

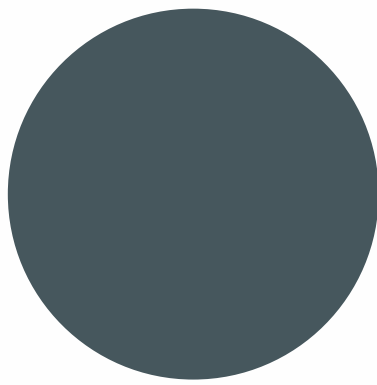
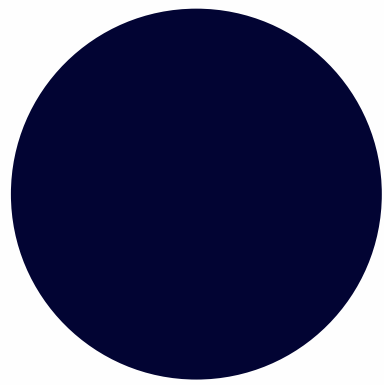
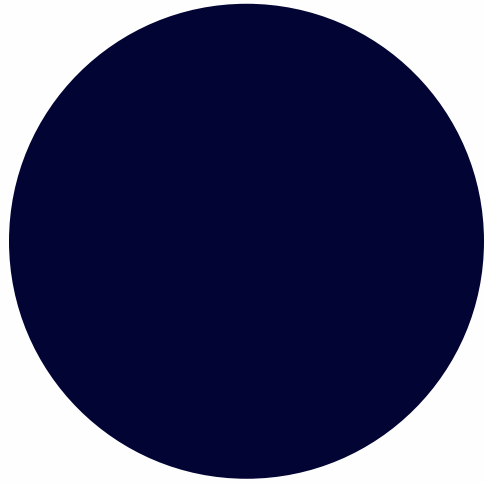
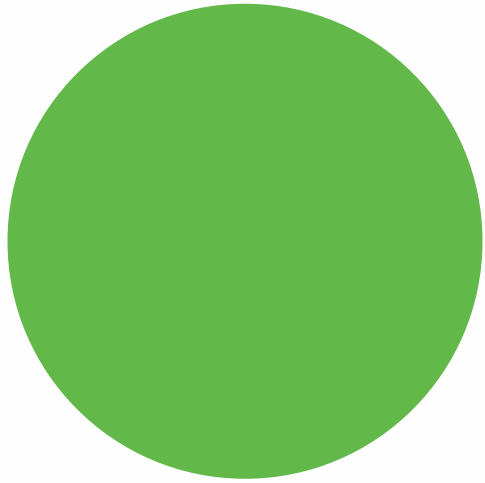
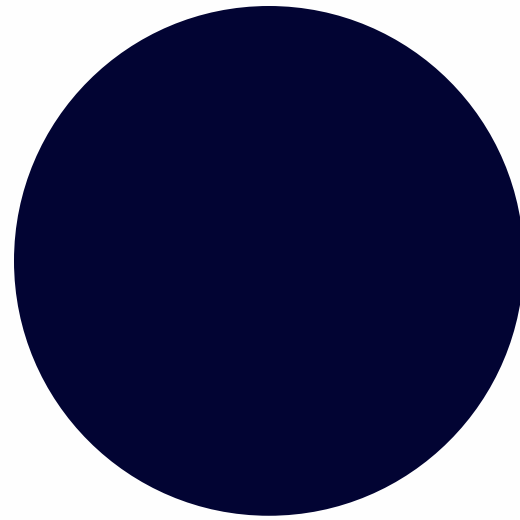
Success Indicators:

- Higher self-efficacy
- Increased engagement in planning
- Improved decision-making skills

Thank You!

Questions?





Cell Phones

Senate Bill 69: School Device Revisions

Board Meeting March 24th, 2026



Senate Bill 69: School Device Revisions

- Goes into effect July 1st, 2026
- Key changes:
 - A student **may not** use a cellphone, smartwatch, or any other emerging technology during **school hours** . (the time from the beginning of the school day, as designated by the school's bell schedule, until the end of the school day, as designated by the school's bell schedule, including all instructional time, lunch periods, recess, and transition times between classes)
 - LEAs shall: establish a policy that allows a parent to request an accommodation for the parent's student to briefly use a cellphone, smartwatch, or emerging technology in a specified area the school designates during non-instructional time.



