Policies and Procedures Manual

Thomas Edison Charter Schools

Updated 8/27/26

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Governance and Organization

BOARD MEMBERSHIP AND OPERATION POLICY

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1101		8-5-2009	December 7, 2022

To the greatest extent possible, existing members of the Thomas Edison Charter Schools (TECS) governing board will seek out the best qualified individuals from the school parent organizations to run for, or be appointed to, open board positions or to fill board positions with expiring terms. Board member qualifications, expectations and behaviors may be found in the schools' philosophical policies. Also included are board structure, operations, functionality and purpose.

With regard to Governing Board members and the employment of their relatives, (or approving a relative of an employee as a board member) please refer to Exhibit A section 10, with the term "relative" defined in Utah Code 52-3-1e. (Prohibiting Employment of Relatives).

The school endorses and embraces a model of policy governance as its philosophical and procedural model for charter school board governance, that follows the procedures, strategic planning, and description of board duties set-forth in Dr. Brian L. Carpenter's book "the Seven Outs" (Figure Out, Find Out, Scope Out, Write Out, Carry Out, Measure Out, Shout Out).

Board members shall not solicit or approve requests from employees prior to receiving principal approval. Employees shall submit requests that require board action to the schools' principal for prior approval.

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1101A			August 15,2015

Thomas Edison Charter Schools
Governing Board Procedures

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New Board Member Orientation Checklist

- Sign Board Member Agreement
- Complete Conflict of Interest Form (Referenced in Policy 1203)
- Complete Background Check
- Submit Short Bio for Website
- Read TECS Charter
- Read TECS Bylaws
- Read TECS Strategic Outcomes
- Read "The Seven Absolutely Universal, Non-Negotiable, Unchanging Principles of Good Charter School Governance" by Dr. Brian Carpenter
- Read TECS Governing Board Handbook
- Become familiar with:
    - TECS Policy & Procedure Manual (accessed from school website)
    - TECS History documents (accessed from school website)
    - TECS budget reports
    - USBE website (www.schools.utah.gov)
    - Glenn Latham
    - Teacher Handbook
    - Parent Handbook

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1101a			June 5, 2024

Annual Board Calendar Overview

The annual board calendar serves as a guide to help ensure consistency and continuity of effort for future boards. It is intended to be a working document and may be changed to reflect the needs of the school.

Monthly Board Meeting Agenda Items:
Principal Reports
Personnel Requests Finance Report
Vendor/Contractor Approvals
Academic Reports (Directors of Instruction)

Calendar Items:
Business Meetings

July, December or January meetings will be held as needed, at the discretion of the board president.

JUNE

Board Meeting: Approve current FY final budget; approve next FY initial budget; board officer nominations and sub-committee assignments; conflict of interest disclosures; report on strategic outcomes; guidance counseling program report; library report; health and dental insurance approval when applicable
Finance, Facilities & Legal Subcommittee: UAPCS conference, Jim Peterson contract review, property/ liability insurance review, monthly financial review
Policy & Personnel Subcommittee: UAPCS conference, new board member orientation
Executive Committee: Update principals' contracts, UAPCS conference
Training Objectives: Charter, Bylaws, Policies and Procedures Manual Section 1000

JULY

Board Meeting: Meeting held only if needed to approve health and/or dental insurance
Finance, Facilities & Legal Subcommittee: Subcommittee goals, review health & dental insurance; monthly financial review
Policy & Personnel Subcommittee: Subcommittee goals
Executive Committee: Annual planning
Training Objectives: New board member onboarding tasks

AUGUST

Board Meeting: UAPCS membership renewal and approve delegates; approve early learning plan
Finance, Facilities & Legal Subcommittee: Fiscal policies review for compliance with current law, monthly financial review
Policy & Personnel Subcommittee: Annual policy updates as necessary from most recent legislative session
Training Objectives: Utah Code 53G; open & public meetings training

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SEPTEMBER

Board Meeting: School Fees Policy approval; LEA specific licenses, school-based mental health grant
Finance, Facilities & Legal Subcommittee: 401k, disability & life insurance review, monthly financial review
Policy & Personnel Subcommittee: Teacher licensure review, board recruitment needs analysis
Executive Committee: Faculty meeting visits, meet with principals about strategic outcomes and yearly goals
Training Objectives: Policies and Procedures Manual Section 5000 (Finance and Facilities); State audit training for new board members

OCTOBER

Board Meeting: Approve yearly strategic outcomes, including contingency percentage goal; report on board member audit training completion
Finance, Facilities & Legal Subcommittee: Annual budget meetings, monthly financial review, risk assessment
Policy & Personnel Subcommittee: Board candidate recommendations
Training Objectives: Policies & Procedures Manual Section 2000 (Students and Parents); Parent Handbook

NOVEMBER

Board Meeting: Audit report
Finance, Facilities & Legal Subcommittee: External audit review, including internal controls, financial forecasting, monthly financial review
Policy & Personnel Subcommittee: Discuss potential board candidates with principals
Training Objectives: Policies & Procedures Section 3000 (Personnel); Keys to Classroom Management

DECEMBER (electronic meeting)

Board Meeting: A meeting may be scheduled at the discretion of the board president for matters that need to be addressed
Finance, Facilities & Legal Subcommittee: monthly financial review
Training Objectives: TECS History, The Seven Outs (read before February)

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FEBRUARY

Board Meeting: Board self-evaluation and goal setting; legislative update; approve members of curriculum review committee; review community data on STDs, teen pregnancy, etc.
Finance, Facilities & Legal Subcommittee: Board visit day, monthly financial review
Policy & Personnel Subcommittee: Board visit day, principal evaluation meetings
Executive Committee: Board visit day
Training Objectives: Policies & Procedures Section PH (Philosophical Policies); board self evaluation

MARCH

Board Meeting: LAND Trust plan approvals, principals' contract renewals, legislative update, school calendar approval
Finance, Facilities & Legal Subcommittee: Monthly financial review
Policy & Personnel Subcommittee: Board candidate applications & interviews
Executive Committee: Board candidate applications & interviews
Training Objectives: Policies & Procedures Section 4000 (Curriculum & Instruction); Teacher Handbook

APRIL

Board Meeting: Legislative action list; staff and parent surveys
Finance, Facilities & Legal Subcommittee: Monthly financial review, salary/benefits comparison w/ local market
Policy & Personnel Subcommittee: Board candidate interviews, recommendations and/or election, determine policy compliance based on new legislation
Executive Committee: Faculty meeting visits
Training Objectives: Policies & Procedures Section 6000 (Technology); FERPA

MAY

Board Meeting: Principals' salary adjustments; board appointments or election results; fraud risk assessment review; student mental health screener determination
Finance, Facilities & Legal Subcommittee: Property/liability insurance review
Policy & Personnel Subcommittee: USOE legislation review
Executive Committee: Prepare training and/or onboarding documents for new board members
Training Objectives: Policies & Procedures Section 7000 (Safety)

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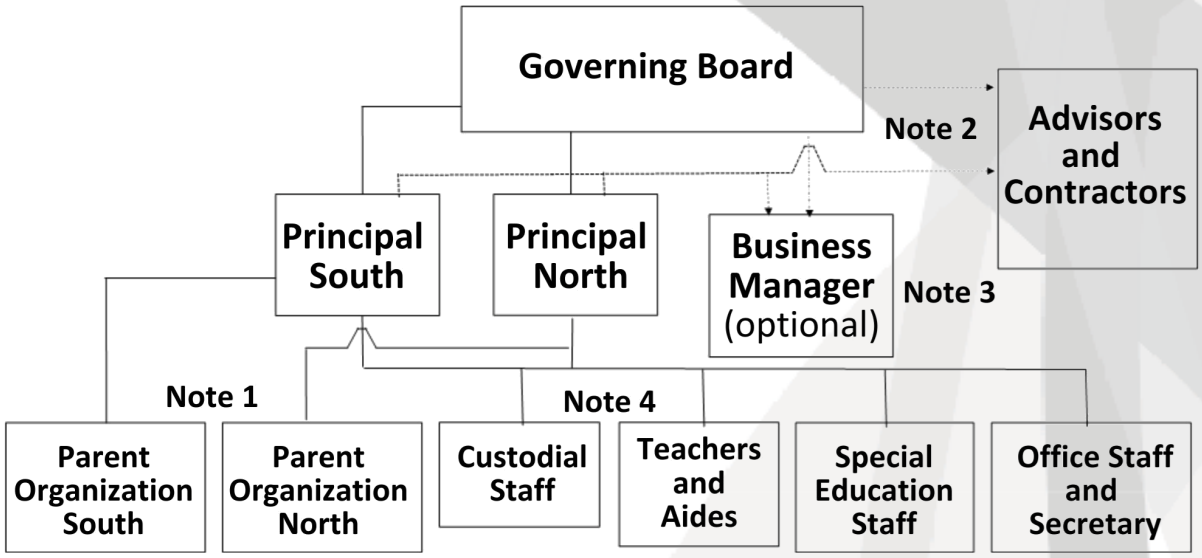
A flow chart showing the organizational/administrative structure is provided below.



Note 1: Each Principal remains the head of their respective school's parent organization.

Note 2: Advisors, consultants, and contractors may be hired by the governing board or principal and approved by a majority vote of the board.

Note 3: Business manager services may be hired out to an outside service provider with Board approval.

Note 4: Each principal shall have staff oversight responsibility of his/her respective school, and not the other.

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Meetings

Business Meetings

The purpose of business meetings is to foster communication between administrators, financial advisors, and board members. They are instrumental in helping board members gain a general knowledge of school operations. Board members attend business meetings on a rotating schedule. The attending board member communicates any applicable discussion items to subcommittee chairs/and or sends out a summary of discussion items of note to board members.

Business meetings will be held twice a month as needed. The location generally rotates between schools on a monthly basis.

Subcommittee Meetings

See Governing Board Procedures #1102a

Governing Board Meetings

Board meetings are held monthly, if needed, typically on the first Wednesday of the month. January – June meetings are held at Edison South; July – December meetings are held at Edison North. Occasionally, the board may need to hold additional board meetings due to scheduling conflicts, approval deadlines, or other unusual circumstances. See calendar for more details.

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Training

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

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

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

Evaluation & Goal Setting

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

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

Governing Board Performance Standards and Indicators

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

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BOARD SELF EVALUTATION

NAME: _____

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

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

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

B. Promotes TECS mission

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

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

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

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

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

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

	Date Set	Goal	Accomplished	Comments
1				
2				
3				
4				
5				

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Contacts & Acronyms

Contacts
The board secretary will supply new members with a list of current contacts.

ADA	Americans with Disabilities Act
AFR	Annual Finance Report
ARL	Alternate Rights to Licensure
APT	Alternate Pathway to Teaching
CACTUS	Computer Aided Credentials of Teachers in Utah Schools
CCGP	Comprehensive Counseling and Guidance Program
CRT	Criterion Reference Test
CCA	College and Career Awareness
DIBELS	Dynamic Indicators of Basic Early Literacy Skills—A state required early learning test given in grades 1-3.
ELL	English Language Learner
ESL	English as a Second Language
FAPE	Free and Appropriate Public Education
FERPA	Family Educational Rights and Privacy Act
FY	Fiscal Year (ours begins July 1 and ends June 30)
GRAMA	Government Records Access and Management Act
IDEA	Individuals with Disabilities Education Act
IEP	Individual Education Plan
LAND Trust	Learning and Nurturing Development—refers to state lands that generate revenues. Schools my apply for these funds by generating a LAND Trust plan.
LEA	Local Education Agency—a district or charter school entity. Edison North and South comprise one LEA.
LRF	Local Replacement Fund
LRE	Least Restrictive Environment
MSP	Minimal School Program—Primary funding for districts and charters.
MTSS	Multi-Tiered System of Support

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NRT	Norm Reference Test
OPMA	Open and Public Meetings Act
OCR	Office of Civil Rights
PO	Parent Organization
PCCR	Plan for College and Career Readiness
RFP	Request for Proposals
RTI	Response to Interventions
SIS	Student Information System
SPED	Special Education
SCSB	State Charter School Board
TECS	Thomas Edison Charter Schools
Title 1	Federal elementary and secondary education act
UAPCS	Utah Association of Public Charter Schools
UCC	Utah Core Curriculum
UCN	Utah Charter Network
UPPAC	Utah Professional Practices Advisory Commission
UPEFS	Utah Public Education Finance System
USBE	Utah State Board of Education
UTREx	Utah e-Transcipt and Record Exchange
UTIPS	Utah Test Item Pool Service
WPU	Weighted Pupil Unit
504	Refers to section 504 of Rehabilitation Act of 1973. Help a child with special health care needs fully participate in school.

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Thomas Edison Charter School
Governing Board Membership Acceptance

I, _____, the undersigned, hereby accept and acknowledge the position of Governing Board Member for the Thomas Edison Charter School.

I agree that this position will cover June, 20____, through May, 20____, and I will make every effort to attend all applicable subcommittee meetings and all public board meetings as calendared.

I will abide by all the board member expectations and behaviors written in the school documents. I further agree and acknowledge that I will uphold all conditions and goals of the Thomas Edison Charter School as written in the most current approved charter to the best of my ability. I will disclose any conflict of interest that arises and abstain from a vote on that topic. I promise to put the progress and goals of the school above my own personal agenda items and represent myself to attune my vision with that of TECS.

I will uphold all preceding decisions and policies made by a prior governing board and honor all outstanding obligations of the school until such time as existing policies are reviewed and amended and said obligations are satisfied.

I acknowledge that I will use Robert's Rules of Conduct as a guideline during public board meetings and conduct myself with utmost professionalism as a representative of the school.

I further acknowledge that I will be exposed to certain confidential information. I agree to keep such information confidential during the time of my membership on the board and after my membership has expired and not to disclose any confidential information to anyone outside of the principals, management and administrative team of TECS.

Agreed and Accepted by: _____

(new board member signature)

Date: _____

Acknowledged by: _____

(current governing board president)

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Introduction to Robert's Rules of Order *(Robert's Rules of Order will be used as a guideline for conducting governing board meetings.)*

Parliamentary Procedure is a set of rules for conduct at meetings, that allows everyone to be heard and to make decisions without confusion.

Parliamentary Procedure is important because it is a time tested method of conducting business at meetings and public gatherings. It can be adapted to fit the needs of any organization.

The method used by members to express themselves is in the form of moving motions. A motion is a proposal that the entire membership take action or a stand on an issue. Individual members can:

1. Call to order.
2. Second motions.
3. Debate motions.
4. Vote on motions.

There are four Basic Types of Motions:

1. Main Motions: The purpose of a main motion is to introduce items to the membership for their consideration. They cannot be made when any other motion is on the floor, and yield to privileged, subsidiary and incidental motions.
2. Subsidiary Motions: Their purpose is to change or affect how a main motion is handled, and is voted on before a main motion.
3. Privileged Motions: Their purpose is to bring up items that are urgent about special or important matters unrelated to pending business.
4. Incidental Motions: Their purpose is to provide a means of questioning procedure concerning other motions and must be considered before the other motion.

How are motions presented?

1. Obtaining the floor
   a. Wait until the last speaker has finished.
   b. Rise and address the Chairman by saying, "Mr. Chairman, or Mr. President"
   c. Wait until the Chairman recognizes you.
2. Make your motion
   a. Speak in a clear and concise manner.
   b. Always state a motion affirmatively. Say "I move that we…" rather than "I move that we do not…"
   c. Avoid personalities and stay on your subject.
3. Wait for someone to second your motion.
4. Another member will second your motion or the Chairman will call for a second.
5. If there is no second to your motion it is lost.
6. The Chairman states your motion
   a. The Chairman will say, "it has been moved and seconded that we…" Thus placing your motion before the membership for consideration and action.
   b. The membership then either debates your motion, or may move directly to vote.

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   c. Once your motion is presented to the membership by the chairman it becomes “assembly property”, and cannot be changed by you without the consent of the members.
7. Expanding your motion
   a. The time to speak in favor of your motion is at this point in time, rather than at the time you present it.
   b. The mover is always allowed to speak first.
   c. All comments and debate must be direct at the Chairman.
   d. Keep to the time limit for speaking that has been established.
   e. The mover may speak again only after other speakers are finished, unless called upon by the Chairman.
8. Putting the question to the membership
   a. The Chairman asks, “Are you ready to vote on the question?”
   b. If there is no more discussion, a vote is taken.
   c. On a motion to move the previous question may be adapted.

Voting on a Motion:
The method of vote on any motion depends on the situation and the by-laws of policy of your organization. There are five methods used to vote by most organizations, they are:

1. By Voice -- The Chairman asks those in favor to say, "aye", those opposed to say "no". Any member may move for a exact count.
2. By Roll Call -- Each member answers "yes" or "no" as his name is called. This method is used when a record of each person's vote is required.
3. By General Consent -- When a motion is not likely to be opposed, the Chairman says, "if there is no objection ..." The membership shows agreement by their silence, however if one member says, "I object," the item must be put to a vote.
4. By Division -- This is a slight verification of a voice vote. It does not require a count unless the chairman so desires. Members raise their hands or stand.
5. By Ballot -- Members write their vote on a slip of paper, this method is used when secrecy is desired.

There are two other motions that are commonly used that relate to voting:

1. Motion to Table -- This motion is often used in the attempt to "kill" a motion. The option is always present, however, to "take from the table", for reconsideration by the membership.
2. Motion to Postpone Indefinitely -- This is often used as a means of parliamentary strategy and allows opponents of motion to test their strength without an actual vote being taken. Also, debate is once again open on the main motion.

To review:

1. Allow motions that are in order.
2. Have members obtain the floor properly.
3. Speak clearly and concisely.
4. Obey the rules of debate.
   Most importantly, BE COURTEOUS.

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Training References

- *The Seven Outs* (Brian Carpenter)
- *Creating an Effective Charter School Governing Board* (National Charter School Resource Center)
- *Charter School Board University* (Carpenter)
- "Five Reasons Why Most Charter School Boards Are Ineffective" (Carpenter)
  (Training references may be checked out from the school libraries.)

Other Topics

- Fiduciary Responsibility/Little Manual
- Charter Authorization/Utah State Office of Education and Subsidiaries
- Federal and State Regulations
- State Assessments & Reporting Requirements
- Employment Law
- Auditing & Procurement
- School Funding & Finance
- Open Meetings/GRAMA
- School Facilities
- Charter Fidelity Monitoring
- Professional Ethics and Licensing
- Special Education

Other training information sources include federal and state law, information from the USBE and/or other government entities, UAPCS, UCN (Utah Charter Network), national charter school organizations, professional organizations, and other reputable sources.

TECS Program Training
Incorporating TECS specific training information promotes integration of the program's core philosophies into all board work and ensures that board members consistently study and apply core documents in their decision-making.

TECS Program Materials

- TECS Charter
- TECS Policies & Procedures (including the governing board policy and procedures)
- TECS Bylaws
- TECS Teacher Handbook
- TECS Parent Handbook
- *Keys to Classroom Management* (Glenn Latham)
- TECS History (online)

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Governing Board Member Recruitment Guidelines

Recruitment

The rotating nature of the governing board presents unique challenges in maintaining consistency in board membership and activity. An informed and cohesive board requires ongoing focused effort in the recruitment of quality board candidates. The Policy & Personnel subcommittee and the principals lead these efforts.

Board Needs Analysis - September

- Identification of the board's strengths and weaknesses in its current membership composition, external opportunities and threats, and board member characteristics and specialized skills needed in the foreseeable future. This should include input from all current members.

Strategies To Identify Candidates - October/November

- Potential board candidates may be identified from among the TECS parent organizations and/or the community. The subcommittee will solicit recommendations from board members, TECS administration, staff and Parent Organizations.

Candidate Contact and Education - January/February

- Individuals recommended as potential board candidates will be contacted by a board member or principal and provided an invitation letter. Candidate education efforts should include attending board meetings, reviewing core documents, an introduction to principles of good governance, and ideally could include participating on ad-hoc committees as well.

Candidate Interviews, Screening, Recommendations, Appointments and/or Elections - March/April/ May

Appointment Procedures:

The board committee will thoroughly review applications, conduct reference checks and interview applicants. The committee will ensure that candidates are philosophically aligned, strongly committed to the program and able to make meaningful contributions. For appointed positions, the committee recommends an appointee for board approval. New board members are appointed at the May board meeting to begin their term on June 1.

Election Procedures:

In late March or early April, the board secretary ensures public notification of upcoming elections (i.e. newsletter, email, flyer, and/or website, etc.) at the appropriate school. Candidates must complete a board application, and any candidate who meets the requirements may run. Candidate information should be made available to the public, and the election should remain open for a week in April to allow parents ample time to place a vote. Election ballots should be counted by a minimum of two people. Winners are publicly announced at the May board meeting (although, as a courtesy, candidates should be thanked and made aware of the results following the election week), and begin serving on June 1.

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Sample Governing Board Candidate Invitation Letter

Dear _____,

In May of this year, new members will be appointed to the Thomas Edison Charter School Governing Board. Members of the governing board have a unique opportunity to serve students, families and our community by promoting excellence in public education. The importance of the educational experience in the life of a child cannot be overstated. Governing board service allows board members to participate in creating an encouraging, supportive atmosphere for our children and an exceptional educational experience that fosters a lifelong love of learning and prepares students to be high achievers and reputable citizens in their future endeavors.

You have been recommended to our committee as a person of outstanding experience, dedication, skill and service. We believe you are well-qualified to promote the philosophy and mission of TECS as a member of the governing board. We ask that you give serious consideration to applying for a governing board position to contribute to this worthwhile effort. As you contemplate this opportunity, we hope you will refer to the schools' website to read the school documents, including the charter and policy handbook. It provides a basic overview of the role and responsibilities of the governing board.

A member of the governing board will contact you in the near future to discuss this invitation with you. If you have any questions, please contact _____ at _____.

Sincerely,

Policy and Personnel Committee
Thomas Edison Charter Schools

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Sample Governing Board Election Notice Letter

Dear Parents,

We are fortunate at Thomas Edison Charter Schools to have a wealth of parents who are actively involved in educating our children. TECS parents contribute substantial amounts of time and effort on behalf of our students. Thank you to each of you for serving our school with distinction.

At TECS, there are many opportunities to make a difference in the lives of our students. Thomas Edison Charter Schools Governing Board has a vacancy to be filled by an elected representative from Edison _____ . We ask that interested TECS parents consider serving on the Governing Board.

The purpose of the Governing Board is to uphold the charter and carry out the TECS vision as it oversees the affairs of the school. The Board promotes the school's mission, hires and supervises administration, fulfills all school legal responsibilities, establishes important school policies, oversees the budget, develops relationships within the community, and ensures the schools are legally compliant and accountable. Ideal board candidates will have a firm commitment to the schools' philosophy, mission and goals. They will be able to attend meetings, visit the schools, serve on subcommittees and contribute to the school's focus. The term of service is three years and begins June 1, 20____.

To apply, you are invited to complete an application available in the office. The TECS Charter and Governing Board Handbook outline the qualifications, duties and responsibilities of board members in more detail. As you consider making this important contribution, you are invited to study these documents.

The application deadline is February 28, 20____ at 3:00 P.M. In adherence with our school charter and state guidelines, we will be holding an election to fill this board vacancy. A list of qualified applicants and their qualifications will be made available for your information. Each family in the school has one vote to cast. Voting will be open from April _____ - _____, 20_____ in the office during school hours. The winner will be announced at the board meeting in May.

Please feel free to contact _____, TECS Governing Board President, at (email address), or by phone at (---) --- - ---- for more information.

Thank you for your consideration and support!

Sincerely,

Thomas Edison Charter Schools Governing Board

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Principal Employment Agreement

After the preliminary budget is approved in June, two copies of the contracts should be signed by the principals of each campus. The principal keeps a copy for his or her records, and the other copy is submitted to TECS business services financial officer.

SAMPLE PRINCIPAL EMPLOYMENT AGREEMENT

EMPLOYMENT AGREEMENT (this "Agreement"), dated (the "Effective Date"), is made and entered into by and between THOMAS EDISON CHARTER SCHOOL, INC., a Utah non-profit corporation (the "School"), and , an individual ("Employee"). The parties will be referred to herein as the “Party” or “Parties.”

WHEREAS, the School desires to employ Employee and Employee desires to be employed on the terms and subject to the conditions set forth herein;

NOW, THEREFORE, for good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Parties agree as follows:

1. *Employment; Term*. This Agreement shall take effect on the Effective Date. The School will employ Employee in the position of for the period beginning on , and ending on _____, unless sooner terminated under the terms of this Agreement. Employee accepts such employment and agrees to devote his or her best efforts to perform faithfully, diligently and competently all duties and responsibilities of such position and such other duties as may be assigned to Employee by the School. Employee shall perform the foregoing services at the time, place and manner as directed by the School.

2. *Compensation and Benefits*. For the services to be performed and the duties and responsibilities assumed under this Agreement, the School shall pay to Employee, in accordance with the School's normal payroll practices, direct salary compensation (the "Salary") at the rate of $ per year. The Salary will be payable to Employee in accordance with the School's ordinary practices for salaried employees. Employee is entitled to participate in such employee benefit plans and programs as are maintained by the School, to the extent that his or her position, service, compensation, age, health and other qualifications make him or her eligible to participate. The School does not promise the adoption or the continuance of any particular plan or program during the Term, and the terms of any such plan or program may be modified by the School, at its sole discretion, at any time. Employee's (and his or her eligible dependents') participation in any such plan or program will be subject to the provisions, rules, regulations and laws applicable thereto. Employee is entitled to such other fringe benefits as are provided to employees of the School with comparable positions, service and compensation as Employee. Employee is entitled to reasonable vacations in accordance with the School's policies applicable to employees of the School with comparable positions, service and compensation as Employee.

3. *Covenants of Employee*. Employee’s failure to fully, faithfully, diligently and completely satisfy any of

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the following obligations shall subject Employee to termination.

a) Employee covenants and agrees to abide by state and federal law and any direction, rules or policies implemented by the School.
b) Employee covenants and agrees to strive to fulfill charter-identified goals and outcomes of the strategic plan approved by the School.
c) Employee covenants and agrees to operate within the budget approved by the School.
d) Employee agrees to follow and implement the philosophies and teaching methods of the School's educational program as identified in its charter.
e) As a condition of employment, Employee agrees to remain legally certified by the State of Utah to perform all duties associated with Employee's position during the Term, if such certification is required by Utah law.
f) Employee agrees to submit to fingerprinting and background check(s) by the school or its agents. This Agreement is contingent upon the receipt of fingerprints from Employee and the satisfactory completion and review of all background checks. The School's Governing Board may, in its sole discretion, terminate this Agreement based on its review of Employee's background check.

4. *Confidential Information*. Employee recognizes that he or she will occupy a position of trust and confidence with the School as to Confidential Information (as defined herein) pertaining to the School and its affiliates. As an inducement for the School to enter into this Agreement, Employee: (i): will hold any and all Confidential Information in strictest confidence; and (ii) will not use, cause, or permit to be used the Confidential Information in any way detrimental to the School, or disclose, cause or permit to be disclosed any Confidential Information to any third part, as required by law or in the course of performing the duties as an employee of the School. Upon termination or at any time at the request of the School (including after termination), Employee (and if deceased, Employee's personal representative) shall promptly return to the School, without retaining copies, all tangible items that contain, constitute or relate in any way to Confidential Information. For purposes of this Agreement, "Confidential Information" includes, but is not limited to, any (i) trade secret or other confidential or secret information of the School or of any of its affiliates, (ii) technical, business, proprietary or financial information of the School or any of its affiliates not available to the public generally, and (iii) personnel information, student information and other sensitive or proprietary information.

5. *Inventions*. Employee acknowledges that, in his or her capacity as an employee of the School, he or she may be involved in (i) the conception or making of improvements, techniques, discoveries, methods, curricula and inventions or the like (whether patentable or unpatentable and whether or not reduced to practice), (ii) the authorship of works that may be copyrighted and (iii) the development of trade secrets relating to the School or its affiliates (hereinafter referred to as “Employment IP”). Employee acknowledges that all such Employment IP shall be the exclusive property of the School. Employee hereby waives and agrees to waive any and all rights he or she may have in or to such Employment IP. Employee hereby assigns, and agrees to assign, to School, without additional compensation, Employee’s entire right, title and interest in and to all such Employment IP. Employee agrees and acknowledges that to the maximum extent permitted by law, any copyrightable Employment IP shall be deemed a work made for hire. At the request of the School and at no expense to Employee, Employee

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will execute and deliver all such papers, including, without limitation, any assignment documents, and shall provide such cooperation as may be necessary or desirable, or as the School may request, to enable the School to obtain, enforce, secure and exercise, throughout the world, its rights, title and interest in and to such Employment IP assigned to School pursuant to this section 5.

6. *Specific Performance*. Employee agrees and acknowledges that the terms and conditions set forth in Sections 4 and 5 are material, that any violation of any term or provision of Sections 4 or 5 would be highly injurious to the School and its affiliates, and that any breach thereof would cause irreparable harm to the School and its affiliates, which harm may be extremely difficult to measure in money damages, and that School may not have an adequate remedy at law or in damages due to such violation. For these reasons, Employee consents and agrees that if he or she violates any term or provision of Sections 4 or 5 of this Agreement, the School and its affiliates will be entitled to the issuance of a restraining order, preliminary or permanent injunction, without bond, or to the enforcement of other equitable remedies against Employee to compel performance of the terms of Sections 4 or 5 without the necessity of showing or proving the School has sustained any actual damage. This will in addition to any other rights and remedies otherwise available to School in law or equity.

7. *Termination.*
   a) Termination for Cause. During the Term, Employee's employment with the School may be terminated "for cause," which shall include (i) Employee's conviction for, or plea of nolo contendere to, any felony or a misdemeanor involving moral turpitude; (ii) Employee's commission of an act involving personal dishonesty or fraud involving personal profit in connection with Employee's employment with the School; (iii) Employee's commission of an act involving willful misconduct or gross negligence on the part of Employee in the conduct of his or her duties hereunder; (iv) Employee's breach of any material provision of this Agreement where such breach continues for a period of twenty (20) days after Employee's receipt of written notice of such breach from the School; or (v) willful violation of the School's policies and practices. In the event of termination under this Section 7, the School's obligations under this Agreement shall cease and Employee shall forfeit all his rights to receive any compensation or benefits under this Agreement, except that Employee shall be entitled to his or her Salary and benefits for services already performed as of the date of termination of Employee's employment hereunder.
   b) Employer’s Right to Terminate. Employee acknowledges that the School is owned and operated by a private corporation, is operated as a public school, and is funded by the State of Utah. Employee agrees that his or her employment is subject to termination by the School in the event the State of Utah fails to fund, fully or partially, the operation of the School. Employee further acknowledges and agrees that his or her employment may be terminated in the event the continued operation of the School becomes impossible or impracticable.
   3) Employee's Right to Terminate. Employee shall be entitled to terminate his or her employment hereunder at any time for Good Reason. For the purposes of this Agreement, Employee shall have "Good Reason" to terminate his or her employment hereunder (i) upon a significant demotion or material adverse change in his or her duties and responsibilities; or (ii) upon a material breach by

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the School of its agreements and covenants set forth herein.

8. *Renewal.* The director/principal shall be appointed or approved for the following year of service by a majority vote of the voting members of the board no later than the March board meeting each year, except where a vacancy for the position of director may require later approval.
9. *Death or Disability.*
   a) This Agreement shall terminate upon Employee's death.
   b) If Employee becomes permanently disabled (determined as provided below) during the Term, their employment with the School will terminate as of the date such permanent disability is determined. Employee will be considered to be permanently disabled for purposes of this Agreement if he or she is unable by reason of accident or illness (including mental illness) to perform the material duties of his or her regular position with the School and is (i) not expected to recover from the disability within a period of three (3) months from the commencement of the disability; or (ii) not expected to be able to perform the material duties of his or her regular position with the School for a period of three (3) months in any consecutive twelve (12) month period as a result of the same disability. If at any time Employee claims or is claimed to be permanently disabled, a physician acceptable to both Employee, or his or her personal representative, and the School (which acceptances shall not be unreasonably withheld) shall be retained by the School and shall examine Employee. Employee shall cooperate fully with the physician. If the physician determines that Employee is permanently disabled, the physician must deliver to the School a certificate certifying both that Employee is permanently disabled and the date upon which the condition of permanent disability commenced. The determination of the physician shall be conclusive.
   c) Employee's right to his compensation and benefits under this Agreement shall cease upon his or her death or disability, except that Employee (or his or her estate or heirs) shall be entitled to his or her Salary and benefits for services already performed as of the date of his or her death or disability.

