



101 WEST CENTER STREET, LOGAN, UTAH 84321
WWW.LOGANSCHOOLS.ORG

P 435 755 2300
F 435 755 2311



MEMORANDUM

DATE: September 20, 2022

TO: Parents, Employees, and Patrons of the Logan City School District

FROM: Logan City School District Administration and the Board of Education

SUBJECT: Regarding September 13, 2022 Regular & Work Session Meeting Minutes

The attached document is the minutes taken at the **REGULAR SESSION** of the Logan City School District Board of Education on **September 13, 2022**. They are a **DRAFT** and therefore subject to revision until the Board votes to approve the final draft during their next meeting on September 27, 2022.

**BOARD OF EDUCATION OF THE LOGAN CITY SCHOOL DISTRICT
CACHE COUNTY, UTAH**

The Board of Education of the Logan City School District, Cache County, Utah, held a **Regular Meeting** on **Tuesday September 13, 2022** at **5:00pm** in room 2 of the District Office's temporary location at 960 N 1400 E, Logan, Utah, 84321 and was streamed live via the District's Facebook page.

Attendance:

Board President Larry Williams	Board Vice President Frank Stewart
Board Member Ann Geary	Board Member Kristie Cooley
Board Member Gregg Miller	Business Administrator Jeff Barben
Superintendent Frank Schofield	District Communications Specialist Shana Longhurst
Executive Assistant Rachel Behm	Ellis ELL Teacher Kathy Sherman
World Language/ESL Teacher Jeff Brimhall	Hillcrest Elementary Principal Jill Beer
Director of Elementary Schools Jed Grunig	LHS Principal Daryl Guymon
LIA Student Leadership	Several Parents, Students & Members of the Community

1. Regular Meeting

A. Pledge of Allegiance

Led by Teacher Retention & Recruitment Specialist Eric Markworth

B. Celebrations

1. ESL Newcomer Summer Program

Presenter: Ellis ELL Teacher Kathy Sherman

Kathy Sherman, an English Language Learner (ELL) Teacher at Ellis Elementary, first spoke a little about the History of the "English as a Second Language (ESL) Newcomer Summer Program." She then detailed the curriculum, classwork schedule, and the exciting initiatives they have implemented to help their students succeed. She then shared the pre- and post-test data which reflects the success of the program. Mrs. Sherman also noted the magnitude of volunteer hours that were given by over 60 volunteers and stated the success of the program is because of them. She finalized her presentation with photos and stories of the activities they did this summer. The Board asked questions and praised the work being done by Mrs. Sherman and her team.

2. Logan High's Latinos in Action Class

Presenter: Logan High World Languages/ESL Teacher Jeff Brimhall

Logan High teacher and Latinos in Action Advisor Jeff Brimhall addressed the Board about the Latinos in Action (LIA) program at Logan High School. He briefly reported enrollment data and then turned time to the LIA Student Leadership and had them present information about the program to the Board. Each student first introduced themselves and shared their assignments as members of the LIA Leadership. Quincy Maes, a junior at Logan High, then described the various divisions/committees of the program and what they are responsible for within the program. Aaliyah Franco, also a junior, presented on the history of Latinos in Action, and its purpose. Kenya Merida, a senior at Logan High, spoke about the tutoring they do in elementary schools as a part of LIA. Lastly, Johanna Gonzalez, also a senior, then talked about the booth LIA will be setting up at the Latino Festival on Center Street in Logan on September 17, 2022. The Board asked the students a variety of questions and they answered accordingly.

C. Superintendent's Report

Superintendent Schofield provided the board with an update on enrollment data for the start of the 2022-2023 school year. He detailed enrollment by categories such as English language learners, various ethnic populations, and students who reside outside the district boundaries. He then reported on full day kindergarten at the elementary schools. The Superintendent also spoke about the wellness rooms at the schools. He shared a story about a first grader at Hillcrest Elementary who became overwhelmed at school, decided to leave school without permission, and go home. When parents brought the student back to the school, they worked with Principal Jill Beer to show this student where he/she can go to find a safe quiet space. He finalized his presentation by talking about attendance at schools, particularly at Logan High School. He spoke about how the decrease in attendance has impacted student learning. Superintendent Schofield explained that Logan High faculty, staff, administration, and school community council formulated new for addressing the issues surrounding student attendance. He reported data which reflects a significant decrease in the percentage of absences from the same time span last year. He shared that faculty members have reported that this policy made for a much more successful start of the year and has subsequently improved their work conditions. The Board asked clarifying questions and the Superintendent responded accordingly.

D. Public Comment

- Jay Bates Domenech, a senior at Logan High, addressed the Board on behalf of Logan High's Debate team and Gay Straight Alliance (GSA) club. They first requested additional funding for speech and debate to increase opportunities for all members of the team. They then spoke briefly about their feelings regarding the discussion of Pride flags in classrooms. They shared their personal coming out story; stating that they came out to a teacher and only felt comfortable to do so because she had a Pride flag in her classroom. They stated that they readily recognize the difficulty of this decision and reiterated their feelings about the use of Pride flags. They thanked the Board for their time and returned to their seat.

Superintendent Schofield took a moment to address the room. He reminded patrons that there is a deeply emotional aspect to both sides of the issues surrounding the Pride flag. He implored the group to be respectful of one another and refrain from excessive expressions of approval or disapproval.

- Andrea Sinfield, a parent at Hillcrest Elementary, spoke on behalf of a group of parents from the Hillcrest/Adams neighborhoods. She shared her support for politically neutral classrooms. She shared her personal story regarding the Pride flag being on the entrance of her kindergarten's classroom. She expressed her concerns about the allowance of symbols and flags of any kind in classrooms. She then described the change in the way her daughter draws rainbows since starting school and shared enlarged copies of her drawings as proof of the effect the flag is having on her daughter.
- Tessa Burton, a parent at Hillcrest and Adams Elementary, first complimented the work of Principal Jill Beer at Hillcrest and how happy she's been with her work. She then talked about her time as a teacher and the level of diversity in home and family life of all her students. She highlighted that she had a strong relationship with each student and their families and that she never once had to place a flag in her room in order for them to feel safe, included, or loved.
- Amy Wisner, a parent at Ellis Elementary, first stated that she hopes her remarks would be received as respectful and that what she has to say does not come from a hatred or homophobia. She believes any flag or symbol that has the potential to be understood as politically driven or exclusionary of any group should be removed from children's classrooms. She expressed desire to have a neutral classroom where one person's standards and beliefs are not pushed onto fellow classmates and vice versa.
- Amy Anderson, a Counselor at Logan High, shared how important the Pride flag is to the youth of the LGBTQ+ community. She spoke about the increased rates of suicide amongst youth and that the symbol plays a key role in saving a life. She pleaded with the Board to allow the flags to remain where they are.

- Bonnie Hoth, a member of the community, spoke to the responsibilities of the Board and what they do to know how each student is being educated. She reported on the Standards of Utah Public schools and the constitution. She then spoke about kindness.
- Chilali Hugo said she believes it's important for students to feel safe and accepted. She reported that her son was a student in Kindergarten at Hillcrest, where the Pride flag is displayed, and was not in any way influenced by or taught anything about the LGBTQ+ community or lifestyles. She then shared her beliefs and concerns about removing flags from the classrooms.
- Melanie Domenech Rodriguez spoke as a parent in the District of a youth in the LGBTQ+ community. She clearly defined the stark difference between white supremacy/ Nazi flags from the Pride flag and advised all to not place the two in the same category. She talked about individualizing experience based on the needs of students because all are different. She stated she isn't asking the Board to treat LGBTQ students in a special way, but asking them to consider that Pride flags affirm the humanity in students who often feel dehumanized. She believes teachers should have the freedom to decide how they choose to communicate support for students.

6:21pm Following the end of the public comment portion of the meeting, Board President Larry Williams invited everyone to stay, but assured them they were welcome to leave if they did not wish to be present for the remainder of the meeting. The Board then took a 5-minute break while most patrons left the meeting.

E. Consent Calendar

Approve regular session minutes dated August 23, 2022, Extra Duty for Extra Pay, Licensed & ESP Board Elections, and Logan High School Land Trust Amendment.

Move to approve the consent calendar, as presented.

Motion: Board Member Kristie Cooley

Second: Board Vice President Frank Stewart

Vote:

Board President Larry Williams – Aye

Board Vice President Frank Stewart – Aye

Board Member Ann Geary – Aye

Board Member Kristie Cooley – Aye

Board Member Gregg Miller – Aye

Board President Larry Williams stated the need to rearrange the discussion items because a few presenters had to leave. He asked the Board if anyone would like to make the motion.

Motion to put AVID Program Review first, then we'll have our Dual Language Immersion program Jill Beer, Elementary Art Program presenter Director of Elementary Ed Jed Grunig third and then we'll follow it up with School Land Trust Training.