Stakeholder Survey -Parents and Staff

Parent Responses

Total Responses: 1145

- Elementary School - 354
- Secondary School - 416
- Both - 360

How much do you agree or disagree with extending the restriction of cell phone use in schools?

- 37% Strongly Agree
- 18% Somewhat Agree
- 4% Neither Agree or Disagree
- 17% Somewhat Disagree
- 25% Strongly Disagree

Staff Responses

Total Responses: 281

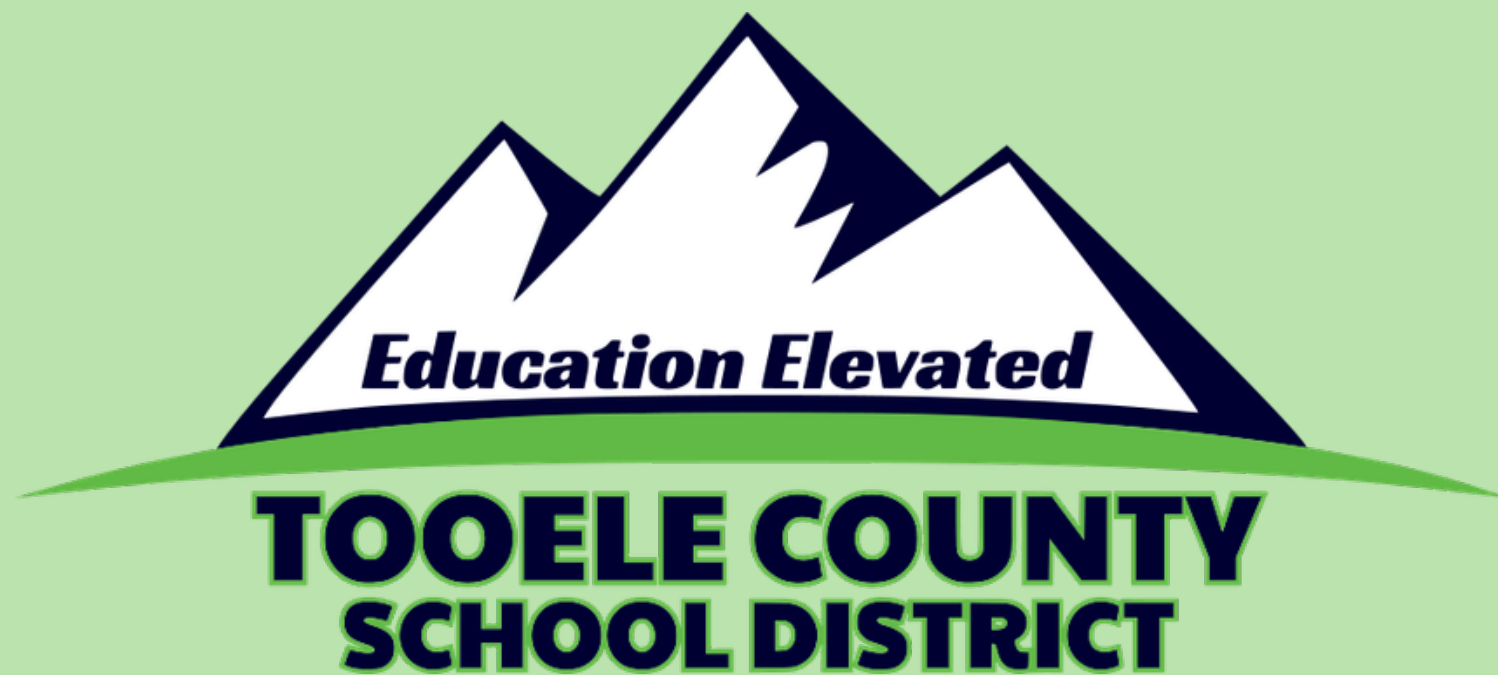
- Elementary School - 83
- Secondary School - 174
- Both - 11
- Doesn't work with students - 13

How much do you agree or disagree with extending the restriction of cell phone use in schools?

- 59% Strongly Agree
- 19% Somewhat Agree
- 7% Neither Agree or Disagree
- 9% Somewhat Disagree
- 6% Strongly Disagree

Next

Steps....