10. *Miscellaneous*
   a) This Employment Agreement shall be governed by and construed in accordance with the laws of the State of Utah, as such laws are applied to contracts entered into and to be performed entirely within the State of Utah. Any action arising out of this Agreement may be brought in Cache County, Utah.
   b) Nothing contained in this Employment Agreement may be construed so as to require the commission of any act contrary to law, and whenever there is any conflict between any provisions of this Employment Agreement and any statute, law, ordinance, order or regulation, the latter will prevail, but in such event any such provision of this Employment Agreement shall be curtailed and limited only to the extent necessary to bring it within any applicable legal requirements. If any provision of the Employment Agreement should be held invalid and unenforceable, the remaining provisions shall be unaffected by such a holding.
   c) Any notice required or permitted under this Agreement must be given in writing and will be deemed effectively given upon personal delivery or upon receipt by the office of the addressee after deposit with the United States Post Office, by registered or certified mail, postage prepaid,

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return receipt requested, addressed to the School or Employee at such address as such party may designate by written notice to the other party.

d) Notwithstanding anything to the contrary in this Agreement, the Parties must make any mutually agreed modification or amendment to this Agreement in writing. Such written modification must be approved by the Governing Board of the school. This Agreement is binding upon and inures to the benefit of the Parties and their respective heirs, successors and assigns. As to Employee, this Agreement is a personal service contract and may not be assigned by Employee, but all obligations and agreements of Employee under this Agreement are binding upon and enforceable against Employee and Employee's personal representatives, heirs, legatees and devisees.

e) Notwithstanding anything to the contrary contained in this Agreement, Employee's rights and obligations under Sections 4, 5 and 6 shall survive the expiration or termination of this Agreement.

f) No waiver of any provision of this Agreement will be valid unless in writing and signed by the waiving party. No waiver of any provision of this Agreement shall be deemed, or shall constitute, a waiver of any other provision, whether or not similar, nor shall any waiver constitute a continuing waiver, unless so provided in the waiver.

g)

h) This Agreement supersedes any existing agreement, oral or written, between the School and Employee.

The "School"

THOMAS EDISON CHARTER SCHOOL, INC., "Employee"

a Utah nonprofit corporation:

Signature: _____ Signature: _____

Print Name: _____ Print Name: _____

Title: _____ Date: _____

Date: _____

IN WITNESS WHEREOF, the Parties have executed this Employment Agreement as of the date first above written.

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Sample Affidavit for Governing Board Closed Meeting. The affidavit should be printed double sided on letterhead or from an electronic copy.

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Affidavit for Governing Board Closed Meeting

The Thomas Edison Charter Schools Governing Board met in an executive closed session pursuant to Utah Code 52-4-205.

Date: 5 May 2021

Subsection: 1(a) - discussion of the character, professional competence, or physical or mental health of an individual;

Printed Name

Title

Signature

Date

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Effective 3/29/2014

52-4-205 Purposes of closed meetings -- Certain issues prohibited in closed meetings.

(1) A closed meeting described under Section 52-4-204 may only be held for:

(a) except as provided in Subsection (3), discussion of the character, professional competence, or physical or mental health of an individual;

(b) strategy sessions to discuss collective bargaining;

(c) strategy sessions to discuss pending or reasonably imminent litigation;

(d) strategy sessions to discuss the purchase, exchange, or lease of real property, including any form of a water right or water shares, if public discussion of the transaction would:

(i) disclose the appraisal or estimated value of the property under consideration; or

(ii) prevent the public body from completing the transaction on the best possible terms;

(e) strategy sessions to discuss the sale of real property, including any form of a water right or water shares, if:

(i) public discussion of the transaction would:

(A) disclose the appraisal or estimated value of the property under consideration; or

(B) prevent the public body from completing the transaction on the best possible terms;

(ii) the public body previously gave public notice that the property would be offered for sale; and

(iii) the terms of the sale are publicly disclosed before the public body approves the sale;

(f) discussion regarding deployment of security personnel, devices, or systems;

(g) investigative proceedings regarding allegations of criminal misconduct;

(h) as relates to the Independent Legislative Ethics Commission, conducting business relating to the receipt or review of ethics complaints;

(i) as relates to an ethics committee of the Legislature, a purpose permitted under Subsection 52-4-204(1)(a)(iii)(C);

(j) as relates to the Independent Executive Branch Ethics Commission created in Section 63A-14-202, conducting business relating to an ethics complaint;

(k) as relates to a county legislative body, discussing commercial information as defined in Section 59-1-404;

(l) as relates to the Utah Higher Education Assistance Authority and its appointed board of directors, discussing fiduciary or commercial information as defined in Section 53B-12-102;

(m) deliberations, not including any information gathering activities, of a public body acting in the capacity of:

(i) an evaluation committee under Title 63G, Chapter 6a, Utah Procurement Code, during the process of evaluating responses to a solicitation, as defined in Section 63G-6a-103;

(ii) a protest officer, defined in Section 63G-6a-103, during the process of making a decision on a protest under Title 63G, Chapter 6a, Part 16, Controversies and Protests; or

(iii) a procurement appeals panel under Title 63G, Chapter 6a, Utah Procurement Code, during the process of deciding an appeal under Title 63G, Chapter 6a, Part 17, Procurement Appeals Board;

(n) the purpose of considering information that is designated as a trade secret, as defined in Section 13-24-2, if the public body's consideration of the information is necessary in order to properly conduct a procurement under Title 63G, Chapter 6a, Utah Procurement Code;

(o) the purpose of discussing information provided to the public body during the procurement process under Title 63G, Chapter 6a, Utah Procurement Code, if, at the time of the meeting:

(i) the information may not, under Title 63G, Chapter 6a, Utah Procurement Code, be disclosed to a member of the public or to a participant in the procurement process; and

(ii) the public body needs to review or discuss the information in order to properly fulfill its role and responsibilities in the procurement process; or Utah Code

(p) a purpose for which a meeting is required to be closed under Subsection (2).

(2) The following meetings shall be closed:

(a) a meeting of the Health and Human Services Interim Committee to review a fatality review report described in Subsection 62A-16-301(1)

(a), and the responses to the report described in Subsections 62A-16-301(2) and (4);

(b) a meeting of the Child Welfare Legislative Oversight Panel to:

(i) review a fatality review report described in Subsection 62A-16-301(1)(a), and the responses to the report described in Subsections 62A -16-301(2) and (4); or

(ii) review and discuss an individual case, as described in Subsection 62A-4a-207(5); and

(c) a meeting of a conservation district as defined in Section 17D-3-102 for the purpose of advising the Natural Resource Conservation Ser vice of the United States Department of Agriculture on a farm improvement project if the discussed information is protected information under federal law.

(3) In a closed meeting, a public body may not:

(a) interview a person applying to fill an elected position;

(b) discuss filling a midterm vacancy or temporary absence governed by Title 20A, Chapter 1, Part 5, Candidate Vacancy and Vacancy and Temporary Absence in Elected Office; or

(c) discuss the character, professional competence, or physical or mental health of the person whose name was submitted for consideration to fill a midterm vacancy or temporary absence governed by Title 20A, Chapter 1, Part 5, Candidate Vacancy and Vacancy and Temporary Absence in Elected Office.

Amended by Chapter 196, 2014 General Session

GOVERNING BOARD SUBCOMMITTEE POLICY

Item #	Board President Signature	Original Approval Date	Last Amendment Date
1102			December 3, 2014

The TECS Governing Board shall comprise two or more subcommittees, each consisting of two or three board members. One board member chairs each subcommittee.

The committees may also involve other stakeholders such as administrators, teachers, parents, students, contracted service providers, and/or community members. However, only duly appointed or elected board members are authorized to vote on action items in board meetings.

GOVERNING BOARD SUBCOMMITTEE PROCEDURE (1 OF 2)

Item #	Board President Signature	Original Approval Date	Last Amendment Date
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Each year, soon after the first of June, members of the board, under the direction of the board president, shall determine the makeup of each subcommittee. Each subcommittee shall select a subcommittee chairperson. The executive committee will consist of three members, this will typically be the board president and chairs of the other committees.

Each subcommittee shall meet as needed, preferably with an agenda, to discuss issues related to their area of responsibility. Subcommittee decisions do not replace full board action. As needed, each subcommittee shall recommend items needing full board attention/action to be placed on the next available open board meeting agenda. Since each subcommittee is less than a quorum of the full board, subcommittee meetings are not subject to the open meeting laws.

The areas of responsibility for the finance, facilities, and legal committee are as follows:

- Oversight of the business aspects of the school including, but not limited to, accounting, budgets, bank accounts, payroll, internal auditing, independent auditing, staff salaries/wages, subcontracting, loans and taxes
- Issues related to alternate funding sources such as grants and donations
- Issues related to public relations and marketing
- Issues related to the school facility and grounds including, but not limited to, building improvements, utilities, technology, building codes, building expansion, playground, parking lot, and property
- Oversight of legal aspects of the school including, but not limited to, adherence to federal and state regulations and legal claims or suits
- Adherence to federal, state, and local laws
- Technology to support the academic program
- LAND Trust
- The finance, facilities, and legal committee serves the functions of the audit committee as required by Utah Code 53G-7-402 and follows Utah Board Rules R277-113 and R277-116 with regard to fiscal and auditing procedures. In order to ensure the committee's independence and objectivity, when this committee is functioning as the audit committee, administrators and employees of Thomas Edison Charter Schools shall not serve as committee members, though they may attend meetings as invited guests, when applicable, to provide information and answer questions.

The areas of responsibility for the policy and personnel committee are as follows:

- Oversight of the policy aspects of the school including, but not limited to, the development or revision of school policies
- Federal and state laws and regulations
- 504/OCR
- Oversight of the personnel aspects of the school, including but not limited to, issues related to school staff, staff training, professional development and needs

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- Issues related to Parent Organizations
- Governing board development, training, and recruiting
- Special education
- Intervention strategies

The areas of responsibility for the executive committee are as follows:

- Evaluation of the school principals
- TECS Strategic Plan
- Board meeting agendas, subcommittee recommendations, and communication be-tween subcommittees
- Grievances (as outlined in the policy and procedures manual)
- Plans and executes the agenda of board meetings
- Serves as a communication link with other members of the board

BOARD MEETING POLICY

Item #	Board President Signature	Original Approval Date	Last Amendment Date
1201			August 2, 2023

Proposals, contracts, petitions, and other items that require a vote or action of the board shall be distributed (or emailed) to each board member a minimum of 2 calendar days before each scheduled meeting. Such distributed items shall be written concisely and logically such that each board member will understand a) the issue, b) the included pertinent associated data & information, and c) the action that is requested. It is recognized that emergency situations may occur that requires board action on issues that were not known before the 2-day deadline. The board executive committee shall determine whether specific issues are emergencies on a case-by-case basis. However, in the event that state or local laws disallow such action on issues not properly publicized in advance, the executive committee shall call for an emergency meeting of the board to address emergency issues to take place at a later time, within the constraints of the law.

The agenda for the board meeting shall be established by the board executive committee and distributed (or emailed) to each board member a minimum of 24 hours before each scheduled meeting; however, efforts should be made to distribute agendas and actions before that.

Each board meeting shall be conducted according to a format described by Robert's Rules of Order.

Status reports and information presented at the meeting that requires no action from the board at that time, may optionally be distributed in advance, but is not required.

When calling for a vote of the board, the officer conducting the meeting may choose to either call for 1), a voice vote or 2), a vote by a show of hands (e.g. "….all in favor say aye" or " ….all in favor raise your hand").

During board meetings, all board members shall be mindful of the flow of business related to the agenda and should keep unrelated conversations to a minimum.

The board agenda shall include time for public verbal and written comments that are relevant to board policies and action items. A time limit may be applied to public comments to allow sufficient time for agenda items. If a member of the public wishes to address the board with a specific complaint about a staff member or principal, the individual will be encouraged to follow the steps outlined in the grievance policy, which involve a written appeal that can be investigated in a way that protects the privacy of the individuals involved.

Meeting Length: Care should be taken by the executive committee to ensure that the agenda will result in a meeting of reasonable length. Experience has shown that the board is most effective when the length of the board meeting is 90 minutes or less. With this in mind, the Board Meeting Length Procedure should be applied.

GOVERNING BOARD MEETING LENGTH PROCEDURE

Item #	Board President Signature	Original Approval Date	Last Amendment Date
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1. The executive committee shall carefully select which agenda items need to be addressed at the next board meeting.
2. The executive committee shall prioritize selected agenda items and place them in order of importance - the most important item being first on the agenda (after approval of the previous meeting's minutes).
3. In the event a board meeting reaches 80 minutes in length, and the remaining agenda items would take the meeting length well beyond 90 minutes, the procedure below should be followed:
   a. The board officer conducting the meeting shall bring to the attention of the board that the meeting length would go well beyond 90 minutes if every agenda item were covered.
   b. The Board shall quickly discuss and decide which of the remaining items require consideration and/or action from the board at that time, and which items may be deferred until the next scheduled meeting.
   c. The meeting shall conclude after the selected items requiring consideration and/or action from the board are completed.
   d. In the unusual event that critical items on the agenda requiring consideration and/or action from the board at that time would take the meeting length well beyond 90 minutes, a majority of the Board shall consent to: 1) convene a special board meeting on another day to cover those remaining items, or 2) extend the meeting for a reasonable amount of time to efficiently cover those remaining items. The anticipated total time to cover the remaining critical items may dictate what the Board decides in such a case.

ELECTRONIC MEETINGS POLICY

Item #	Board President Signature	Original Approval Date	Last Amendment Date
1202		September 14, 2006	

It is the policy of Thomas Edison Charter Schools to convene and conduct electronic meetings as outlined by current state law under the following conditions:

1. Normal public notice shall be given as prescribed in 52-4-207
2. Written notice shall be posted at the anchor location
3. 24 hour notice shall be given board members of the electronic meeting
4. Connection details shall be given board members
5. The anchor location shall be the normal location for board meetings
6. Quorum requirements are met by including board members connected electronically. Effort will be made to provide visual aids and written materials in advance.

As a public body, a Charter School board may convene and conduct electronic meetings as outlined in Utah code 52-4-207.

Specific References

Under Utah code 53A-1a-502(2)—Charter Schools are part of the states public education system and therefore the board is a public body.

Under Utah code 52-4-207(1)b(ii)---A quorum is not required at the anchor location.

Under Utah code 52-4-207(3)a---Notice to the public is the same as for a normal meeting

Under Utah Code 52-4-209: Electronic Meetings for Charter School Board.

ELECTRONIC MEETINGS PROCEDURES

Item #	Board President Signature	Original Approval Date	Last Amendment Date
1202a			August 7, 2024

Purpose: To establish written procedures governing electronic meetings, as required by Section 52-4-7.8, Utah Code Annotated, at which one or more members of the public body may participate by means of a telephonic or telecommunications conference.

1. Prior to or at the beginning of an electronic meeting, the conducting member of the Governing Board shall verify that proper notice of the meeting was given pursuant to Section 52-4-7.8, Utah Code Annotated.
2. Prior to or at the beginning of the electronic meeting or portion of the electronic meeting in which members will be participating electronically, the conducting member of the Governing Board shall confirm that the non-present members are connected via electronic means.
3. The electronic connection shall be such that all members, both present and non-present, may hear the proceedings of the meeting, or portion of the meeting, in which they are participating.
4. If voting is required, the conducting member of the Governing Board shall ensure that the votes of the members connected electronically are counted.
5. The conducting member of the Governing Board shall require all participants in the electronic meeting to verbalize their statements and responses, so that the non-present members may hear them.
6. The conducting members of the Governing Board shall require that all visual aids and written materials not available to the non-present members be verbally described. Effort will be made to provide visual aids and written materials in advance.

CONFLICT OF INTEREST POLICY

Item #	Board President Signature	Original Approval Date	Last Amendment Date
1203		April 9, 2014	

Thomas Edison Charter Schools are publicly funded and bound by applicable federal and state laws governing non-profit and charitable organizations. In order to protect the financial interests and tax-exempt status of the schools, TECS prohibits any action that constitutes a conflict of interest in its contracts, agreements, transactions and services.

This policy applies to all "TECS representatives" defined as board members, administrators, key employees, consultants and volunteers who make or influence decisions on school contracts, agreements, transactions and services. Conflicts of interest occur when a TECS representative directly - or indirectly through business, investment, affiliation or family - stands to benefit financially from school-related contracts, agreements, transactions and services. Financial benefit includes direct and indirect renumeration as well as gifts or favors that are not substantial.

TECS representatives will complete a conflict of interest disclosure statement annually. Any TECS representative who has an interest in a contract or other transaction presented to the board or a committee thereof for authorization, approval, or ratification shall make a prompt and full disclosure of their interest to the board or committee prior to its acting on such contract or transaction. Such disclosure shall include any relevant and material facts known to such person about the contract or transaction that might reasonably be construed to be adverse to the school's interest.

No board member shall cast a vote on any matter which has direct bearing on services to be provided by that member, or any organization which such member represents or which such member has an ownership interest or is otherwise interested or affiliated, which would directly or indirectly financially benefit such member. All such services will be fully disclosed or known to the board members present at the meeting at which such contract shall be authorized. Additionally, no TECS representative with governing board delegated powers shall establish or authorize contracts, agreements, transactions and services in which such representative has a conflict of interest.

CONFLICT OF INTEREST DISCLOSURE STATEMENT

Item #	Board President Signature	Original Approval Date	Last Amendment Date
1203a			April 9, 2014

Thomas Edison Charter Schools
Conflict of Interest Disclosure Statement

I have read and understand my legal and ethical obligations under the Thomas Edison Charter Schools Conflict of Interest Policy. I acknowledge my agreement with the intent of this policy and hereby attest that I will abide by the policy during my term of service or employment at TECS.

_____ I am not aware of any conflict of interest.

_____ I have a conflict of interest in the following area(s):

_____
_____
_____
_____
_____
_____
_____
_____

Signed: _____Title/Position:_____

Print Name: _____ Date: _____

STUDENT RECORDS POLICY

Item #	Board President Signature	Original Approval Date	Last Amendment Date
1301		November 28, 2007	

School personnel are trained in and manage student records as directed by the Utah State Office of Education.

MAINTENANCE OF CONFIDENTIAL INFORMATION POLICY

Item #	Board President Signature	Original Approval Date	Last Amendment Date
1302		July 1, 2009	

It is the policy of Thomas Edison Charter Schools, to maintain in strict confidence the personal information collected from employees. Prudent practices in relation to the retention, disposition, and distributing of information will be enforced.

Paper documents containing this confidential information will be stored in a secured location, electronic media will be protected with standard electronic media protection, and disposal will be done by shredder or other appropriate means.

Thomas Edison will not collect confidential information from applicants such as driver's license number, social security number or date of birth. This information will only be collected after an applicant has accepted an employment offer and is considered an employee.

INTELLECTUAL PROPERTY AND PROPRIATARY INFORMATION POLICY

Item #	Board President Signature	Original Approval Date	Last Amendment Date
1303		March 9, 2006	

It is the policy of Thomas Edison Charter Schools ("School") that documents containing descriptions pertaining to its philosophy, curriculum, trade-secrets, teaching methods, practices, school procedures, and policies, or which are otherwise marked as "Confidential" or which an ordinary person would consider as confidential, are considered to be the intellectual property of the School. Documents containing such information shall be marked and protected as proprietary information, copy-written, or as intellectual property of the School. Nevertheless, all such documents shall be available for viewing upon the request of any parent or student in the School or any member of the community, except those specifically marked "Trade Secret."

Any group or organization requesting purchase of School IP/PI program or materials must: 1) be an existing school or intending to create a school, 2) sign a comprehensive non-disclosure-agreement for the protection of the School program and materials, and 3) receive explicit permission for such purchase from the School.

Any Employee of the School, as part of their employment responsibilities, may be involved in (i) the conception or making of improvements, techniques, discoveries, methods, curricula and inventions or the like (whether patentable or unpatentable and whether or not reduced to practice), (ii) the authorship of works that may be copyrighted and (iii) the development of trade secrets relating to the School or its affiliates (hereinafter referred to as "Employment IP"). Every Employee shall acknowledge that all such Employment IP shall be the exclusive property of the School. Every Employee shall waive and agree to waive any and all rights he or she may have in or to such Employment IP. Every Employee shall assign, and agree to assign, to School, without additional compensation, Employee's entire right, title and interest in and to all such Employment IP, and Employee shall agree and acknowledge that to the maximum extent permitted by law, any copyrightable Employment IP shall be deemed a work made for hire. At the request of the School and at no expense to Employee, Employee shall execute and deliver all such papers, including, without limitation, any assignment documents, and shall provide such cooperation as may be necessary or desirable, or as the School may request, to enable the School to obtain, enforce, secure and exercise, throughout the world, its rights, title and interest in and to such assigned Employment IP.

POLICY PROHIBITING DISCRIMINATION (1 OF 1)

Item #	Board President Signature	Original Approval Date	Last Amendment Date
1304		January 8, 2014	

Policy Prohibiting Discrimination

Thomas Edison Charter Schools' philosophy emphasizes an atmosphere of respect, civility and courtesy, and a deep regard for the dignity of all individuals. It is the policy of TECS to provide equal opportunity in all educational programs, school activities and school employment. TECS does not permit or practice discrimination on the basis of race, creed, color, national origin, religion, age, sex or disability.

It is the policy of TECS to comply with state and federal laws which prohibit discrimination and protect the civil rights of students, families, applicants, employees and/or other persons affiliated with TECS. Utah Administrative Code R277-112 references applicable laws:

(1) the Individuals with Disabilities Education Improvement Act of 2004, 20 U.S.C., 1400;

(2) State Board of Education Special Education Rules, August 2007;

(3) Section 504 of the Rehabilitation Act of 1973, as amended, 29 U.S.C. 794, which prohibits discrimination on the basis of disability in programs and activities receiving Federal financial assistance;

(4) Section 5 of the Americans with Disabilities Act Amendments of 2008, which prohibits discrimination on the basis of disability.

(5) Title IV of the Civil Rights Act of 1964, as amended, 42 U.S.C. 2000c et seq., which provides standards and training for educators relative to the desegregation of schools receiving Federal financial assistance;

(6) Title VI of the Civil Rights Act of 1964, as amended, 42 U.S.C. 2000d et seq., which prohibits discrimination on the basis of race, color, or national origin in programs and activities receiving Federal financial assistance;

(7) Title VI of the Civil Rights Act of 1964, as amended, 42 U.S.C. 2000e et seq., which prohibits discrimination in employment based on race, color, religion, sex, or national origin in programs and activities receiving Federal financial assistance;

(8) Title IX of the Education Amendments of 1972, as amended, 20 U.S.C. 1681 et seq., which prohibits discrimination on the basis of sex in education programs and activities receiving Federal financial assistance;

(9) Title VII of the Civil Rights Act of 1964, as amended, 42 U.S.C. 2000e et seq., which prohibits discrimination on the basis of race, color, religion, sex, or national origin, and also prohibits discrimination against an individual because of his or her association with another individual of a particular race, color, religion, sex, or national origin. Title VII also covers types of wage discrimination not covered by the Equal Pay Act;

(10) Equal Pay Act of 1963, 29 U.S.C. 206 et. seq., as amended in the Fair Labor Standards Act, which prohibits sex discrimination in pay under an equal work standard;

(11) The Age Discrimination Act of 1975, as amended, 42 U.S.C. 6101 et seq., which prohibits discrimination on the basis of age in programs or activities receiving Federal financial assistance.

BACKGROUND CHECK POLICY (1 OF 2)

Item #	Board President Signature	Original Approval Date	Last Amendment Date
1306		May 7, 2014	November 5, 2025

Background Check Policy

To ensure the protection of students, parents and staff, it is the policy of Thomas Edison Charter Schools to follow all federal and state regulations regarding criminal background checks of individuals in education settings. The following is required from an individual in order to submit a background check: their personal identifying information, a signed consent form authorizing an initial FBI fingerprint-based background check, and permission for their personal identifying information to be retained for ongoing monitoring.

- A volunteer who will be given significant unsupervised access to a student in connection with the volunteer's assignment is required to submit to a background check.
- All TECS Governing Board members will submit to criminal background checks as a condition of governing board service.
- All TECS employees will complete a background check as a condition of initial employment. Licensed educators will complete a background check as a condition of licensure renewal with the state of Utah. Non-licensed TECS employees will submit to a criminal background check at least every six years, and TECS may require periodic background checks within a shorter period as well.
- TECS may require individuals who provide contracted services to submit to a criminal background check as a condition of contracted services. Any contracted service providers who have significant, non-incidental, or prolonged contact with students will submit to a criminal background check. Additionally, contracted service providers who have access to or information regarding the schools' financial or technological resources will submit to a criminal background check.
- TECS Parent Organization Executive Councils will submit to a criminal background check as a condition of service.
- Where reasonable cause exists, TECS may also require additional periodic background checks of licensed and non-licensed employees, contracted service providers and volunteers.
- TECS may, at its discretion, pay for criminal background checks. TECS also reserves the legal right to require an employee to pay the cost of periodic criminal background checks at its discretion in compliance with Utah law. Non-licensed employees, contract employees, or volunteers will not be required to pay a background check fee.
- TECS may request the Criminal Investigations and Technical Services Division to seek additional information from regional or national criminal data files.
- TECS will consider only those convictions, pleas in abeyance, or arrests which are job-related for the employee, applicant, or volunteer.
- An applicant, volunteer or employee will have an opportunity to respond to any information received as a result of a criminal background check. This response should be in writing, signed and dated by the applicant, volunteer or employee, and submitted to the principal.

BACKGROUND CHECK POLICY (2 OF 2)

Item #	Board President Signature	Original Approval Date	Last Amendment Date
1306		May 7, 2014	

If a person is denied employment or is dismissed from employment because of information obtained through a criminal background check, the person shall receive written notice of the reasons for denial or dismissal. The person has the opportunity to request a hearing with the governing board personnel subcommittee to respond to the reasons.

TECS will only disclose confidential information obtained through the criminal background check process as legally allowable.

TECS will submit to the Utah Department of Public Safety a complete list of non-licensed employees including names, dates of birth, and social security numbers.

Reference Laws:
Utah Code 53G-11-4
Utah Admin. Code R277-516

GRIEVANCE POLICY (1 OF 2)

Item #	Board President Signature	Original Approval Date	Last Amendment Date
1307		May 7, 2014	

Grievance Policy

Thomas Edison Charter Schools promote a positive, proactive approach to problem-solving. The governing board maintains that parents and staff can generally resolve their concerns through open, respectful communication as outlined below:

Parents

A parent who has an honest complaint regarding a staff member should, in good faith, address his or her concern with the involved employee(s) and work in a timely, reasonable and cooperative effort to resolve the concern. If the parent prefers, he or she may address concerns directly with the Principal and work in a timely, reasonable, and cooperative effort to resolve the concern.

Staff

An employee who has an honest complaint regarding another employee must first address his or her concern in good faith with the other employee and work in a timely, reasonable and cooperative effort to resolve the concern. If the employee is unable to resolve complaints through these efforts, he or she may address concerns with the Principal in a similar manner.

An employee who has an honest complaint involving the Principal must address his or her concern in good faith with the Principal and work in a timely, reasonable, and cooperative effort to resolve the concern.

Board Appeal

In the event that a parent and/or employee complaint has not been resolved by good faith efforts at the administrative level, the complaint may be directed to the Governing Board in a detailed, written appeal specifying:

- the individual(s) involved
- details of the events that led to the complaint, including dates and approximate times
- details of good faith efforts to resolve the problem, including dates and approximate times, and
- the requested solution

The governing board will carefully and objectively consider the appeal. The board may, at its discretion, gather additional information from the complainant, other employees, administration, and/or from professional consultants. The board will then take any action it deems appropriate. The board reserves the right to deny appeal consideration if the complainant has not initiated problem-solving efforts with the individual(s) directly involved in the complaint.

Parents and staff members are welcome to direct any concerns with governing board policy or action items during the public comment segment of monthly board meetings, in writing to the board at any time, or by scheduling a meeting with a board subcommittee.

GRIEVANCE POLICY (2 OF 2)

Item #	Board President Signature	Original Approval Date	Last Amendment Date
1307			

It should be noted that this policy is in no way intended to discourage or limit any individual's legal responsibility to report unlawful activities as mandated by state and federal law. Additionally, this policy does not alter in any way the school's status as an at-will employer and does not preclude the school from discontinuing employment even if the employee has submitted an appeal.

Item #	Board President Signature	Original Approval Date	Last Amendment Date
1307a		May 7, 2025	

Board Appeal Form

Thomas Edison Charter Schools promote a positive, proactive approach to problem-solving. The Governing Board maintains that parents and staff can generally resolve their concerns through open, respectful communication with the parties involved in the incident. In the event that a parent and/or employee complaint has not been resolved by good faith efforts at the administrative level, the complaint may be directed to the Governing Board. In contacting the Governing Board about your complaint, please fill out this appeal form, giving as much relevant information as possible. When completed, you may submit the form to the board chair.

The Governing Board will carefully and objectively consider the appeal. The board may, at its discretion, gather additional information from the complainant, other employees, administration, and/or from professional consultants. The board will then take any action it deems appropriate. The board reserves the right to deny appeal consideration if the complainant has not initiated problem-solving efforts with the individual(s) directly involved in the complaint.

Individuals involved in the incident:

Details of events that led to the complaint, including dates and approximate times:

Details of good faith efforts to resolve the problem, including dates and approximate times

Proposed Solutions / Additional Information:

GRAMA POLICY (1 OF 3)

Item #	Board President Signature	Original Approval Date	Last Amendment Date
1308		August 18, 2014	

Government Records Access Management Act (GRAMA) Policy

Thomas Edison Charter Schools uphold:

- the rights of the public to fair and reasonable access to records of public business.
- individuals' rights to privacy regarding personal data gathered by government entities.

Accordingly, it is the policy of TECS to comply with the Government Records Access Management Act (GRAMA) enacted by the state legislature, as well as all federal laws governing the management of, and access to, the schools' records (as defined by Utah Code 63G-2-103). Legal mandates for managing and accessing student records are found in the Family Educational Rights and Privacy Act (FERPA).

Records Officer

The Principal of each campus will designate a Records Officer for his or her campus. The Records Officer will be trained and certified as mandated in Utah Code 63A-12-110. The Records Officer works with state archives in the care, maintenance, scheduling, designation, classification, disposal, and preservation of records (Utah Code 63G-2-103). The Records Officer works, as necessary, with the Principal and the Governing Board in classifying records and in reviewing and responding to GRAMA requests.

Classification of School Records

State law allows classification of a school record to occur prior to or following a request for access to the record, and TECS may reclassify a record or series of records at any time. TECS records will be classified under the following general categories:

- Public records as described in UCA § 63G-2-301;
- Private records as described in UCA § 63G-2-302;
- Controlled records as described in UCA § 63G-2-304;
- Protected records as described in UCA § 63G-2-305; and
- Limited records as described in UCA § 63G-2-201 (3)(b).

Access to School Records

- Every person has the right to inspect a public record free of charge.
- Every person has the right to take a copy of a public record during normal working hours (Sections 63G-2-203 and 63G-2-204).
- TECS will not disclose a record that is private, controlled, or protected to any person except as provided in GRAMA Subsections (5)(b) & (5)(c) or Sections 63G-2-202, 63G-2-206, or 63G-2-303.
- A person may request to inspect or receive copies of the school's records by submitting a written GRAMA request to the Records Officer.
- The Records Officer may, in consultation with the principal and as necessary, delegate to other staff the responsibility for compiling records in the GRAMA request.

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1308		August 18, 2014	

- The Records Officer will ensure that records are disclosed as legally allowable within the time periods set forth in Utah Code 63G-2-204 and 205.
- Denials of access to school records must be approved by the Principal. In the event that a GRAMA request is denied in whole or part, the Records Officer will provide to the requester a notice of denial containing the following information:
    1. a description of the record or portions of the record to which access was denied, provided that the description does not disclose private, controlled, or protected information or information exempt from disclosure under Subsection 63G-2-201(3)(b);
    2. citations to the provisions of state or federal regulation that exempt the record or portions of the record from disclosure, provided that the citations do not disclose private, controlled, or protected information or information exempt from disclosure under Subsection 63G-2-201(3)(b);
    3. a statement that the requester has the right to submit a written appeal to the Governing Board; and
    4. the time limits for filing an appeal, and the name contact information of the TECS Governing Board president.

Fees

TECS reserves the right to charge a reasonable fee to cover the actual costs of providing a record as detailed in Section 63G-2-203. These costs include, but are not limited to, the cost of staff time (when such costs exceed fifteen minutes) and materials used in providing the record.

- Fees will reflect current market rates (such as hourly wages, copy costs, etc.) at the time of the request.
- Fees will be approved by the Principal.
- TECS may, at the discretion of the Records Officer and Principal, require payment of past fees and future estimated fees before beginning to process a request if fees are expected to exceed $50 or the requester has unpaid fees from previous requests.
- TECS may, at the discretion of the Records Officer and Principal, waive fees as allowable under Section 63G-2-203(4).