Motion: Board Member Ann Geary

Second: Board Member Gregg Miller

Vote:

Board President Larry Williams – Aye

Board Vice President Frank Stewart – Aye

Board Member Ann Geary – Aye

Board Member Kristie Cooley – Aye

Board Member Gregg Miller – Aye

F. Discussion Items

4. AVID Program Review

Presenter: Logan High Principal Daryl Guymon

Principal Guymon introduced this presentation. He then turned time over to McKell Redd who teaches in the AVID program. She stood and talked about the focus of the program and goals for students. Mrs. Redd had two students attend with her this evening and allowed them a moment to introduce themselves and share with the Board what they like about being a part of AVID. The Board asked questions. Mrs. Redd and the students answered accordingly.

1. Dual Language Immersion Program Update

Presenter: Hillcrest Elementary Principal Jill Beer

Principal Beer reported on how things are going at the new World Language Academy at Hillcrest Elementary. She introduced the faculty for each grade and the support staff who make the work possible. Principal Beer provided enrollment data for this year. She shared celebrations from the start of the school year and the sense of unity that has come amongst teachers following the merge of the Spanish and Portuguese programs into one school. She finalized her presentation by speaking about the plans for the year – to include participation in the Latino Festival parade and event on Center Street. The Board asked questions and expressed gratitude for the Hillcrest faculty, staff, and Principal Beer.

3. Elementary Art Programs

Presenter: Director of Elementary Schools Jed Grunig

Director Grunig took a moment to comment on earlier presentations. First to Kathy Sherman's presentation about the ESL Summer Program and then noted for the record that the PLCs Principal Beer spoke about in her presentation would not be possible if it weren't for the fact that Hillcrest is an all DLI school. When it was only partially so, the teachers were not able to collaborate together. He also highlighted that the busing makes it possible for many of the students to be a part of the school. Following those remarks, he introduced the Beverly Taylor Sorenson program and Dave Gilbert, the Instructional Coach in Music for the elementary schools. Mr. Gilbert spoke about the history of the program and statistics regarding enrollment. He then turned time to Stacy Rice, the dance teacher at Hillcrest Elementary, to speak about the dance section of the program. She also shared the posters for the BTS program. She expressed her gratitude for the opportunity to teach the students because she really loves what she does.

Mr. Gilbert then stood and spoke about the visual arts section of the program. He shared a video put together by Sheree Given, the visual arts specialist at Wilson Elementary, who was unable to attend this evening. He also introduced each of the Music Specialists around the district. Mr. Gilbert then spoke about the Carnegie Hall Link Up concert from last school year. He provided a history event and how it came to Logan City. He shared his excitement that they'll be hosting it for a second year in March 2023. The Board shared their experiences with Beverly Taylor Sorenson and the program she started. They expressed their gratitude for their collaboration with the District and the work they do.

2. School Land Trust Training for Board Members

Presenter: Superintendent Frank Schofield

Superintendent Schofield introduced this item. He noted the requirement for the Board to renew this training annually. He then detailed the Board's role in approving school improvement plans and the expenditures of school land trust funds.

G. Action Items

1. Policies for Adoption

- First Reading of policy CEE Building Access and Key Control
- EAA Instructional Goals, Objectives and Evaluations: Adoption and Purpose
- EEE Standards for Media Use
- EEF Classroom Media Materials Appeal Procedure
- EEG School Library Media Selection and Review

Superintendent Schofield presented a few small additional revisions to EEE Standards for Media Use and EEG School Library Media Selection and Review. He then reviewed the revisions to EAA Instructional Goals, Objectives and Evaluations: Adoption and Purpose and EEF Classroom Media Materials Appeal Procedure which were presented previously in the last board meeting.

The Superintendent then reviewed proposed updates to policy CEE Building Access and Key Control and he explained the reasoning behind the need for the revisions. Board Vice President Frank Stewart asked a question regarding who performs the checks to ensure the doors are remaining closed and locked throughout the day. The Superintendent answered accordingly. Board Member Ann Geary talked about teachers' response to the lack of access after-hours and why policy of this nature is necessary. Board President Larry Williams shared his experience as a teacher and the need for access after-hours, but acknowledged the misuse of the privilege and how teachers can work around the initial inconvenience.

Move to approve the following policies as written: EAA Instructional Goals, Objectives and Evaluation: Adoption and Purpose, EEE Standards for Media Use, EEF Classroom Media Materials Appeal Procedure, and EEG School Library Media Selection and Review.

Motion: Board Member Ann Geary

Second: Board Member Kristie Cooley

Vote:

- Board President Larry Williams – Aye
- Board Vice President Frank Stewart – Aye
- Board Member Ann Geary – Aye
- Board Member Kristie Cooley – Aye
- Board Member Gregg Miller – Aye

Move to advance policy CEE Building Access and Key Control to a second reading.

Motion: Board Member Kristie Cooley

Second: Board Member Gregg Miller

Vote:

- Board President Larry Williams – Aye
- Board Vice President Frank Stewart – Aye
- Board Member Ann Geary – Aye
- Board Member Kristie Cooley – Aye
- Board Member Gregg Miller – Aye

H. Board/Committee Reports

Board Member Ann Geary spoke about her first meeting of the Food Pantry Board.

I. Calendar Items

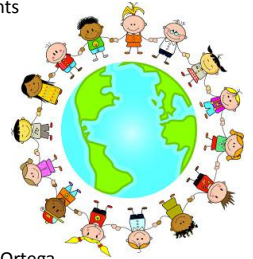


English Summer School

JUNE – AUGUST 2022

English Summer School

- Kindergarten to fifth grade students
- 6 elementary schools
- Score on WIDA 1.0 - 2.9
- June 13 to August 5, 2022
- Monday – Thursday
- Morning Class 9:00 – 12:00
- Afternoon Class 12:30 - 3:30
- Teachers: Kathy Sherman & Katie Ortega
- 18 Aides
- 4 AmeriCorps Vista



Learning Objectives

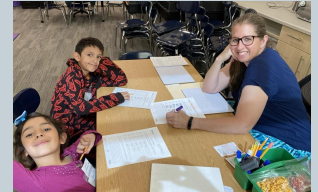
- Letter names and sounds
- Reading and Phonics
- Improve reading fluency & comp.
- Build basic language skills
- Learn groups of vocabulary, ex: people, colors, actions, buildings, containers, animals, etc.



Schedule

Students rotated through six ½ hour stations:

- ▢ Read one-on-one with a volunteer
- ▢ Oxford or Language for Learning
- ▢ RAZ Kids
- ▢ Imagine Learning
- ▢ Phonics
- ▢ Fun



English Summer School Schedule

	12:00-1:00	1:00-1:30	1:30-2:00	2:00-2:30	2:30-3:00	3:00-3:30
Jeirah	RAZ/ERI	RAZ/ERI	Fun	Imagine Learning	Phonics	L4L/Oxford
Nikki	Phonics	L4L/Oxford	Fun	Imagine Learning	Phonics	L4L/Oxford
Maureen	RAZ/ERI	RAZ/ERI	Fun	Imagine Learning	Phonics	L4L/Oxford
Abby Richards	RAZ/ERI	RAZ/ERI	Fun	Imagine Learning	Phonics	L4L/Oxford
Corette	Reading w/ V	Reading w/ V	Phonics	L4L/Oxford	Imagine Learning	Imagine Learning
Kate	Fun	Reading w/ V	Phonics	L4L/Oxford	Imagine Learning	Imagine Learning
Lindsey	Reading w/ V	Reading w/ V	Phonics	L4L/Oxford	Imagine Learning	Imagine Learning
Enmalee	Phonics	L4L/Oxford	Imagine Learning	Reading w/ V	Reading w/ V	RAZ/ERI
Annelly	Phonics	L4L/Oxford	Imagine Learning	Reading w/ V	RAZ/ERI	RAZ/ERI
Zia	Phonics	L4L/Oxford	RAZ/ERI	Reading w/ V	RAZ/ERI	RAZ/ERI
Abbey Plaga	Imagine Learning	Phonics	L4L/Oxford	RAZ/ERI	Fun	Fun
Tiffany	Lunch Watch	Phonics	L4L/Oxford	RAZ/ERI	Fun	Fun
Jess	Lunch Watch	Phonics	L4L/Oxford	RAZ/ERI	Fun	Fun
Jeanine	L4L/Oxford	Fun	Reading w/ V	Phonics	L4L/Oxford	Phonics
Jen	L4L/Oxford	Fun	Reading w/ V	Fun	RAZ/ERI	Phonics
Cynli Reddy	L4L/Oxford	Fun	Reading w/ V	Fun	Reading w/ V	Phonics
Cindy Taylor	Fun	Imagine Learning	RAZ/ERI	Phonics	L4L/Oxford	RAZ/ERI
Amy	Phonics	L4L/Oxford	RAZ/ERI	Phonics	L4L/Oxford	Reading w/ V
Sarah	Lunch Watch	Phonics	L4L/Oxford	Phonics	L4L/Oxford	Reading w/ V
Brock	Reading w/ V	Imagine Learning	RAZ/ERI	Fun	Fun	Reading w/ V
Bailey	Phonics	Floating	Floating	Floating	Floating	Floating
Kathy	Floating	Floating	Floating	Floating	Floating	Floating
Katie	Floating	Floating	Floating	Floating	Floating	Floating
Alex	RAZ/ERI	RAZ/ERI	Reading w/ V	Fun	Phonics	L4L/Oxford