Revision of TCSD Policy 5031
Personal Technology and
Communication Devices to reflect
Senate Bill 69



Add procedures to policy that
provide for a way that a parent can
request an accommodation for their
student to briefly use their phone
during school hours.

Questions, Directions



SPECIAL EDUCATION DIRECTOR REPORT

March 2026

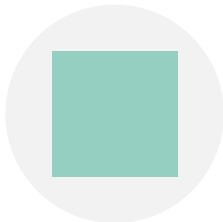
KEY POINTS



SPECIAL EDUCATION
STAFF



PRIORITY GOAL #1:
MANIFESTATION
DETERMINATION REVIEW



ANNUAL
PERFORMANCE
DETERMINATION



SPECIAL EDUCATION
ANNUAL HIGH
LEVERAGE PRACTICES



HIGHLIGHTS



Special Education

District Organization Chart 2025-2026



Mikalene Anderson
Elementary
Supervisor

Marissa Lowry
Director of Special
Education

Carmella Abel
Secondary
Supervisor

Secretaries

Teacher Support

Related Service

Preschool

School Psychologist

Michelle Conner
Special Education
Secretary

Cheri Leavitt
New Teacher Mentor

Nate Pollman
Kenzie Green
Adapted P.E

Christy Opeta
Director of Preschool

Shelly DeWitt
Lead School
Psychologist

Val Coffman
Medicaid Secretary

Mary Jo Hammond
Teacher Specialist

Alexa Buerger
Physical Therapist

Jennifer Flagg
Preschool Specialist

Kyara Hall
Jana Sill
Linda Barber
Anthony Lovino
Virtual School
Psychologist

McKinley Benson
Records Assistant

Tracy Burnaby
Compliance Specialist

Danielle Jacketta
Rachel Grecco
Christina Hall
Amy Nielsen
Occupational Therapy

Nolla Bayly
Maurice Brown
David Canaday
Savannah Goodin
Meiyu Liu
Brian Mullin
Rebecca Scott
Glade Eggett
Campus School
Psychologist

Shaunna Turnbow
School Psychologist
Secretary

Dorothy Norrington
Teacher Specialist

Kara Mae,
Julia Bagarella
Tia Jaynes
Behavior Specialist

Tammy Rigby
Teacher Specialist

Megan Lund
Lead SLP

SPECIAL EDUCATION DEPARTMENT

SPECIAL EDUCATION TEACHERS, SPECIALISTS AND RELATED SERVICE PROVIDERS



Staff:	Y1
Teachers (Certified, Appl-S and Long-Term Subs)	102.75
Speech Pathologists & Therapists	15.5
School Psychologists	14
District Specialist (Area Specialists, Mentor, Compliance Specialist, Behavior Specialist, APE)	10
Physical Therapist	1
Occupational Therapist	4
Total Special Education Staff	147.25

SPECIAL EDUCATION TEACHER #'S AND CREDENTIALS

	23-24	24-25	25-26
*Alternate Pathway to Professional Educator License (Appl-S)	11	24	23
**Long term subs	8	8	8
***Certified	79	67	71.75

DISTRICT LEVEL SPECIALISTS



- Hired to support Special Education Teachers within their classrooms with IEP implementation, Specially Designed Instruction, IEP Compliance and Mentoring.
- Currently all three specialists and my secondary supervisor are currently teacher of records for the following;
 - 7 Long Term Subs
 - 11 Appl-S Teachers
- Which includes, writing IEPs, scheduling, and running IEP meetings, progress reports and making sure that specially designed instruction is being implemented.