Appeals

Any person aggrieved by 1) the denial of a GRAMA request, or 2) a fee assessment for a GRAMA request, may appeal the determination within 30 days to the Governing Board by submitting a written notice of appeal under the directives of Section 63G-2-401. If the Governing Board denies a records request, the requester may: (a) appeal the denial to the records committee as provided in Section 63G-2-403; or (b) petition for judicial review in district court as provided in Section 63G-2-404.

In accordance with Section 63G-2-603, an individual may contest the accuracy or completeness of any

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1308		August 18, 2014	

public, or private, or protected record concerning him by submitting a written request to the Records Officer to amend the record. The Records Officer will consult with the Principal and Governing Board as necessary in the consideration and approval of amending a record.

Reference Laws:
Utah Code 63G-2: Government Records Access Management Act

CARTE BLANCHE POLICY

Item #	Board President Signature	Original Approval Date	Last Amendment Date
1309		November 7, 2018	

The principal/director shall not cause or allow any practice, activity decision, or organizational circumstance that is either unlawful, imprudent, or in violation of commonly accepted educational, business and professional ethics.

The Governing Board grants the principal(s)/director(s) the ability to make reasonable, acceptable and according to common sense or normal practice, exceptions to policy in such circumstances that comply with the spirit and intent of the policy and still follow all applicable laws and rules.

If the principal/director makes a reasonable exception he/she will notify the Governing Board in writing within 48 hours of the circumstance that required a reasonable exception to be made.

STRATEGIC OUTCOMES

Item #	Board President Signature	Original Approval Date	Last Amendment Date
1401		March 4, 2015	October 1, 2025

2019-2025
The strategic outcome goals below were written, where possible, to align with the education philosophy and mission statement of the school.

STRATEGIC OUTCOME 1:
Accessing available test data, administration will set goals at the beginning of the year. Then they will review and report on student proficiency and growth to the board on an annual basis as end of year test results are available.

STRATEGIC OUTCOME 2:
TECS students will meet or exceed the annual average growth compared to past cohorts as measured by the current trend-line on the in-house monthly testing report.

STRATEGIC OUTCOME 3:
TECS will achieve a *net promoter score of 60-80 on stakeholder surveys.
*A net promoter score (NPS) measures the willingness of customers to recommend a company's services. Customers or employees are asked, "On a scale of 0-10, how likely is it that you would recommend Thomas Edison Charter School to your friends, family or others?" Those that give you a 6 or below are detractors, a score of 7 or 8 are called passives, and a 9 or 10 are promoters. To calculate the Net Promoter Score, subtract the percentage of detractors from the percentage of promoters. Given the NPS range of -100 to +100, a “positive” score or NPS above 0 is considered “good”, +50 is “excellent,” and above 70 is considered “world class.”

STRATEGIC OUTCOME 4:
Directors of Instruction will report annually results from observations to determine if the 8:1 positive reinforcement ratio is being met.

STRATEGIC OUTCOME 5:
95% of TECS students in 1st-8th grades will achieve high citizenship (defined as “outstanding” and/or “satisfactory” grades) and 95% of 8th grade will indicate future plans to achieve in post-high school education or training in their PCCR.

STRATEGIC OUTCOME 6:
The number of students on the wait list will be at least 107% of capacity measured within one week after the lottery, and two weeks after school begins.

STRATEGIC OUTCOME 7:
Maintain a composite cash surplus of 5% or greater with a goal of paying off the remaining Direct Placement bond balance by June 30th, 2027.

PRINCIPAL EVALUATION POLICY (1 OF 3)

Item #	Board President Signature	Original Approval Date	Last Amendment Date
1402		September 7, 2016	March 11, 2026

PURPOSE OF ADMINISTRATOR EVALUATION: Thomas Edison Charter Schools understand the crucial role the administrative team plays in the success of children. From instructional leadership to student discipline to personnel management to budget, these school leaders are the driving force behind the schools' success. Thus acknowledging the need for true leaders at the helm of TECS, the evaluation program functions as a tool for continuous improvement. Through feedback from staff and the Governing Board, administrators are provided insight into their leadership strengths and areas of needed growth. Identifying and reflecting upon trends in the feedback provides administrators the opportunity for significant progress. Progress leads to improvement. Improvement leads to success. Such success offers each student the greatest opportunity to achieve at the highest level.

OVERVIEW OF ADMINISTRATOR EVALUATION

Staff Feedback: Employees will be given the opportunity to provide anonymous feedback on each administrator. Using the performance standards as a reference, staff will write open-ended commentary on topics of their choice for a length of their choice. An anonymous survey will be sent to staff in the middle of the school year. The feedback from the survey will be shared with the Governing Board upon request.

Guided Self-Evaluation: Consistent with the Teacher Development Plan, each administrator will conduct a self-evaluation based upon the Performance Standards. This guided self-evaluation will be conducted with the administrator's direct supervisor, the Governing Board for principals and the principals for junior administrators. The administrator will indicate for each standard whether they feel they need refinement, meet expectations, or exceed expectations. Together, they will also celebrate successes and strengths as well as set goals to address areas in which they'd most like to improve.

ADMINISTRATOR COMPENSATION: In an effort to recruit and retain quality individuals, it is the intent of Thomas Edison Charter Schools to competitively compensate all employees, including administrators. Depending upon their assignment, there are three tiers in which an administrator will be compensated. The range indicates the minimum and maximum salaries in which the administrator may initially begin and eventually plateau. Beginning salaries will be determined by the hiring party which will weigh experience, performance, and a variety of other criteria. The hiring team will determine the amount of increase each year dependent upon the performance. Assuming stable budget circumstances, the yearly increase will be a minimum of $1,000. During the guided self-evaluation meeting, the supervisor will also present and review an employment offer for the following school year, to be ratified at the following Governing Board meeting (typically in February).

Tier	Possible Positions	Salary Range		
		Base	LSA	Total
1	Administrative Intern	$58,000 – $75,000	$2,500	$60,500 – $77,500
2	Junior Administrator*	$80,000 – $98,000	$2,500	$82,500 – $100,500
3	Principal / Director	$90,000 – $138,000	$2,500	$92,500 – $140,500

*Assistant of Instruction

Principal and Director

PRINCIPAL EVALUATION POLICY (2 OF 3)

Item #	Board President Signature	Original Approval Date	Last Amendment Date
1402			March 11, 2026

PERFORMANCE STANDARDS—Each of the ten standards include an inconclusive list of indicators to help better define the standard.

I. THE ADMINISTRATOR DEMONSTRATES A DEEP COMMITMENT TO FUNDAMENTAL PHILOSOPHIES OF THE SCHOOL AS OUTLINED IN CORE DOCUMENTS INCLUDING THE CHARTER AND THE GOVERNING BOARD, TEACHER, AND PARENT HANDBOOKS.

A. Knowledgeable of core philosophies and beliefs.
B. Frequently reads and references core documents.
C. Is an active advocate and enthusiastic proponent of the program.
D. Builds philosophical unity by working to ensure that all staff understands and works within the framework of core philosophies and beliefs.

II. THE ADMINISTRATOR MODELS AND CULTIVATES A CULTURE OF INTEGRITY, RESPONSIBILITY, AND HIGH ETHICAL AND PROFESSIONAL STANDARDS.

A. Honest, upright, and civil in all school decisions and interactions.
B. A model of diligence, punctuality, and professionalism.

III. THE ADMINISTRATOR BUILDS A POSITIVE SCHOOL CULTURE THROUGH PROMOTING AND BEING A MODEL OF GLENN LATHAM PHILOSOPHIES AND METHODOLOGIES.

A. Effectively builds positive relationships of trust.
B. Makes positive comments to staff, parents and students.
C. Is a good listener.
D. Offers constructive suggestions in appropriate ways to the appropriate people in an effort to improve instead of harm.
E. Demonstrates effective oral and written communication skills.
F. Manages and resolves conflicts and crises effectively.

IV. THE ADMINISTRATOR SUPPORTS TEACHERS AND STAFF

A. Supports teachers and staff in their high standards of performance.
B. Orchestrates opportunities for quality professional development through planned group trainings, one on one mentorship, colleague collaboration, and effective implementation of the Teacher Development Plan.
C. Facilitates constructive feedback in an effective and meaningful manner.
D. Deals with student misconduct in a prompt and effective manner in accordance with basic school protocols.

V. THE ADMINISTRATOR DEMONSTRATES FLEXIBILITY

A. Effectively prioritizes and delegates.
B. Adapts well to unforeseen circumstances both on a daily and long-term basis.

PRINCIPAL EVALUATION POLICY (3 OF 3)

Item #	Board President Signature	Original Approval Date	Last Amendment Date
1402			March 11, 2026

VI. THE ADMINISTRATOR EFFECTIVELY MANAGES THE ORGANIZATIONAL AND OPERATIONAL NEEDS OF THE SCHOOL

A. Organizes staff in a manner that maximizes strengths and accomplishes the schools' mission.
B. Develops and maintains a quality master schedule to maximize learning for all students.
C. Effectively manages care and maintenance for the facility.
D. Is organized and an effective time manager.

VII. THE ADMINISTRATOR IS AN EDUCATIONAL LEADER.

A. Knowledgeable of quality curriculum and effective teaching strategies.
B. Develops, implements and communicates a shared vision of learning that reflects excellence for all.
C. Monitors the alignment of curriculum and instruction and other aspects of the educational system.
D. Monitors and evaluates the effectiveness of programs and makes modifications where necessary.
E. Effectively collaborates with teachers to set proper student performance goals.
F. Effectively monitors student progress, identifying notable trends in student achievement and facilitating adjustments to meet student needs.
G. Maintains high standards and expectations for the whole school community.
H. Recognizes, honors, and celebrates success.

VIII. THE ADMINISTRATOR IS SKILLED IN FISCAL MATTERS.

A. In collaboration with pertinent individuals, develops and maintains a quality educational program with budget constraints.
B. Is foreword thinking, planning and preparing for the future.

IX. THE ADMINISTRATOR DEMONSTRATES SKILL IN MATTERS OF PUBLIC RELATIONS AND POLITICAL PROTOCOLS.

A. Works well with the community in order to build the program through public relations and student recruitment and retention.
B. Applies effective strategies for dealing with local, state, and national political issues and forces where they impose on the schools' operation.
C. Understands the Utah State Office of Education protocols and completes necessary obligations and assignments.
D. Demonstrates reasonable understanding of educational law, including the implications of liability.
E. Effectively delegates and follows up with members of the school community, including the Governing Board and Parent Organization.

X. THE ADMINISTRATOR ATTRACTS, HIRES, AND RETAINS THE MOST EXCELLENT TEACHERS AND STAFF.

A. Understands the critical importance of employing the right people for the right positions.
B. Consistently recruits and hires the most highly qualified staff available.
C. Effectively navigates the employee termination process.

ADMINISTRATOR TRAINING PROGRAM (1 OF 3)

Item #	Board President Signature	Original Approval Date	Last Amendment Date
1403		June 3, 2009	June 5, 2024

Purpose: The need for diligent, knowledgeable and positive leadership is necessary for any school. Understanding this and that the school atmosphere and success begins and ends with the principal, it is imperative that Thomas Edison Charter School train and maintain quality administrators throughout its existence. We are a unique school in philosophy, policy, programs and demands. Due to the abundance of our distinctive characteristics, the best way for the school to maintain educational prowess and integrity is to train and hire administrators groomed within the program.

Therefore, it is proposed that Thomas Edison Charter School adopt the accompanying Administrator Training Program (ATP). This program is designed to select, groom and prepare future administrators years before they step into their new, demanding role. This permits a smooth transition and an opportunity for future administrators to learn from the experience and knowledge of current administrators. The program focused on developing the skills and applying practical ideals. Our ATP accompanied with the formal education of a graduate degree will help ensure the continued success of TECS for decades to come.

Compensation: The school desires to attract and keep quality staff, including administrators. Considering this, and the fact that this program will require both time and effort, participants ought to be compensated for their efforts. The school will reimburse 75% of up to $15,000 on needed coursework related to administrative training for candidates participating in the ATP program.
*All payments will be added to the participant's monthly paycheck in equal quantities according to the projected time of program completion.

Application: As the training and compensation will certainly be an attraction to many staff members, it is important that an application process be in place. This will allow the current administration and governing board to select those prospects who seem most suitable for the position. Those desiring to apply will need to complete and submit to the principal:

1. the application attached at the end of this proposal,
2. a current resume,
3. and typed responses to the short answer questionnaire found on the application.

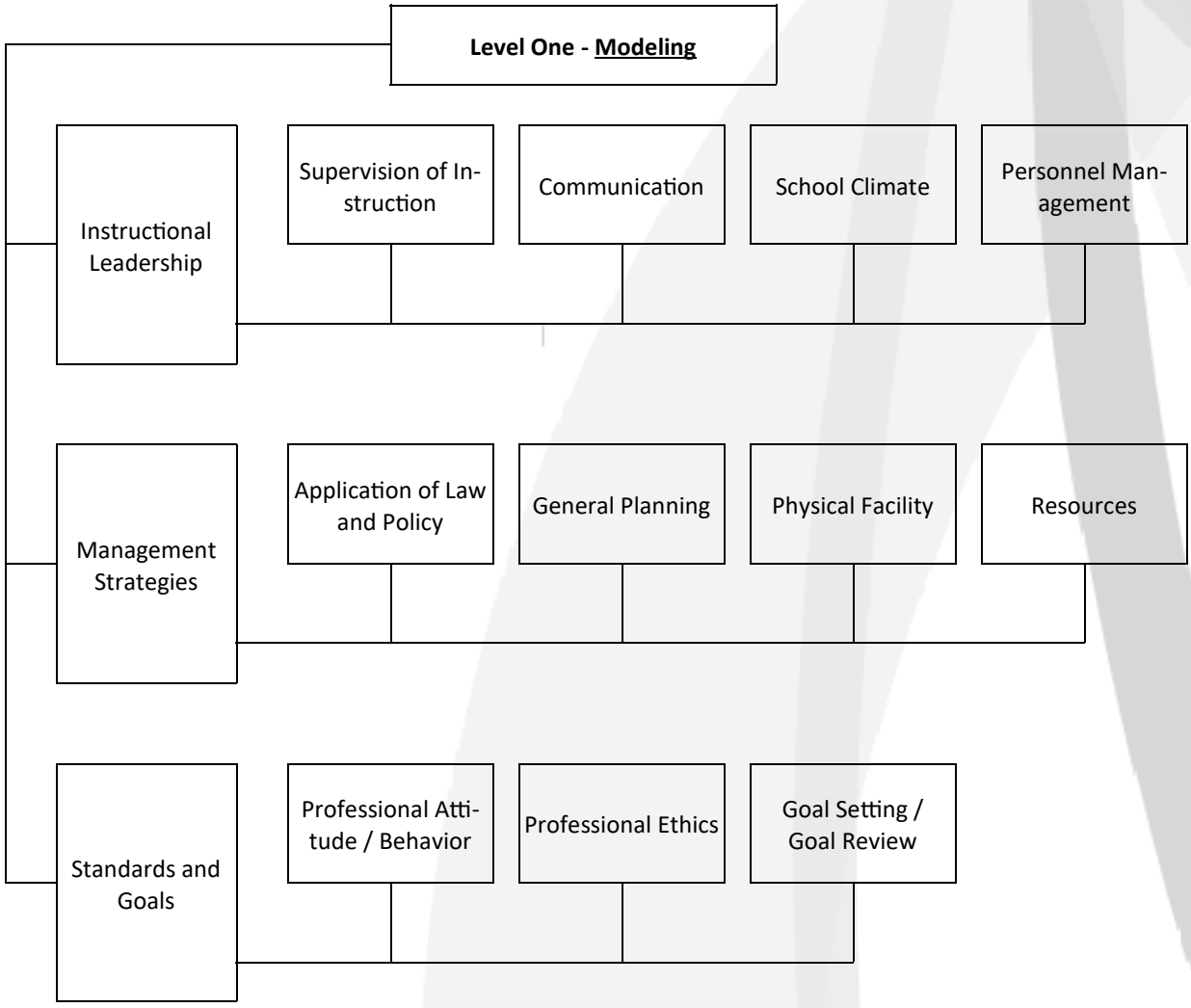
After reviewed by the principal, they will write and attach a statement detailing their opinions on the applicant's potential. The then completed application will be submitted to the governing board for final approval. Depending upon the number of applicants, an interview with the governing board may be used to determine those finalists accepted into the program.

ADMINISTRATOR TRAINING PROGRAM (2 OF 3)

Item #	Board President Signature	Original Approval Date	Last Amendment Date
1403		June 3, 2009	June 5, 2024

ATP Overview: As the formal education of a graduate degree will focus on general, theoretical principles, the purpose of the ATP is to teach and link the practical to the conceptual. Following the school-adopted teaching philosophy of the Collin's Model, the program is divided into three levels: 1. Modeling 2. Coaching and 3. Scaffolding and Fading.

The program is organized and divided into four main categories: levels, concepts, items, and tasks. Each level (found in the Collin's Model stated above) is divided into three main concepts: Instructional Leadership, Management Strategies, and Standards and Goals. Under each concept are specific items accompanied with practical tasks to be learned, observed, or completed. As the participant completes all the tasks required for each item in every concept, he/she will be able to graduate to the next level. Here's a look at an example for a level one participant.



ADMINISTRATOR TRAINING PROGRAM (3 OF 3)

Item #	Board President Signature	Original Approval Date	Last Amendment Date
1403		June 3, 2009	June 5, 2024

For each item the participant will write a minimum of one reflection. A reflection is a one to two paragraph summary of thoughts, impressions, and concepts learned within that item. They may choose to write it about the item as a whole or about individual tasks.

In addition to regular contact with each campus's respective principal, a joint meeting will be held with all participants and administration from both campuses monthly. This meeting will be a chance to discuss concepts, ask questions, and make plans for future training.

Once all items for every concept in the level have been completed, the participant is then ready to graduate to the next level. In order for the graduation to occur, the participant will need to apply by writing and submitting a one-page reflection of thoughts and impressions to the principal. Participants will also defend their understanding of concepts learned before a panel of two to three administrators. This will also be a time to evaluate one's own intentions and goals about school administration and an opportunity to synthesize concepts learned into a coherent whole.

A level one participant usually only observes. A level two participant actively contributes along side administrators. A level three participant completes tasks on his/her own, reporting back to administration on a consistent basis.

As a way to document progress and learning, participants will compile all documents for each level of the ATP into a portfolio. This personnel development compilation will include reflections, applications, administrator feedbacks, and any other pertinent document. The completed portfolio will be presented to a panel of administrators and governing board members at the final graduation interview. If the panel determines that the participant didn't show adequate understanding, they will give feedback as to what the participant needs to improve and set a time for a follow-up interview. Once the participant passes the final panel interview, he/she will successfully graduate from ATP and be awarded their certificate.

TEACHER SURVEY POLICY

Item #	Board President Signature	Original Approval Date	Last Amendment Date
1404			

The Thomas Edison Charter Schools will survey all teachers and staff annually for feedback regarding the governance and administration of both Edison North and Edison South.

PUBLIC RELATIONS COMMUNICATION SPECIALIST

Item #	Board President Signature	Original Approval Date	Last Amendment Date
1405		March 1, 2017	

Public Relations Communication Specialist
The Governing Board supports public relations efforts to publicize student achievement, school wide successes, and the promotion of the TECS philosophy and mission. All public relations efforts should be conducted in accordance with federal law, state rule, and school policies including, but not limited to, student privacy, student data, school safety, public communication, conflicts of interest, school finance, school technology and information systems.

Public relations efforts should not impede the educational process (i.e. borrowing from instructional time, etc.), and should be of the highest quality of editorial content and effective format. Publications issued by, and in the name of, TECS shall reflect the highest regard for staff, students and families.

All public relations efforts should help the school interface with the community in positive ways, clarify misconceptions about the program, and reach potential students and families. All outreach and public relations efforts require the approval of school administration. All publications shall comply with State Administrative Code R277-487 along with all TECS privacy policies.

Procedures for Community Outreach and Public Relations
In order to fulfill the intent of the Community Outreach and Public Relations Policy, the school may determine to hire additional staff, such as a communications specialist and/or marketing intern. Any additional personnel shall maintain the highest standards of professional conduct and will perform his or her duties in accordance with all applicable school policy and procedures as

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Students and Parents

STUDENT REGISTRATION POLICY

Item #	Board President Signature	Original Approval Date	Last Amendment Date
2101		April 8, 2003	October 4, 2024

It is the policy of Thomas Edison Charter Schools to abide by federal and state guidelines concerning student registration.

Students retained in Kindergarten will be ensured a place. Siblings of current students, children and grandchildren of founders, children and grandchildren of current governing board members, children of current employees, and transfer students from an affiliated campus will be given preference for enrollment. In the event preferred enrollment exceeds the capacity of any grade level, those potential students will be entered into their grade based on a preferential lottery. New students who do not have current siblings will be entered through a lottery process. Those students who are not selected will be placed on the waiting list in the order they are drawn from the lottery.

The principal will resolve all enrollment concerns.

Legal guardians of new students who apply for enrollment are encouraged to observe in two classrooms, read prescribed school materials, and view video presentations prior to their student(s) being added to the lottery or admitted into the school.

Legal guardians of new K-4 students are encouraged to complete the 10 hour parent Spalding course. The school will provide various class dates and times.

It is the responsibility of the legal guardians to provide correct contact information.

Families who have a leave of absence approved by the principal may be eligible for preferential enrollment upon their return.

Reference Laws:
Utah Code 53G-6-Part 5: Charter School Enrollment

ENROLLMENT PROCEDURE

Item #	Board President Signature	Original Approval Date	Last Amendment Date
2101a		April 8, 2003	October 4, 2023

The success of the Thomas Edison Charter Schools depends on many varied aspects of both the schools' programs and the personnel. Word-of-mouth advertising from satisfied parents and students as well as all other media advertising help to bring a prospective parent to the school; however, what they encounter once they are within our doors can depend a lot on their first impression.

As an alternative public school, we are responsible for helping a parent make the best choice for their student and, of course, we hope that choice will be their enrollment. Because of the nature of our society, many are interested in pursuing something different, but a little nervous about making a leap outside their comfort zone. It then becomes our responsibility to give them enough positive information so they are educated as to who we are and what we have to offer.

The following enrollment procedures are meant to guide a prospective parent through a search of that information. It is important to remember, however, that a confident, informative conversation explaining the schools' atmosphere, sense of purpose and professionalism can go a long way to helping a parent make their decision.

The following steps should be taken whenever a prospective parent is looking to enroll their students at our schools:

- Complete an enrollment form
- Observe in the classroom at the grade level being considered for 45 minutes
- Observe in another grade level for 45 minutes
- View and return the school's DVD
- Review the Parent Handbook
- Meet with an administrator

All personnel who work in a situation where they meet someone who is new to the school need to be familiar with all enrollment materials and they should understand their position of making that good first impression. A professional, confident, and informed approach to anyone entering the school is integral to the success of our program and is as much a part of the enrollment procedures as any of the steps listed above.

LOTTERY PROCEDURE (1 OF 2)

Item #	Board President Signature	Original Approval Date	Last Amendment Date
2101b		April 8, 2003	March 2016

ENROLLMENT: Applications will be accepted between now and noon on Xxxx YY, 20ZZ.

1. All currently enrolled students will be reenrolled for the next school year. If a family decides that a student will not be returning to Thomas Edison Charter School, they will let us know as soon as possible, so that we will know how many spaces will be open in each grade.
2. All current preferential wait-listed potential students will NOT need to reapply for the next school year. If necessary, they will be ordered in a preferential lottery.
3. Children whose new applications are received during the open enrollment period before noon on Xxx YY, 20ZZ will be entered in the regular lottery. The outcome of that lottery will establish their acceptance or wait-listed position for the 20ZZ-20ZA school year.
4. Each child whose new application is received after noon on Xxx YY, 20ZZ will not be entered into the lottery, but will be added to the bottom of the 20ZZ-20ZA wait list for his or her grade AFTER all lottery students. He or she will maintain that position until the end of the school year, and will be included in future lotteries.
5. The lottery will be conducted in an open, public meeting to be held about B:CC pm on Xxx YY, 20ZZ. See the lottery procedure below.
6. Before school starts, parents of accepted students have one week from the date of notification of acceptance to complete the necessary registration paperwork. Students whose paperwork is not completed within one week of notification will lose their place, and a wait-listed student will be accepted instead. After school starts, parents have one complete school day from the date of notification of acceptance to complete the necessary registration paperwork before giving up their spot.
7. Thomas Edison Charter School cannot create wait lists for classes beyond the 20ZZ-20ZA school year because a lottery system is used to determine which new students will be offered spaces for coming years. All children on wait lists are re-entered into the lottery each year, regardless of the previous year's position. Therefore, adding a very young child in advance to the school's wait list provides no advantage. Acceptance to Thomas Edison Charter School is offered to wait-listed children only through the lottery for that specific school year. Note: This may change at a future time if Thomas Edison Charter School chooses NOT to accept federal funds.
8. In accordance with Utah Law, children must turn five before September 1, 20ZZ to attend any public charter school for the 20ZZ-20ZA school year. Applications received for children who do not turn five before September 1, 20ZZ will not be entered into this year's lottery.
9. Legal guardians of new K-4 students are expected to complete the 10 hour parent Spalding course. The school will provide various class dates and times.

LOTTERY PROCEDURE (2 OF 2)

Item #	Board President Signature	Original Approval Date	Last Amendment Date
2101b		4-8-2003	March 2016

LOTTERY

A. The intention of Thomas Edison Charter School's lottery procedure is to keep families together to the greatest extent possible, while allowing equal opportunity for all students to get into the school. Since the grade at which the most new students and families will come into the school each year is Kindergarten, the lottery will begin with that grade and work up.

B. Federal law allows the following exemptions from the lottery process: 1) students continuing from the previous year, 2) waitlisted siblings of students already attending the school, 3) children or grandchildren of founders, 4) children or grandchildren of current governing board members, 5) children of current employees, or 6) students who are transferring from an affiliated campus. Waitlisted students in classes that are filled before the lottery begins, will be ordered in a preferential lottery.

C. The lottery will identify which students fill the open slots of each class. After a class is filled, the lottery will determine the waitlist order of students who have siblings already accepted by the school or who applied for enrollment by noon on Xxx YY, 20ZZ. That order will be maintained throughout the school year, until the lottery for the subsequent school year is held*.

- *Note: If Thomas Edison Charter School chooses not to accept federal funds at a future date, the enrollment selection process may change, but would still adhere to Utah State law.*

+ Note: Siblings who are applying for the first time will receive preference only after one of the siblings has been accepted.

D. The lottery is performed by the drawing of student names from containers by hand or by using a random number generator or other electronic means.

E. If necessary, the sibling lottery (for waitlisted siblings) is performed by a random draw for each of the grades that would be oversubscribed with continuing students plus waitlisted siblings.

F. Next, the transferring student lottery is performed by a random draw for each of the grades that would be oversubscribed with previously places students plus transferring students.

G. Next, the regular lottery is performed by the drawing of names of students who applied before noon on Xxx YY, 20ZZ, beginning with Kindergarten and then working up to grade 8.

H. When a child's name is drawn and accepted, their siblings in other grades will be given preference and accepted or ordered accordingly.

I. When a child's name is drawn in a grade that is filled, their name is added to a waiting list in the order it was drawn.

STUDENT PLACEMENT POLICY

Item #	Board President Signature	Original Approval Date	Last Amendment Date
2102		August 11, 2011	May 7, 2025

Students in the elementary grades will be divided evenly between teachers so that classes are academically even and balanced by gender. For the secondary grades, students will be divided by math ability and then to the greatest extent possible, classes will be balanced evenly by academic ability.

STUDENT PROMOTION, RETENTION, AND GRADE PLACEMENT POLICY

Item #	Board President Signature	Original Approval Date	Last Amendment Date
2103		August 11, 2011	

The decision to promote, retain or advance a student shall be based on general achievement with consideration being given to the mental, physical, emotional, and social maturity along with the best interests of the student.

Secondary students in grades six through nine will generally be placed in grade levels based on successful completion of the courses of study in each preceding grade level.

Grade placement is the responsibility of the principal with guidance from parents and teachers.

The steps for student retention are defined in the Procedures Manual.

PARTICIPATION AT BOUNDARY SCHOOLS POLICY

Item #	Board President Signature	Original Approval Date	Last Amendment Date
2104		November 4, 2015	

Thomas Edison Charter Schools are supportive of ninth grade students who qualify to participate in co-curricular and extracurricular activities at their boundary high schools.

Eligibility: TECS students and their parents/guardians assume responsibility for meeting all eligibility requirements stipulated by the boundary high school and the Utah High School Activities Association. These include, but are not limited to: academic performance, attendance, fees, sportsmanship, citizenship, and physical evaluation requirements. TECS students and their parents/guardians assume all responsibility for transportation to and from co-curricular and extracurricular activities at boundary high schools.

Notification: TECS students who desire to participate in co-curricular or extracurricular activities at boundary high schools must communicate their intention to the TECS administration in a timely manner prior to trying out or participating in the desired activity. Thereafter, students must provide TECS with the following written notifications:

- Verification of participation from the boundary school coach or teacher responsible for the activity
- A comprehensive schedule of practices and competitions for which the student will need to be off-campus
- A list of responsible adults allowed to check out/transport TECS students to co-curricular/ extracurricular activities

Class Schedules: TECS students and their families assume all responsibility for meeting state and local district high school graduation requirements. TECS will make reasonable efforts to design class schedules that allow students to participate at boundary high schools. TECS students and their families must be supportive of TECS efforts to accommodate participation by showing flexibility and cooperation in creating the student's class schedule. (Ex., students participating in sports teams must be willing to be scheduled for a 7th period physical education course at TECS.) These schedules will be determined on a case-by-case basis.

Fees: TECS will pay the annual required school participation fee of $75.00 per student to the boundary school at which the student desires to participate. This fee allows the student to participate in all extracurricular school activities, as defined in Utah Code R277-494-1E, during the school year for which the student is qualified and eligible. Students are responsible to pay their individual participation fees and activity fees, as defined by the boundary school district.

Related Law: Utah Code R277-494: Charter School and Online Student Participation in Extracurricular or Co-curricular School Activities

LANGUAGE ASSISTANCE POLICY

Item #	Board President Signature	Original Approval Date	Last Amendment Date
2105		August 2, 2023	

Language assistance is important to ensure parental involvement and understanding of parents' role in the educational success of their students. It is the policy of Thomas Edison Charter Schools to provide language assistance as described below to students learning English, their parents, and their families. It is recommended that the school interpreter(s) be faculty/staff of Thomas Edison Charter Schools that are familiar with school policies and procedures. They may also be interpreters that have been contracted through the school to provide specific translation services. Parents of students learning English may also bring in an interpreter of their choosing. Technological tools may be used for interpretation when communication is informal, immediate in nature, and contains no sensitive student information. Technological translation may also be used if the language of preference is uncommon enough that a translator cannot be secured.

The school shall provide an interpreter to assist students learning English and their parents in the following:

- impromptu and scheduled office visits or phone calls
- enrollment or registration processes
- the IEP process
- student educational and occupational planning processes
- student disciplinary meetings
- Back to School Night
- Parent Teacher Conferences
- other interactions between the parents of a student learning English and educational staff

If requested in advance with sufficient notice, the school may also provide an interpreter for:

- classroom activities involving parents
- school community councils (LAND Trust)
- governing board meetings

The following written communications may be provided in a preferred language upon request. The school may also use oral or technological translations as appropriate.

- registration materials
- home language surveys
- WIDA entrance and exit notifications
- assignment instructions, when it is a large project such as a science or history fair
- report cards or other progress reports, when available in the preferred language
- summary of student discipline policies and procedures
- grievance procedures and notices of rights and nondiscrimination
- summary of the parent handbook
- requests for parental permission

Reference Law:
Utah Code 53G-7-223: Policy supporting students learning English, parent and families

STUDENT DISCIPLINE POLICY

Item #	Board President Signature	Original Approval Date	Last Amendment Date
2201		January 16, 2003	

It is the policy of the Thomas Edison Charter Schools to have students follow the school rules at all times, as specified in the procedures manual. The discipline plan is intended to teach appropriate behavior following the Glenn Latham model. All disciplinary practices include a deep regard for the dignity of the child.

Any disciplinary actions requiring office intervention will follow the methods and levels as defined in the Procedures Manual.

STUDENT DISCIPLINE PROCEDURES (1 OF 5)

Item #	Board President Signature	Original Approval Date	Last Amendment Date
2201a			

At Thomas Edison Charter Schools, our discipline plan is intended to teach appropriate behavior following the Glenn Latham model. Any disciplinary practice must include a deep regard for the dignity of the child. Remember that words used at the wrong time, in the wrong way, can do great harm. Being a model of civility is more important than telling someone how to act.