English Summer School Schedule

Oxford Picture Dictionary Program

- ❑ Taught in topics
- ❑ 12 flash cards per topic
- ❑ picture dictionary
- ❑ Story
- ❑ Worksheet



Language for Learning Program

- ❑ Direct Instruction Program
- ❑ Placement test
- ❑ Starts with students who don't speak any English
- ❑ Teaches language used in the classroom



Phonics

- ❑ Direct Instruction Program
- ❑ Gave pre-assessment
- ❑ Taught lessons according to needs



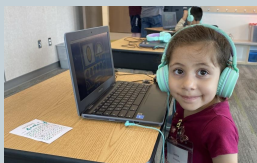
RAZ Kids

- Electronic stories on their level
- Computer reads the story to student.
- Student records him/herself reading the story.
- Comprehension quiz.
- Students one-on-one with a volunteer.



Imagine Learning

- ❑ Computer Literacy Program
- ❑ English Language Program
- ❑ Vocabulary
- ❑ Phonemic Awareness
- ❑ Letter/sound recognition
- ❑ Listening Comprehension
- ❑ Reading Fluency
- ❑ Reading Comprehension



Reading one on one with a volunteer

- ❑ Pre-reading skills
- ❑ *Reading for All Learner* books
- ❑ Read books on A.R. level
- ❑ Discussed story with volunteer
- ❑ Took Accelerated Reader tests





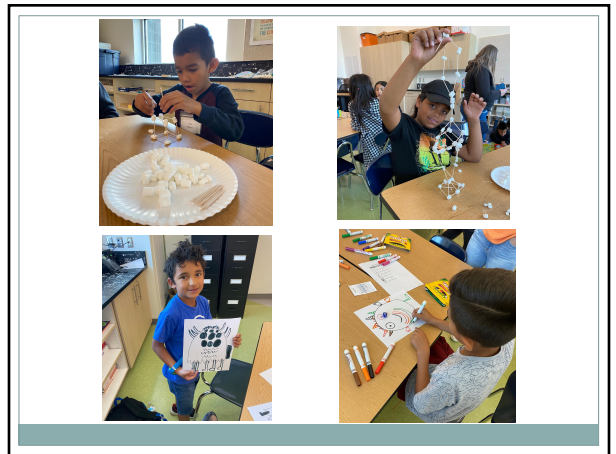
Our AMAZING Volunteers

- ❑ 68 total volunteers
- ❑ Total of 971 volunteer hours!
- ❑ Average 8 hours of one-on-one per student




Fun Rotation







Students

Morning

- Started w/64
- Ended w/61

Afternoon

- Started w/63
- Ended with/56

Start of School Data

September, 2022



LCSD Enrollment September, 2022

<u>Active Students</u>	Grade:	-1	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Adams Elementary		32	45	40	43	37	49	48								294
Bridger Elementary		36	87	80	73	77	78	60								491
Early Childhood Center		83														83
Ellis Elementary		33	53	61	62	46	66	49								370
Hillcrest Elementary			65	102	93	81	82	74								497
Riverside Preschool		57														57
Wilson Elementary			68	62	62	65	59	64								380
Woodruff Elementary		33	103	97	102	106	91	101								633
Mt. Logan Middle School									363	412	392					1167
Logan High School												385	377	373	349	1484
Effective 9/12/2022		274	421	442	435	412	425	396	363	412	392	385	377	373	349	5456

Enrollment Categories

English Learners

1 Entering	2 Emerging	3 Developing	4 Expanding	5 Fluent	6 Fluent	7 tested-not EL	8 Opted out	Total
182	163	382	217	113	9	59	1	1126 (21%)

Students with Disabilities - **713** students (13%)

Economically Disadvantaged - **2945** students (54%)

Enrollment Categories

Category	Total N	Percentage
American Indian/Alaskan Native	76	1%
Asian	148	2%
African American	141	3%
Native Hawaiian	122	2%
White	3011	55%
Hispanic/Latino	1958	36%

Total Enrollment
5456

Students with
addresses outside
of Logan: **392**

Full Day Kindergarten

Woodruff - 2 sections
sections

Hillcrest - 3

Adams - 2 sections

Wilson - 2 sections

Bridger - will have 2 sections + OEK

Ellis - 2 sections of OEK

OEK vs. full day is often a numbers issue. Considering class size and space available, sometimes, OEK is a better fit for the school and the community.



Wellness Rooms

A Wellness Room...

- is the culmination of a mindset and cultural shift toward trauma-informed care and educating the whole child.
- is designed to meet the social-emotional needs of every student
- is based on physiology and neuroscience
- Is where two main concepts are taught:
 - how our stress response system works
 - what coping skills student can use to self-regulate



Attendance and LHS Citizenship Grades

Rationale: We experienced a decrease in student attendance over the last two years, which impacted student learning and progress toward graduation. We know a student's academic learning is supported by their behaviors that demonstrate a readiness to learn, responsibility, and respect, all of which are included in the LHS definition of student citizenship

	Honors	Satisfactory	Needs Improvement	Unsatisfactory
Absences	0-2	3-4	5-6	6+
Tardies	0-2	3-4	5-6	6+
Missing assignments	0	1-2	3	4+

Attendance and LHS Citizenship Grades

Restitution

Restitution is not designed as purely seat time or detention. Students who want to restore missed time have a few options to do so:

- Restore time during lunch with a citizenship coordinator. This will be time in which students work on assignments from class.
- Before or after school tutoring. This will be time for students to work directly with a teacher to understand concepts that they may have missed during class.
- Saturday school. This is also designed for students to work directly with our expert teachers.

Impact of Attendance Practices

The exceptions for student absences are:

- Documented illnesses and medical appointments.
- School-excused activities.
- Case by case scenarios such as a death in the family, other competitive activities outside of school, family emergencies, chronic health issues, etc.

As the academic quarter progresses the staff will monitor the impact of the citizenship rules and evaluate whether revision are needed.

Impact of New Practices

Last year, up through this same time period, the high school had **4.19%** of students tardy on average per period. This year for the same time period they have **1.16%** of students tardy.

Last year up through this same time period they had **78.9%** of students present in class. This year they have **89.2%** of students present in class.



Questions?

AVID

advancement * via * individual * determination

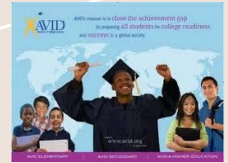


What is AVID?

- A college and career readiness system
- A program to secure opportunities for students' futures
- A class to help students achieve success in rigorous classes

AVID IS NOT:

- A make-up work class
- For unmotivated students
- An at-risk program



Who is AVID for?

- Middle achieving students that may have some hurdles to academic achievement
- Students with a GPA between a 2.0 - 3.5
- Students with a desire to be better students and get prepared for college and careers
- May be a first generation student to attend college

How do I participate?

Potential students need to fill out an application

Potential students need a teacher recommendation

Potential students need a GPA between 2.0-3.5

Potential students need a strong attendance record

Please come talk to us out in the foyer!

AVID YEAR FOCUS

AVID 10

Study Skills
Grade Improvement
Course Exploration
Btech, Concurrent, AP Exploration
Course Planning
PSAT
ASVAB

AVID 11

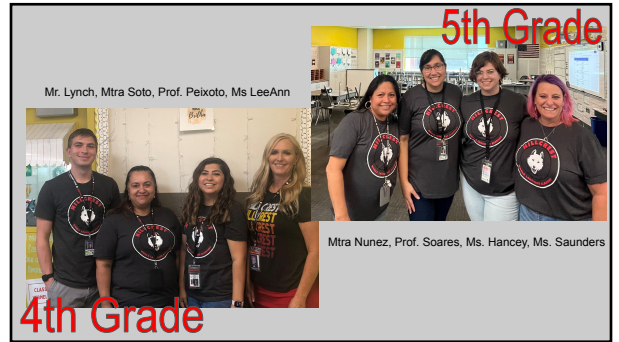
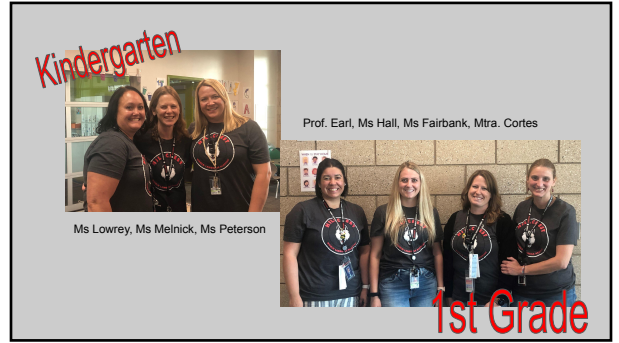
Study Skills
Grade Improvement
Course Planning
Credit Evaluation
Btech, Concurrent, AP Exploration
ACT Prep
Career Exploration

AVID 12

Study Skills
Grade Improvement
FAFSA completion
University Exploration
College Exploration
Career Exploration
Scholarship Searches
College Applications

Faces of AVID





Special Services

Specialists

501 Students

- 65 Kindergarten
- 103 1st Grade
- 93 2nd Grade
- 82 3rd Grade
- 84 4th Grade
- 74 5th Grade

Start of the Year

- Prep days at the beginning of year were much appreciated
- State DLI training at Hillcrest
- Merging of programs
- Collaboration
- Busing
- Back to School Night

Plans for the Year

- Latino Festival
- DLI Night
- Parent Nights
- Portuguese and Spanish celebrations throughout the year
- Portuguese and Spanish teachers attending state training
- LETRS training



Where
discovery
happens.