**SPECIAL
EDUCATION
DEPARTMENT-
SCHOOL
PSYCHOLOGIST**



**Recommended ratio: 1
school psychologist for
500 students**

**TCSD Ratio: 1 school
psychologist for 1,110**

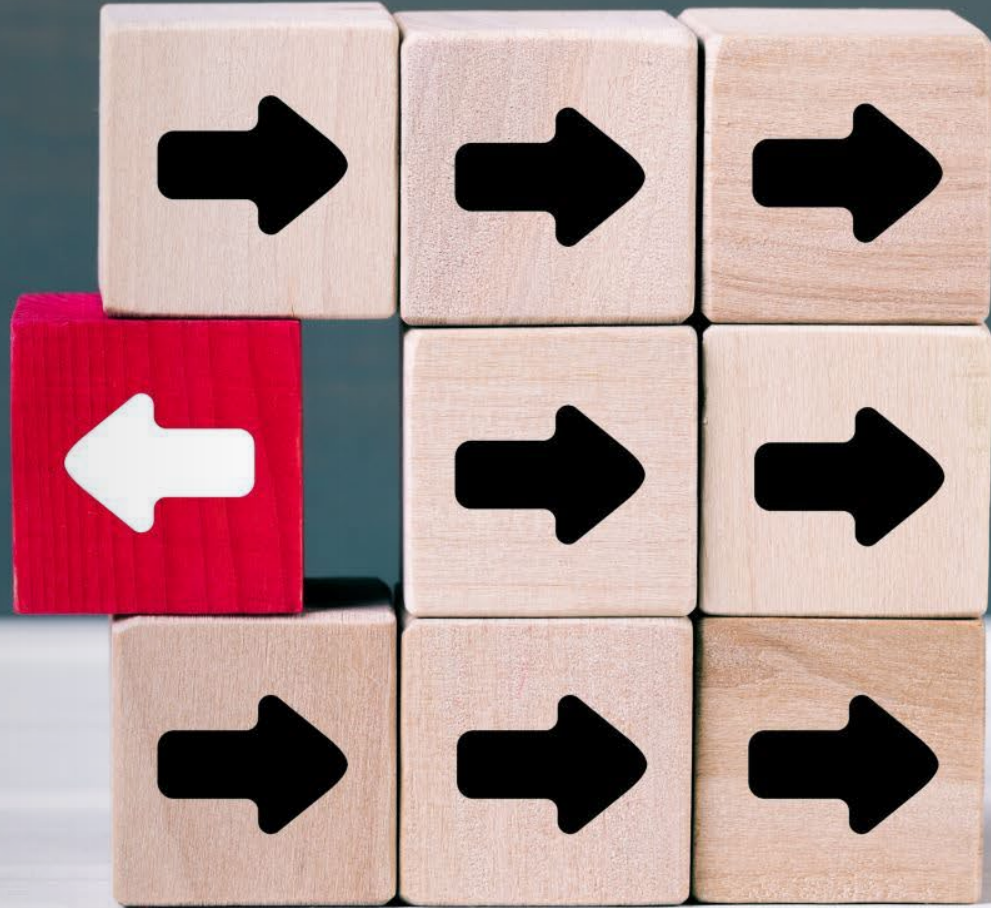
SPECIAL EDUCATION DEPARTMENT-SCHOOL PSYCHOLOGIST

- School Psychologists support students' ability to learn and teachers' ability to teach.
 - They are experts in learning, behavior, mental health, and school systems.
 - They provide:
 - Academic and behavioral interventions
 - Mental health supports
 - Evaluation, assessment, and data analysis
 - Consultation with teachers and families
 - Culturally responsive services
 - Crisis prevention and response

SPECIAL EDUCATION DEPARTMENT-SCHOOL PSYCHOLOGIST

- School Psychologists help with lowering the barriers to learning that are critical for a students' success in school.
 - They support:
 - Struggling and diverse learners
 - Academic achievement
 - Positive behavior and mental health
 - Safe and supportive learning environments
 - School-family-community partnerships
 - School-wide data-based decision making.

PRIORITY GOAL: MANIFESTATION DETERMINATION REVIEW



PRIORITY GOAL: MANIFESTATION DETERMINATION REVIEW (TIMELINES AND DATA ACCURACY)



Tooele District was previously issued a Notice of Findings of Noncompliance as a result of a data error that was transmitted to UTREx from Tooele District's student information system (SIS) related to Indicator 4.