Tardies: Parents are expected to teach their children the importance of punctuality. The bell rings five minutes before school starts and children should be at the school before that time. If a child comes to school after attendance is taken, the child must first report to the office to be removed from the absence list. This makes the child even later for class. Tardiness is disruptive to the learning process. It has a negative impact on the entire class, not just the child who is tardy. After the child is tardy 4 times a letter will be sent to parents indicating the concern with an acknowledgement that emergencies and special circumstances will be considered. A similar letter will be sent when 8 tardies have occurred. After a child has been tardy 12 times during the school year, it is evident that the tardiness is based on the lifestyle, choices or circumstances of the parents; therefore, all efforts toward correcting the problem will be directed at the parents. Those parents will be encouraged to find another school that better accommodates their circumstance, or to develop habits of punctuality that reflects respect, courtesy, and the value of school and the educational it offers to children.

Basic Discipline Guidelines: The following guidelines are designed to help in the ongoing task of discipline: Classroom discipline implies that students:

- Raise their hands to speak
- Get permission to get out of their seats
- Follow the teacher's directions
- Show respect at all times for adults, fellow students, as well as private and public property.

Consistency and fairness are basic foundations to a good discipline program.

Teacher Interaction Procedure for each of the Levels 1-4: Following the Glenn Latham model the teacher approaches the misbehaving child (as privately as possible) and in a quiet voice, follows these six steps:

1. Says something positive
2. Briefly describes the problem behavior
3. Describes the desired alternative behavior
4. Gives a reason why the new behavior is more desirable
5. Practices the desired behavior
6. Provides positive feedback.

Repeat offenses: Assess why the misbehavior is escalating. Is the inappropriate behavior receiving inadvertent reinforcement? Are the levels of positive interactions with the child high enough? Is the child being attended to only when he or she misbehaves? Remember that even negative feedback to a child can become a reinforcement of the behavior.

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2201a			

Teaching Interactions: These interactions are to be used at all teacher and administrative levels while working with students.

1. How to Follow Instructions
   A. Eye contact
   B. Say "OK" or "Yes"
   C. Do the task immediately
   D. Student should check back- this component is not necessary under most conditions

2. How to Accept Criticism or a Consequence
   A. Eye contact
   B. Say "OK"
   C. No arguing

3. How to Accept "No" for an Answer
   A. Eye contact
   B. Say "OK"
   C. No arguing, whining or pouting
   D. If you don't understand why, ask calmly and politely for a reason.
   E. If you disagree or have a complaint, bring it up at a more appropriate time.

4. How to Make a Request
   A. Eye contact
   B. Pleasant voice tone
   C. Say "Please"
   D. State request specifically
   E. Say "Thank you" after request is granted

5. How to get the Teacher's Attention
   A. Eye contact
   B. Raise hand
   C. Wait for acknowledgment
   D. After acknowledgment, ask question in a quiet voice

6. How to Greet Someone
   A. A Guest:
      a. Stand up
      b. Eye contact
      c. Smile
      d. Use a pleasant voice
      e. Verbal greeting and self-introduction
      f. Handshake – this component may not need to be used under all circumstances
   A. A Person You Know:
      a. Eye contact
      b. Smile
      c. Use a pleasant voice
      d. Verbal greeting and state the person's name

STUDENT DISCIPLINE PROCEDURES (3 OF 5)

Item #	Board President Signature	Original Approval Date	Last Amendment Date
2201a			

Discipline—LEVELS OF DISCIPLINE

Below are listed the discipline levels under which we operate. Most problems should be handled in the following manner:

- **LEVEL ONE: Warning from the teacher or supervisor.** The child should be called aside from the rest of the students. Clarify for the child the problem generated by his/her actions. Do not threaten the child with disciplinary action, but communicate to the child how important it is not to do whatever has been done. Also clarify for the child your behavioral expectations.

- **LEVEL TWO: Teacher discipline.** At this level, call the child aside from the rest of the students to discuss behavioral expectations. Once again, clarify with the child what has been done, what problem is generated by that action, and inform the child that because of that action a specific consequence will be invoked. Again, state what expectations you have for the student. Each teacher should have at least two levels of level two disciplinary consequences.

- **LEVEL THREE: Teacher discipline – Parent notified.** Even though this takes time, this is a crucial step for long-term solutions to any disciplinary problem. First, talk with the child apart from the rest of the students. Clarify for the child what it is that has occurred, and what problem is generated by this action. Inform the child of the consequence of their actions, and that you will be communicating with their parents. Inform the parents either by note, or preferably, by phone, what the problem is and what has been done. Ask the parents for ideas on their perceptions of the child's behavior and their most effective techniques in dealing with their child. Be sure that if you communicate via note that your intent is exactly clear and that some form of communication is received back from the parent regarding the situation. Be sure to let the parent know that any further disruption will need further action. This step should be completed within one day of the infraction. The disciplinary consequences are to be more severe than Level Two actions.

- **LEVEL FOUR: Teacher, Parent, Child Conference.** This is a critical step in avoiding a breakdown in the disciplinary process. If a child has not responded to the previously mentioned levels of discipline, or an incident of sufficient magnitude occurs (considered to be quite serious), inform the child of your desire to visit with them at an appropriate time (a.m. recess, lunch, after school, etc.). Let the tone of your voice carry the seriousness of your intent.

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2201a			November 7, 2024

When alone with the child, clarify for the child the inappropriateness of the behavior, your disappointment, and that a teacher, parent, child conference is required. The amount of time between the infraction and the parent meeting could be as much as three days, but must take place. Set up a time with the parents to actually meet together with the child. Before meeting with the child, the teacher should meet with the parent and predetermine what will be said and what action will be taken. The action needs to be more severe than Level Three actions. Approach this meeting with a problem-solving attitude to insure parent cooperation and support.

The Level Four disciplinary form must be signed by the child, the parent, and the teacher and a copy given to the principal. (Form found in Templates section)

- **LEVEL FIVE: Principal Discipline, Parent Notified.** This is a last step level designed to be used only when the above level steps have been tried and completed without curtailment of an ongoing activity or the severity of an incident may necessitate this action. This discipline can range from a lecture to long-term suspension. Parent notification may include a conference, note or phone call, depending on the circumstances.

- **LEVEL SIX: Mandatory principal, parent, teacher, child conference.** At this level of disciplinary action a serious situation exists. The child's actions have either been extreme or repetitive to the point of needing a major change in attitude or requiring a major consequence (suspension or expulsion from school). The principal and the parent will meet first to agree on a course of action. The teacher will then be involved and help to determine the school's role in altering the child's behavior. Finally the child will be brought into the office and informed of the consequences and behavior altering steps necessary to affect the expected change.

- **LEVEL SEVEN: In school suspension, short-term suspension, long-term suspension, or expulsion.** (Student, parent, teacher, principal conference required)

It is the policy of Thomas Edison Charter School that students and parents will be provided due process. The appeals must be in writing and copies must be given to the director and a member of the governing board. Due Process means that a parent of a child may challenge any disciplinary action taken with their child.

STUDENT DISCIPLINE PROCEDURES (5 OF 5)

Item #	Board President Signature	Original Approval Date	Last Amendment Date
2201a		2006	

Due Process means that a parent of a child may challenge any disciplinary action taken with their child. To do this a parent or legal guardian needs to write a letter of disagreement and give a copy to the principal and the governing board.

General School Rules: Teachers are expected to teach their classroom the general school rules on the first day of school. The school rules are as follows:

1. Be polite, courteous and exercise safe behavior at all times.
2. Keep hands and feet to yourself at all times.
3. Stay on the school grounds during school hours. Keep hands and feet off fences. Stay in supervised areas at all times unless you have written permission.
4. Be respectful in talking with and interacting with adults. Talking back is not allowed.
5. Students will treat one another with acceptance and respect. Name calling, swearing and bad language will not be tolerated.
6. Fighting, wrestling, kicking or tripping is not permitted - even in fun.
7. Keep school grounds litter free.
8. Throwing rocks and snow is not permitted.
9. Spitting is not permitted.
10. Weapons are not permitted.
11. Leave toys or play weapons at home.
12. Walk bikes, skateboards, scooters, etc. on sidewalks and school grounds.

Playground Rules

1. Play in designated play areas only.
2. All peers from same grade level must be allowed to play in a game.
3. Children should ask permission to go after balls when they leave the playing area.
4. After school hours, go directly to your car pools or busses, unless you are involved in after-school programs.
5. Dangerous games are not allowed, such as "crack the whip".
6. Stay in supervised areas only.

Lunchtime Rules

1. Lunch bags are to be treated properly.
2. Use soft voices.
3. Walk at all times.
4. Clean up your eating area before leaving – including the floor around you.
5. Eat your lunch only. (Please don't share lunches)
6. Food must be eaten in lunchroom only.
7. Sit down at the table with both feet on the floor.

LUNCH AND RECESS PROCEDURES (1 OF 2)

Item #	Board President Signature	Original Approval Date	Last Amendment Date
2201b			

Lunch

1. Students line up in class room and are taken to lunch room by teacher or aide (silently).
2. Each class will sit at assigned tables and are expected to eat lunch quietly. Students may talk quietly to their neighbors.
3. Students are expected to sit with feet on the floor and remain until dismissed.
4. Any child leaving the table must first raise their hand for permission.
5. If noise level becomes too loud, a predetermined signal is given (music may be turned on or an orange flag may be raised, etc.) during which time no speaking at all is allowed. Quiet talking may resume after the signal is removed.
6. At a predetermined time, a lunchroom monitor will instruct class to clean their eating area, throw their garbage away, and line up at the door. A lunchroom monitor will escort students out to recess, allowing time to silently put lunch boxes away and get coats and jackets.
7. Students who misbehave will be assigned a seat away from main tables ("benched") to finish their lunch.
8. There will be no playing in Gym during Lunch.
9. Lunch is the only time that food may be eaten. There should be no food on playground or in classroom.

Recess

1. Adhere to the rules.
2. An area for "benching" will be identified.
3. Grounds will be kept orderly. Whistle is blown two minutes prior to the end of recess. A card designating which class is to come in is shown. Students are to return all equipment to proper storage and check playground for litter. Students line up and wait for teacher who is to arrive one minute prior to the end of recess. Upon teacher direction, students enter the building in silence and return to their seats ready to learn.
4. If recess monitors don't have children straighten play ground, they are expected to do it before returning in.
5. Gates should be closed and garbage picked up.

Bathroom breaks

1. Before lunch and recesses.
2. Line up and go down as a class in silence.
3. After children are finished in bathroom, they line up in hall and wait for class to be ready to go to either lunch or recess.

LUNCH AND RECESS PROCEDURES (2 OF 2)

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2201b			

Notes:

- Teachers need to teach and maintain the order of this system, current policy and rules with students. The expectation is excellence. Consistency and training are the keys to success. Students talking will be sent back with an aide to re-walk in silence. Apply your steps of instruction (Modeling, coaching, scaffold and fade, etc.)
- Recess and lunchroom monitors need to be a part of the learning process and need to know expectations and how to use positive reinforcement during these times to improve student's behavior.
- Line up times can be used for drills or instructions about what will happen when the class gets to their destination.
- Buddy System – Use a buddy system for students. Students are never allowed to go anywhere alone; they always have an assigned classmate. When we see students alone in the hall, we know something is not right. This also protects the students.
- If a parent sends a note not allowing a student to go to recess, it is the teacher's responsibility to make arrangements and communicate with recess monitors.

STUDENT DRESS CODE POLICY

Item #	Board President Signature	Original Approval Date	Last Amendment Date
2202			March 12, 2025

Students are expected to dress and groom themselves in a neat, attractive fashion reflecting pride in themselves and in their school. The dress code is established to help ensure an atmosphere conducive to study and prevent drawing attention to self. Pride in student dress and grooming is an observable difference at Thomas Edison Charter School. It is the responsibility of parents and children to ensure compliance with the dress code. If there are any questions, keep it simple and err on the conservative side.

All clothing should fit properly and be in good repair. All shoes must cover the entire foot. Neither denim nor athletic wear (sweats or athletic shorts) are allowed. No logos/designs or lettering of any kind is allowed, except approved Thomas Edison Charter School logos.

- The official school shirt has a collar, short or long sleeves, and is long enough to remain tucked in. Shirts will be any solid color. *Shirts will be one of three styles: polo, oxford, or turtleneck.*

- Pants, capris, or knee length shorts will be a solid color in khaki, navy, black, or gray. Skirts, skorts, or jumpers may also be approved school plaid. Khaki is defined as the appropriate shade of brown, tan, or green. Examples of approved school plaid are Green Plaid from French Toast Clothing Company or Hunter Classic Navy Plaid from Land's End Clothing Company. Leggings, tights, and "knee high" socks worn with skirts, jumpers or shorts must be solid color. *Pants and shorts will be one of three styles: slacks, cargo, or Docker (the style, not brand).*

- Outerwear worn in the building over a dress code shirt for warmth, such as a sweater, cardigan, or vest, must fit all dress code standards except a collar. Appropriate non dress code outerwear may be worn outside the building.

Occasional exceptions, consistent with the intent of the dress code for special events (such as Boy or Girl Scout uniforms), may be approved by the principal. The principal will interpret and resolve all issues regarding the dress code.

BULLYING PREVENTION POLICY (1 OF 3)

Item #	Board President Signature	Original Approval Date	Last Amendment Date
2203		November 7, 2012	November 6, 2024

I. PURPOSE

TECS is committed to providing all students and staff members with a safe and civil school environment in which they are treated with dignity and respect. All individuals are entitled to be educated in a safe environment, with minimal disruptions, that is free of harassment and assault.

Any behavior that interferes with this environment is prohibited at Thomas Edison Charter Schools (TECS). To that end, TECS has in place policies and procedures designed to reduce and eliminate unsafe behaviors. Annually, TECS will collect signed statements from every student age 8 up, parents, and faculty that they have received a copy of this policy.

II. DEFINITIONS

The following definitions summarize the terms used in this policy. For more complete definitions, please refer to Utah Code 53G-9-601.

1. "Abusive conduct" means verbal, nonverbal, or physical conduct of a parent or student directed toward a school employee that, based on its severity, nature, and frequency of occurrence, is intended to cause intimidation, humiliation, or unwarranted distress.
2. "Bullying" means a school employee or student intentionally committing a written, verbal, or physical act against a school employee or student that might:
   a. Cause physical harm, emotional harm, damage to property, or fear of these kinds of harm or damage
   b. Create a hostile, threatening, humiliating, or abusive environment due to the pervasiveness, persistence, or severity of the actions or a power differential between the bully and the target
   c. Substantially interfering with an individual having a safe school environment that facilitates educational performance.
3. "Cyberbullying" means using the Internet, a cell phone, or another device to send or post text, video, or an image that will hurt, embarrass, or threaten an individual, regardless of intent or knowledge / consent of an individual.
4. "Harassment" means repeatedly communicating to another individual, in a demeaning or disparaging manner, statements that contribute to a hostile learning environment.
5. "Hazing" means intentionally committing an act that endangers the physical or mental health of an individual for the purposes of initiation or admission to a team, office, program, or other organization.
6. "Retaliation" means an act intended as retribution against an individual for reporting bullying or to improperly influence the investigation of a report of bullying.
7. "Violent felony" is defined in Utah Code 76-3-203.5.
8. "Sexual crime" is defined in Utah Code 53-G-8-201.

This policy will be interpreted and applied so as to comply with state and federal legal requirements

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relating to civil rights violations of Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Title II of the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973).

III. PROHIBITIONS

1. Bullying, harassment, and abusive conduct are prohibited on school property, at a school related or sponsored event, or in transit to or from school or a school related or sponsored event.
2. Hazing or cyberbullying a student is prohibited at any time or in any location.
3. Retaliation against a student, or an investigator for, or witness of, an alleged incident of bullying, cyberbullying, harassment, hazing, or abusive conduct is prohibited. TECS will work with the victims to protect them from retaliation and provide assistance in reporting subsequent problems and new incidents.
4. False allegations of bullying, cyber-bullying, harassment, hazing, abusive conduct, or retaliation are prohibited. Formal disciplinary action will not be based solely on an anonymous report.
5. Making a false report about an emergency situation or threat to the school as described in Utah Code 76-9-202 is prohibited.
6. Sharing a recording of an act of bullying, cyberbullying, hazing, abusive conduct, or retaliation in order to impact or encourage future incidents is prohibited.
7. Violent felonies and sexual crimes are prohibited both on and off school property.

IV. NOTIFICATION

1. An administrator and/or school counselor/psychologist will notify a parent or guardian in a timely manner by verbal or electronic communication if a student threatens to commit suicide, or if the student is involved in an incident involving prohibited behaviors as defined in this policy.
2. TECS will maintain a confidential record of parental notification and communication in accordance with the Federal Educational Rights and Privacy Act (FERPA).
3. Parent notification records will be maintained securely by school administration for the duration of the students' enrollment and destroyed upon the student's departure from the school.

V. ACTION

The administration will create an action plan, consistent with the school's discipline policies, that will apply to individuals involved in prohibited actions.

V. TRAINING

Students, staff and volunteers will receive training regularly from sufficiently trained individuals regarding the topics defined in this policy.

BULLYING PREVENTION POLICY (3 OF 3)

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Reference Law:

Utah Admin. Rule 277-613: LEA Policies and Training Regarding Bullying, Cyber-Bullying, Hazing, Retaliation, and Abusive Conduct
Family Educational Rights and Privacy Act (FERPA)
Utah Code 53G-9-7 Suicide Prevention Utah Code 53G-9-6 Bullying and Hazing
Utah Code 53G-8: Discipline and Safety

Related Policies:

TECS Electronic Devices Policy
TECS Discipline Policy & Procedures
TECS Bullying Prevention Procedures
TECS Student Conduct
TECS Grievance
TECS Professional Teacher Conduct

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2203a			November 6, 2024

Procedures for Bullying Prevention Policy

TECS's prime goal is to prevent bullying from ever occurring; however, when such instances transpire, TECS will respond as outlined.

I. PREVENTION

1. TECS creates a positive culture of warmth and respect among students and staff according to principles of human behavior and applications thereof developed by Dr. Glenn Latham.
2. Staff acts quickly on early signs of bullying according to the "Levels of Discipline."
3. Subject to the parental consent requirements in Utah Code 53E-9-203,students are provided opportunities to report to school officials their feelings on the general school climate, as well as possible bullying violations and locations where students are unsafe and additional adult supervision may be required. Aside from traditional methods of reporting, other opportunities may also include surveys, class meetings, a box for written complaints, or other means deemed appropriate.

II. TRAINING

Bullying Prevention training shall be offered to new employees within a year of hire and to all employees at least once every three years. Training shall also be provided to all students, employees, and volunteers participating in school-sponsored athletic programs or extracurricular clubs in accordance with Administrative Code R277-613-7. Employee training will complement existing suicide prevention training and include information about recognizing, preventing, and reporting bullying, cyberbullying, hazing, retaliation, and abusive conduct, including the items identified below:

1. Overt aggression (e.g., physical fighting and/or verbally threatening behavior)
2. Relational or social aggression (e.g., rumor spreading, intimidation, isolation)
3. Sexual aggression (e.g., acts of a sexual nature or with sexual overtones)
4. Cyberbullying (e.g., acts using electronic devices etc.)
5. Civil rights violations and discrimination (e.g. recognition, investigation, reporting, and compliance with Title VI of the Civil Rights Act of 1964 , Title IX of the Education Amendments of 1972, Title II of the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973)
6. Prohibited behaviors and their possible relation to discrimination
7. How bullying, cyberbullying, hazing, retaliation, and abusive conduct are prohibited based on actual or perceived characteristics, including race, color, national origin, sex, disability, religion, gender identity, sexual orientation, or other physical or mental attributes or conformance or failure to conform to stereotypes
8. The right of free speech and how it differs for students, employees, and parents
9. How to conduct an investigation for allegations of incidents covered by this policy
10. When issues relating to this rule may lead to student or employee discipline

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11. Awareness and intervention skills (e.g., social skills training etc.)

III. RESPONSE

1. Bullying Prevention Coordinator - TECS will designate an individual to oversee the implementation of this policy by:
    a. providing or overseeing training for those who investigate violations of this policy
    b. overseeing the implementation of the bullying incident action plans and parental communication
    c. acting as a liaison with the state board regarding this policy
    d. complying with state reporting requirements
2. Each reported violation will be promptly and thoroughly investigated in accordance with Administrative Rule R277-613-5. This includes reports from students, parents of students, and employees who have experienced abusive conduct. The investigation will determine whether or not the actions of the individual(s) were in violation of this policy, which would result in the creation of a bullying incident action plan.
3. Bullying Incident Action Plan - When an allegation has been verified through the process described in R277-613-5, a *bullying incident action plan* will be created in coordination with the individuals and parents of involved students. The plan will contain separate sections for the victim and the perpetrator.
4. The plan for the victim will include:
    a. agreed upon communication channels to keep individuals and parents updated about the plan's implementation;
    b. a description of how the school will address the victim's needs;
    c. consideration of accommodations necessary to reduce the victim's exposure to the individual who caused the incident, if necessary. These accommodations cannot require or direct:
        i. a change in the victim's educational schedule or placement;
        ii. a change in the victim's participation in a school sponsored sport, club, or activity;
        iii. participation in a restorative justice practice with the individual who engaged in prohibited conduct unless permission is given by the victim's parent;
    d. notification of the consequences and plan to address the behavior of the student who caused the incident;
    e. supportive measures designed to preserve the student's access to educational opportunities;
    f. access to other resources an individual or their parent may request, to the extent that they are available.
5. The plan for the individual who caused the incident will include:
    a. a range of tailored and appropriate consequences, making reasonable effort to preserve students' access to educational resources and activities;
    b. a process to determine and provide any needed resources related to the underlying cause of the incident;
    c. supportive measures designed to preserve students' access to educational services and

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opportunities while protecting the safety and well-being of other individuals;

d. a process to remove the individual from school in an emergency situation, including a description of what constitutes an emergency;

e. procedures for proper transitional reinstatement of the individual back into the school community, as appropriate;

6. As appropriate, actions may also include:
   a. creating procedures for protecting the victim and other involved individuals;
   b. situational evaluation to prevent future incidents, if the incident occurred on school property;
   c. reporting to law enforcement acts that constitute suspected criminal activity or that occur off of school property;
   d. receiving input from law enforcement regarding safety risks or threats posed upon reintegration of the offender;
   e. investigating and reporting civil rights violations for incidents related to an individual's identification as part of a group protected from discrimination under federal law;
7. If a student has committed a violent felony or sexual crime, they shall be expelled. The student may not be reintegrated into the same school as the victim of their crime unless the victim consents. An alternative placement for the students will be determined on an individual basis, as necessary.
8. Parents and staff may appeal a resolution in accordance with the school's grievance policy.

IV. NOTIFICATION

1. An administrator and/or school counselor/psychologist will notify a parent or guardian in a timely manner by verbal or electronic communication if a student threatens to commit suicide, or if the student is involved in a prohibited incident either as a victim or alleged perpetrator.
2. The person investigating a prohibited incident will follow up with the parents of all parties to inform them when an investigation is concluded, how the school will proceed based on the results of the investigation, and what their appeal options are if they disagree with the resolution of the investigation
3. TECS will verify parent notification by maintaining a confidential record protected under the Federal Educational Rights and Privacy Act (FERPA).
4. Parent notification records will be maintained securely by school administration for the duration of the students' enrollment and destroyed in accordance with the school's data governance policies and procedures.

GANG PREVENTION AND INTERVENTION POLICY

Item #	Board President Signature	Original Approval Date	Last Amendment Date
2204		December 4, 2013	

Inherent in the Thomas Edison Charter Schools philosophy is the promotion of positive group dynamics, a powerful force in creating a safe, supportive school environment that contributes to students' academic and social success. Destructive group behavior has no place at Thomas Edison Charter Schools and will not be tolerated. Consequently, TECS has the following policy and procedural guidelines in place for preventing gang-related activity:

1. According to state law, a "gang" is defined as a group of three or more people who form an allegiance and engage in a range of anti-social behaviors that may include violent or unlawful activity or both. These groups may have a name, turf, colors, symbols, or distinct dress, or any combination of the preceding characteristics.
2. School personnel will be trained to recognize risk factors and early warning signs of at-risk students. School counselors and/or the school psychologist will work with parents and administration to determine any necessary intervention measures.
3. Suspected gang activity must be reported to administration.
4. Gang affiliation and activity, in any form and by any person, is prohibited at Thomas Edison Charter Schools. Any use of gang names, slogans, signs or paraphernalia at school, or at school -related activities, is strictly prohibited. Gang members are barred from school-related activities.
5. Gang-related activity is subject to disciplinary procedures. An administrator will notify a parent or guardian if a student is involved in suspected gang-related activity.
6. TECS will cooperate with local law enforcement agencies in the reporting and investigation of any suspected gang activity.

Reference Law:
Utah Code 53AE-3-509: Gang Prevention and Intervention Policies
Utah Admin. Code R277-609
Utah Admin. Code R277-436

Related Policies:
TECS Safe Schools Policy
TECS Discipline Policy
TECS Bullying Prevention Policy

STUDENT SEARCH AND SEIZURE POLICY

Item #	Board President Signature	Original Approval Date	Last Amendment Date
2205		December 4, 2013	November 1, 2023

It is the policy of Thomas Edison Charter Schools that authorized school officials have the right to search and seize property as necessary to maintain a safe and effective learning environment on school premises and at all school-related activities. A search and/or seizure may occur upon "reasonable suspicion" that a law or school rule has been violated or that the safety of students or staff may be jeopardized. "Reasonable suspicion" shall be based on specific and objective facts that the search will produce evidence related to the alleged violation. Any search of a student, his/her property, or school property assigned to the student shall be limited in scope and designed to produce evidence related to the suspected violation.

Property that may be searched by school officials includes, but is not limited to, lockers, desks, purses, backpacks, electronic devices, etc. Property that may be seized includes any item deemed illegal, unsafe or otherwise prohibited, including controlled substances, weapons, and electronic cigarette products. Items that are confiscated will be disposed of appropriately or may be turned over to law enforcement under some circumstances. A school administrator or their designee must dispose of or destroy confiscated electronic cigarette products, which may contain hazardous waste, in accordance with guidelines provided by the Utah Division of Waste Management and Radiation Control.

School officials shall act in accordance with law when conducting a search and/or seizure and students will not be subjected to excessive and unreasonable intrusion. Searches of individual students shall be conducted in the presence of at least two TECS employees. The principal or designee shall notify the parent/guardian of a student subjected to a search and/or seizure of property afterward and seized property will be released to a parent or to proper authorities.

Lockers, desks and all other types of equipment provided by the school remain the sole property of TECS and are subject to its control and supervision. Students have no reasonable expectation of privacy, and lockers, desks, and other equipment may be inspected at any time with or without reason, and with or without notice, by school personnel.

Reference Laws:

Utah Code 53G-8-509: State Board Rules to Ensure Protection of Individual Rights
Utah Code 53E-3-401
Utah Code 53G-8-Part 2: School Discipline and Conduct Plans
Utah Admin. Code R277-615: Standards and Procedures for Student Searches Utah Constitution

Related Policies:

TECS Safe Schools Policy
TECS Discipline Policy & Procedures
TECS Electronic Devices Policy
TECS Substance Misuse and Prevention Policy

DUE PROCESS POLICY

Item #	Board President Signature	Original Approval Date	Last Amendment Date
2206		Before September 9, 2003	

It is the policy of Thomas Edison Charter Schools that students and parents will be provided due process. The appeals must be in writing and copies must be given to the director and a member of the governing board.

STUDENT EXPULSION POLICY

Item #	Board President Signature	Original Approval Date	Last Amendment Date
2207			

Thomas Edison Charter School Governing Board shall have authority to expel a student based on the recommendation of the Principal. Due process will be followed.

ATTENDANCE AND TARDINESS POLICY

Item #	Board President Signature	Original Approval Date	Last Amendment Date
2208			March 12, 2025

Thomas Edison Charter School is committed to ensuring every student receives an exceptional education. Consistent attendance is a vital factor to school success. This is especially true in Thomas Edison's academically rigorous environment. It is important that students be in attendance every possible day. Absences create major obstacles for both students and teachers and inhibit academic growth. Parents are expected to plan family vacations during school vacation time. Student health appointments should be scheduled outside of school time whenever possible.

When a student is absent, the parent or guardian should notify the school office by the beginning of the school day and inform the attendance secretary of the reason. Valid excused absences include: illness, death of a family member or close friend, a family emergency, a medical or dental appointment that cannot be scheduled outside the school day, an approved school activity, an absence permitted by a student's IEP, or a pre-approved family event. Students and/or parents are also responsible for contacting the teacher to make up missed school work and homework.

Parents are expected to teach their children the importance of punctuality which reflects respect, courtesy, and the value of education. Students should be at school in time to attend Morning Greeting each day. Tardiness is disruptive to the learning process. It has a negative impact on the entire class, not just the child who is tardy.

Thomas Edison Charter School is charged with the responsibility of enforcing Utah's compulsory education laws and ensuring that the school meets the attendance component of Annual Yearly Progress which is 93% school-wide average attendance. Chronic absenteeism and/or tardiness will result in school disciplinary action or other measures as required by state law.

ATTENDANCE AND TARDINESS PROCEDURES (1 OF 2)

Item #	Board President Signature	Original Approval Date	Last Amendment Date
2208a			March 12, 2025

See Policy and Procedures #2201 for examples of TECS disciplinary action for excessive absenteeism and/or tardiness.

"Truant" means a condition by which a school-age child, without a valid excuse, is absent for at least half of the school day.

Notice of Compulsory Education Violation for Students in Grades 1-6

Consistent with Section 53G-6-202, TECS may issue a "notice of compulsory education violation" to a parent/guardian of a student if the student is truant at least five times during the school year.

This notice shall:

1. Be served on the parent/guardian by personal service or certified mail.
2. Direct the parent/guardian to meet with school authorities to discuss the student's attendance problem and cooperate with the Principal and Board to secure regular attendance by the student.
3. Designate the school authorities with whom the parent/guardian is required to meet.

If school personnel have reason to believe that, after a notice of compulsory education violation is issued, the parent/guardian has failed to make a good faith effort to ensure that the school-age child receives an appropriate education, the issuer of the compulsory education violation shall report to the Division of Child and Family Services the information required by Utah Code 53G-6-202.

Notice of Truancy for Students in Grades 7-8

Consistent with Section 53G-6-203, TECS may issue a notice of truancy to a school-age child in grade 7 or above, who is at least 12 years old, and is truant at least five times during the school year.

This notice shall:

1. Be served on the parent/guardian by personal service or certified mail.
2. Direct the school-age child and the parent/guardian to meet with school authorities to discuss the student's attendance problem and cooperate with the Principal and Board to secure regular attendance by the student.
3. Designate the school authorities with whom the school-age child and parent/guardian are required to meet.

ATTENDANCE AND TARDINESS PROCEDURES (2 OF 2)

Item #	Board President Signature	Original Approval Date	Last Amendment Date
2208a			March 12, 2025

TECS may refer a student who is habitually truant to an alternative intervention program as described in Utah Code 53G-8-211.

Reference laws:
Utah code 53G-6-201 through 53G-6-209
Utah code 53G-8-211
Utah Administrative Code Rule R277-607

DISCIPLINE PLANS AND EMERGENCY SAFETY INTERVENTIONS (1 OF 3)

Item #	Board President Signature	Original Approval Date	Last Amendment Date
2210		April 9, 2014	November 5, 2025

It is the policy of Thomas Edison Charter Schools to espouse a positive approach to discipline and to comply with state and federal law and to ensure that Emergency Safety Interventions (ESI) are implemented only in accordance with the Utah Administrative Code.

Definitions

- **Corporal Punishment:** The intentional infliction of physical pain upon the body of a student as a disciplinary measure.
- **Emergency Safety Intervention (ESI):** The use of seclusionary time out or physical restraint when a student presents an immediate danger of serious physical harm to self or others.
- **Physical Restraint:** Personal restriction that immobilizes or reduces the ability of a student to move arms, legs, body, or head freely.
- **Seclusionary Time Out:** Involuntary confinement of a student in an enclosed area where the student is alone and staff maintain continuous visual observation.

Prohibitions

- Corporal punishment is strictly prohibited.
- ESI shall not be used as discipline, punishment, or for staff convenience.
- ESI may only be used when a student presents an imminent, significant risk of harm to self or others, and only for the minimum time necessary to reduce that risk.
- All ESI must end when the threat subsides or if the student shows severe physical distress.
- Maximum duration for ESI is 30 minutes.
- Prohibited practices include:
    - Prone (face-down) and supine (face-up) restraints
    - Restraints that obstruct airways or impair communication
    - Mechanical restraints (except limited transport devices by trained staff)
    - Chemical restraints (except physician-prescribed medication in a health plan)

Physical Restraint

A TECS employee may, when acting within the scope of employment, use and apply reasonable and necessary physical restraint under the following circumstances:

- In self-defense;
- To take possession of a weapon or other dangerous object in the possession or under the control of a student;
- To protect the student or another person from serious physical injury;
- To remove from a situation a student who is violent; or
- To protect property from being damaged, when physical safety is at risk.