BTS
ARTS

**BEVERLEY
TAYLOR
SORENSEN**
ARTS LEARNING
PROGRAM



Where
ideas have
power.

BTS Arts is in our school!

- an integrated art program
- currently in almost 400 schools
- increases student performance in every subject
- a program that kids love
- serving approximately 202,800 students



Become a friend of BTS Arts! We need your voice, not your money.

Help support the Beverley Taylor Sorenson Arts Learning Program by joining Friends of BTS Arts today. Our singular goal is to advocate for the BTS Arts program and ensure that all elementary students in Utah are able to benefit from an arts-integrated education.

btsarts.org

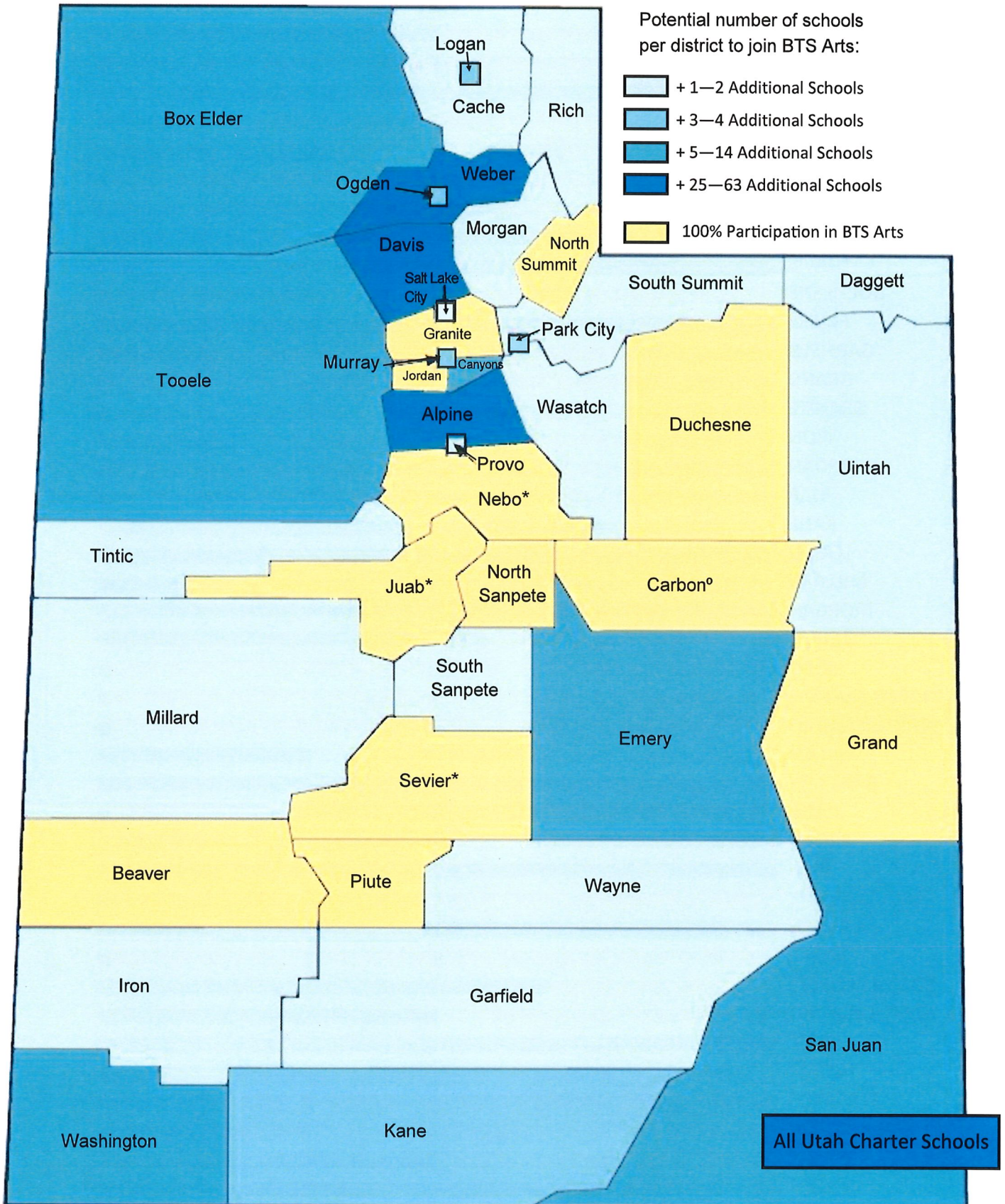


BTS
ARTS

“The infusion of the arts has impacted culture, climate and academics in positive ways with our students and teachers as the beneficiaries.”

– Sydnee Dickson – Utah State Superintendent

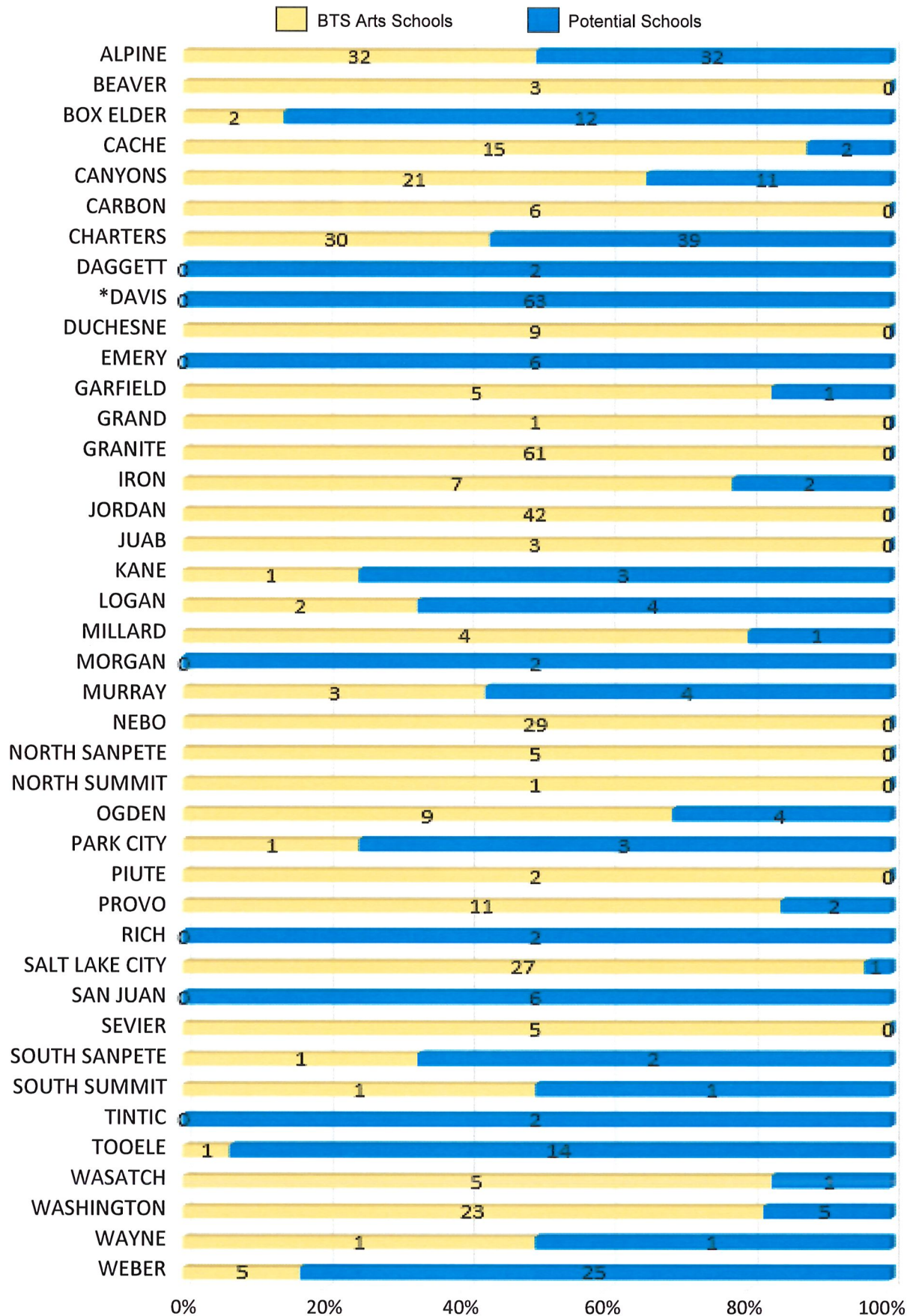
POTENTIAL GROWTH BY LEA - BEVERLEY TAYLOR SORENSON ARTS LEARNING PROGRAM



* All schools in Juab, Nebo, and Sevier districts participate but are underserved.