USBE SES has determined Tooele District has a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year by race or ethnicity for students with IEPs

MANIFESTATION DETERMINATION REVIEW ACTION PLAN



Monthly data review with Principals to review the accuracy of data across platforms (Educator's Handbook, Skyward and UTREX)

District SpEd Leadership Team reviews behavior and disciplinary data weekly

Caseloads on Educator's Handbook for SWD to notify SpEd Leadership Team of suspensions so suspension data can be put into Skyward

Notifications that MDR needs to be held is sent to school teams at day 7 of the suspension (MDR held before the 10th day is required under IDEA)

Follow up provided with school teams to make sure MDR was held

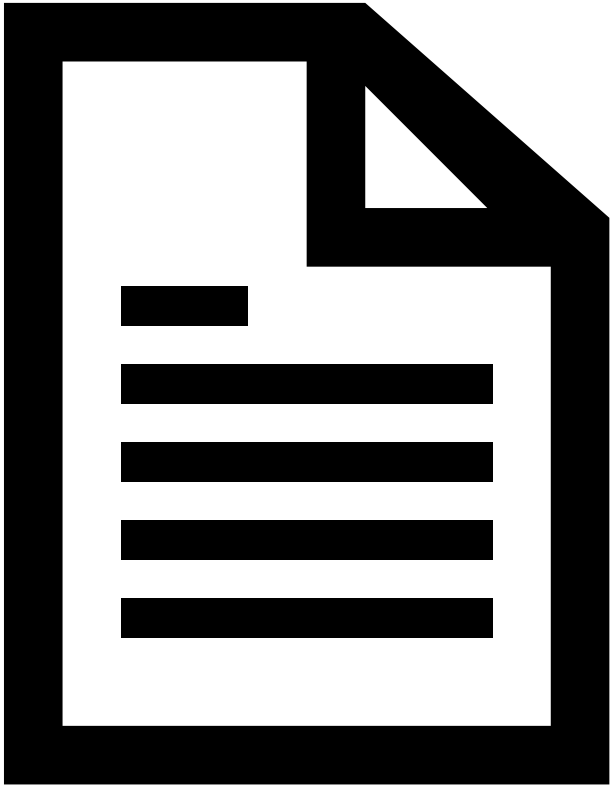
MANIFESTATION DETERMINATION REVIEW GOAL RESULTS



TIMELINE
REQUIREMENTS: 100%



DATA ACCURACY ACROSS
PLATFORMS: 100%



ANNUAL PERFORMANCE DETERMINATION REPORT

ANNUAL PERFORMANCE DETERMINATION REVIEW

The Individuals with Disabilities Education Improvement Act of 2004 (IDEA) requires the Utah State Board of Education Special Education Services (USBE SES) make determinations annually about the performance of each local education agency (LEA) using the following categories (34 CFR 300.600(a)(2)):

- A. Meets the requirements and purposes of Part B of IDEA;
- B. Needs assistance in implementing the requirements of Part B of IDEA;
- C. Needs intervention in implementing the requirements of Part B of IDEA;
- D. Needs substantial intervention in implementing the requirements of Part B of IDEA.

To make its 2026 determination about Tooele District, the USBE SES considered the LEA's performance on the data measures detailed in this report. Any required actions are outlined at the end of the report.

An LEA's determination does not reflect implementation or indicate an LEA is providing students with Individualized Education Programs (IEPs) a free appropriate public education (FAPE).

Tooele District 2026 Initial Performance Determination

Data Source	Determination Level
Initial Evaluations	No Determination
Preschool Transition	Meets Requirements
Preschool Outcomes	Needs Intervention
Participation in Statewide Assessments	Needs Intervention
Non-Participation in Statewide Assessments	Meets Requirements
Proficiency on Regular Statewide Assessments	Needs Intervention
Proficiency on Alternate Statewide Assessment	Needs Assistance
Median Growth Percentile	Needs Assistance
Disproportionate Representation	Meets Requirements
Disproportionate Representation by Disability Category	Meets Requirements
Significant Discrepancy in Suspensions/Expulsions by Race/Ethnicity	Needs Substantial Intervention
Postsecondary Transition Plans	No Determination
Event Dropout	Needs Intervention
Cohort Graduation	Needs Intervention
Post School Outcomes Survey Respondents	Needs Assistance
Post School Outcomes	Needs Intervention
Correction of Noncompliance	Meets Requirements

ANNUAL PERFORMANCE DETERMINATION REVIEW



Initial Overall Performance Determination Level

Needs Assistance

AREAS OF GROWTH

- Preschool Transition- Meets requirements
- Disproportionate Representation- Meet requirements
- Participation & Proficiency- Growth % increase
- Post School Outcomes- Recognized by USBE
- Dropout and Graduation- Growth % increase
- Corrections of Non-Compliance- Meets requirements



HIGHLIGHTS- PRESCHOOL TRANSITIONS

The percentage of students who were served under Part C of the IDEA and determined eligible for Part B services who had an IEP developed and implemented by their third birthday.