Seclusionary Time Out

- Doors must remain unlocked.
- Staff must maintain continuous line-of-sight observation.
- Seclusion may only be used when the student poses an immediate and significant risk of harm.

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Designation of Seclusionary Time Out Areas
Any enclosed area used for seclusionary time out must be formally designated by the Governing Board in a public meeting before it may be used. The Board shall approve a written description of the space, including safety features, lighting, and ventilation. Parents shall be provided written notification of the existence of any designated seclusionary time out area before use. No student may be placed in a seclusionary time out area unless it has been formally approved and staff maintain continuous visual observation.

Students with Disabilities
Students receiving services under IDEA or Section 504 are subject to all applicable federal and state requirements. Emergency Safety Interventions may only be included in a student's IEP or 504 Plan if:

1. Less-restrictive interventions have been attempted and documented as ineffective;
2. A current Functional Behavioral Assessment (FBA) has been completed; and
3. A Behavioral Intervention Plan (BIP), based on data, has been developed and implemented.

Any ESI written into an IEP or 504 must include clear use criteria, data collection, and progress monitoring. All procedures must comply with IDEA and Section 504.

Notification Requirements

- The principal or designee and parent/guardian must be notified immediately when ESI occurs.
- If ESI exceeds 15 minutes, immediate notification to parents and administration is required.
- Within 24 hours, the school will notify parents of their right to request all written notes and documentation regarding the incident.
- Documentation will be entered into the student information system.

Post-Incident Debriefing and Review
Following each use of ESI:

- A school administrator and involved staff shall review the incident for compliance.
- A debriefing will be conducted with the student to restore trust and review strategies for self-regulation.
- Parents will be offered the opportunity to participate in a debriefing to discuss the incident and supports.

Documentation
All ESI incidents must be documented in the student information system, including duration, type of intervention, and circumstances.

Training Requirements and Key Identified School Employees
All teachers and staff who work directly with students shall be trained on effective alternative to ESI, safe and effective use of ESI, and criteria for release.

- TECS shall provide annual training to all staff who work directly with students, covering:
    - Positive behavior supports and de-escalation;

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  - Safe ESI application and release criteria;
  - Documentation and parent notification procedures;
  - Student rights and disability compliance; and
  - Alternatives to ESI.
- The principal shall designate **key identified school employees** who receive advanced training and are responsible for:
  - Assisting staff during ESI;
  - Conducting post-incident evaluations;
  - Supporting student/parent debriefings; and
  - Monitoring safety and referrals.

Oversight
An Emergency Safety Intervention Committee, as require by law, shall meet to review incidents, monitor use, and make recommendations for training and policy updates.

Data Collection and State Reporting
The school shall collect and maintain data on all ESI incidents, disaggregated as required by the Utah State Board of Education (USBE). The ESI Committee will review aggregate data annually to identify patterns and recommend improvements. TECS shall submit annual ESI data to the USBE and make aggregate reports publicly available as required.

USBE Data Collection Qualtrics Link:
https://usbe.az1.qualtrics.com/jfe/form/SV_bsxW5GzwRrV7nkq

Reference Law:
Utah Admin. Code: R277-608 Prohibition of Corporal Punishment in Utah's Public Schools
Utah Admin. Code: R277-609 Standards for LEA Discipline Plans and Emergency Safety Interventions
Utah Code 53G-8-3: Physical Restraint of Students
Utah Code 53E-7-207: Local Education Agency Special Education Duty and Authority

Related Policies & Procedures:
TECS Charter
TECS Discipline Procedures

STUDENT PERSONAL ELECTRONIC DEVICE POLICY (1 OF 2)

Item #	Board President Signature	Original Approval Date	Last Amendment Date
2211		June 14, 2023	November 5, 2025

Thomas Edison Charter Schools does not allow students to use personal electronic devices, especially electronic communication devices, during school hours. These devices include but are not limited to cell phones, satellite phones, smartphones, smartwatches, any device with communication abilities, and any emerging technology that has or will be able to act in place of or an extension of an individual's cell phone. It is the belief of Thomas Edison Charter Schools that these devices are a source of student distraction, disrupting academic learning and performance. Use of devices during the school day is not permitted unless specifically allowed under school policy. Students may not check their personal electronic devices at any time during school hours.

The school strongly recommends that personal electronic devices be left at home. However, if a student brings a device to school, it must be turned off and stored in a locker or backpack from the time the student arrives on school premises until the dismissal bell at the end of the day. Students may turn on their personal electronic devices after the dismissal bell at the end of the day only to communicate with parents, guardians, or a person providing transportation. Any other use of a personal electronic device is inappropriate and prohibited while on school property.

If a student is found using a personal electronic device, or other students are found using their personal electronic device, outside he parameters listed above, the device will be confiscated and taken to the principal's office. A parent or guardian MUST be the one to come pick up the personal electronic device from the principal's office. The purpose of this is to allow the principal or assistant principal to help the student and parent understand the personal electronic device policy.

Student safety is of utmost importance to Thomas Edison Charter Schools. It is not only the responsibility of the school to keep students safe but also to be aware of any student needs. As part of this, communication between parents and their students should always be done through the school's front office. This allows the school to relay information not only to students but to administration and teachers when necessary. The better communication the school has with parents about student needs, the better the school can keep students safe. The schools have a student phone which students may use at any time when they communicate their needs to their teachers and/or aides. Parents are free to call the school at any time to relay information to their students or to get in contact with their students.

Exceptions to the Personal Electronic Device Policy

Students may not use personal electronic devices on school property, except in the following situations:

1. IEP or 504 Plan Accommodation
    - The device is required as part of the student's Individualized Education Program (IEP) or Section 504 Plan.
2. Medical Necessity
    - The device is needed to manage a documented medical condition.
3. School Administration Authorizes Use For:
    - Imminent Safety Threat

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2211		June 14, 2023	November 5, 2025

- SafeUT Crisis Line
- School-Wide Emergency

References:
Utah Code 53G-7-226: Cellular Device Prohibition

SUBSTANCE MISUSE AND PREVENTION POLICY

Item #	Board President Signature	Original Approval Date	Last Amendment Date
2212		October 4, 2023	

Thomas Edison Charter Schools are drug-free campuses. Use, possession, or distribution of controlled substances by students or staff is prohibited on school grounds, including at school-sponsored events or extracurricular activities. Controlled substances include alcoholic beverages, tobacco products, electronic cigarettes, drugs, and drug paraphernalia.

TECS will offer instruction on avoiding alcohol, tobacco, electronic cigarettes, and other drug use at each grade level and distribute the expectations of conduct to students and staff each year. Utah Code requires a, "school-based underage drinking and substance abuse prevention program" for students in the following grade levels: 4th or 5th; 7th or 8th; 9th or 10th. Botvin's Life Skills Training is offered to meet this requirement, as it is a research-validated prevention program proven to reduce the risk of substance abuse and other risky behaviors.

If a student is believed to be in possession of controlled substances, TECS employees will follow the procedures outlined in the Search and Seizure Policy for their confiscation and disposal. If a student is found with a controlled substance on school grounds, parents will be notified, and the student may be suspended or expelled from school in accordance with the school's Student Discipline Procedures and Utah Code 53G-8-205. Law enforcement agencies may be notified, depending on the nature of the incident.

Reference Laws:
Utah Code 53G-8-2: School Discipline and Conduct Plans
Utah Code 53G-8-5: Substance Abuse Reporting and Weapons Notification
Utah Code 53G-10-4: Health Curriculum Requirements
Utah Admin. Code 277-910: Underage Drinking and Substance Abuse Prevention Program

PARENT ORGANIZATION POLICY (1 OF 2)

Item #	Board President Signature	Original Approval Date	Last Amendment Date
2301		March 4, 2015	

Strong parental involvement is a foundational tenet of Thomas Edison Charter Schools. TECS recognizes the crucial role parents play in the schools' success and the subsequent need for an organized body to coordinate effort in this regard, namely, a Parent Organization. Immediately upon enrolling a student at TECS, parents and guardians become members of the TECS Parent Organization (P.O.) at the campus their student attends. The TECS Parent Organization adheres to all state laws, TECS Charter directives, and associated TECS policies and procedures.

Purpose

The purpose of the Parent Organization is to:

- Act and operate as a school support organization under the oversight of the Governing Board and the direction of the school Principal
- Facilitate and increase parent involvement at in-school and extra-curricular activities approved by the schools and the Governing Board
- Assist and support the administrative staff
- To provide appropriate activities, approved by the school and the Governing Board, for students and their parents, that create a sense of community, education, growth, and enjoyment
- Raise funds for the support of school activities approved by the schools and the Governing Board

Organizational Structure

- The TECS Charter identifies the Principal as the head of the Parent Organization at his or her respective campus.
- The Principal is assisted in directing P.O. efforts by a Parent Organization Council at each campus.
- Each campus may determine the specific composition of the P.O. Council positions (ex. Executive Council, President, President-Elect, Fundraising, Activities, etc.).
- It is preferred that P.O. Council positions are filled by election, however, in the event of an absence of multiple candidates for a particular position these positions may be appointed.
- In order to maintain the integrity of the organization and to ensure compliance with state law and school policy, each campus should generate a general handbook or set of directives (approved by the Principal and Governing Board) outlining organizational structure, responsibilities and procedures in addition to the general expectations listed below.

Parent Organization Council Qualifications, Expectations and Behavioral Guidelines

P.O. Council members should:

- Have a firm conviction of the schools' philosophy, purpose, and mission
- Exemplify integrity, honesty, and respect
- Be familiar with the TECS Charter, Parent Handbook, and associated school policies
- Promote the schools' mission and act for the good of the organization as a whole
- Avoid personal conflicts of interest, particularly in fiscal and curricular matters
- Promote positive public relations with students, parents, staff, and members of the community

PARENT ORGANIZATION POLICY (2 OF 2)

Item #	Board President Signature	Original Approval Date	Last Amendment Date
2301		March 4, 2015	

Financial Guidelines

- Each P.O. may maintain a separate bank account for P.O. funds in coordination with the schools' financial manager.
- Transparency in financial matters will be maintained. Each P.O. will generate an annual report specifying how funds were raised and distributed.
- Fundraising activities and P.O. budget expenditures will be approved by the Principal.
- Each P.O will minimize organizational risk and ensure the protection and appropriate use of funds by establishing an internal system of financial procedures that reflect school fiscal policies.
- Each P.O. will provide a detailed accounting and reconciliation of revenues and expenditures to the governing board audit committee on an annual basis.

Associated Policies:

TECS Charter
TECS Fundraising Policy
TECS Cash Receipts Policy
TECS School Fees Policy
TECS Donations, Gifts and Sponsorships Policy
TECS National Competitions Reimbursement Policy

Reference Laws:

Utah Administrative Code R277-113: LEA Fiscal Policy and Accountability

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Personnel

TEACHER COMPENSATION PLAN (1 of 4)

Item #	Board President Signature	Original Approval Date	Last Amendment Date
3101		June 30, 2008	April 10, 2024

Purpose of Teacher Professional Development and Compensation Plan

Since students are more likely to succeed if provided quality instruction, Thomas Edison Charter Schools are committed to putting the best teachers available in front of each class. In addition to recruiting and hiring those with the greatest potential, Thomas Edison trains and develops all instructional personnel to potentially become master teachers.

Being a unique school necessitates a unique professional development and compensation plan. Thomas Edison desires teachers to learn and grow within the program, develop over time, and finally become master, mentor teachers who are not only influential to those students they teach, but also newer faculty members. Thus, all of our students are provided the best instructional staff possible and therefore the best possible opportunity to succeed.

Overview of Teacher Professional Development and Compensation Plan

Thomas Edison Charter School's "Level and Range" compensation model rewards teachers who excel in the classroom and provides an opportunity for more rapid salary growth. Traditional compensation systems fail to encourage rapid professional development, rewarding teacher longevity more than performance. Instead of being time-based, our plan is performance-based. Compensation is therefore directly linked to its companion document, the "Teacher Evaluation and Development Plan."

- **Levels –** Thomas Edison's Compensation Plan initially assigns a teacher to one of five levels based upon their incoming experience and education. They will subsequently move up from one level to the next according to their years of service, relevant higher levels of training, yearly teacher evaluations by administrators, and their performance relative to the level criteria. In fact, a decision to move from one level to the next is more heavily weighted by observations and evaluations by administrators and level criteria performance than anything else. Each level has a higher base salary associated with it.

- **Ranges –** As some levels have minimum year requirements before one can move to the next, the plan provides an avenue for salary gains within each level; these are referred to as "Column Two Adjustments." If one has yet to meet the minimum requirements to move up a level but their teacher evaluations and level criteria performance indicate that they merit a raise, administrators may add additional compensation within the predetermined ranges for the corresponding level.

As teachers progress up the levels and receive greater compensation, they will be required to take on additional duties as later outlined. **All salary decisions are also subject to the current year's budget.**

TEACHER COMPENSATION PLAN (2 of 4)

Item #	Board President Signature	Original Approval Date	Last Amendment Date
3101			April 10, 2024

Salary Scale

	Salary Range		Educator Salary Adjustment		Total Salary	
Level	Monthly	Yearly Equivalent	Monthly	Yearly Equivalent	**Monthly**	**Yearly Equivalent**
1	$4563 - $4929	$54,750 - $59,150	$863	$10,350	**$5426 - $5792**	**$65,100 - $69,500**
2	$4667 - $5179	$56,000 - $62,150	$863	$10,350	**$5530 - $6042**	**$66,350 - $72,500**
3	$4779 - $5516	$57,350 - $66,200	$863	$10,350	**$5642 - $6379**	**$67,700 - $76,550**
4	$4963 - $6358	$59,550 - $76,300	$863	$10,350	**$5826 - $7221**	**$69,900 - $86,650**
5	$5304 - $8629	$63,650 - $103,550	$863	$10,350	**$6167 - $9492**	**$74,000 - $113,900**

*Updated as of April 2025
**Does not include additional stipends for Spalding training (worth $700 per class)
***ESA may not be awarded if an educator has received an unsatisfactory rating on the educator's three most recent evaluations.

Level Criteria Minimums

In order to move up from one level to the next, the following criteria at a minimum must be met in addition to successful teacher evaluations. Administrators will determine other criteria beyond what is described.

- **Level One – Beginning**
  - Have a bachelor's degree and little to no professional teaching experience
  - Complete the *Writing Road to Reading – One* Spalding class with an A or B

- **Level Two** – Growing
  - At least one year teaching experience as a level one teacher at TECS, two years successful teaching experience outside the program, or no teaching experience yet having relevant additional training
  - Complete the *Writing Road to Reading – Two* Spalding class with an A or B
  - Show quality performance and progress on observations and evaluations.

- **Level Three** – Refining
  - At least two years teaching experience as a level two teacher at TECS or six years successful teaching experience outside the program
  - Relevant additional training, such as a master's degree, is preferred.

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- Complete all Spalding classes with an A or B
- Show quality performance and progress on observations and evaluations.

❖ **Level Four** – Mentoring
- At least three years teaching experience as a level three teacher at TECS or ten years successful teaching experience outside the program
- Relevant additional training, such as a master's degree, is preferred.
- Complete all Spalding classes with an A or B
- Show quality performance and progress on observations and evaluations.

❖ **Level Five** – Master Teacher
- At least four years successful teaching experience as a level four teacher at TECS.
- Relevant additional training, such as a master's degree, is preferred.
- Working towards being a certified Spalding trainer where applicable
- Consistently score superiors on evaluations.

Teacher Duties and Expectations

It is anticipated that level one and two teachers will focus on personal professional development of exceptional classroom instructional skills. Level four and five teachers expand their focus to the development of skills to benefit other teachers and the instructional program as a whole. Level three teachers are beginning the transition between the two. Generally speaking, teachers at the earlier levels are to be eager learners; those at the advanced levels are to be eager mentors. Below is an outline of minimum duties and expectations for teachers at the various levels.

❖ **Levels One and Two**
- Show a working knowledge of the program's philosophy, policies, and procedures as outlined in our core documents (charter, teacher handbook, parent handbook, etc.). Read each not less than once per year.
- Show successful implementation of Spalding strategies and the Collin's Model of instruction.
- Show successful implementation of classroom management strategies as outlined by Dr. Glenn Latham and other provided materials.
- Attend, participate in, and implement strategies learned at faculty meetings, trainings, in-service meetings, and other mentoring circumstances.

❖ **Level Three**
- Show a working knowledge of the program's philosophy, policies, and procedures as outlined in our core documents (charter, teacher handbook, parent handbook, etc.). Read each not less than once per year.
- Continue to learn from and implement strategies discussed at faculty meetings, trainings, in-service

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meetings, and other mentoring circumstances.

- Begin to transition to becoming a mentor leader as outlined below.

❖ **Levels Four and Five**

- Show a working knowledge of the program's philosophy, policies, and procedures as outlined in our core documents (charter, teacher handbook, parent handbook, etc.). Read each not less than once per year.
- Continue to learn from and implement strategies discussed at faculty meetings, trainings, in-service meetings, and other mentoring circumstances.
- Become a mentor leader. The following are examples of tasks one might be asked to participate in:
  - Conduct a workshop training during in-service meetings
  - Act in the capacity of a team leader for a grade level
  - Participate in the hiring process of new teachers
  - Write letters of recommendation for those you've mentored
  - Conduct parent training sessions
  - Prepare and implement specific curricular or instructional improvements
- Level four and five teachers are to be the models to whom the school community turns. Their positive, diligent, and team-oriented nature sets the tone for the culture of the school. Their consistent strength provides a solid base for the rest of the staff to stand upon.

This delegation of duties represents a continuous path of professional improvement and therefore is not meant to be restrictive. A level one teacher can (and should) be just as strong of a leader as a level five. A level five teacher can (and should) be just as diligent of a learner as a level one. This outline strives to emphasize the natural pattern that should take place as a new teacher grows and develops into a master teacher.

PERSONNEL BENEFITS POLICY (1 OF 3)

Item #	Board President Signature	Original Approval Date	Last Amendment Date
3102		December 4, 2022	November 6, 2024

It is the policy of Thomas Edison Charter Schools to offer personnel benefits that are competitive with the local school districts. All personnel benefits plans will be reviewed annually and may be adjusted to meet organizational needs, maintain fiscal viability and reflect changes in the local and national markets.

Medical Benefits

Full-time salaried employees are eligible to receive up to full-family medical insurance coverage.

"Part-time" salaried employee eligibility for medical insurance coverage is defined as follows:
a) .75– 0.99 FTE; board will pay 100% of individual coverage 'or' 75%- 99% (based on corresponding FTE) of two-party or family coverage. Employee pays the balance.
b) Less than .75 FTE; no coverage.

Employees who have medical insurance through an alternate plan may choose to waive TECS medical insurance coverage. Upon proof of alternate insurance, employees are eligible to choose one of the following monthly school contribution options:

1. $200 contribution into a Health Reimbursement Account (HRA) to be used by the employee for medical expenses. This money will accumulate from month to month and year to year during employment at TECS. Any unused balance will revert to the school in the event the staff member leaves employment with TECS.
2. $200 additional 401k contribution each month. Vesting of these funds is consistent with the vesting schedule of all other 401k contributions.
3. $180 stipend (This amount is lower than Option 1 or 2 because it reflects the payroll taxes the school must pay on the stipend.)

Non-salaried part-time employees will not receive benefits unless specified in a written letter of understanding from the governing board. Optional coverage such as Dental and Vision may be offered in a cafeteria type plan. A Health Reimbursement Account (HRA) may also be included as part of TECS medical benefits.

Retirement Benefits

The school retirement benefit plan is designed to be highly competitive with the Utah Retirement System benefit plan other state employees receive. All 0.5 – 1.0 FTE salaried employees are eligible to receive the 'defined contribution' retirement benefit plan adopted by the school. Any other employee who works equal to or greater than 30 hours per week during the school year shall also be eligible to receive retirement benefits adopted by the school. The schools' contribution amounts are based on the number of years the employee has been employed at TECS. Eligible employees who sign up on the

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3102			November 6, 2024

school retirement plan will receive the following contributions into their retirement account:

0-4 yrs.: 7% of base salary
5-9 yrs.: 9% of base salary
10+ yrs.: 13% of base salary

The retirement benefit vesting schedule shall be 50% after 2 full years of employment at TECS, 75% after 3 full years, and 100% after 4 full years of employment. Partly vested or fully vested employees who leave their employment at the school in good standing, then are re-employed later retain their previously accrued vesting status.
Eligible employees may choose to have additional funds withheld from their paychecks to be deposited into their retirement accounts up to the maximum limits allowed by the IRS.

Life Insurance
Basic life insurance and/or accidental death or dismemberment insurance may also be included as a benefit to full-time, salaried employees.

Short-Term Disability
All full-time salaried employees will be eligible for short term disability based on the following conditions:

1. In order for employees to be eligible, they must have completed 720 hours of employment prior to the commencement of any short term disability.
2. Employee must meet all requirements of short and long term disability plans in order to qualify for compensation.
3. Employees must exhaust all personal/sick leave days remaining (including any carry-over days from prior years) prior to commencement of short term disability payment.
4. Regular pay will be suspended upon the completion of personal/sick leave days or the commencement of short term disability payments, whichever occurs first.
5. If the employee is unable to return to work at the maximum benefit of short term disability (12 weeks); long term disability will go into effect.

Leave –Full-Time Salaried Employees
Full-time, salaried teachers will accrue 10 days of general leave throughout the year. Administrators, office staff, and custodians will accrue one day of general leave per full-time month worked throughout the year. Employees may borrow on their leave if needed, upon approval by the Principal. Up to 30 general leave days can be accumulated and carried over from year to year. Portions of these accrued days may be used with prior written approval from the principal/director with 7 days notice preferred

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for vacation time. Vacation time will not be granted to employees immediately before or immediately after Winter and Spring Break, during parent/teacher conferences, or on teacher development days. Principals may grant exceptions in special circumstances. After three or more years of continuous employment, employees may cash in their personal days at the end of each year. The employee will receive $110 for each personal day cashed in. The employee can cash in all but five days or a lesser portion of their personal days remaining each year. If the employee leaves before their third year is complete, the unused personal days will have no value. All days in excess of 30 will automatically be cashed out to the employee. At the end of each year, employees eligible for cash-out will receive a statement of personal time with an application to cash out any unused time. The application is due back to the business manager by June 20th. All employees who do not return the application will have all personal time rolled over, up to the 30 day maximum, with all additional personal time cashed out to the employee. If an employee leaves mid-school year, the amount of days available for cash out will be prorated to the amount of months worked. Each month counts for one day, starting with August and concluding with May. If an employee works past the 10th of a given month after which he or she leaves the school, a personal day will be given for that month. If additional personal days are used beyond the employee's total accumulated personal days, $150 a day will be deducted from the employee's paycheck. Teachers and secretaries who have perfect attendance for a semester will be eligible for a $125.00 bonus. The bonus will be distributed in January and July paychecks.

Leave – Part-Time Salaried Employees

Part-time salaried employees will accrue 10 pro-rated days of general leave throughout the year, but it will not be accumulated from year-to-year.

Vacation / Holiday Pay

Salaried employees will receive their regular pay for holidays and school vacations. Non-salaried employees will not receive holiday and school vacation pay.

SUBSTITUTE TEACHER POLICY

Item #	Board President Signature	Original Approval Date	Last Amendment Date
3103		December 4, 2002	December 4, 2013

It is the policy of Thomas Edison Charter Schools to employ substitute teachers of high caliber and to pay fair wages to substitute teachers. Pursuant to Utah law, the following directives apply:

1. A substitute teacher may not serve in a teaching position for more than eight consecutive weeks in one academic year in either the same class or with the same group of students. Individuals serving in the same teaching position for longer than eight weeks shall hold an appropriate license or be replaced by a person with an appropriate license.
2. TECS will obtain verification from CACTUS (Comprehensive Administration of Credentials for Teachers in Utah Schools) that a substitute teaching applicant's license has not been revoked or suspended. Individuals whose licenses have been reinstated may be considered for employment as substitute teachers.
3. Substitute teachers are required to pass periodic criminal background checks.
4. Aides, paraprofessionals and student teachers may be considered for employment as substitute teachers.
5. Substitute wages vary according to the individual's qualifications and substitution assignment. All substitutes will be assigned an hourly base pay rate. Base pay rates are formulated using a pay scale that reflects training, experience, certification, competency, and current TECS employment status.
    a. TECS classroom aides who substitute for a teacher will be paid their normal hourly rate plus $4 per hour.
    b. Other substitutes will be will assigned an hourly base pay rate (referenced above) when substituting for classroom aides. When substituting for a teacher, they will be paid their hourly base pay rate plus $4 per hour.
    c. All substitutes will be paid hourly. Lunch is unpaid.
    d. Compensable hours vary depending upon the substitution assignment:
        i. Substitute Classroom Aide: Six hours daily
        ii. Substitute Teacher: Seven hours daily
        iii. Long Term Substitute Teacher (defined as substituting for the same class for more than five consecutive days): Eight hours daily
    a. Special circumstances regarding substitute compensation must be approved by the principal in advance.

FAMILY MEDICAL LEAVE ACT (FMLA) POLICY

Item #	Board President Signature	Original Approval Date	Last Amendment Date
3104		November 7, 2007	

It is the policy of Thomas Edison Charter Schools to allow all employees who legally qualify participation in the Family Medical Leave Act.

Qualification includes:

1. An individual who has worked for at least 12 months
2. An individual who has actually worked a minimum of 1250 hours in the last 12 months.

The 12 month period to be defined as a "rolling year", measured backward from the date an employee uses any FMLA leave.

Thomas Edison Charter Schools will follow all other required rules and regulations pertaining to the components of the FMLA.

Further, it is the policy of TECS to require any qualified employee to follow all FMLA guidelines as outlined in the current personnel handbook.

FAMILY MEDICAL LEAVE ACT PROCEDURES (1 OF 3)

Item #	Board President Signature	Original Approval Date	Last Amendment Date
3104a			

Who is an Eligible Employee:

1. An individual who has worked for TECS at least 12 months. This does not need to be continuous time due to summer break.
2. An individual who has actually worked for at least 1250 hours during the last 12-month period. The 12-month period to be defined as the 12 months prior to the FMLA request.
3. An individual who has not already used the 12 week FMLA allotment this year.
4. An employee who is not considered a "key employee". To be considered a "key employee", the individual must be salaried and in the top 10% of the highest paid employees within 75 miles.
5. An individual who would not cause "substantial and grievous economic injury" to TECS due to such a long absence.

What circumstance qualifies for FMLA:

1. A new child. This can mean birth, adoption, or foster care placement.
2. A serious health condition. An illness, injury, impairment, or physical or mental condition that involves any of the following different things:
3. Inpatient care, including any period of incapacity or any subsequent treatment in connection with that inpatient care.
4. 3+ days of incapacity and any subsequent treatment or incapacity related to the same condition (NO MATTER HOW LONG OR WHEN), where you have seen a health care provider two times during the period of incapacity.
5. 3+ days of incapacity and any subsequent treatment of incapacity related to the same condition (NO MATTER HOW LONG OR WHEN) where you have seen a health care provider one time during the period of incapacity, resulting in regimen of treatment. This does not include over-the-counter drugs.
6. Any period of incapacity for pregnancy or for prenatal care. (Such as morning sickness)
7. Any period of incapacity due to a chronic serious health condition. (Requires periodic visits, lasts extended time and may cause episodic incapacity).
8. A period of incapacity that is permanent or long-term in which treatment may not be effective.
9. Any period of absence (not incapacity) to get multiple treatments for accident/injury restorative surgery.
10. Any period of absence (not incapacity) to get multiple treatments for a condition that would likely result in 3+ days of incapacity if left untreated (such as cancer, severe arthritis, kidney disease, etc.).

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Whose serious health condition:

1. Employee
2. Employee's spouse
3. Employee's child (if less than 18 years or if disabled)
4. Employee's parent (not in-law)
5. Can be an individual over whom employee is legal guardian.
6. Can be another relative if that person raised employee.

What leave consists of:

1. Unpaid time off.
2. Full time leave for new child or serious health condition.
3. Intermittent leave or reduced schedule if medically necessary, or if employer consents.
4. Reinstatement upon return to the same or equivalent position. An equivalent position is "virtually the same" including pay, benefits, working conditions, and substantially similar duties, responsibilities, skill, effort and authority.
5. Continuation of health insurance benefits.
6. Continuation of service time for pension or retirement benefits.

Notice or Request for Leave: The following steps should be followed by the employee and employer when requesting FMLA benefits:

1. Oral or written notice by employee to immediate supervisor and/or principal.
2. For foreseeable leave, 30 days notice or as soon as practicable.
3. For unforeseeable leave, as soon as practicable (1-2 business days).
4. Notice that intermittent/reduced schedule leave is medically necessary.
5. Notice of intent to return.
6. Medical Certification Form – only for serious health condition leave.
7. Certificate to provide information that allows the assessment of whether the leave is FMLA qualifying, how long it will last, and what the work limitations are.
8. For foreseeable leave – employee must return form before leave begins, if possible.
9. For unforeseeable leave – employee is allowed 15 days to return form.
10. Employer must answer all employee FMLA questions.
11. Employer must provide notification of eligibility within 2 business days of request.
12. If employee is not eligible, employer must advise when eligibility would commence.
13. Employer must notify employee of any need to make health insurance premium payments and procedure for such.
14. Employer must notify employee of any changes in health insurance plan during leave.

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Additional Information and Return to Work Procedures:

1. Re-certification may be requested no more than every 30 days and only in connection with the absence, unless:
   a. Circumstances described in previous certification have changed significantly.
   b. Information is obtained casting doubt on employee's reason for absence.
2. If the minimum duration of the period of incapacity is less than 30 days, recertification isn't needed until that period expires, unless:
   a. Employee requests an extension of leave.
   b. Circumstances described in previous certification have changed significantly
   c. Information is obtained casting doubt on employee's reason for absence.
3. For other circumstances, recertification can be requested at any reasonable interval but not less than 30 days, unless:
   a. Employee requests an extension of leave.
   b. Circumstances described in previous certification have changed significantly
   c. Information is obtained casting doubt on employee's reason for absence.
4. No 2nd and 3rd opinions allowed for recertification.
5. Fitness for Duty certification may be requested by employer when absence is for employee's own medical condition and the leave was not intermittent.
6. Fitness for Duty certification may only concern the particular condition for which leave was taken.
7. Fitness for Duty certification may be a simple statement that the employee is able to return to work.
8. TECS requires employees to use any accrued paid leave prior to FMLA leave; however, FMLA time will accrue during any paid leave if connected with FMLA leave.

For any other related questions, TECS will specifically follow FMLA rules and regulations.

Questions not answered in these procedures should be directed to the school principal and/or the Human Resources Manager.

CONTINUING EDUCATION POLICY

Item #	Board President Signature	Original Approval Date	Last Amendment Date
3105		June 6, 2006	

It is the policy of Thomas Edison Charter Schools to support and financially assist contracted teachers' continuing educational pursuits according to the following criteria:

1. The yearly school budget is able to cover the requested expense.
2. The requested class, workshop, or conference is pre-approved by the principal.
3. The course will directly support and/or enhance the Thomas Edison Charter School educational program.

The percent of the tuition paid for by the school is determined by the principal, with Board approval.

The school will reimburse an employee for any training and/or course work which is requested by the Principal or Board

The benefiting teacher may be required to present the information from the course in a faculty meeting or in-service training.

EDUCATOR EXIT AND ENGAGEMENT SURVEYS

Item #	Board President Signature	Original Approval Date	Last Amendment Date
3106			November 6, 2024

Purpose
Surveys may provide objective and subjective data for use by the Thomas Edison Charter School governing board, as well as the Utah State Board of Education (USBE) and other relevant, authorized parties.

Scopes
Thomas Edison Charter School governing board members and staff, as well as any and all authorized third-party providers and/or administrators of surveys.