° Carbon District did not participate in 2021-2022 school year but are still in the program.

BTS Arts Growth Potential by LEA



*BTS Arts grants funding to Davis District for 3 arts integration coaches who work throughout the district.



BEVERLEY
TAYLOR
SORENSEN
ARTS LEARNING
PROGRAM

BTS Arts Vision

All Utah children have access to quality learning in and through the arts as an essential part of a well-rounded education.

The Beverley Taylor Sorenson Arts Learning Program strives to provide every Utah elementary school student high quality learning and arts integration experiences. BTS Arts is funded by the state legislature and AWFK and supported by seven endowed institutions of higher education that advise the program and provide professional development for arts educators. The program is implemented and monitored by the USBE in close collaboration with Local Education Agencies (LEA's) around the state.

BTS Arts does more than you think.

Arts integrated education is shown to improve:



LANGUAGE
DEVELOPMENT



MOTOR
SKILLS



STUDENT
WELL-BEING

USBE funds licensed BTS Arts Educators.

BTS Arts Educators are qualified experts in one of four art disciplines: dance, drama, music, and visual art. They work with elementary classroom teachers to develop lesson plans that integrate art.



BTS Arts helps students and schools.



Studies have shown students participating in the arts perform better in other academic subjects.



Parents are more engaged in schools with BTS Arts.



Students are more engaged in school when BTS Arts is part of their curriculum.

BTS Arts serves students all over Utah.



400 SCHOOLS



82% OF SCHOOL
DISTRICTS



REACHES OVER
200,000
STUDENTS

BTS Arts is supported by parents & principals.

88%



of parents with students in BTS Arts schools value teaching core subjects through the arts

94%



of principals believe BTS Arts has a positive impact on their school's culture

92%



of parents in BTS Arts schools would recommend the program to others

The future of the BTS Arts depends on YOU!

BTS Arts is well on its way to reaching every elementary school student in the state of Utah. This year, BTS Arts is requesting \$12.54M in on-going funding from the state education budget to ensure every elementary student has access to arts integrated education now and in the future.



BTS Arts GROWTH MODEL - FULL IMPLEMENTATION PLAN

2019-2020 ACTUAL	2020-2021 ACTUAL	2021-2022 ACTUAL	2022-2023 PROJECTED
---------------------	---------------------	---------------------	------------------------

PROGRAM SUMMARY				
Arts Educator FTE	185	190	190	305
Schools with BTS Arts Educator	383	380	380	610
Average Number of Schools per Arts Educator	2	2	2	2
Districts/Charters with BTS Arts	35/33	34/31	34/31	41/69
Number of Students with Arts Educator	214,154	213,105	213,105	305,000
Statewide Percentage	60%	60%	60%	100%

USBE OPERATIONS SUMMARY				
BTS Arts Grants to LEAs (Salaries)	\$ 11,765,437	\$ 11,006,455	\$ 12,690,923	\$ 23,653,509
Professional Development	\$ 618,500	\$ 556,650	\$ 688,000	\$ 1,250,000
Regional Support	\$ -	\$ -	\$ -	\$ 520,000
Total Operating Costs	\$ 12,383,937	\$ 11,563,105	\$ 13,378,923	\$ 25,423,509

USBE Administrative Allocation/Separate Allocation*	\$ 145,000	\$ 145,000	\$ 145,000	\$ 145,000
---	------------	------------	------------	------------

FUNDING SUMMARY				
Legislative Allocation MSP	\$ 11,880,000	\$ 10,880,000	\$ 12,880,000	\$ 25,423,509
Supplemental Funding (AWFK, BTSF, Carryover)	\$ 1,041,426	\$ 736,816	\$ 430,000	\$ -
District Match	\$ 3,140,886	\$ 4,736,229	\$ 4,140,667	\$ 5,343,377
TOTAL PROGRAM COSTS	\$ 16,062,312	\$ 16,353,045	\$ 17,450,667	\$ 30,766,886

Increase and Growth Costs	\$ -	\$ (1,000,000)	\$ 1,815,818	\$ 834,853
---------------------------	------	----------------	--------------	------------

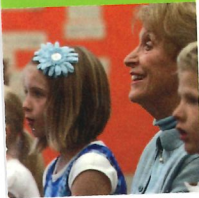
LEGISLATIVE REQUEST				
BTS Arts Educator Salaries/Professional Development				\$ 12,543,509
*USBE Administrative Allocation/Separate Allocation	\$ 145,000	\$ 145,000	\$ 145,000	\$ 145,000

Where
imagination
is unlimited.



BTS
ARTS

**BEVERLEY
TAYLOR
SORENSEN**
ARTS LEARNING
PROGRAM



BTS Arts is in our school!

- An integrated art program
- Currently in over 400 Utah elementary schools
- Increases student performance in every subject
- A program that kids love
- Serving approximately 260,000 students

Become a friend of BTS Arts!
We need your voice, not your money.

Help support the Beverley Taylor Sorenson Arts Learning Program by joining Friends of BTS Arts today. Our singular goal is to advocate for the BTS Arts program and ensure that all elementary students in Utah are able to benefit from an arts-integrated education.

btsarts.org



BEVERLEY
TAYLOR
SORENSEN
ARTS LEARNING
PROGRAM



LEADING SCHOOL COMMUNITY COUNCILS:

RESPONSIBILITIES OF LOCAL SCHOOL BOARDS

Natalie Gordon
School Trust Specialist
Utah State Board of Education

January 2020

ADA Compliant: 927020

LOCAL BOARD RESPONSIBILITIES

“The School LAND Trust Funding is unique because it is the only state funding where the use is driven by the local school community council and solely approved by the local school board. It is imperative that the responsibility to review and approve the plans for funding be taken very seriously by the local school board. If plans are approved that do not meet the criteria set forth by the legislation and rule, it falls back on the local board to answer for their actions.”

USBA

ROLE OF LOCAL BOARDS

Local school boards are the adjudicator and protector of these funds that are intended to benefit the public-school children of Utah in perpetuity.

RELATIONSHIP BETWEEN THE BOARD AND COUNCILS

The Council is a recommending body – The Board must approve Council plans

Boards may request input from the Council

Councils may advise and make recommendations to school and district administrators and the Board

As the governing body, the Board is responsible for Council training and compliance

BOARDSMANSHIP

The most effective boards have a policy regarding board member expectations in working with School Community Councils.

This policy could include:

- Upcoming Year Plan review assignments and rubric
- Expectations when meeting with councils
- How the board requests input from councils and council members
- Final Report review
- Providing data to councils
- Digital Citizenship report
- School Safety principles report
- Election timeline
- Secure Elections (electronic voting?)
- Required training of the board from the board to councils

THE WORK OF COUNCILS

- CONSULT ON TEACHER & STUDENT SUCCESS PLAN
- SCHOOL LAND TRUST PLAN IMPLEMENT AN ACADEMIC COMPONENT OF TSP
- DIGITAL CITIZENSHIP REVIEW
- SCHOOL SAFETY PRINCIPLES PLAN

SEVEN KEY LOCAL BOARD RESPONSIBILITIES IN CODE AND RULE

- Training provided for all School Community Council members and Board Members
- Read and approve School LAND Trust plan
- Assure compliance with state law and board rules
- Provide information & data to councils so they may complete their work
- Provide annual reports to councils related to Digital Citizenship and School Safety
- Disbursement of funds to schools for adherence to LAND Trust Plan
- Approve election timelines
- BEST PRACTICE:** Review Final Reports - Board reviews or staff reviews and reports to Board.