Preschool Transition 2026 Determination Data

School Year	Number of Eligible Students Whose IEP was Developed and Implemented by Their Third Birthday	Number of Eligible Students Referred for Part B	Percentage	Goal
2024-2025	41	41	100.00%	100.00%

HIGHLIGHTS- ASSESSMENT PARTICIPATION

Statewide Assessment Participation Trend Data: ELA

School Year	Number of Students Who Participated	Number of Students Expected to Test	Percentage	Goal
2024-2025	1362	1523	89.43%	≥95.00%
2023-2024	1305	1488	87.7	≥95.00%
2022-2023	1263	1552	81.38	≥95.00%

Statewide Assessment Participation Trend Data: Math

School Year	Number of Students Who Participated	Number of Students Expected to Test	Percentage	Goal
2024-2025	1364	1527	89.33%	≥95.00%
2023-2024	1306	1487	87.83	≥95.00%
2022-2023	1263	1551	81.43	≥95.00%

HIGHLIGHTS- ASSESSMENT PROFICIENCY

Regular Statewide Assessment Proficiency Trend Data: ELA

School Year	Grade	Number of Students Who Scored Proficient	Number of Students Who Participated	Percentage	Goal
2024-2025	4	23	182	12.64%	≥15.48%
2023-2024	4	20	166	12.05	≥15%
2022-2023	4	22	186	11.83	≥14.75%

Regular Statewide Assessment Proficiency Trend Data: Math

School Year	Grade	Number of Students Who Scored Proficient	Number of Students Who Participated	Percentage	Goal
2024-2025	4	26	184	14.13%	≥20.43%
2023-2024	4	20	168	11.9	≥20.09%

HIGHLIGHTS- DROP OUT AND GRADUATION RATES

Cohort Graduation Trend Data

School Year	Number of Students Who Graduated	Number of Students Who Exited Special Education	Percentage	Goal
2024-2025	118	162	72.80%	≥100.00%
2023-2024	133	191	69.63	≥%
2022-2023	85	142	59.86	≥90%

Event Dropout Trend Data

School Year	Number of Students Who Dropped Out	Number of Students Who Exited Special Education	Percentage	Goal
2024-2025	36	1139	3.16%	<0.0%
2023-2024	46	1134	4.06	<%
2022-2023	73	1135	6.43	<1%