Policy
The Thomas Edison Charter School governing board and staff shall administer public educator exit and engagement surveys to educators (i.e. classroom teacher, special education teacher, or school-based specialist) as required by Utah state statute, USBE administrative rule and TECS governing board policy. TECS shall utilize the USBE recommended platform for survey questions in order to assure data quality and uniformity. TECS recognizes the responsibility of its board and staff to protect personally identifiable information (PII), which may be sensitive, private or protected under Utah's Government Records Access Management Act (GRAMA). To properly administer surveys, and in order to protect PII, TECS will use only secure methods of survey administration, data collection and transfer. The intervals for administration of surveys will be in accordance with USBE rules. All required data shall be transferred to the State Superintendent of Public Education (hereafter "Superintendent") by June 30 of each calendar year.
Consistent with USBE rule, surveys:

- Shall allow each Educator to remain anonymous
- May NOT request the Educator's CACTUS ID number
- Shall ask each Educator to identify the Educator's Local Education Agency (LEA)
- May ask each Educator to voluntarily identify the Educator's school
- May ask each Educator to provide basic non-identifying demographic data as requested by the Superintendent

Reference Law:
R277-325: Public Education Exit and Engagement Surveys

PAID TIME OFF DURING SCHOOL CLOSURE (1 OF 2)

Item #	Board President Signature	Original Approval Date	Last Amendment Date
3107			

The Governing Board may formally enact this policy and these procedures during school closures, extraordinary circumstances, and emergency situations. The Governing Board shall make a formal declaration through a Board resolution to enact the provisions of this policy and these procedures.

The Governing Board may authorize compensation to employees during school closure and other *temporary* extraordinary circumstances--even though employees may not be able to perform work in exchange for compensation.

Retroactive Implementation: The Board may enact this policy and these procedures retroactively at the Board's discretion.

Criteria for Paid Time Off:
All of the following criteria must be met before paid time off during school closure or extraordinary circumstances can occur:

1. Reasonable and acceptable alternatives have been explored and exhausted for gainful employment and work in relation to the employee's current position(s).
2. The School and the employee intends to continue employment after the school closure or the extraordinary conditions.
3. The employee has completed all possible training and professional development opportunities that can be conducted online or through self-directed opportunities.
4. There are no other reasonable work opportunities available--including work opportunities in other programs.

Records, Signed Statements, & Form:
Records shall include a statement of eligibility that is signed by *all* of the following:

1. The employee
2. The employee's supervisor
3. The School Leader

Paid time off for each day shall be recorded separate from actual work time. Time to be paid must be approved by 1) the employee, and 2) the employee's supervising administrator.

Compensation Expenditures Charted to Federal & State Grants & Programs:
Compensation related expenditures for employees who qualify for paid time off in relation to this policy and these procedures shall be charged to the employee's regular position and program. This includes compensation related expenditures for Federal and State grants and programs.

Only normal time associated with each program shall be charged to each program. This time shall be validated by a compensation agreement and/or actual work time trends that occurred ***before*** the

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school closure or extraordinary circumstances.

Compensation shall be calculated based upon the normal average hours per day/week the employee worked ***before*** the school closure or extraordinary circumstances occurred. Compensation shall also be calculated based upon the employee's regular wage rate or salary.

Maximum Compensation: Compensation may not exceed the maximum amounts allowed in the agreed upon employment compensation agreement.

> **Example:** If a paraprofessional agreed to a compensation agreement of 711 hours for the entire school year, compensation may not exceed 711 hours for the entire school year.
>
> **Example:** If a paraprofessional agreed to a compensation agreement of 3.95 hours per day, compensation may not exceed 3.95 hours per day.

Compensation & Program Expenditures - Examples

1. If a paraeducator paid for by 100% of IDEA funds was on a 3-1/2 hour per day schedule and works one hour in the interest of that program and students within that program during this situation, the paraeducator may be paid the full 3-1/2 hours from IDEA. The paraeducator *may not be paid* for additional time beyond the one-hour s/he worked using this funding source *if s/he worked in another open program*. **Time worked in another program must be charged to the other program.**
2. If a paraeducator that is paid from state special education funds and s/he was working a 3-1/2 work schedule and works only one hour, the paraeducator may be paid the full amount of their schedule as long as their one hour of work was in the interest of the program and individual students within the program. **Time worked in another program must be charged to the other program.**

LEA Report to the Board of Education

The School Leader shall provide a report to the Board of Education. The report shall include a list of all employees receiving paid time off under this policy and these procedures.

SALARY SUPPLEMENT FOR HIGHLY NEEDED EDUCATORS (SHiNE) POLICY

Item #	Board President Signature	Original Approval Date	Last Amendment Date
3108		September 3, 2025	

This policy establishes the framework for administering the Salary Supplement for Highly Needed Educators (SHiNE) program for Thomas Edison Charter Schools as per Utah Code 53F-2-504.
At the beginning of each school year, Thomas Edison Charter School Administration will identify at least two and up to five high-needs assignment areas related to teacher shortages, high-demand subject areas, and challenges related to student performance in conjunction with the salary supplement application period.

An "Eligible Teacher" means a teacher who:

1. has a qualifying assignment;
2. qualifies for the teacher's assignment in accordance with TECS policy;
3. has not received a formal administrative directive for improvement (i.e. MOU); and
4. is a new employee or an employee who has not received an unsatisfactory rating (a 1 - Needs Refinement or a 2 - Approaching Expectations) for the teacher's three most recent administrator-rated evaluations.

A "Qualifying Assignment" means an assignment to a high-needs area as defined by this policy.

The amount of the salary supplement provided under this program shall be determined by Thomas Edison Charter School Administration at the beginning of each school year based on available state funding allocated to this program and in accordance with the guidelines established by USBE. The supplement amount will be a percentage of the state allocated funds based on the number of eligible teachers and determined annually. An eligible full-time or part-time teacher who is partially assigned to an approved high-needs assignment area shall receive a partial salary supplement award based on the total percentage of the approved assignment and the employee's FTE. The salary supplement award will be paid to eligible teachers once over the school year in the January payroll. If an eligible teacher terminates employment prior to the end of the school year or becomes ineligible due to assignment changes, licensure issues, or other reasons, the total award amount will be prorated based on the eligible days worked.

SALARY SUPPLEMENT FOR HIGHLY NEEDED EDUCATORS (SHiNE) PROCEDURES

Item #	Board President Signature	Original Approval Date	Last Amendment Date
3108a		September 3, 2025	August 27, 2026

Application Process
It is the responsibility of the employee to apply to be considered for the SHiNE salary supplement award. To apply, teachers will write a letter to their school principal stating their interest in receiving SHiNE funding and include the following details: name, date, assignment, licensure/endorsement qualifications, and the relevant portion of FTE if part-time. Application letters should be submitted to the school principal by September 20th of each school year that the applicant wishes to be considered for the SHiNE salary supplement award.

Award Process
No later than thirty days following the application deadline, applying teachers will be notified that they will or will not be receiving an award. Eligible teachers will be informed of the amount of the supplement by December 10th.

Appeal Process
In the event an application is denied, educators who believe their assignment is substantially equivalent to a qualifying area may submit an appeal for review. Appeals and supporting documentation, including qualifying licensure/endorsements and three most recent administrator-rated evaluations showing evidence of satisfactory performance must be submitted to TECS Governing Board by November 15th.

High-Need Subject Areas for 2026-27
The following instructional areas have been designated by Thomas Edison Charter Schools as high-need for the current school year.

K-3 Grade Teachers

CHILD ABUSE-NEGLECT REPORTING POLICY (1 OF 2)

Item #	Board President Signature	Original Approval Date	Last Amendment Date
3201		August 11, 2011	November 6, 2024

It is the policy of Thomas Edison Charter Schools to comply with all state laws regarding the reporting and investigation of child abuse and neglect. All actions with regard to child abuse and neglect reporting and investigations must be done in "good faith," defined as "acting honestly, objectively and without deliberate attempt to take unfair advantage over another person." Any person or institution participating good faith reporting and/or cooperating with investigations is immune from any liability, civil or criminal, that otherwise might result by reason of those actions (Utah Code 62A-4a-410). Immunity does not apply to actions that are in any way fraudulent, hostile, retaliatory, or otherwise willfully misconducted. TECS shall ensure that the anonymity of those reporting or investigating child abuse or neglect is preserved in a manner required by Utah Code 62A-4a-412.

Reporting

Any school employee who knows or reasonably believes that a child has been neglected, or physically or sexually abused, will immediately make an oral report to the school principal or his/her designee. Together, the principal or his/her designee and the employee will immediately notify the nearest peace officer, law enforcement agency or office of the State Division of Child and Family Services (DCFS). A report by an employee solely to a principal, supervisor, school nurse or psychologist does not satisfy the employee's personal duty to report to law enforcement or DCFS (Utah Admin. Code R277-401-3).

The school employee shall also complete a written school report to include the name of the student, the name(*s) of the person(s) who may have caused the abuse, any other information that might be helpful in establishing the cause of the abuse and the nature of the abuse, to be held in a separate confidential file. Reports will not be included in the student's personal file.

In addition to any duty to report suspected cases of child abuse or neglect under Utah Code 62A-4a-403, an educator who has reasonable cause to believe that a student may have been physically or sexually abused by a school employee shall immediately report the belief and all other relevant information to the school principal. A school administrator who has received a report, or who otherwise has reasonable cause to believe, that a student may have been physically or sexually abused by an educator shall immediately report that information to the professional practices division of the Utah State Office of Education. Failure to do so shall be considered unprofessional conduct. A person who makes a report under this section in good faith shall be immune from civil or criminal liability that might otherwise arise by reason of that report (Utah Code 62A-4a-410).

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3201		August 11, 2011	November 6, 2024

Investigations

Investigations are the responsibility of the DCFS. It is not the responsibility of school employees to prove that the child has been abused or neglected, or to determine whether the child is in need of protection. Investigation by education personnel prior to submitting a report should not go beyond that necessary to support a reason to believe that a reportable problem exists.

TECS will cooperate appropriately with law enforcement and DCFS investigators who come into the school, including:

(a) allowing authorized representatives to interview children consistent with DCFS and local law enforcement protocols;

(b) allowing appropriate access to student records;

(c) making no contact with parents/legal guardians of children being questioned by DCFS or local law enforcement; and

(i) cooperating with ongoing investigations and maintaining appropriate confidentiality (R227-401-3).

Reference Laws:

Utah Admin. Code R277-401

R277-217: Educator Standards and LEA Reporting

Utah Code §80-2-6: Child Abuse and Neglect Reports

Utah Code §80-2-602: Child abuse and neglect reporting requirements

Utah Code §80-2-610: Immunity from liability for a report

Utah Code §80-2-608: Confidential identity of person who reports

CHILD ABUSE-NEGLECT REPORTING PROCEDURES

Item #	Board President Signature	Original Approval Date	Last Amendment Date
3201a		May 7, 2014	

Reporting:
When it is necessary to make a report to an outside agency, report only the information the child has volunteered and/or the cause for reasonable belief - school personnel have neither the responsibility nor the authority to conduct investigations. Information used in the report should be gathered under the philosophy of "minimal intrusion" to the child, that is, only to the extent necessary to determine whether a reportable circumstance exists. This would typically preclude practices such as interviewing the child, photographing or making video recordings of the child, soliciting statements from other people, etc.

Investigations:
When an investigator comes to the school, the following procedures should be followed:

1. Ensure the investigator is legitimate by asking to see identification and, if necessary, confirm the investigator's identity with the employing agency.
2. Formally turn the child over to the investigator. It then becomes the investigator's responsibility to take the necessary steps to protect the rights of the child, parents and any other individuals who may be involved.
3. Refrain from contacting parents, asking them to participate in the interview, or any other action unless directed by the investigator.
4. If requested by the child, the school employee may remain present at the interview solely as a support person to the child. Do not prompt the child or answer for the child.
5. If a parent calls about the interview, advise the parent that under the law the school may neither confirm nor deny that an interview has taken place, that all such investigations are the responsibility of DCFS and law enforcement, and those agencies should be contacted if there are any questions.

(Source: UPPAC Utah School Law Update, December 2010)

EMPLOYEE REPORT OF ARRESTS POLICY (1 OF 2)

Item #	Board President Signature	Original Approval Date	Last Amendment Date
3202		June 4, 2014	November 6, 2024

Employee Reporting:
Any licensed or non-licensed employee of Thomas Edison Charter Schools who is arrested for the following alleged offenses shall, within 48 hours of the arrest or as soon as possible, report the arrest to the principal or his/her designee:

- any matters involving arrests for alleged sex offenses;
- any matters involving arrests for alleged drug-related offenses;
- any matters involving arrests for alleged alcohol-related offenses; and
- any matters involving arrests for alleged offenses against the person under Title 76, Chapter 5, Offenses Against the Person.

TECS employees will report convictions, including pleas in abeyance and diversion agreements within 48 hours or as soon as possible upon receipt of notice of the conviction, plea in abeyance or diversion agreement.

Administrative Action:
The principal or his/her designee will report conviction, arrest or offense information received from licensed educators to the USOE within 48 hours of receipt, or as soon as possible. TECS will cooperate fully with the USOE in investigations of licensed educators.

The principal or his/her designee will report conviction, arrest or offense information received from any (licensed or non-licensed) TECS employee to the governing board personnel subcommittee. Utah law requires:

- immediate suspension from student supervision responsibilities for alleged sex offenses and other alleged offenses which may endanger students during the period of investigation;
- immediate suspension from transporting students or public education vehicle operation or maintenance for alleged offenses involving alcohol or drugs during the period of investigation;
- adequate due process for the accused employee consistent with Section 53A-3-410 (10).

The principal may place the employee on administrative leave following the arrest notification. The governing board and administration will review arrest information and make employment decisions that protect the safety of students, the status of TECS as an at-will employer, and the confidentiality and due process rights of employees. The employee may initiate due process proceedings by requesting, in writing, a hearing with the governing board personnel subcommittee and may additionally submit a written request for a formal hearing with the full governing board.

EMPLOYEE REPORT OF ARRESTS POLICY (2 OF 2)

Item #	Board President Signature	Original Approval Date	Last Amendment Date
3202			November 6, 2024

Records of arrests and convictions of TECS employees will include actions following notification, during investigation if applicable, and final administrative determinations. Records will be maintained only as necessary to protect the safety of students, will be protected as confidential employment information and will only be disclosed as allowable under Utah law.

Reference Law:
Utah Administrative Rule R277-217: Educator Standards and LEA Reporting
Utah Code §53G-11-403: Background Checks for Licensed Educators

Related Policy:
TECS Background Check Policy

PROFESSIONAL STANDARDS FOR LICENSED EDUCATORS (1 OF 5)

Item #	Board President Signature	Original Approval Date	Last Amendment Date
3203		January 6, 2016	October 1, 2025

The State of Utah recognizes that licensed public school educators are professionals and, as such, should share common professional standards, expectations and role model responsibilities. In Utah Code R277-515, the Utah State Board of Education has established statewide standards of ethical decorum and behavior for licensed educators.

Teachers at Thomas Edison Charter Schools, as licensed professional educators, are responsible for compliance with federal, state, and local laws and are accountable to the state's professional standards summarized below. TECS policies and procedures manuals and handbooks provide additional school-specific directives regarding the professional standards of conduct defined by state law.

Professional educators are role models of civic and societal responsibility who exhibit the highest standards in professional conduct.

Teaching & Learning

A professional educator:

1. demonstrates respect for diverse perspectives, ideas, and opinions;
2. encourages contributions from a broad spectrum of school and community sources, including communities whose heritage language is not English;
3. uses appropriate language, eschewing profane, foul, offensive, or derogatory comments or language;
4. maintains a positive and safe learning environment for students;
5. works toward meeting educational standards required by law;
6. teaches the objectives contained in the Utah Core Curriculum;
7. does not distort or alter subject matter from the Core in a manner inconsistent with the law;
8. uses instructional time effectively consistent with school and school district policies;
9. exhibits integrity and honesty in relationships with school administrators and personnel;
10. complies with school and LEA policies, supervisory directives, and generally-accepted professional standards regarding appropriate dress and grooming at school and school-related events;
11. works diligently to improve his or her professional understanding, judgment, and expertise;
12. maintains a positive and safe learning environment for students;
13. takes prompt and appropriate action to prevent harassment or discriminatory conduct towards students or school employees that may result in a hostile, intimidating, abusive, offensive, or oppressive learning environment;
14. resolves disciplinary problems according to law, school board policy, and local building procedures;
15. supervises students appropriately at school and school-related activities, home or away, consistent with district policy and building procedures and the age of the students; and
16. takes action to protect a student from any known condition detrimental to that student's physical health, mental health, safety or learning.

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Assessments

A professional educator:

1. demonstrates honesty and integrity by strictly adhering to all state and district instructions and protocols in managing and administering standardized tests to students;
2. cooperates in good faith with required student assessments;
3. encourages students' best efforts in all assessments;
4. submits and includes all required student information and assessments, as required by state law and State Board of Education rules; and
5. attends and cooperates with assessment training and directives at all levels.

Communication

The professional educator:

1. communicates professionally and with civility with colleagues, school and community specialists, administrators and other personnel;
2. does not promote personal opinions, personal issues, or political positions as part of the instructional process in a manner inconsistent with law;
3. expresses personal opinions professionally and responsibly in the community served by the school; and
4. resolves grievances with students, colleagues, school community members, and parents professionally, with civility, and in accordance with school policies.

Computers/Electronics

1. Professional educators will not use or attempt to use school computers or information systems in violation of the school's acceptable use policy for employees,
2. Professional educators will not access information that may be detrimental to young people or inconsistent with the educator's role model responsibility.
3. Professional educators may not knowingly possess, while at school or any school-related activity, any pornographic material in any form.

Confidentiality

The professional educator:

1. strictly protects student confidentiality and understands laws relating to student information and records; and
2. does not reveal confidential information to unauthorized persons unless it serves the best interest of the student and serves a lawful purpose, consistent with federal and state Family Educational Rights and Privacy Acts (FERPA).

Financial Conduct

1. The professional educator conducts financial business with integrity by honestly accounting for all funds committed to the educator's charge, as school responsibilities require, consistent with school policy.
2. All school policies for collecting money from students and accounting for all money collected will be upheld.
3. Teachers will not commingle any school funds with personal funds.

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Gifts, Bonuses, Donations & Promotions

A professional educator:

1. does not accept bonuses or incentives from vendors, potential vendors, or gifts from parents of students, or students where there may be the appearance of a conflict of interest or impropriety;
2. does not accept or give gifts to students or colleagues that would suggest or further an inappropriate relationship or the appearance of impropriety;
3. may accept donations from students, parents, and businesses donating specifically and strictly to benefit students;
4. may accept, but not solicit, nominal appropriate personal gifts for birthdays, holidays and teacher appreciation occasions, consistent with school or school district policies and the Utah Public Officers' and Employees' Ethics Act;
5. shall not use his or her position or influence to:
    i) solicit colleagues, students or parents or students to purchase equipment, supplies, or ser vices from the educator or participate in activities that financially benefit the educator unless approved in writing by the local school board or governing board;
    ii) promote athletic camps, summer leagues, travel opportunities, or other outside instructional opportunities from which the educator receives personal remuneration, and that involve students in the educator's school system, unless approved in writing consistent with local school board or governing board policy and Board rule; and
6. shall not use school property, facilities, or equipment for personal enrichment, commercial gain, or for personal uses without express supervisor permission.

Non-Discrimination

1. Professional educators may not exclude a student from participating in any program, or deny or grant any benefit to any student on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, physical or mental conditions, family, social, or cultural background, or sexual orientation.
2. Professional educators are prohibited from engaging in conduct that would encourage a student(s) to develop a prejudice on these grounds or any other, consistent with the law.

Policy Compliance

A professional educator understands and follows rules, policies and procedures set forth by the Utah State Board of Education, the local school board, and school administration.

Professional Boundaries

The professional educator:

1. understands and respects appropriate boundaries, established by ethical rules and school policies and directives, in teaching, supervising and interacting with students and colleagues; and
2. maintains a professional and appropriate relationship and demeanor with students, colleagues and school community members and parents.

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Serious and/or Criminal Behavior

Professional educators may not commit, or be convicted of:

1. any felony or misdemeanor offense which adversely affects the educator's ability to perform assigned duties and carry out the responsibilities of the profession, including role model responsibilities;
2. any act of violence or abuse, including physical, sexual, or emotional abuse of any person;
3. any act of cruelty to children or any criminal offense involving children;
4. a stalking crime;
5. any possession or distribution of illegal drugs, or be convicted of any crime related to illegal drugs, including prescription drugs not specifically prescribed for the individual;
6. any illegal sexual conduct, including offenses that are plea bargained to lesser offenses from an initial sexual offense;
7. diversion agreements specific to sex-related or drug-related offenses, plea in abeyance, court-imposed probation or court supervision related to criminal charges which could adversely impact the educator's ability to perform the duties and responsibilities of the profession;
8. any actions of providing to students or allowing students, under the educator's supervision or control to consume alcoholic beverages or unauthorized drugs;
9. attending school or a school-related activity in an assigned supervisory capacity, while possessing, using, or under the influence of alcohol or illegal drugs;
10. intentionally exceeding the prescribed dosages of prescription medications while at school or a school-related activity;
11. soliciting, encouraging or consummating an inappropriate relationship, written, verbal, or physical, with a student or minor;
12. knowingly allowing or participating in sexual, physical, or emotional harassment toward any public school-age student or colleague;
13. making inappropriate contact in any communication-written, verbal, or electronic-with minor, student, or colleague, regardless of age or location; and/or
14. interfering or discouraging students' or colleagues' legitimate exercise of political and civil rights, acting consistent with law and school district/school policies.

The professional educator will:

1. cooperate in providing all relevant information and evidence to the proper authorities in the course of an investigation by a law enforcement agency or by Child Protective Services regarding potential criminal activity. However, an educator shall be entitled to decline to give evidence against himself in any such investigation if the same may tend to incriminate the educator as that term is defined by the Fifth Amendment of the U.S. Constitution;
2. report suspected child abuse or neglect to law enforcement or the Division of Child and Family Services pursuant to Sections 53A-6-502 and 62A-4a-409 and comply with Board rules and school district policies regarding the reporting of suspected child abuse;
3. strictly adhere to state laws regarding the possession of firearms, while on school property or at school-sponsored activities;
4. enforce school policies related to student access to or possession of weapons;

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5. provide accurate and complete information in required evaluations of himself, other educators, or students, as directed, consistent with the law;
6. be forthcoming with accurate and complete information to appropriate authorities regarding known educator misconduct which could adversely impact performance of professional responsibilities, including role model responsibilities, by himself or others;
7. provide accurate and complete information required for licensure, transfer, or employment purposes;
8. provide accurate and complete information regarding qualifications, degrees, academic or professional awards or honors, and related employment history when applying for employment or licensure.
9. notify the USOE at the time of application for licensure of past license disciplinary action or license discipline from other jurisdictions;
10. notify the USOE honestly and completely of past criminal convictions at the time of the license application and renewal of licenses; and
11. provide complete and accurate information during an official inquiry or investigation by school district, state, or law enforcement personnel.

Infractions of the laws and standards described above will result in disciplinary action as defined by law.

Reference Law:
Utah Administrative Rule R277-217: Educator Standards and LEA Reporting
Utah Code §80-2-1005: Classification of reports of alleged abuse or neglect
Utah Administrative Rule R277-210 through R277-216: Utah Professional Practices Advisory Commission (UPPAC) Rules
Utah Administrative Rule R277-217: Educator Standards and LEA Reporting
Utah Code §53G-11-403: Background Checks for Licensed Educators

TEACHER DEVELOPMENT PLAN (1 OF 9)

Item #	Board President Signature	Original Approval Date	Last Amendment Date
3204		August 6, 2014	September 4, 2024

Purpose of the Teacher Development Plan

The child is the center of everything we do. Students are more likely to succeed if provided quality instruction. Thus, the need to evaluate and support teachers in their continual development is crucial to the success of students. As teachers build on their strengths and work on areas that need refinement, their positive influence on students, parents, and other teachers will continually increase. Other purposes include:

- ❖ Providing an avenue to recognize teacher performance and accomplishment.
- ❖ Improving instruction through clarification of standards and constructive feedback.
- ❖ Providing a system of knowledgeable support for teachers.

The goal of the teacher development plan is to provide teachers with regular, meaningful, applicable feedback (formative evaluations) to be meaningfully applied in the classroom for direct improvement. Its purpose is to identify both strengths to maintain and areas to refine. If the process is meaningfully applied, individuals will develop into master teachers, thus benefiting students for years to come.

Overview of the Teacher Development Process

Teachers are visited by school leaders on a regular basis. There are three varieties of visits:

1. **Informal Pop-In**: This unannounced visit is generally short with little to no feedback provided. Its purpose is to stay in touch with the goings on of the class.
2. **Scripted Observation**: This unannounced or scheduled visit could last anywhere from ten minutes to an hour. The observer will script the lesson and provide written feedback. Generally the feedback will include a few suggestions for the teacher to consider. The number of observations relates to the teacher's years of experience in our program and other circumstances particular to the individual. These observations occur through February and may be continued through May as needed. In general, observations and evaluations will occur as follows:
    - ❖ First year teachers – once per week
    - ❖ Second year teachers – twice per month
    - ❖ Third year teachers – once per month
    - ❖ Fourth+ year teachers – twice per semester

3. **Classroom Evaluation**: These scheduled visits occur twice per year between September and February. The observer takes notes on the lesson according to the standards and indicators outlined in the "Classroom Evaluation Criteria" section. As this is a scheduled visit, the teacher plans a full lesson so as to allow for a full reflection on the evaluation. Then, soon after the lesson observation, the teacher and observer will meet for a post lesson conference and complete the evaluation together. Teachers will also set or review goals for improvement.

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Each teacher will also complete one "Professional Review" per year. This evaluation is not connected with any lesson observation; instead, it will occur in a midyear meeting with school leaders. During this meeting, aside from completing the evaluation according to the standards and indicators outlined in the "Professional Review Criteria" section, the teacher and school leaders will discuss improvement goals. Both the "Classroom Evaluation" and "Professional Review" will be primarily completed by the teacher as a self-reflection with guidance provided by school leaders as needed.

For each evaluation standard, teachers will rate themselves on a three-pronged scale of *Exceeds Expectations, Meets Expectations,* or *Needs Refinement*.

All feedback will be given to the teacher in a timely manner. Teachers are encouraged to carefully review scripted observation feedback and evaluations and then develop a plan for personal application. Teachers are also encouraged to frequently seek out school leaders for help throughout the year; questions are both acceptable and encouraged.

In addition, students will be surveyed once per year to provide teachers with additional perspectives to assist in self-reflection and improvement.

Kindergarten through fifth grade teachers are also encouraged to have the Director of Instruction model a Spalding lesson as often as needed. Other teachers are also encouraged to request modeling as needed. Furthermore, as part of the professional development process, teachers are to schedule and observe a fellow teacher in action, on either campus, the amount of the following minimums:

First year teachers – once per grading period
Second and third year teachers – twice per semester
Fourth+ year teachers – twice a year

Near the end of the school year, generally occurring in May, each teacher will complete a Summative Evaluation for the year in a meeting with school leaders. Ratings and comments from both of the Classroom Evaluations and the midyear Professional Review will be available for reflection as the teacher and school leaders discuss successes from the year, improvement goals, and plans for the future.

Teachers are responsible to complete and turn in observation checklists that include observation

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dates, Director of Instruction modeling, and peer observations at the end of each school year.

Performance Evaluation Criteria

There are two kinds of evaluations: Classroom Evaluation and Professional Review. Each evaluation has multiple standards along with several indicators which define the standard in greater detail.

Teachers will be evaluated using the Utah Effective Teaching Standards.

Performance Evaluation Criteria

There are two kinds of evaluations: Classroom Evaluation and Professional Review. Each evaluation has multiple standards along with several indicators which define the standard in greater detail.

The Thomas Edison Charter School Performance Evaluation Criteria are based on and aligned to the Utah Effective Teaching Standards.

Classroom Evaluation Criteria

1.Learners and Learning

1.1. Personalizing Learning

Designing learning that builds on background knowledge while providing opportunities for each student to access, practice, and refine new learning.

A. Becomes familiar with the unique needs, learning styles and interests of all individual students to better inform differentiation and create appropriate and challenging classroom experiences.

1.2 Building Relationships

Building positive and authentic relationships with students as learning partners and supporting students in developing similar relationships with each other.

A.Develops relationships of trust with each student through individualized attention and recognition of accomplishments.

B.Focuses on intrinsic as opposed to extrinsic motivation.

1.3 Respecting Learner Backgrounds and Perspectives

Demonstrating respect for each learner and exhibiting actions consistent with recognizing learners' diverse backgrounds and perspectives as assets to the classroom community.

A.Teaches to the ability of the top students, while recognizing differing abilities and backgrounds, and assisting all to succeed according to their individual circumstances.

B.Establishes an inviting and caring climate by modeling acceptance and respect.

1.4 Fostering Student Self-Awareness

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3204			September 4, 2024

Providing formative and timely feedback to guide students in self-assessment of learning and demonstration of competency to support students in understanding themselves as learners.

A. Engages students in understanding and identifying the elements of quality work.
B. Encourages students to accept responsibility for their own learning by withdrawing support when students can perform tasks independently.

2. Instructional Design Clarity

2.1 Content

Demonstrating a comprehensive understanding of Utah Core Standards, communicating relevance of content, communicating clear pathways to student mastery, and designing learning experiences aligned to clear learning intentions and success criteria.

A. Demonstrates knowledge of approved school curriculums.
B. Knows the content well enough to accurately answer student questions and be able to deviate, when necessary, from prepared lesson plans to teach concepts in greater depth or use multiple representations of concepts when appropriate.

2.2 Learning Progression

Demonstrating a comprehensive understanding of where students have been, where they are now, and where they are going using strategically sequenced learning experiences aligned within and across grade levels.

A. Makes long term plans in order to adhere to and follow curriculum overviews.
B. Demonstrates a working knowledge of Spalding philosophy and methodology.

2.3 Instructional Planning

Planning high-quality, personalized instructional activities that are informed by student progress data, provide multiple opportunities for students to reflect upon and assess their growth, and allow multiple opportunities and means for demonstration of competency.

A. Plans lessons with a diagnostic mindset that generally follow the model, coach, scaffold and fade sequence, while also including opportunities for students to reflect, articulate and explore as appropriate.
B. Completes lesson plans one week in advance.
C. Prepares all instructional materials and ensures that copies are made well before the lesson is delivered.

2.4 Engagement

Designing lessons and activities that actively engage students in their learning and use a variety of effective tools and strategies.

A. Establishes quick and effective lesson pacing to challenge students and maintain student attention.
B. Shows enthusiasm for the concept to excite students about learning and connect lesson content to their lives.
C. Uses voice and proximity effectively to maintain engagement.

3. Instructional Practice

3.1 Instructional Strategies

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Using appropriate academic language and evidence-based strategies to stimulate higher-level thinking, discourse, and problem solving and to scaffold learning experiences to meet the needs of all students.

A. Models new learning by explaining/demonstrating what students should do or understand.
B. Coaches (guides, prompts, and gives feedback) to provide support for student learning while challenging students to do as much as they can on their own.
C. Scaffolds (gradually removing support) as students become more skilled at completing the work independently until the teacher can eventually fade from giving support.
D. Encourages students to reflect, articulate and explore to enhance and build knowledge as appropriate throughout the lesson.

3.2 Assessment Practices

Critically analyzing evidence from both formative and summative assessments to inform and adjust instruction and provide feedback to students to support learning and growth.

A. Continually monitors student progress and provides additional services (tutoring, accommodations, etc.) to meet individual learner differences while holding high expectations for all.
B. Checks for student understanding and uses a variety of questioning strategies to promote engagement and learning, i.e. all call, random choice, rise and write, sign language, etc.

3.3 Relevance

Providing relevant learning opportunities that value students' interests and backgrounds and allow learner agency and choice in accessing learning and demonstrating competency.

A. Individually and collaboratively creates lesson plans relevant to the curriculum and based on principles of effective instruction to engage learners in applying content knowledge.

3.4 Innovation & Technology

Intentionally selecting the use of technological and non-technological tools to enhance and deepen student learning, encourage creativity and innovation in learning and facilitate students' appropriate use of available tools and resources to achieve desired student outcomes.

A. Strives to strike a balance between using the various tools available to both maximize student learning as well as teacher/student interactions.

4. Classroom Climate

4.1 Respectful Learning Environment

Modeling and fostering respectful communication with students while appreciating differences of opinion and facilitating respectful classroom discussion.

A. Keeps all student relationships professional, being "friendly" not "friends."

4.2 Classroom Safety

Involving students in establishing clear guidelines for behavior that support a developmentally appropriate and safe learning environment while consistently following through with clear expectations, procedures, norms, and protocols.

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A. Clearly communicates behavioral expectations, practices them, and uses positive reinforcement and re-teaching to maintain high expectations for student behavior.
B. Selectively reinforces appropriate behavior; ignores inconsequential behavior; calmly, and as privately as possible, stops and redirects inappropriate behavior; and applies appropriate consequences when necessary in accordance with the Glenn Latham philosophy and Levels of Discipline.
C. Requires students to raise their hands before speaking (unless the activity dictates otherwise).
D. Establishes set patterns for classroom routines and procedures to maximize academic time.
E. Transitions from one activity to the next quickly, quietly and orderly.