PLAN APPROVAL

- Local Boards are Approving Entities
- Local boards determine the due date of the plans
- School LAND Trust plans come to the local boards first for their approval.
- Read and approve plans or return plans to the council for amendment and resubmission before May 15th

COUNCIL GOALS

Councils are required to review schoolwide assessment data annually

Goals must address identified critical academic need

Goals must be

- Academic
- Data Driven
- Student Focused
- Measurable

PLAN EXPENDITURES

Expenditures should be used for data-driven and evidence-based practices and services

Local boards and districts may not require a council to spend SCC funds on a specific use or set of uses

A council may spend no more than \$7,000 on the following:

- Civic and character education
- Digital citizenship training

If included, Behavioral Programs/PBIS must be part of a measurable academic goal

PLAN APPROVAL

The local board should make sure that the money is being spent to meet critical academic needs, and that it directly impacts the instruction of students and improves academic excellence.

AMENDMENTS TO THE PLAN

- * Must be reviewed and approved by the council.
- * Must reference a measurable academic goal
- * Entered on SchoolLANDTrust.org
- * Approved by local board
- * Reviewed for compliance by USBE School Children's Trust Section

DISTRICT STAFF ASSISTANCE

Training	Develop and implement training of SCCs
Preview	Preview plans, amendments, & final reports. Work with SCCs to get documents prepared for Board review
Signature Pages	Develop and assure signatures pages are signed, relay concerns to the Board
Provide Data	Provide SCCs with data and information needed to develop strong academic plans
Digital Citizenship and Safety	Provide required information to councils to review Digital Citizenship and prepare a School Safety Principle Plan

DISTRICT BUSINESS OFFICE

Management of funds will generally be done by the District Business Manager for schools with approved plans

If expenditures don't match plans, the district is non-compliant

SUGGESTED BEST PRACTICES

Final Report review by district staff/board:

- Were expenditures consistent with those outlined in the plan?
- Did the outlined action plans lead to academic goals being met?

Encourage SCCs to review LAND Trust Plan budget throughout the year and make sure the money is being spent accurately according to the plan

Review current year plan implementation, don't just focus on preparing next year's plan

SUGGESTED BEST PRACTICES

Boards could:

Examine where SCC money is being spent. If it is something that is global and consistent, consider whether it should be in the district budget

Visit SCCs in your Board area each year


Encourage SCCs to give input on Board study items

SCHOOL TRUST LANDS





mining



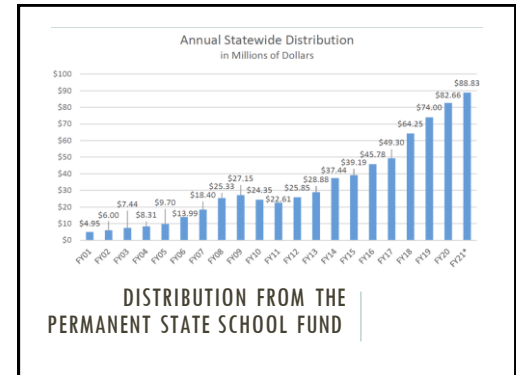
oil and gas



surface



development



THE TRUSTEES THAT MANAGE THE LAND AND FUND

SITLA



Trust Lands Administration
Board of State School and Institutional Trust Lands Administration

SITFO



THE BENEFICIARY

Utah State Board of Education
School Children's Trust Section

paula.plant@schools.utah.gov
natalie.gordon@schools.utah.gov
karen.rupp@schools.utah.gov

www.SchoolLANDTrust.org

(801)538-7533

~~Instructional Goals, Objectives, and Evaluation:~~ ~~Adoption and Purpose~~ **Selection of Instructional Materials**

Definitions

1. Primary instructional materials are defined as materials selected and approved by the Board for use in all district schools.
2. Secondary instructional materials are defined as materials approved by the departments or grade levels at each school for whole-class instruction.

K-12 Curriculum—

The District shall provide a well-balanced curriculum in accordance with state law and State Board rules. Effective instruction shall be delivered to all enrolled students and instruction provided in the essential elements of each subject at appropriate grade levels. The essential elements represent the core knowledge, skills, and competencies all students must have to ensure a positive future for themselves and their community. The District may add elements at its discretion but shall not delete or omit instruction in the essential elements.

Adoption of Instructional Materials—

The Board shall adopt primary instructional materials, addressing the content standards included in the Utah Core Curriculum Standards, in an open and regular meeting of the Board for which notice is given to parents and guardians of students. Public comment shall be taken by the Board of Education related to curriculum.

Secondary instructional materials are chosen by school personnel based on the criteria in *Policy EEE Standards for Media Use*.

Expectation for Appropriate Materials

The Logan City School District shall not adopt, use, distribute, provide access to, or maintain in the school setting, sensitive materials as defined in [Section 76-10-1235](#)

Improvement of Instructional Program in General—

The Board shall annually review data, including statewide assessment results and evaluations, regarding student progress in the essential curriculum elements and other pertinent information, and identify areas of needed improvement. Based upon the findings of the review, the District shall make necessary adjustments in

Created: 16 September, 2019
Approval Date: October 8, 2019 (September,
2022)



instructional programs. The District shall provide a professional development program that provides teachers, principals, and other professional staff with the training required to successfully establish and maintain statewide assessments.

[Utah Code § 53E-4-311\(3\) \(2019\)](#)

Standards for Media Use

Definitions

1. “Media materials” include, but are not limited to, the following items, whether provided in person, online, or through other means:
 - Text materials (i.e. books, magazines, essays, etc)
 - Video
 - Music
 - Photographs and other images
 - Three-dimensional art
2. “Primary instructional materials” are defined as materials selected and approved by the Board for use in all district schools.
3. “Secondary instructional materials” are defined as materials approved by the departments or grade levels at each school for whole-class instruction.
4. “Sensitive material” means an instructional material that is pornographic or indecent material as that term is defined in [Section 76-10-1235](#)
 - a. Sensitive material does not include an instructional material that an LEA selects under [Section 53G-10-402](#):
 - i. for medical courses
 - ii. for family and consumer science courses
 - iii. for another course the state board exempts in state rule

[Utah Code § 53G-10-103 \(2022\)](#)

Expectation for Appropriate Materials

The Logan City School District shall not adopt, use, distribute, provide access to, or maintain in the school setting, sensitive materials as defined in [Section 76-10-1235](#)

Selection of Secondary Media Materials

At the elementary level the selection of secondary instructional materials is the responsibility of the classroom teacher, applying the standards outlined in district policy. At the middle and high school levels, books that are selected and purchased for whole-class instruction are chosen in collaboration with the teacher’s department or grade level, using the *Approval of Secondary Classroom Reading Material* form.

All media (print, images, artifacts, etc), whether viewed in person or online, must be previewed in its entirety by the teacher prior to classroom use. Teachers are responsible to ensure applicability to core curriculum, content, and appropriateness for student use.

Online media must be included in the classroom teacher’s online instructional module (e.g., Canvas).

- In the event online media cannot feasibly be included in the online instructional module, online media references should be included.

Selection of all purchased or donated media materials shall be based on a combination of three or more of the following criteria:

- Educational significance
- Contribution to the curriculum
- Validity, currency and appropriateness
- Accuracy, timeliness and permanence
- Favorable reviews, recommendations, and/or award nominees found in standard selection sources or from professional personnel
- Potential appeal and interest
- Recreational reading needs of students
- Artistic quality and literary style
- Reputation and significance of author, producer, publisher
- Uniqueness, diversity and /or heritage of the state, region or community
- Support of second language learners
- Support of special needs students"

Video Rating Guidelines—

- Elementary schools may use only video with a Motion Picture Association of America (MPAA) rating of G and a TV-Y and TV-Y7
- Middle schools may use only video with MPAA ratings of G and TV-Y and TV-Y7
 - PG rated video may only be used after obtaining written, parent permission
- High schools may use only video with MPAA and TV ratings of G and PG
 - Video rated PG -13 or TV rating of TV-14 may be used only with written, parent permission
- Video with MPAA ratings of R and/or NC-17 or a TV rating of TV-MA may not be used

Non-Rated Video/Media

District owned video must be reviewed for applicability to core curriculum, content, and appropriateness for student use. The school principal and/or the principal's designee (an administrator, media specialist, or licensed educator) must review the video and make a ratings recommendation. Based on the recommendation, the school principal gives final approval for use of a non-rated video in a school. A written verification of review and approval for each non-rated video must remain on file at the school location.

Non-rated online media must be previewed in its entirety by the teacher prior to classroom use. Teachers are responsible to ensure applicability to core curriculum, content, and appropriateness for student use.

Adopted: October 2020

Amended: December, 2021 (~~September, 2022~~)

Online media must be included in the classroom teacher's online instructional module (e.g., Canvas).

- In the event online media cannot feasibly be included in the online instructional module, online media references should be included.