USBE RECOGNITION- POST SCHOOL OUTCOMES

Post School Outcomes Survey Response Rate- **Medium LEAs**

1. Provo-97%
2. Tooele-75%
3. Wasatch- 66%



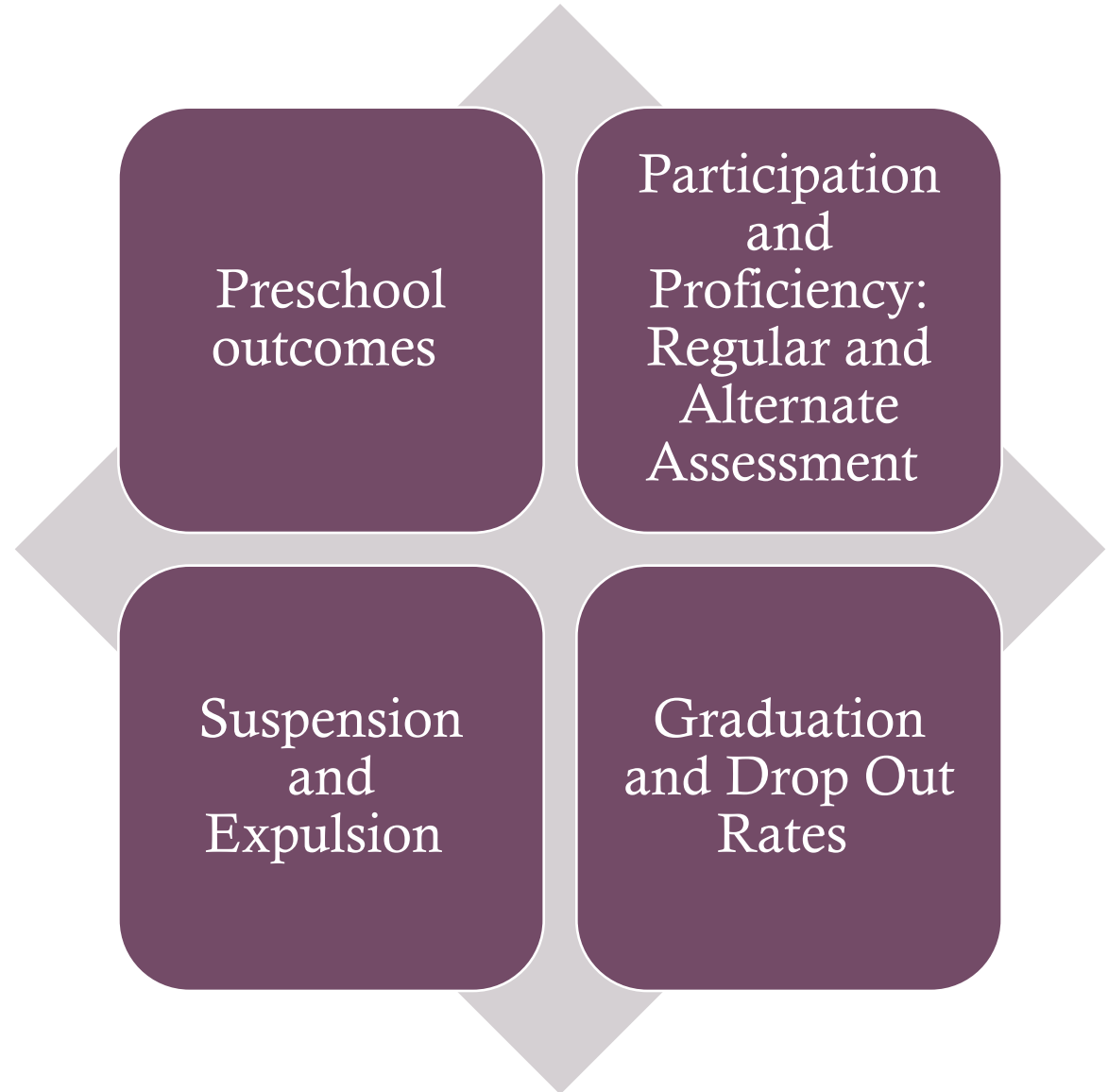
Indicator 14 B- Competitive Employment & 2-^c
or 4-year College- **Medium LEAs**

1. Wasatch- 77%
2. Tooele- 62%
3. Iron- 60%



USBE RECOGNITION- INDICATOR 14B COMPETITIVE EMPLOYMENT

FOCUS AREAS FOR THE 2026-2027 SCHOOL YEAR



**ANNUAL HIGH
LEVERAGE
PRACTICE
2025-2026
SPECIAL
EDUCATION
BIG ROCKS**



AHLP: SPECIAL EDUCATION BIG ROCKS

- Child Find
- IEP Compliance
- Specially Designed Instruction
- Accommodations and Modifications
- Behavior Intervention Plan
- Manifestation Determination Review



CHALLENGES IN SPECIAL EDUCATION IN TCSD



Teacher
Retention

Certified
Teacher
Shortage

Behaviors

More students
with significant
needs

GOOD THINGS HAPPENING IN SPECIAL EDUCATION IN TCSD



POWER HOUR TRAINING

- Topics:
 - September- Professional Standards/Manual and Fostering Independence
 - November- Helping with Challenging Behaviors and Clarifying Expectations
 - January- Crisis Cycle and Trauma Informed Practices
 - February- Executive Functioning and Student Self-Regulation
 - April: Para Presentations, Eligibility Categories, and IEP/504
- Attendees: over 130 paraeducators each day
- Sent 5 Paraeducators to the National Resource Center for Paraeducators Virtual Conference



CHERI LEAVITT USBE MARVELOUS MENTOR RECOGNITION

You selection is a testament to the way you go above and beyond for the New APPEL-SPED team. Tera highlighted how you masterfully navigated her difficult transition from Elementary to Secondary, serving as a vital bridge to her new school culture. Beyond providing professional resources, you offered a rare kind of emotional support—recognizing when she was overwhelmed without a word being spoken, standing as her fiercest advocate in the "trenches," and providing a safe space for her to vent without judgment. You didn't just help her survive a hard year; you modeled the highest standards of professionalism by showing that being a mentor is about the dedication to finding the right answers together.