4.3 Classroom Organization

Strategically organizing and structuring the physical classroom environment for optimal student learning.

A. Models organization and teaches students to keep the classroom clean and free of clutter.
B. Posts the daily schedule, making it visible to all students.
C. Ensures that posters and visual are purposeful, non-distracting, and support instruction.
D. Organizes files and instructional materials so they are readily available and easily retrieved.

4.4 Growth-Oriented Classroom Environment

Cultivating a classroom culture that encourages rigorous learning, perseverance and promotes critical thinking.

A. Holds students accountable to perform to the best of their abilities through homework completion and academic effort.
B. Models growth-mindset principles and fosters students understanding and usage of them.

Professional Review Criteria

5. Professional Responsibility

5.1 Adherence to Laws, Rules, and Policies

Maintaining a current educator license and adhering to relevant laws, rules, and policies impacting educators.

<u>GENERAL:</u>

A. Fulfills requirements of all IEPs and all interventions and tracking requirements for MTSS
B. Maintains accurate instructional and non-instructional records.

<u>TECS SPECIFIC:</u>

A. Seeks to understand who we are by reading core documents (Charter, Teacher

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Handbook, Parent Handbook, Glenn Latham books, etc.) and observing examples set by school and teacher leaders.

B. Arrives 1/2 hour before the beginning of school and stays 1/2 hour after for preparation and parent and collegial communication.
C. Arrives on time to school activities: morning greeting, recesses, specials, staff meetings, IEPs, training, etc.
D. Strives to reduce classroom costs (copies, supplies, maintenance, etc.)
E. Fulfills responsibilities relating to committees, parental communication, workroom cleaning, etc.
F. Upholds decisions made by administration and the governing board.

5.2 Continuous Professional Learning

Engaging in and valuing constructive feedback, reflective practices, professional learning, and collaborative activities that support professional, instruction and school-wide improvement.

A. Seeks advice and ideas from the Director of Instruction, school leaders, grade level colleagues, and other professionals.
B. Actively and honestly reviews feedback from observations, reflects on teaching, and continually makes adjustments to improve.
C. Participates actively in faculty meetings, PLC meetings, and all required teacher trainings. Implements all procedures and expectations taught in teacher trainings.
D. Seeks to become a teacher leader and/or a model teacher according to the teacher's level.
E. Seeks opportunities to grow through advanced degrees, workshops, conferences, and other applicable means.

5.3 Communication

Using effective and responsible communication with students, families, and colleagues about student learning.

A. Regularly communicates with parents, focusing on both the student's strengths and areas for growth, striving to work together to meet individual needs.
B. Documents student progress and provides descriptive feedback to student, parent, and other stakeholders in a variety of ways.
C. Seeks appropriate feedback from parents and students and makes adjustments within the framework of the Thomas Edison methodology.

5.4 Professional and Ethical Conduct

Treating all with respect and maintaining professional and ethical conduct with students, families, and colleagues.

<u>GENERAL:</u>

A. Maintains integrity and confidentiality by discussing student information (scores, disabilities, family circumstances, etc.) and personal information (compensation, conversations with administration) only with those who need to know.

TEACHER DEVELOPMENT PLAN (9 OF 9)

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B.Maintains professionalism, integrity, and confidentiality by avoiding gossip.
C.Respects others' time and responds to parents in a timely manner.
D.Maximizes professional work time and reserves personal business (phone calls, emails, social networks, visitors, etc.) for personal time.
E.Demonstrates flexibility to adjust to changes in the daily schedule (assemblies, visitors, interruptions, half-days, etc.)
F.Maintains professional demeanor on and off school grounds and avoids actions which may adversely affect ability to perform assigned duties and responsibilities of the profession, including role-model responsibilities.

TECS SPECIFIC:
A.Advocates for the school program, the students, and the profession.
B.Dresses professionally and conservatively, showing care for self and respect for the role of teacher.
a.The teacher's clothing is both professional and conservative. The teacher dresses modestly, ensuring that revealing clothing is not worn and tattoos are covered.
b.Male teachers wear a dress shirt and slacks (and preferably a tie). They are either clean shaven, or maintain conservative styles of facial hair. Their hair styles should also be conservative (short, clean cut and well-groomed). No visible body piercings.
c.Female teachers wear dress slacks/skirt and a professional blouse. Their jewelry, makeup and hair style are conservative. No visible body piercings, besides earrings.
C.Actively cultivates and maintains a positive school culture, both at school and in the community, by making positive comments to staff, parents, and students.
D.Works to improve aspects of the school by following the proper channels (generally flowing through administration) and offering constructive feedback in appropriate ways and to appropriate people.
E.Assumes reasonable responsibility for student management on campus.
F.Completes administrative reports on time and responds promptly to office requests.

AIDE EVALUATION (1 OF 2)

Item #	Board President Signature	Original Approval Date	Last Amendment Date
3205		January 8, 2014	May 7, 2014

Aides play a vital role in the education of students at Thomas Edison Charter Schools. From their direct instructional assistance to their completion of clerical duties, aides play an integral part in nearly every aspect of the school. The below *Summative Professional Standards* and accompanying indicators can be synthesized into three main aide duties (listed in order of importance):

- **Direct Instructional Assistance** – in class intervention, small group instruction, tutoring, etc.
- **Supervision of Children** – hallway transitions, recess and lunch supervision…
- **Clerical Assistance** – grading and filing papers, entering grades, displaying student work…

For each evaluation standard, aides will rate themselves on a three-pronged scale of *Exceeds Expectations, Meets Expectations,* or *Needs Refinement*. Aides will also set a limited number of goals that will be reviewed with school leaders with each evaluation meeting.

SUMMATIVE PROFESSIONAL STANDARDS

PERFORMANCE ELEMENT 1: CONTRIBUTES TO THE SCHOOL CULTURE BY BEING POSITIVE WITH STAFF, STUDENTS, AND PARENTS

1. The aide makes positive comments to staff, parents and students.
2. The aide strives to create a unified partnership with the assigned teacher while recognizing the teacher as the designated leader.
3. The aide avoids gossip.
4. The aide offers constructive criticism in appropriate ways to the appropriate people in an effort to improve instead of harm.
5. The aide actively contributes to cultivating and maintaining a positive school culture in all interactions both on and off school grounds.

PERFORMANCE ELEMENT 2: PUNCTUALITY: WORK HOURS, SPECIALS, RECESS, LUNCH, MEETINGS, ETC.

1. The aide arrives to school on time.
2. The aide both brings and picks up students on time for specials, recess, lunch, etc.
3. The aide completes any administrative reports on time.
4. The aide respects others' time.
5. The aide works only within assigned work hours unless approval is obtained in advance.

PERFORMANCE ELEMENT 3: MAINTAINS APPROPRIATE CONFIDENTIALITY

1. The aide does not discuss confidential student information (scores, disabilities, family circumstances, etc.) with those who do not need to know.
2. The aide does not discuss personal professional information (compensation, conversations with administration, etc.) with those who do not need to know.

PERFORMANCE ELEMENT 4: ATTENTIVE TO SUPERVISORY DUTIES

1. When supervising at recess or lunch, the aide is totally engaged in the activities of the students, moving around and intervening when necessary.
2. The aide is aware of and separates from other supervisory adults to maximize supervision.
3. The aide assumes reasonable responsibility for the management of all students.

AIDE EVALUATION (2 OF 2)

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PERFORMANCE ELEMENT 5: ACTIVELY SEEKS IDEAS TO IMPROVE FROM OTHER STAFF MEMBERS AND THROUGH SELF REFLECTION

1. The aide frequently reflects upon their work, evaluating their own performance and then working to improve.
2. The aide immediately responds well to direction from the assigned teacher.
3. The aide seeks and implements feedback from administration and other colleagues.

PERFORMANCE ELEMENT 6: PROFESSIONAL IN TIME AND DRESS

1. The aide uses every minute of paid service time for the benefit of students.
2. The aide reserves personal business (phone calls, email, social networks) for personal time.
3. The aide dresses in a professional and modest manner.

PERFORMANCE ELEMENT 7: MEETS THE NEEDS OF EXCEPTIONAL STUDENTS (RESOURCE, SPEECH, HIGH ACHIEVERS, ETC.)

1. The aide fulfills requirements and goals of IEP's and interventions for RTI.
2. In accordance with the teacher's direction, the aide provides needed services (monitoring, tutoring, small group instruction, etc.) to meet the needs of exceptional students.
3. In accordance with the teacher's direction, the aide challenges high achieving students.
4. The aide cooperates well with support staff (resource personnel, speech and language pathologist, school psychologist, school counselor, and school administration).

PERFORMANCE ELEMENT 8: MAINTAINS STRONG SENSE AND PRACTICE OF BEING ORGANIZED

1. At the direction of the teacher, the aide takes the time to organize files and instructional materials so they are readily available and easily retrieved.
2. The aide takes initiative in fulfilling clerical duties delegated by the teacher.
3. The aide is conscientious of and strives to reduce classroom costs (copies, supplies, maintenance, etc.).

PERFORMANCE ELEMENT 9: PARTICIPATES IN AND SUPPORTS DECISIONS MADE BY ADMINISTRATION AND THE GOVERNING BOARD

1. The aide actively looks for ways to improve various aspects of the school by following the proper channels put in place (generally flowing through administration).
2. The aide supports decisions made by administration and the Governing Board.

PERFORMANCE ELEMENT 10: DEMONSTRATES COMMITMENT TO AND DEFENDS THE THOMAS EDISON PHILOSOPHY

1. The aide is an active advocate of the program.
2. The aide actively seeks to understand who we are by frequently reading core documents (Charter, Teacher Handbook, Parent Handbook, etc.) and observing examples set by administration and teacher leaders.
3. The aide seeks to become a leader.

CODE OF CONDUCT/APPROPRIATE BEHAVIOR (1 OF 3)

Item #	Board President Signature	Original Approval Date	Last Amendment Date
3206			October 1, 2025

Purpose and Philosophy:
Thomas Edison Charter Schools Governing Board is committed to establishing and maintaining appropriate standards of Conduct between staff members and students. These standards of conduct are also known as personal boundaries. Staff members shall maintain professional and appropriate demeanor and relationships with students, both during and outside of school hours, as well as both on and off campus, that foster an effective, non-disruptive and safe learning environment.

Definitions

a) "Boundary Violation" means crossing verbal, physical, emotional or social lines that staff must maintain in order to ensure structure, security and predictability in an educational environment.
   i) A "boundary violation" may include the following, depending on the circumstances:
      1) isolated, one-on-one interactions with a student out of the line of sight of others;
      2) meeting with a student in rooms with covered or blocked windows:
      3) telling risqué jokes to or in the presence of a student;
      4) employing favoritism to a student;
      5) giving gifts to individual students;
      6) staff member initiated frontal hugging or other uninvited touching;
      7) photographing an individual student for a non-educational purpose or use;
      8) engaging in inappropriate or unprofessional contact outside of educational program activities
      9) exchanging personal email or phone numbers with a student for a non-educational purpose or use;
      10) interacting privately with a student through social media, computer, or handheld devices; and
      11) discussing an employee's personal life or personal issues with a student.
   ii) "Boundary Violation" does not include:
      1) offering praise, encouragement, or acknowledgment
      2) offering rewards available to all who achieve;
      3) asking permission to touch for necessary purposes;
      4) giving a pat on the back or the shoulder;
      5) giving a side hug;
      6) giving a handshake or high five;
      7) offering warmth or kindness;
      8) utilizing public social media alerts to groups of students and parents; or
      9) contact permitted by an IEP or 504 plan.

b) "Grooming" means befriending and establishing an emotional connection with a child or a child's family to lower the child's inhibitions for emotional, physical, or sexual abuse.

c) "Sexual conduct" includes any sexual contact or communication between a staff member and a student including but not limited to:
   i. "Sexual abuse" means the criminal conduct described in Utah Code Ann. §76-5-404.1 (2).
   ii. "Sexual battery" means the criminal conduct described in Utah Code Ann § 76-9-702.1.
   iii. A staff member and student sharing any sexually explicit or lewd communication, image, or photo graph.

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d) "Staff member" means an employee, contractor, or volunteer with unsupervised access to students.
e) "Student" means a child under the age of 18 or over the age of 18 if still enrolled in a public secondary school.

POLICY
Staff members shall act in a way that acknowledges and reflects their inherent positions of authority and influence over students.

a) Staff members shall recognize and maintain appropriate personal boundaries in teaching, supervising and interacting with students and shall avoid boundary violations including behavior that could reasonably be considered grooming or lead to even an appearance of impropriety.
b) A staff member may not subject a student to any form of abuse (i.e. physical abuse, verbal abuse, sexual abuse, or mental abuse).
c) A staff member shall not touch a student in any way that makes a reasonably objective student feel uncomfortable.
d) A staff member shall not engage in any sexual conduct toward or sexual relations with a student including but not limited to:
    i) Viewing with a student, or allowing a student to view, pornography or any other sexually explicit or inappropriate images or content, whether video, audio, print, text, or other format;
    ii) sexual battery; or
    iii) sexual assault.
e) Staff member communications with students, whether verbal or electronic, shall be professional and avoid boundary violations.
f) A staff member shall not provide gifts, special favors, or preferential treatment to a student or group of students.
g) A staff member shall not discriminate against a student on the basis of sex, religion, national origin, gender identity, sexual orientation, or any other protected class.
h) Staff member use of electronic devices and social media to communicate with students must comply with TECS policy, be professional, pertain to school activities or classes, and comply with the Family Educational Rights and Privacy Act.
i) A staff member may not use or be under the influence of alcohol or illegal substances during work hours on school property or at school sponsored events while acting as a staff member. Additionally, a staff member may not use any form of tobacco or electronic cigarettes on school property or at school sponsored activities in an employment capacity.
j) A staff member shall cooperate in any investigation concerning allegations of actions, conduct, or communications that if proven, would violate this policy.
k) TECS recognizes that familial relationships between a staff member and a student may provide for exceptions to certain provisions of this policy.
l) Conduct prohibited by this policy is considered a violation of this policy regardless of whether the student may have consented.

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REPORTING

a) A staff member who has a reason to believe there has been a violation of this policy shall immediately report such conduct to an appropriate supervisor or school administrator. If a staff member has reason to believe a school administrator has violated this policy, the staff member shall immediately report the conduct to the administrator's supervisor.

b) In addition to the obligation to report suspected child abuse or neglect to law enforcement or the Division of Child and Family Services under Utah Code Ann. §62A-4a-403:
   - i) A staff member who has reasonable cause to believe that a student may have been physically or sexually abused by a staff member shall immediately report the belief and all other relevant information to the school administrator, or Governing Board;
   - ii) a school administrator who has received a report or who otherwise has reasonable cause to believe that a student may have been physically or sexually abused by a school staff member shall immediately inform the Governing Board of the reported abuse; and
   - iii) if the staff member suspected to have abused a student holds a professional educator license issued by the Utah State Board of Education, the Governing Board shall immediately report that information to the Utah Professional Practices Advisory Commission;
   - iv) a person who makes a report under this subsection in good faith shall be immune from civil or criminal liability that might other wise arise by reason of that report.

c) A staff member who has knowledge of suspected incidents of bullying shall immediately notify the student's school administrator in compliance with TECS Anti-Bullying Policy.

d) Failing to report suspected misconduct as required herein is a violation of this policy, the Utah Educator Standards, and in some instances, state law may result in disciplinary action.

TRAINING

a) Within 10 days of beginning employment with TECS a staff member shall receive training regarding this policy and shall acknowledge in writing having received the training.

b) Staff members employed by TECS shall read and sign all policies related to identifying, documenting and reporting child abuse; and an employee or contractor shall participate in child abuse prevention training once every three years, as required in §53G-9-207.

VIOLATIONS

A staff member found in violation of this policy will be subject to disciplinary action.

Reference Law:

Utah Code §80-2-6: Child Abuse and Neglect Reports

Related Policy:

TECS Bullying Prevention Policy

LEA SPECIFIC LICENSING POLICY (1 OF 2)

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3207			November 6, 2024

DEFINITIONS

Professional Educator License - Individuals who follow the traditional route of licensure by attending an educator preparation program (through a university or other licensing jurisdiction) and receiving a bachelor's degree or higher, are issued a Professional Educator License through the USBE. Professional Educator Licenses are valid for five years.

Associate Educator License - Individuals who have a bachelor's degree or higher, or who are enrolled in an educator preparation program that will result in a bachelor's degree or higher, or who have a skill certification in a specific CTE area as established by the USBE, may be issued an Associate Educator License upon satisfaction of USBE requirements. An Associate Educator License is valid for three years.

LEA-Specific Educator License - An individual who does not meet the criteria for a Professional or Associate Educator License but meets the criteria set forth in this policy may be issued an LEA-Specific Educator License, license area, or endorsement. An LEA-Specific license, license area, or endorsement is valid only within the Thomas Edison Charter School LEA. As used in this policy, the term "LEA-Specific License" means an LEA-Specific Educator License, license area, or endorsement. An LEA-Specific License is valid for three years. A license renewal requires USBE approval.

PURPOSE

The purpose of this policy is to identify TECS LEA-Specific licensing/endorsement requirements pursuant to the conditions outlined in Utah Administrative Rule R277-301.

POLICY

Thomas Edison Charter Schools may employ individuals who hold LEA-Specific Licenses, li-cense areas, and/or endorsements.

The requirements for an LEA-Specific Educator License include: completion of a criminal background check and clearance in accordance with R277-214; completion of the USBE Ethics Review within one calendar year of the application; completion of LEA-provided training in educator ethics, classroom management/ instruction, special education law/instruction, and Utah Effective Teaching Standards; and approval by the TECS Governing Board in an open, public meeting.

Applicants for LEA-Specific Licenses will be indicated on a spreadsheet with the associated educator information and rationale for the request and sent to the USBE following TECS Governing Board approval. All LEA-Specific Licenses will expire on June 30th of the final academic year approved.

Thomas Edison Charter School will post all educator data, including assignments, in CACTUS no later than 60 days following the date of the public governing board meeting approving the license area(s) and/or endorsements.

Thomas Edison Charter School will post the following on the school's website: disclosure that the school employs individuals holding an LEA-Specific Educator License, license area, and/or endorsement; an explanation of the type of educator licenses issued by USBE (Professional, Associate, LEA-Specific);

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percentage (based on FTE) of types of licenses, license areas, and endorsements held by educators in the school; and a link to the Utah Educator Look-up Tool (https://cactus.schools.utah.gov/PersonSearch).

Educator Training and Support

Thomas Edison Charter School will follow the Teacher Development Plan as detailed in the TECS Teacher Handbook pages 92-97 to prepare, mentor, and support educators with an LEA-Specific License. Additionally, Directors of Instruction will meet with educators regularly to: coach instructional practices, observe teaching and give feedback, provide on-going training, work with educators to develop a Professional Learning Plan, assist with self-assessments and goal setting as aligned to the Utah Effective Teaching Standards, and support educators with data analysis and planning differentiated instruction. School leaders meet with educators to reflect on teaching at a mid-year professional review and at an end -of-year summative review. All evaluations and reviews align to the Utah Effective Teaching Standards.

Reference Laws:

Utah Administrative Rule R277-301: Educator Licensing
Utah Administrative Rule R277-214: Criminal Background Review

MEDICAL RECOMMENDATIONS BY SCHOOL PERSONNEL

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3208			November 6, 2024

TECS will provide yearly training to all appropriate school personnel on the provisions of Utah Code 53G -9-203, including the following:

1) School personnel may not :
    a) recommend that a child take or continue to take a psychotropic medication;
    b) require that a student take such medication as a condition for attending school;
    c) recommend that a parent seek a type of psychiatric or psychological treatment for a child (though they may refer students to other appropriate school personnel such as the school counselor);
    d) conduct a psychiatric or behavioral health evaluation or mental health screening, test, evaluation, or assessment of a child, except as provided in the Individuals with Disabilities Education Act; or
    e) make a child abuse or neglect report to authorities solely or primarily on the basis that a parent refuses to consent to a psychiatric or behavioral treatment for a child or a psychiatric or behavioral health evaluation of a child.

        i) However, school personnel may make a report that would otherwise be prohibited under section (1)(e) of this policy if failure to take the action described would present a serious, imminent risk to the child's safety or the safety of others.

2) An appropriately qualified school counselor or other mental health professional working within the school system may:
    a) recommend, but not require, a psychiatric or behavioral health evaluation of a child;
    b) recommend, but not require, psychiatric, psychological, or behavioral treatment for a child;
    c) conduct a psychiatric or behavioral health evaluation or mental health screening, test, evaluation, or assessment of a child in accordance with Section 53E-9-203; and
    d) provide to a parent, upon the specific request of the parent, a list of three or more health care professionals or providers, including licensed physicians, physician assistants, psychologists, or other health specialists.

Intentional violation of Utah Code 53G-9-203 will be considered cause for disciplinary action consistent with school policy and state law.

Reference Law
Utah Code 53G-9-203
Utah Code §80-2-6: Child Abuse and Neglect Reports

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Curriculum and Instruction

OFFICIAL CURRICULUM POLICY (1 OF 2)

Item #	Board President Signature	Original Approval Date	Last Amendment Date
4101		April 6, 2006	March 12, 2025

Core Instruction (R277-700)

Thomas Edison Schools administers curriculum to students that complies with the Utah State Core Standards, including instruction in English language arts, mathematics, science, social studies, art, health and physical education, educational technology, library media skills, and civics education.

Curriculum Materials Review Committee (R277-468-3 and R277-474-5)

The governing board will establish a Curriculum Materials Review Committee to investigate, propose, and resolve complaints related to school curriculum materials. This committee will review materials related to both general education and sex education instruction, so its membership and operations will comply with Board Rules R277-463-3 and R277-474-5. Members of the committee will be reviewed and appointed annually by the governing board.

Adoption of Primary Curriculum (53G-5-404(13); R277-468-3)

The school's primary curriculum consists of materials that are used to establish the main scope and sequence of learning within the school across grade levels in core subjects. New primary curriculum must be adopted according to the following process:

(1) Potential curriculum materials are reviewed by the Curriculum Materials Review Committee to determine whether the curriculum complies with state curriculum standards and is consistent with Thomas Edison philosophy.

(2) Proposed instructional materials are made available to the public for review either on the school website or at the school.

(3) The governing board holds at least two public meetings that include the opportunity for educators, parents, and other interested parties to express views and opinions on the recommended materials.

(4) The proposed curriculum is approved by the governing board in an open and public meeting.*

(5) The school makes the adopted materials accessible to parents.

*To change curriculum that is named in the school's philosophical policies, a three-fourths majority vote of a quorum of the parent organization is also required.

Selection and Use of Supplementary Instructional Materials

Supplementary instructional materials are comprised of resources chosen by educators to enhance or support the teaching of the schools' primary curriculum or the Utah State Core. Educators should use their professional judgment in choosing supplementary instructional materials consistent with Thomas Edison's philosophy and culture, including the principles of explicit instruction. It is recommended that the Directors of Instruction approve materials that are adopted by multiple teachers, that differ significantly from materials used by the school previously, or that are related to topics that might be considered controversial.

OFFICIAL CURRICULUM POLICY (2 OF 2)

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4101		April 6, 2006	March 12, 2025

Teacher Neutrality and Student Participation (53G-10-200)

Teachers are expected to teach topics within the curriculum in a way that maintains the teacher's neutrality with regard to religious topics and current political viewpoints. Students' expressions of personal beliefs or viewpoints may not be prohibited or penalized unless they unreasonably interfere with classroom order, safety, or civility.

A student may refrain from participation in any aspect of the school that violates a religious belief or right of conscience for the student or their parents.

Complaints (R277-468-3)

Parents or students who have complaints with regard to the primary curriculum adopted by the school may make an appeal to administration to have the problematic portions reviewed by the Curriculum Materials Review Committee.

If parents or students have concerns about supplementary instructional materials chosen by teachers, it is recommended that they make a good-faith effort to resolve their concern with the teacher. If their concern is not resolved, they may appeal to the administration, who may call a meeting of the Curriculum Materials Review Committee, as appropriate, to resolve the complaint.

Related Laws:

53G-5-404(13): Requirements for Charter Schools
53G-10-200: Curriculum Participation and Requirements: General Requirements and Participation
R277-700: The Elementary and Secondary School General Core
R277-468: Parents Review of Public Education Curriculum and Review of Complaint Process
R277-474: School Instruction and Sex Education

EARLY CHILDHOOD EDUCATION POLICY

Item #	Board President Signature	Original Approval Date	Last Amendment Date
4104			March 12, 2025

It is the policy of Thomas Edison Charter School to have students start Kindergarten at an age where the school may receive WPU funding for that child. Children must turn 5 by the latest date allowed by the State in order to receive state WPU funding to be enrolled. A student must be toilet trained before being enrolled in kindergarten, except in special circumstances due to a condition described in the student's IEP or 504 plan. When a child enrolls in kindergarten, their parent or guardian will sign an assurance that their child is toilet trained.

Kindergartners will be instructed in reading, phonics, the rules that govern the use of phonograms, simple mathematical facts and application skills, and how to write simple sentences.

All students will have the opportunity to laugh & play, socialize in room parties, enjoy sports and friends in moderation and at appropriate times.

Thomas Edison Charter School will have a caring, orderly atmosphere, reflecting the importance of learning.

HOMEWORK POLICY

Item #	Board President Signature	Original Approval Date	Last Amendment Date
4105		Before September 1, 2004	February 9, 2011

Homework has three major purposes at Thomas Edison Charter Schools:

1. To teach personal responsibility and time management skills.
2. To keep parents informed about what their children are studying.
3. To provide additional academic growth and development.

The parent responsibilities concerning homework are:

1. To provide a time and place free from distraction for the work to occur. The times are listed below for each grade level. Parents should insist that the students dedicate at least the mini-mum amount of time.
2. To sign the daily homework sheets or papers (whether completed or not), review the child's work and provide words of encouragement.
3. To work closely with the teachers if problems occur.

Grade	Minimum	Maximum
Kindergarten	10 min.	15 min.
1st	15 min.	30 min.
2nd	20 min.	45 min.
3rd	30 min.	60 min.
4th	30 min.	75 min.
5th	30 min.	90 min.
6th	30 min.	*90 min.
7th	30 min.	*90 min.
8th	30 min.	*90 min.
9th **		

* Special projects may take more out of classroom time.

** Ninth grade does not have time guidelines, yet prudence will be shown in an effort to challenge and not overwhelm.

GRADING POLICY

Item #	Board President Signature	Original Approval Date	Last Amendment Date
4106			

Student's progress will be reported every 6 weeks. This will be in the form of a report card. Letter grades are given to reflect actual achievement. Where few graded activities occur, O/S/N (Outstanding, Satisfactory, Needs Improvement) will be used to indicate to parents the progress of the student.

Twice a year parents are expected to meet with their student's teacher for a discussion concerning student progress.

GRADING SCALE FOR GRADES K-8
A = 94-100%
B = 86-93%
C = 77-85%
D = 69-76%
F = Below 69%
* 9th grade will follow the approved grading scale for the local school districts.

POSITION STATEMENT ON STATEWIDE TESTING (1 of 2)

Item #	Board President Signature	Original Approval Date	Last Amendment Date
4107b			

With the ever increasing demand for accountability placed upon the nation's public schools, we continue to witness the burdening pressure of high-stakes formal testing of students. These circumstances have changed the culture of public education in a variety of ways. Being a public school, Thomas Edison students participate in these assessments; yet, for years the school has taken a fundamental approach that often differs from this new national norm. It is our intent to more clearly inform our public on some basic key points to our philosophical approach.

Multiple Assessment Measures: Generally accepted laws of statistics purport that the greater the sample size of data, the more accurate that data becomes. TECS uses a variety of measurements to assess individual student progress and overall school improvement. The Utah State Office of Education (USOE) looks nearly singularly at state Criterion Referenced Test (CRT) scores. This assessment serves as a snapshot of a moment in time for a student and a school. Though useful and valid, when used alone CRT results fall short of creating an accurate and reliable picture of the reality of a student's and school's performance. TECS uses CRT results along with a variety of other measures, creating a clearer understanding of our progress and performance. Even though TECS generally tests well on the CRT, below are a few other data points of interest, all taken from nationally used and recognized assessments unaffiliated with the CRT.

- TECS students grow on average 2.6 grade levels in spelling, ending each year spelling 3 years above grade level.
- TECS students read on average nearly 2 years above grade level.
- TECS students complete our aggressive homework standards on average at a rate of 91%.
- Returning TECS students score higher on average on every standard assessment than new students.
- TECS has a 94% parental satisfaction rate.

Low-Stakes / Low-Pressure: We believe that testing should be a byproduct of the instructional program rather than the focus. The pressure produced by such emphasis on a single assessment has pushed public schools to adopt the now wide-spread practice of "teaching to the test." Schools take anywhere from weeks to months preparing for the CRT, borrowing valuable instructional time and purchasing specialized software to do so. Furthermore, the pressure to score well and the stress it incurs filters from the state, to the school, to the teacher, and ultimately to the student. The unfortunate yet true effect is that test scores have replaced student learning as the top priority, making the child the decisive victim.

TECS's philosophy and practice over our decade-long existence has been to never teach to the test. Our teachers teach the curriculum, holding all to high standards, and then let the tests take care of

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themselves. Low stakes. Low pressure. This common sense yet unique approach provides a more realistic rather than inflated measure of student performance.

Maximizing Instructional Time: TECS maximizes each minute of instructional time entrusted to us. As many sacrifice time for test preparation, we don't. When pressed to consider changing our practices to appear more successful through inflated CRT scores, we press back by asking the question… at what expense? Language Arts? Math? Science? Music? We prefer the inverse approach; we spend time on the instruction of students at the potential expense of inflated test scores. The effective teaching of every subject on every day trumps any other potential distraction.

Thomas Edison Charter Schools take seriously the progress of each individual student. We are confident in the success of our philosophies, curriculum, and educational program, and the data from a variety of measures confirms it. We continue to invite current parents and other members of the community to spend some time in our schools and observe the consistent quality found in the details of our daily operations—guaranteed in each class each day. Prioritizing students above all else, TECS will continue to serve the nearly 800 Cache Valley families who have learned for themselves the immense benefits gained from this exceptional program.

Issued November, 2012

E-LEARNING EDUCATION POLICY (1 OF 2)

Item #	Board President Signature	Original Approval Date	Last Amendment Date
4108			

Whenever online learning becomes necessary or advisable, TECS will continue the school's mission through a variety of methods. Examples include packets and online.

Teachers will have the primary responsibility to communicate and contact each student in the class and may use classroom aides to accomplish these responsibilities.

Teachers will determine the grade-level appropriate method for delivering instruction to their students to fulfill the state standards and objectives.

Aides will fulfill responsibilities as determined by the principal and the teachers. With the primary concern of student achievement.

PLCs will collaborate to develop instructional resources accessible to all TECS families. The utilization of a digital platform will be created to grant access to online materials. Devices will be made available for checkout, at no cost from the school, for students that do not have sufficient resources. Parents without internet access will be notified of internet options. Packets of materials may be made available for all families as needed. Upon request, Spanish translation will be available for families as needed. Teachers and aides will be available and will make all practical attempts to contact students individually to provide tutoring and individual support. Regular contact with each student will be made by staff to ensure materials are being accessed and learning continues.

Special Education teachers and aides will contact each student with an IEP, on a regular basis, to ensure accommodations are being made. Small groups may be available live and via electronic methods, to provide the instructional delivery method is consistent with IEP specifications. Regular contact should be made, as appropriate, to ensure the IEP is followed.

As a school, we will hold meetings regularly, either together or online, with all faculty and support staff to discuss progress, concerns, successes, and updates on our current situation. All teachers and staff will work at their previously allotted time and wage prior to the E-Learning implementation. Hourly aides will utilize technological means to maintain contact with students and provide additional support.

TECS E-Learning Attendance Policy

Teachers

Teachers should work an eight hour work day, or commensurate FTE, generally between 8:00a.m. - 4:00 p.m., to perform teacher responsibilities.

PTO will be used for personal time when the teacher is not available. A substitute should be arranged according to regular practice and procedures.

Principal discretion may determine the number of hours necessary for teachers to be present on campus.

E-LEARNING EDUCATION POLICY (2 OF 2)

Item #	Board President Signature	Original Approval Date	Last Amendment Date
4108			

Classified Employees
Classified employees whenever possible, will be able to work their allotted hours. These hours may be waived or reduced upon employee request.

Location for hours worked may be determined by the principal and as circumstances require. (At school, home, online, etc.)

Classified employees are accountable to report their hours through the proper school channels as determined by the principal.

Student Attendance
Teachers will mark daily attendance based on student contact. Examples include but are not limited to: online assignment completion, packet completion, online presence, or other parent verification. Daily attendance for students will still be expected.

TECS E-Learning Grading Policy

Teachers will determine the level of student understanding of concepts and objectives and determine grades as appropriate based on student evidences. Examples may include: turned in assignments, online curriculum, parent feedback, proctored assessments, etc.