Permissible—

- Live broadcasts of current events or breaking news should be used with discretion, based on the applicability to course curriculum, content, and appropriateness for student use
- Video may be used for instructional purposes in the classroom consistent with curriculum, content, and appropriateness for student use
- Video may only be used for entertainment purposes upon approval of the principal
- All video must be used according to Fair Use Guidelines, as referenced in *Policy EEA* for direct instruction in the classroom but not for reward or entertainment
- All video must be previewed for applicability and appropriateness by the classroom teacher or media specialist prior to use in the classroom
- The principal and the school library media specialist must approve all video purchased by the school
- Employees desiring to use video in situations not approved under Fair Use Guidelines (any type of public viewing, reward, or entertainment) must obtain a public performance site license for the individual school
- Media used during student assemblies must be previewed in its entirety by the building principal or another designated school employee

Prohibited—

- Using video for reward or entertainment without a public performance license
- Using video for public viewing outside of instructional time without a public performance license
- Using video that has not been previewed for applicability and appropriateness
- Using personally owned or borrowed video without preview by the teacher
- Using video that violates the ratings guidelines in this policy

Approval of Secondary Classroom Reading Material

Name of Requestor:

Date of Request:

Book Title:

Book Author:

Please indicate which of the following criteria are addressed by the use of this book (*at least three are required*).

- Educational significance
- Contribution to the curriculum
- Validity, currency and appropriateness
- Accuracy, timeliness and permanence
- Favorable reviews, recommendations, and/or award nominees found in standard selection sources or from professional personnel
- Potential appeal and interest
- Recreational reading needs of students
- Artistic quality and literary style
- Reputation and significance of author, producer, publisher
- Uniqueness, diversity and /or heritage of the state, region or community
- Support of second language learners
- Support of special needs students"

Please summarize the rationale for including this book for whole-class instruction.

Approvals

Name of Department/ Grade Level Colleague

Signature

Name of School Administrator

Signature

Classroom Media Materials Appeals Procedure Selection and Review

Definitions

1. "Teacher Librarian" means a licensed employee with a degree or endorsement in library science, assigned to teach at a school.
2. "Media Specialist" means an Education Support Professional working under the supervision of a principal or district director, assigned to manage the library.
3. "School Media Review Committee" means a committee, appointed by the building principal, that includes the principal; a teacher; **two parents** at the school who are not the complainant(s) **and are representative of the school population**; and the school's media specialist or librarian. At the high school level, a student representative **may** also be included.
4. "District Media Review Committee": The District Media Review Committee shall include the Director of Elementary or Secondary Schools; a member of the Board; a principal; **a** licensed teacher; **a** librarian or media specialist representing the school level the challenge comes from; and **two parents** from the district who are not the complainant(s) **and are representative of the district population**. **The District Media Review Committee will be established according to need and appointed by the Director of Elementary or Secondary Schools. A District Media Review Committee that is tasked with the review of a request for reconsideration of materials will not include individuals who participated in the School Media Review Committee for that request.**
5. Media materials include, but are not limited to, the following items, whether provided in person, online, or through other means:
 - a. Text materials (i.e. books, magazines, essays, theatrical works, etc)
 - b. Video
 - c. Music (both audio presentations as well as printed music)
 - d. Photographs and other images
 - e. Three-dimensional art
6. **Sensitive material means an instructional material that is pornographic or indecent material as that term is defined in Section 76-10-1235**
 - a. **Sensitive material does not include an instructional material that an LEA selects under Section 53G-10-402:**
 - i. **for medical courses**

Adopted: December, 2021

EEF

Replaces: EEE Media Materials Appeal Procedure (*September, 2022*)

- ii. for family and consumer science courses
- iii. for another course the state board exempts in state rule

[Utah Code § 53G-10-103 \(2022\)](#)

Expectation for Appropriate Materials

The Logan City School District shall not adopt, use, distribute, provide access to, or maintain in the school setting, sensitive materials as defined in Section 76-10-1235

Selection of Classroom Media Materials

At the elementary level the selection of secondary instructional materials is the responsibility of the classroom teacher, applying the standards outlined in district policy. At the middle and high school levels, books that are selected and purchased for whole-class instruction are chosen in collaboration with the teacher's department or grade level, using the *Approval of Secondary Classroom Reading Material* form.

Selection of all purchased or donated media materials shall be based on a combination of three or more of the following criteria:

- Educational significance
- Contribution to the curriculum
- Validity, currency and appropriateness
- Accuracy, timeliness and permanence
- Favorable reviews, recommendations, and/or award nominees found in standard selection sources or from professional personnel
- Potential appeal and interest
- Recreational reading needs of students
- Artistic quality and literary style
- Reputation and significance of author, producer, publisher
- Uniqueness, diversity and /or heritage of the state, region or community
- Support of second language learners
- Support of special needs students"

Objection to Materials

Any district patron or employee has the right to file a complaint regarding media materials to which he or she objects.

Adopted: December, 2021

EEF

Replaces: EEE Media Materials Appeal Procedure (*September, 2022*)

Request for Alternative Materials

If a student or their parent/guardian objects to the use of a particular media in class, the student or their parent/guardian may request an alternative media and task to be used for the relevant assignment.

The classroom teacher will consult with the student or parent/guardian to determine an appropriate alternative media and task.

Request for Removal from Classroom Media Use

If a student or their parent/guardian requests the removal of specific media from a course, performance, or grade level, a request shall be filed using the *LCSD Request for Reconsideration of Media Materials* form. The procedure for processing such complaints is as follows:

- The request for reconsideration shall be filed with the building principal who may choose to temporarily withdraw media materials from use during the review process
- A Media Review Committee shall review the request for reconsideration and formulate a decision regarding the complaint
- During the course of a review, the requestor shall have the opportunity to appear in support of the request; the teacher in whose class the material is used or proposed for use shall have the opportunity to present the rationale for inclusion; and the committee may solicit and/or accept information, evidence, or testimony from other persons as the committee deems advisable
- The principal will send a written report of the review committee's decision to the individual filing the request for review
- The review, decision, and response will take place within 15 work days

Adopted: December, 2021

EEF

Replaces: EEE Media Materials Appeal Procedure *(September, 2022)*

If the person submitting a request is not satisfied with the decision of the school's Media Review Committee, he or she may request a review of the request by a district level Media Review Committee.

- The Director of Elementary or Secondary Schools shall appoint the committee within 15 work days after the date of receipt of the request for review
- The committee shall review the request, make a decision, and communicate the committee's decision to the requestor within 30 calendar days after the organization of the committee
- During the course of a review, the requester shall have the opportunity to appear in support of the request; the teacher in whose class the material is used or proposed for use shall have the opportunity to present the rationale for inclusion; and the committee may solicit and/or accept information, evidence, or testimony from other persons as the committee deems advisable

If the person submitting a request is not satisfied with the decision of the District Media Review Committee, the requestor may appeal the decision to the Board of Education. The Board shall review the decision of the District Media Review Committee within 15 work days after the appeal is received, and its decision shall be final.

Adopted: December, 2021



Replaces: EEE Media Materials Appeal Procedure *(September, 2022)*

Approval of Secondary Classroom Reading Material

Name of Requestor:

Date of Request:

Book Title:

Book Author:

Please indicate which of the following criteria are addressed by the use of this book *(at least three are required)*.

- Educational significance
- Contribution to the curriculum
- Validity, currency and appropriateness
- Accuracy, timeliness and permanence
- Favorable reviews, recommendations, and/or award nominees found in standard selection sources or from professional personnel
- Potential appeal and interest
- Recreational reading needs of students
- Artistic quality and literary style
- Reputation and significance of author, producer, publisher
- Uniqueness, diversity and /or heritage of the state, region or community
- Support of second language learners
- Support of special needs students"

Please summarize the rationale for including this book for whole-class instruction.

Approvals

Name of Department/ Grade Level Colleague

Signature

Name of School Administrator

Signature

Adopted: December, 2021

EEF

Replaces: EEE Media Materials Appeal Procedure (*September, 2022*)

School Library Media Selection and Review

Purpose

The Board of Education assures that every student has access to a library that offers a variety of materials to support classroom instruction, provides opportunities for research, and meets differing educational and recreational reading and interests. Students are encouraged to use library materials to expand their knowledge, understanding, appreciation, and enjoyment of the world in which they live.

Definitions

1. "Teacher Librarian" means a licensed employee with a degree or endorsement in library science, assigned to teach at a school.
2. "District Patron" includes a student enrolled in the Logan City School District; a parent or guardian of a student enrolled in the Logan City School District; or an individual who resides within the boundaries of the Logan City School District.
3. "Media Specialist" means an Education Support Professional working under the supervision of a principal or district director, assigned to manage the library.
4. "School Media Review Committee" means a committee, appointed by the building principal, that includes the principal; a teacher; **two parents** at the school who are not the complainant(s) and are representative of the school population; and the school's media specialist or librarian. At the high school level, a student representative **may** also be included.
5. "District Media Review Committee": The District Media Review Committee shall include the Director of Elementary or Secondary Schools; a member of the Board; a principal; **a** licensed teacher; **a** librarian or media specialist representing the school level the challenge comes from; and **two parents** from the district who are not the complainant(s) and are representative of the district population. **The District Media Review Committee will be established according to need and appointed by the Director of Elementary or Secondary Schools. A District Media Review Committee that is tasked with the review of a request for reconsideration of materials will not include individuals who participated in the School Media Review Committee for that request.**
6. "Weeding": the systematic removal of resources from a library based on selected criteria.