Perhaps the most touching part of the nomination was this:

"The single biggest impact Cheri has had is transforming my 'survival mode' into a true sense of belonging... she ensured that I didn't just stay in the profession—I learned to love it."

STUDENT SUCCESS COORDINATOR

School Year	# of student's identified (10th-12th)	# of seniors	# of Seniors who graduated	# of 5th year seniors
2023-2024	25	16	10	2
2025-2026	43	30	24	4
2025-2026	33	15	15 <i><u>Potential</u></i> <i>Senior: 11</i> <i>Transition: 1</i> <i>5th year: 3</i>	



MEDICAID BILLING

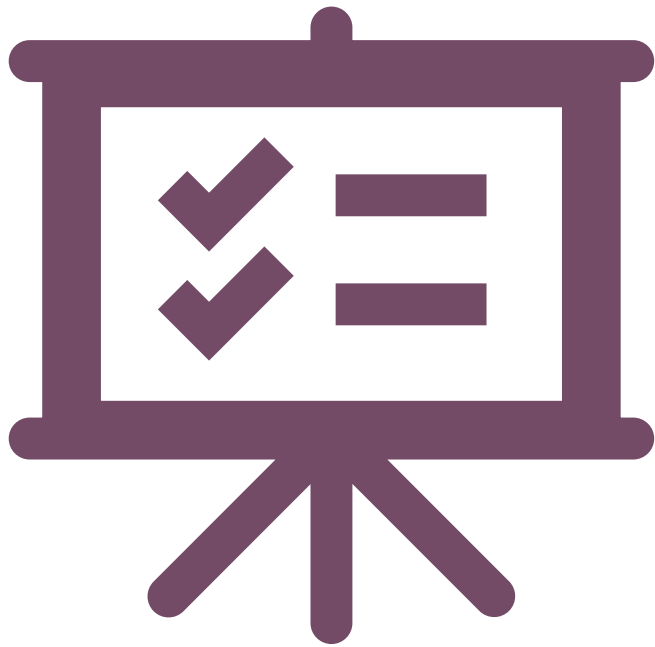
Tooele County School District contracts with Utah Medicaid to be partially reimbursed for health-related services provided to special education students who are eligible for Medicaid. The monies received from Medicaid are used to pay for classroom staff, related services, and materials used in the provision of health-related services.

The students who might be eligible for School Based Services reimbursement from Medicaid are:

- Students who meet Medicaid eligibility requirements and are in the age range of 3 through 21
- Students who have a Medicaid covered service specified in the IEP (e.g. speech, personal care, Occupational Therapy, Physical Therapy, Behavior, Health Care Plans)
- Students are receiving Medicaid services from a qualified provider



MEDICAID COMPLIANCE REVIEW



Each year Tooele County School District takes part in a Medicaid compliance review. Five Medicaid eligible student IEP files are reviewed. Each file is reviewed to show the following.

- IEP is current
- The student has a Medicaid eligible service
- Documentation the service was rendered
- Rendering provider has proper licensure
- Supervising provider documentation and signatures

A hand is shown in the lower-left corner, holding a piece of white chalk and drawing a horizontal line across the bottom of the '100%' text on a dark chalkboard. The text '100%' is written in a large, slightly irregular, white chalk font.

100%

100%
COMPLIANCE
ON THIS
REVIEW FOR
THE SECOND
YEAR IN A
ROW.



UNIFIED SPORTS IN TCSD

Program Goals:

- Breaking down barriers.
- Reducing stigma and bullying and breaking down stereotypes about people with intellectual disabilities.
- Building community.
- Helping kids develop interests and act as a team, and creating more inclusive schools.
- Long-term bonds.
- Fostering relationships that can last from youth through high school and into adulthood.



QUESTIONS?