Adopted: December 2021

EEG

Replaces: EEE Media Materials Appeal Procedure (*September, 2022*)

7. "Media materials" include, but are not limited to, the following items, whether provided in person, online, or through other means:
 - a. Text materials (i.e. books, magazines, essays, theatrical works, etc)
 - b. Video
 - c. Music (both audio presentations as well as printed music)
 - d. Photographs and other images
 - e. Three-dimensional art
8. "Sensitive material" means an instructional material that is pornographic or indecent material as that term is defined in [Section 76-10-1235](#)

Expectation for Appropriate Materials

The Logan City School District shall not adopt, use, distribute, provide access to, or maintain in the school setting, sensitive materials as defined in [Section 76-10-1235](#)

Management of Library Collection

Selection, review, and removal of all purchased or donated library materials shall be based on a combination of three or more of the following criteria:

- Educational significance
- Contribution to the curriculum
- Validity, currency, and appropriateness
- Accuracy, timeliness, and permanence
- Favorable reviews, recommendations, and/or award nominees found in standard selection sources or from professional personnel
- Potential appeal and interest
- Recreational reading needs of students
- Artistic quality and literary style
- Reputation and significance of author, producer, or publisher
- Uniqueness, diversity and /or heritage of the state, region, or community
- Support of second language learners
- Support of special needs students

The selection, review, and removal of library materials at the school level is under the direction of the school library staff. While library staff are responsible for the selection of library materials, it is not possible for library staff to read or view all library materials. In making selections for materials, input from reliable sources is considered.

Adopted: December 2021

Replaces: EEE Media Materials Appeal Procedure *(September, 2022)*

Student Selection of Library Materials

Library materials are available to students on a self-selection basis. Library staff or other school personnel may assist in recommending library materials. Reading lists are available from many sources, and are not necessarily endorsed by the teacher librarian, school administration, or district personnel.

Responsibility for reading, listening, and viewing library materials rests with the individual student and their parent/legal guardian. Library staff are available to consult with students and their parent/legal guardian to find appropriate materials. Staff is not responsible for the final selection made by the student and their parent/legal guardian.

Requests for Restriction of Individual Student Access

The District recognizes the rights of parents under state law to restrict their child's access to materials the parent deems inappropriate. However, no parent has the right to make that decision on behalf of other students. A parent desiring to restrict their own child's access to specific library materials shall submit the request in writing to the librarian or media specialist at the school the child is attending.

[Utah Admin Rules §53G-10-202](#)

[Utah Admin Rules §53G-10-203](#)

[Utah Admin Rules §53G-10-205](#)

Objection to Materials

District patrons or employees have the right to file a complaint regarding library materials to which they object.

~~A parent/legal guardian desiring action beyond restricting their own child's access to a particular book or material contained in the library of the school his/her child attends may request the removal of the specific media. This process shall not apply to primary instructional materials used by a classroom teacher.~~

Adopted: December 2021



Replaces: EEE Media Materials Appeal Procedure (*September, 2022*)

Request for Removal of Materials from School Library

If a **district patron** requests the removal of specific media from the library, a request shall be filed using the *LCSD Request for Reconsideration of Media Materials*

- The material in question will remain in use during the review process.
- The request for reconsideration shall be filed with the building principal

The School Media Review Committee shall review the request for reconsideration and formulate a decision regarding the complaint

- During the course of a review, the requestor shall have the opportunity to appear in support of the request; and the committee may solicit and/or accept information, evidence, or testimony from other persons as the committee deems advisable
- The building principal will send to the requestor, a written report of the School Media Review Committee's decision to retain or remove the material from the library
- The review, decision, and response will take place within 15 work days
- If the School Media Review Committee determines to remove the requested material from the school library, the decision will be forwarded to the Director of Elementary or Secondary Schools for review by a District Media Review Committee

The same material cannot be challenged for at least three (3) years on the same criteria.

District Level Review of Library Materials

If the School Media Review Committee determines to remove the requested material from the school library, or if the person submitting a request is not satisfied with the decision of the School Media Review Committee, the following process will be used by the District Media Review Committee:

- The Director of Elementary or Secondary Schools shall appoint the committee within 15 work days after the date of receipt of the request for review

Adopted: December 2021

EEG

Replaces: EEE Media Materials Appeal Procedure *(September, 2022)*

- The committee shall review the request, make a decision, and communicate the committee's decision to the requestor within 30 calendar days after the organization of the committee
- During the course of a review, the requestor shall have the opportunity to appear in support of the request ~~the teacher in whose class the material is used or proposed for use shall have the opportunity to present the rationale for inclusion;~~ and the committee may solicit and/or accept information, evidence, or testimony from other persons as the committee deems advisable

If the person submitting a request is not satisfied with the decision of the District Media Review Committee, the requestor may appeal the decision to the Board of Education.

If the District Media Review Committee overturns the decision of the School Media Review Committee, that decision will be reviewed by the Board of Education.

If requested or required, the Board shall review the decision of the District Media Review Committee within 15 work days after the appeal or notification is received, and its decision shall be final.

The same material cannot be challenged for at least three (3) years on the same criteria.

BUILDING ACCESS AND KEY CONTROL POLICY

Definitions—

“Key Control Manager” means the employee responsible for creating and enforcing key control procedures, making keys, and installing and maintaining locks and cylinders.

Policy—

Controlling access to district facilities is essential to providing protection and security to students, personnel, property, and equipment, therefore all keys to district facilities remain the property of the Logan City School District.

All exterior doors to buildings are to be locked at all times other than at times designated by the school (i.e. student arrival and dismissal, passing periods). With the exception of the secure vestibule, exterior doors must not be propped open or have the push bar engaged in the unlocked position during school operating hours.

Key Control

The Superintendent appoints a key control manager(s) who are responsible to:

- Execute and enforce the key control policy
- Develop procedures related to the district’s **physical and electronic access** key management systems
- Facilitate an effective method for issuing, managing, and collecting all keys
- Make keys and install locks and cylinders

Issuing of Keys

Keys are issued by:

- ~~The key control manager for the appropriate level of access~~
 - ~~A building administrator or the district director over buildings~~
 - ~~Authorized signature~~
 - ~~Legitimate need for keys, for the duration of need, not employment~~
1. The Key Control Manager may issue building keys and access cards according to the appropriate level of access as established by the Superintendent or designee.
 2. Principals may authorize and issue inside door keys to employees assigned to their building.
 3. The Superintendent or designee may authorize keys assigned in special circumstances.

Level of Access

1. School administrators, head custodians, and school resource officers have unrestricted access to their assigned schools.
2. No master key shall be issued to, or used by, anyone other than authorized district personnel.

3. Employees are to be out of the school by 9:00pm on regular school days unless prior arrangements are made with the Principal.
4. Any employee associated with a school program that extends beyond 9:00pm is expected to notify the Principal and remain until the program closes.
5. All employees are to contact the Principal when they remain in the building after normal closing hours.
6. Access to buildings and facilities outside of normal days and hours of operation must be coordinated with the Principal.
7. Students shall not be issued keys or allowed in a building without adult employee supervision.
8. No keys are to be issued to any member of the community, club, or organization.
9. Employees shall not permit their assigned keys to be used by other employees, students, or any individual not employed by the District.
10. Employees who ~~copy a key or~~ disregard this policy, ~~or who do not follow this policy~~ will be subject to disciplinary action ~~up to and including termination~~.

Returning Keys

All keys must be returned to the issuing building administrator by the key holder of record.

Keys must be returned if:

- The keys are no longer needed
- Employees are reassigned or no longer work in a building
- A supervisor requests keys be returned
- Buildings have been rekeyed

Lost or Found Keys

All lost keys must be reported immediately to the building administrator and the key control manager.

All found keys must be returned to the building administrator who then notifies the key control manager.

Yearly Key Report

At staff end of year check out, building administrators will:

- Verify that employees are still in possession of all keys issued to them
- Receive any keys from employees **who have a change of assignment** or who are separating from employment with the District
- Collect any keys that are no longer working or in use

Keys for Rental

Qualified staff members open buildings at the beginning of rentals and secure them at the end of rentals. Keys are not loaned and access codes are not **shared with** renters.

Originally Adopted: Policy 722, November 2009

Revised/Reformatted: November 12, 2019

Locks

The key control manager must approve the installations of all locks on school district properties.

- Private locks may not be used on district facilities
- No district employee can authorize installation, removal, rekeying, or other altering of locks without permission from the key control manager or Superintendent
- Schools are charged for unauthorized alteration of keys or locks.