Principals may determine the grading scale according to the situation. This may include letter grading, Pass/Fail, or other assessment reporting method(s) as deemed appropriate.

HEALTH EDUCATION CURRICULUM

Item #	Board President Signature	Original Approval Date	Last Amendment Date
4109			

It is the policy of Thomas Edison Charter Schools to offer a Health Education curriculum selected from the USBE approved materials.

In accordance with 53G-10-402, the school's governing board will review and approve the proposed curriculum. In addition to the review process, it is also the responsibility of the school's governing board to have an appeal process for the adoption of instructional materials as it relates to Health education.

The appeal and review process shall be thus:

1) The administrative teams of both campuses, including the principals, assistant principal(s), and the Directors of Instruction, will coordinate the efforts of curriculum selection, teaching delivery, and dissemination to students and families.
2) The curriculum will be presented to the governing board in an open meeting.
3) The board shall review the curriculum and any appeal to the curriculum and present their deliberations in an open board meeting prior to the adoption of the instructional materials.
4) The board shall have a passing vote on the instructional materials.

ISSUANCE, ACCEPTANCE, AND RECIPROCITY OF HIGH SCHOOL CREDITSPOLICY

Item #	Board President Signature	Original Approval Date	Last Amendment Date
4201		October 5, 2011	

It is the policy of Thomas Edison Charter Schools to implement curriculum, instructional standards and competency measures for high school credit in accordance with Utah State Law and the State Board of Education Rules, specifically R277-705-3.

Students may earn high school credit by:

- successful completion of accredited high school courses;
- successful completion of accredited electronic high school courses;
- successful completion of accredited correspondence/independent study courses; or
- successful completion of student work or projects from accredited or non-accredited sources by approval of the principal and consistent with Utah State Law and Board Rule.

The amount of credit earned (whether semester, partial or full year) will be based on the student transcript and course description from the credit granting institution.

Thomas Edison Charter Schools shall accept transfer credits from accredited institutions after a review to ensure that the demonstration of competency, the acceptance, and reciprocity of transfer credits earned by students are consistent with Utah State Law and Board Rule.

STUDENT EDUCATIONAL OCCUPATIONAL PLAN POLICY (1 OF 2)

Item #	Board President Signature	Original Approval Date	Last Amendment Date
4202		December 1, 2011	March 12, 2025

Purpose

In accordance with Utah Code 53E-2-304, Thomas Edison Charter Schools implement the Student Education Plan and Student Education Occupation Plan (SEP/SEOP) process. The SEP/SEOP shall be established to benefit the school community. The benefits include:

A. Students:
   a) Provides students with goals to close the gaps in achievement.
   b) Promotes advocacy for student success.
   c) Provides a place for students' concerns to be addressed.
B. Teachers:
   a) Communicates student successes with parents.
   b) Correlates classroom strategies with methods from home.
   c) Identifies concerns otherwise not discovered.
C. Parents:
   a) Provides in-depth knowledge of student's achievement.
   b) Forms a connection to school curriculum.
   c) Creates a partnership with teacher and school.
   d) Ensures students receive necessary academic attention.

Policy

It is the policy of Thomas Edison Charter Schools to implement the SEP/SEOP. Thomas Edison Charter Schools shall support the use of SEP and SEOP forms that will:

A. Celebrate the student's achievements, strengths, and abilities.
B. Focus efforts on the student's academic and social success.
C. Use data to identify student progress.
D. Include standardized test information.
E. Utilize goals as a means to promote academic and personal growth.

Procedure

The SEP shall occur in grades K-6 in the following manner:

A. Teachers receive training from a school counselor on conducting an SEP meeting.
B. Teachers meet twice annually (once in the fall, once in the spring) for individual students with parents and, if needed, with the student.
C. The SEP form is completed providing relevant data to plan, monitor, and manage student progress.
D. Evidence is provided of the meeting with parent and teacher signatures.
E. SEP documentation is transferred to the next grade teacher.

STUDENT EDUCATIONAL OCCUPATIONAL PLAN POLICY (2 OF 2)

Item #	Board President Signature	Original Approval Date	Last Amendment Date
4202		December 1, 2011	

The SEOP shall occur in grade 7 in the following manner:

A. A counselor, in conjunction with CTE, will provide guidance curriculum lessons in the areas of self knowledge, occupation exploration, and work based learning.
B. Students will participate in small group (classroom size) SEOP's.
C. Students will communicate SEOP information to parents and obtain a signature to provide evidence of the communication.
D. Documentation will be returned to and kept by a school counselor.

The SEOP shall occur in grades 8-9 in the following manner:

A. The SEOP meeting shall take place before the fall registration of the local school districts.
B. A counselor will conduct guidance curriculum lessons on developing self knowledge, improving academic awareness, career exploration, and post high school planning during the school year.
C. Students in grades 8 and 9 will meet individually with the counselor; parent involvement will be stressed in grade 8. The meeting shall review;
    a) High School course plans.
    b) Middle School academic achievement.
    c) Goals for future achievement.
    d) Occupation exploration findings.
D. Documentation is kept by a counselor with signatures of all persons present at the SEOP meeting.

Time spent during the school day to implement SEPs and SEOPs is considered part of the school term referred to in Utah Code 53E-2-304(2b). Thomas Edison Charter Schools shall be given up to 3 school days during Parent/Teacher conferences to perform the SEPs and SEOPs.

All changes to the Student Education Plans policy shall be submitted to and approved by Thomas Edison Charter School administration and governing board.

SCHOOL COUNSELING POLICY

Item #	Board President Signature	Original Approval Date	Last Amendment Date
4203		August 4, 2021	January 6, 2022

Thomas Edison Charter School's College & Career Readiness School Counseling Program

Thomas Edison Charter Schools have licensed school counselors that follow the Utah Model of School Counseling for K - 8th grade at two different campuses. We meet the school counselor ratio expectations as put forth by the state and participate in the states counseling program review schedule. The program is data driven. Data is collected each year and a data project is presented to the school board as well as turned into the state board of education each year.

Counselors are licensed by the Utah State Office of Education. They meet all accreditation standards as required by the Utah State Office of Education and the Northwest Association of School and Colleges. They are both members of the Utah School Counselors Association (USCA) and the American School Counseling Association (ASCA).

The counselors provide a variety of services. These services include the following four components:

Systemic Approach to Dropout Prevention with Social/Emotional Supports
Consists of activities to meet students' immediate needs. May include individual counseling, group counseling, academic consultation, outside referrals, truancy mediation, conflict resolution, self-help information, and classroom lessons.

Plan for College & Career Readiness
School counselors coordinate ongoing systemic activities designed to assist the individual student in establishing personal goals and developing future plans. Students learn how to research careers, set goals for the future and start planning out their high school/college education. In 8th grade students participate in a job shadowing at a business in the community. In addition students in the 8th grade meet individually with their counselor and parents to discuss post high school options. The 7th grade students meet in a small group setting with the counselors during their College & Career Awareness class. Students also get a great deal of information about future planning through their monthly guidance curriculum lessons and an annual college week.

Collaborative Classroom Instruction
Counselors provide all students with the knowledge and skills appropriate for their developmental level during monthly lessons. The middle school curriculum covers information students need taught in the traditional classroom. Topics include stress and suicide prevention, career exploration, high school graduation and college entry requirements, financial aid assistance, job applications, resumes, interviewing skills, team building, and more. Elementary curriculum focuses on social and emotional well-being.

Systemic Program Management
Includes activities that establish, maintain, and enhance the total school counseling program. School counselors use their leadership and advocacy skills to promote systemic change by contributing to professional development; consultation and referrals; collaboration, outreach, and advocacy; program management and operations; technology use.

LIBRARY POLICIES AND PROCEDURES (1 OF 8)

Item #	Board President Signature	Original Approval Date	Last Amendment Date
4204		August 2010	February 5, 2025

OVERVIEW OF LIBRARY

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

Goals: The school librarian will set annual goals. These annual goals will be discussed with the principal at the beginning of the school year for approval. Then the school librarian will meet again with the principal at the end of the year to discuss if the goals were accomplished or not for the school year.

PERSONNEL

School Librarian Job Description

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

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4. Curriculum and Instruction
    - Implements the standards of the state library curriculum.
    - Teaches lessons that reflect best practices in teaching and learning.
    - Monitors students' understanding and corrects or revises lesson to aid in students' understanding.
    - Maintains student involvement in the learning task.
    - Provides reference services to students, staff, and the community.
    - Creates a positive learning environment.
    - Makes instructional decisions using student assessment results.
    - Fosters positive attitudes towards libraries.
5. Leadership and Professional Development
    - Participates in staff and department meetings.
    - Engages in professional development outside of the school.
    - Keeps current on issues related to library services.
    - Provides leadership in the school for information on information literacy, literacy, technology, and copyright and intellectual freedom issues.
    - Reflects on practice.
6. Communication
    - Communicates regularly with parents regarding information literacy, recommended readings, and news about programs in library.
    - Communicates with faculty and students about services, materials, programs, and facilities.
7. Collaboration
    - Plans the integration of information literacy skills into the school's curriculum with classroom teachers.
    - Works as a partner to assist classroom teachers in developing instructional units.
    - Seeks input regularly from staff on evaluating the school library collection, services, and programs.
    - Meets with teachers to plan collaborative units.

Volunteer Job Description

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

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PROCEDURES

COLLECTION DEVELOPMENT

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

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

Materials will be selected to:

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

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

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

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

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Gifts: Gifts may be accepted from outside sources, but will be evaluated as to their acceptance with care, and in accordance with the above guidelines, by the school librarian. Acceptance of gifts does not necessitate that the materials will be retained and/or incorporated by/into the school library. This applies to money or materials given to the school library by individuals, Parent Organizations, other interest groups, or memorials. If monetary donations are given, the school librarian will be spent to benefit the school collection or program. If any gift is not selected for inclusion in the resource collection, the gift material will be passed on to a more appropriate recipient.

Parental Restriction of Individual Student Access

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

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

Procedure for Handling Re-Evaluation Requests:

1. If the concerned party still has an objection to the decision made by the Library Review Committee, they have the option to fill out a Request for Re-Evaluation of Library Materials form which can be obtained from the librarian.
2. The material in question shall be reviewed by a committee comprised of the following individuals:
   - (1) School Director -Principal
   - (1) Director of Instruction
   - (1) Librarian
   - (1) Member of Governing Board
   - (1) Member of Parent Organization
3. The re-evaluation committee shall function at the call of the School Principal and school librarian upon receipt of a completed form. The material shall be considered in its entirety, with the specific objection in mind. The decision of the re-evaluation committee shall be completed as rapidly as possible and then forwarded to the complainant

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4. The review of questioned materials shall be treated objectively and as an important matter. The best interest of the students, curriculum, school, and the community shall be of paramount consideration.
5. No material shall be removed from the school library until the school library review committee has made a final decision.
6. An individual who initiates three reviews that do not result in the removal of material are barred from additional challenges for the remainder of the school year (Board Rule R277-123)

HANDLING OF SENSITIVE MATERIALS

If an allegation presents a plausible claim that a challenged material constitutes objective or subjective sensitive material, as defined by current state law, the procedures will adjust to reflect the legal process outlined by the most recent House Bill and the Utah State Board of Education. (Section 53G-10-103, *Sensitive Instructional Materials*, Board Rule R277-217, *Educator Standards and LEA Reporting*, Utah Code Sections 76-5c-208, 76-5c-101, 76-5c-102, and 76-5c-207)

This includes but is not limited to:

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

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

CATALOGING OF BOOKS

The librarian will direct the cataloging of books.

MAINTENANCE (WEEDING, INVENTORY, REPAIR)

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

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

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their value for research.

Inventory: At the end of the school year, the library will close the week before school is out so the school librarian can conduct an inventory of all items in the library. The library will use the automated inventory tool in the library's catalog system to do this. Each item in the library should be scanned in to get a reliable account of all materials in the collection. The school librarian will make every effort to locate unaccounted books still checked out by patrons. After school is out, the school librarian will mail out notices to parents that their child has an item out with the cost of the book if the book cannot be returned.

ACCESS / SCHEDULING

Library Hours: The library opens daily before school and will remain open for a period of time after the last class is dismissed. Students may use the library before school, during lunch hour, and after school. If there is not a scheduled class, the librarian and administration will determine if students may use the library during recess.

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

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

The following is the weekly schedule:

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

CIRCULATION

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

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

School Library Card: Students will have a library card that will be used during library class. Students in grades K-5 will keep these cards in the library until the end of the school year. Middle school students will

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be given their cards at the beginning of the school year. It is not necessary for the middle school students to have these cards with them to check out a book.

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

Allowed Number of Materials for Check-out:

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

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

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

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

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

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4204		August 2010	February 5, 2025

COPYRIGHT

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

CORE STANDARDS INSTRUCTION

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

BUDGET

The school library program will have an ongoing budget in order to maintain a quality program for the school. The school librarian will have input for developing the budget for that school year. They will be responsible for the spending of the money allotted.

-5000-

Finance and Facilities

CONTINGENCY FUND AND BUDGET DISCRETION POLICY

Item #	Board President Signature	Original Approval Date	Last Amendment Date
5101		September 1, 2010	October 2, 2024

The schools shall maintain a board approved contingency fund. The administrators shall have discretion over managing the budget approved by the board. Administrators shall also have discretion over purchases for the school. If the administrators need to use the contingency fund, they are required to seek board approval. The contingency fund percentage will be recorded yearly.

Contingency Fund Percent Per Year:
Fiscal Year (FY) 2006: 0.57%
FY 2007: 2.9%
FY 2008: 4.1%
FY 2009: 2.2%
FY 2010: 10.3%
FY 2011: 9%
FY 2012: 4%
FY 2013: 5.5%
FY 2014: 3%
FY 2015: 5.34%
FY 2016: 5.2%
FY 2017: 6%
FY 2018: 6%
FY 2019: 3.5%
FY 2020: 5.4%
FY 2021: 5.4%
FY 2022: 5.4%
FY 2023: 6.9%
FY 2024: not set
FY 2025: 4.5%

FINANCIAL PROCEDURES (1 OF 3)

Item #	Board President Signature	Original Approval Date	Last Amendment Date
5101a			August 5, 2015

The Thomas Edison Charter Schools purchasing procedures defines how bills are paid and reflected in the Schools' operating budgets. There are three main categories (defined below): Pre-approved in budget, Board approved and, Principal approved.

Purchases by any Thomas Edison employee require an approved requisition unless they fall into the Pre -Approved in the Budget category. The Business Manager will pay reimbursements when approved expense reimbursement forms are submitted. All financial activity is to be stored in a relational database. The board will review budget and financial reports monthly. The final budget for the current fiscal year, and the preliminary budget for the next fiscal year, will be reviewed during the final quarter of the current fiscal year. Final approval of both will typically occur at the June board meeting.

An independent auditor will review records and procedures at least annually for accuracy and report to the board.

All direct corporate and personal donations should be acknowledged by way of a letter signed by the Principal. The funds will be given to the Business Manager for deposit and to be entered into the database for tracking. The governing board will specify the budget category to which donations should be allocated unless specified by the donor.

Pre-Approved in Budget: These budget categories are pre-approved by the Thomas Edison board and should be paid by the Business Manager. All transactions will be entered into the TECS financial database.

- Payroll
- Benefits
- Facility and Property Maintenance
- Utilities
- Insurance

Board Approved: The following budget categories require board approval.

- Cash Surplus/Contingency
- Board Expenses

Principal Approved: The Principal has authority to purchase items in the remaining budget categories. In addition, the Principal has authorization to approve employee and volunteer reimbursement expense requisitions. Purchases or expenses requiring use of the contingency fund must be approved by the board. Once approved, the Business Manager pays expenses and the transactions are entered into the TECS financial database.

FINANCIAL PROCEDURES (2 OF 3)

Item #	Board President Signature	Original Approval Date	Last Amendment Date
5101a			

FINANCIAL RESPONSIBILITY DISTRIBUTION PROCESS

Business Mgr.	Principal/Secretary	Governing Board	Auditor
Generate reports to Board and State	Acquire signatures as required	Receive and review monthly bank statements	Perform annual audit
Maintain category expenditure accounts	Maintain file of "pending delivery"	Approve expenditures	
Assign income to budget categories	Place orders as requested and approved	Delegate limited discretionary budget expenditures	
Maintain receipt and reconcile purchase file	Deliver items to appropriate party	Receive and review monthly budget reports	
Pay bills and reconcile Accounts Payable	Oversee annual inventory control process	Receive and review annual financial audit report	
Maintain accounting of income/expense by budget class	Sign checks (Principal(s)/ Vice Principal(s)/ Director(s) of Instruction)	Sign checks (Board President/Treasurer)	
Reconcile yearly statement		Maintain audit committee as specified in state rule	
		Determine budget categories for unspecified donations	

PURCHASING STEPS: (Please make sure you notate the campus for which you are purchasing.)

Before You Place an Order

1. Complete requisition form including all the following applicable information:
   A. Description of item
   B. Item or Part Number
   C. Quantity
   D. Price
   E. Extension of price
   F. Vendor name, phone number and address
   G. One or more options regarding purchasing

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H. Submitted by
I. Date
J. Attach receipt(s) to back of requisition (if applicable)

2. Submit requisition to Principal for authorization.
3. If purchase requires usage of the contingency fund, requisition is referred for board approval.

After Approved

1. Once all approvals are obtained, requisition is returned to individual who created the request or to the secretary for the order to be placed.
2. If request is for reimbursement, requisition is forwarded to Business Manager.
3. Once ordered and appropriately notated with order date, requisition is forwarded to Business Manager and a copy is kept with secretary to await delivery.
4. When item received, packing slip is attached to requisition. If an inventory item, it is labeled with an inventory tag and recorded on inventory control sheet with tag number, description, and location.
5. The item is then delivered by the Principal, Secretary, or Business Manager or their designee to the appropriate location for use or consumption.
6. Business Manager receives invoice, checks all documents for accuracy and receipt and processes invoice if not already paid.

Occasionally, a verbal approval is acceptable before placing the order; HOWEVER, a signature must be obtained before the file can be closed.

CAPTIALIZATION POLICY

Item #	Board President Signature	Original Approval Date	Last Amendment Date
5102		September 14, 2005	

It is the policy of Thomas Edison Charter Schools when purchasing supplies and/or equipment that have a life expectancy of at least one year and is at an individual cost of $1,000.00 or more, the item will be placed in Fixed Assets and depreciated according to the life expectancy listed below for the following categories. All purchases for less than $1000.00 shall be expensed in the fiscal year it was purchased.

Buildings	40 Years
Library Equipment	7 Years
Classroom Equipment	7 Years
Furniture and Fixtures	7 Years
Computer Equipment	7 Years
School Equipment	7 Years
Tenant Improvements	15 Years

CASH DISBURSEMENT AND PURCHASING POLICY (1 OF 3)

Item #	Board President Signature	Original Approval Date	Last Amendment Date
5103		September 4, 2013	October 1, 2025

Cash Disbursement and Purchasing Policy

All funds owned or administered by Thomas Edison Charter Schools are public funds subject to federal and state law. Funds will be managed prudently and expenditures must be reasonable and necessary for delivery of the educational program.

All individuals that initiate, authorize or process cash disbursements on behalf of TECS, hereafter known as "TECS representatives", will act in accordance with Utah Educator's Standards, state ethics acts, and all applicable state and federal laws. Expenditures, purchases, contracts, construction and improvements must comply with the State Procurement Code and the Utah Public Officers' and Employees' Ethics Act.

All checks or check stock, credit / purchase cards, access to bank accounts and statements, and disbursing of school funds are secured and controlled by the Business Manager. The school's tax exempt number will be used for legally tax exempt purchases only. Expenditure transactions must be approved by one of the following: authorized employees, Principal(s), or Governing Board. Accurate records shall be kept of all transactions. All records are subject to periodic audits by the Business Manager, Principal(s), and Governing Board. Disbursements should be substantiated by supporting documents such as purchase orders, receipts, invoices, quotes, reimbursement forms, etc. The Business Manager shall provide the principals of each campus a record of all monthly electronic payments, excluding payroll. This record shall be reviewed and signed each month by the principal of each school. The Business Manager shall also provide the principals of each campus a record of the prior month's payroll. On a monthly basis, a minimum of five randomly selected individual amounts shall be reviewed for accuracy in each payroll report. The total amount for every payroll shall also be examined for accuracy and the report shall be signed by the principal or assistant principal of each campus. Financial statements will be reviewed quarterly by the Business Manager, financial consultant, and Board representative.

Small Purchase Guidelines

- The "individual procurement threshold", the maximum expendable amount to obtain a single item/service from one vendor at one time without requiring competitive purchasing, is $1,000. Purchases in excess of $1,000 require a minimum of two competitive quotes. Quotes should provide detailed information such as date, item descriptions and price, additional charges such as shipping, and contact information.
- The "single procurement aggregate threshold", the maximum expendable amount to obtain multiple procurement items/services from one vendor at one time, is $5,000. This includes any combination of individual procurement items costing less than $1,001 purchased from one vendor at one time, not to exceed in total $5,000.

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5103		September 4, 2013	September 4, 2024

- The "annual cumulative threshold", the maximum total annual expendable amount to obtain procurement item(s) from the same vendor during the fiscal year (July 1—June 30), is $50,000. Single purchases or combinations of single purchases in excess of $50,000 require a bidding or a proposal (RFP) process.
- Professional services, such as architectural, engineering, accounting, legal, or consulting services less than $100,001 require a competitive bidding or RFP process, or by selecting a provider from an approved potential vendor list created using an invitation for bids or an RFP under provisions in Utah Code 63G-6a-403 and 404. Goods or services on term statewide contracts may not be purchased from suppliers other than the state term contract supplier(s).
- Small construction projects:
  (1) Costing less than $25,001 may be procured by direct award without seeking competitive bids or quotes after documenting that all applicable building code approvals, licensing requirements, permitting and other construction related requirements are met.
  (2) Costing between $25,001 and $80,000 may be procured by obtaining a minimum of two (2) competitive bids or quotes that include minimum specifications and be awarded to the contractor with the lowest bid or quote that meets the specification after documenting that the requirements are met from (1).
  (3) Costing more than $80,000 are not considered small construction projects and must follow the requirements outlined in Utah Code 53A-20.

Reoccurring Purchase Over Annual Cumulative Threshold
Ongoing, continuous, and regularly scheduled purchases that exceed $50,000 shall utilize a contract if feasible.

Artificially Dividing a Purchase
Procurement purchases may not be intentionally divided into one or more smaller purchases over a period of time to avoid requiring competitive quotes or bids.

Hospitality Gifts, Gratuities, Kickbacks, and Use of Position or Influence
TECS representatives and/or their family members shall not accept hospitality or promotional gifts with a value in excess of $10 on any given occasion and shall not exceed $50 total from one school vendor in one year. Any gift exceeding these thresholds is considered a gratuity. A "gratuity" is defined as anything of value to which a monetary price or fee is usually affixed. TECS representatives and/or their family members will not accept gratuities from any individual or entity involved in the purchasing and/or procurement process. TECS representatives and/or their

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5103		September 4, 2013	September 4, 2024

family members will not ask, receive, accept or promise any manner of "kickback", a gratuity given in exchange for favorable treatment in a pending procurement or the administration of a contract, either for themselves or for another person. TECS representatives and/or their family members will not use position or influence to obtain a personal benefit for themselves and/or the family members of any individual or entity involved in the purchasing and/or procurement process.

Legal penalties are attached to violations of state purchasing, procurement and cash disbursement laws. TECS fiscal policies should be reviewed annually to ensure compliance with legal amendments.

Reference Laws:
R227-113: LEA Fiscal Policy & Accountability
R33-3: Utah Administrative Code – Administrative Services, Purchasing and General Services Source Selection and Contract Formation
Utah State Board of Administrative Rules
Utah Code 67-16: Employees' Ethics Act
Utah Code 53E-3-7 State System of Public Education School Construction
Utah Code: 67-16, sections 4 & 5:Utah Public Officers' and Employees' Ethics Act
Utah Code 63G-6a: Utah Procurement Code

Related Policies and Procedures:
TECS Policies and Procedures Handbook: Financial Procedures
TECS Policies and Procedures Handbook: Personnel Purchasing Policy

PERSONNEL PURCHASING POLICY

Item #	Board President Signature	Original Approval Date	Last Amendment Date
5104		December 14, 2005	June 3, 2009

Teachers: Teachers may be provided access to the School's purchasing accounts for their personal use under the following conditions:

1. The teacher will compensate the school in advance the entire purchase price plus $20.00 to cover administration costs.
2. The purchase will be limited to items that directly correlate with the teacher's curriculum.
3. The teacher will submit a written request to be directed to the governing board.
4. The board will approve/decline such a request on a case-by-case basis.
5. The teacher will be limited to three such purchases within a given fiscal year.
6. This policy shall be over-ruled by any state or federal law prohibiting such purchasing.

Other Staff Members: Personnel other than teachers may be provided access to the School's purchasing accounts for their personal use under the following conditions:

1. The staff member will submit a written request to be directed to the governing board.
2. The board will approve/decline such a request on a case-by-case basis.
3. The purchase will be limited to items that directly correlate to the staff member's job description.
4. The School's accounts will be made available each year during the months of August, September and March.
5. The staff member will compensate the school in advance the entire purchase price plus $20.00 to cover administration costs.
6. This policy shall be over-ruled by any state or federal law prohibiting such purchasing.

SCHOOL FEES POLICY (1 OF 2)

Item #	Board President Signature	Original Approval Date	Last Amendment Date
5105		January 8, 2014	September 4, 2024

School Fees Policy

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

State Provisions:

Utah law defines a "fee" a charge, expense, deposit, rental, or payment in the form of money, goods, or services that is a condition to a student's full participation in an activity, course, or program that is provided, sponsored, or supported by an LEA. In grades K-6, unless sixth grade is included in a school that contains one or more secondary grade (7-12), state law prohibits the charging of fees for any class or activity incorporated into the regular school day. This includes materials, textbooks, supplies, assemblies and field trips. Utah law allows students in secondary grades to be charged fees in some circumstances, as described in 53G-7-5. LEAs that charge fees are subject to state legal provisions requiring fee schedules and fee waivers.

TECS Policy:

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

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

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

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

As required by the Utah State Office of Education, TECS will review and approve this policy annually and submit the Charter School Certification of Compliance form, with the current school fees policy

Item #	Board President Signature	Original Approval Date	Last Amendment Date
5105		January 8, 2014	September 6, 2017

attached, to the USOE by October 31 of each year.

Reference Laws:
Utah Administrative Code R277-407
Utah Code 53G-7-5
Utah Constitution Article X Section 2

COMPETITION PARTICIPATION AND TRAVEL POLICY (1 OF 2)

Item #	Board President Signature	Original Approval Date	Last Amendment Date
5106		December 4, 2013	April 6, 2016

Participation in competitions (such as history & science fairs, spelling & geography bees, etc.) is part of the classroom curriculum at the school level; competition at advanced levels (such as region, state and nationals) is optional for students who qualify. In support of students' achievements, TECS offers financial support and, when possible, teacher mentorship to students participating in approved competitions. Competition participation, fundraising plans, funding allocations, travel plans, accommodation plans, and reimbursement requests are at the discretion of the principal(s) and must be approved prior to the competition.

Payments / Reimbursements

TECS will pay student registration fees. TECS will reimburse for the cost of student travel (airfare or fuel* for approved competitions within driving distance), project shipping, and the student's portion of hotel accommodations during the days of the competition. For teachers mentoring students at competitions, TECS will pay registration fees and will reimburse for airfare, or auto fuel* for competitions within driving distance, and hotel accommodations during the competition. All reimbursement requests must be submitted with appropriate documentation (original receipts, etc.).
*Fuel reimbursement, not mileage reimbursement

Teacher Mentors

Teachers mentoring students at competitions are covered under their usual Workman's Compensation insurance. All professional educator standards outlined in Utah state rule apply during travel and competition participation.

Chaperones

Each student who decides to attend competitions must attend with a family-appointed, family-sponsored chaperone. The chaperone assumes all responsibility for the student for the duration of the trip (travel, food, medical, academic, etc.). Students and their chaperones travel and compete at their own risk and the school assumes no responsibility for their safety or expenses. Appropriate waiver of liability forms will be completed prior to the trip. Chaperones travel and accommodation expenses are not reimbursed, unless pre-approved by principal as a result of fundraising efforts (see below).

Accommodations

Teacher mentors traveling with students will have separate accommodations. It is expected that non-related students will have separate accommodations for boys and girls.

COMPETITION PARTICIPATION AND TRAVEL POLICY (2 OF 2)

Item #	Board President Signature	Original Approval Date	Last Amendment Date
5106		December 4, 2013	

Competition Funding

TECS asks that PARTICIPANTS who receive reimbursements lead out and participate in group fundraising efforts. If group fundraising efforts exceed the amount needed to cover the approved reimbursements outlined above, family-sponsored chaperones may be reimbursed up to a certain level, pre-determined by the principal, based upon fundraising success. However, the school's responsibility will not exceed that pre-determined reimbursement amount.

Related Policies:

TECS Fundraising Policy
TECS Donations, Gifts and Sponsorships Policy
TECS Cash Receipts Policy
TECS Effective Teaching Standards Policy
TECS Transportation Policy

FUNDRAISING POLICY (1 OF 2)

Item #	Board President Signature	Original Approval Date	Last Amendment Date
5201		September 4, 2013	

Fundraising at Thomas Edison Charter Schools shall comply with the following policy statements:

1. Fundraising activities should always reflect the high academic and moral standards of Thomas Edison Charter Schools.
2. All fundraising efforts should promote the philosophy, mission and goals of TECS and should only be used to support school-sponsored academic or co-curricular activities authorized by the Principal(s) and Governing Board.
3. All monies generated by fundraising efforts are public funds subject to federal and state laws.
4. All individuals who initiate, authorize or participate in fundraising activities on behalf of TECS will comply with applicable laws including, but not limited to, Utah procurement law, state ethics acts, and Utah Educators Standards.
5. Under the direction and approval of the board, the Parent Organization (PO) will address fundraising needs directly benefitting the school. The Governing Board may engage in fundraising as well.
6. The collection and expenditure of public funds will adhere to TECS cash receipting; cash disbursement; and donations, gifts and sponsorships policies.
7. Fundraising revenues should be accounted for at an individual contribution level. All fundraising proceeds will be deposited directly into TECS accounts by the Business Manager.
8. The school's tax exempt number will be used for legally allowable tax exempt purchases only.
9. The Principal(s) may authorize properly approved school-sponsored activities to use the school's name, facilities and equipment; hold fundraising activities at alternate locations in the community; use school employees and resources to supervise, promote and staff the fundraiser; and use parent volunteers to supervise and staff the fundraiser.
10. Participation in fundraisers is entirely voluntary.
11. TECS will ensure equal and fair treatment of students in the management of fundraising proceeds.
12. TECS students will not be expected to sell anything for the purpose of fundraising. Competitive enticements for participation in fundraisers are discouraged and rewards, prizes, commissions or compensation may not be received by any individual employee or volunteer.
13. Fundraising proceeds will be directed to TECS for disbursement and never to an individual or outside entity.
14. Risk of financial loss or liability in fundraising activities should be avoided. Private businesses may not use the school as a marketing arm.
15. TECS reserves the right to decline, restrict or redirect fundraising proceeds and to limit or prohibit fundraising activities.
16. Records of fundraising efforts should be open to the public upon request.

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5201		September 4, 2013	September 4, 2024

17. Employees should not use their employment status at, or the resources of, a public school for personal gain or for the promotion of any type of personal non-school-related activities or events. Employees should disclose any conflict of interest.

Reference Laws
Utah Admin. Code R277-113: LEA Fiscal Policy and Accountability
Utah Admin. Code R277-217: Educator Standards and LEA Reporting
Utah Code 67-16: Public Officers' and Employees' Ethics Act
Utah Admin. Code R277-107: Educational Services Outside of Educator's Regular Employment
Utah Code 63G-6a Utah Procurement Code
Utah Code 51-7-3(26): Public Funds and Accounts State Money Management Act
Title IX: Education Amendments of 1972
Utah State Constitution Article X: Education

Related Policy:
TECS Policies & Procedures Handbook: Cash Disbursements and Purchasing Policy
TECS Policies & Procedures Handbook: Cash Receipts Policy

LAND TRUST POLICY (1 OF 2)

Item #	Board President Signature	Original Approval Date	Last Amendment Date
5202		December 4, 2013	September 4, 2024

It is the policy of Thomas Edison Charter Schools to comply with all laws governing the state LAND Trust Program. Utah law requires charter schools to form councils to prepare plans for the use of allotted LAND Trust funds. Accordingly, each TECS campus will establish a LAND Trust Council tasked with the responsibility of formulating individual school LAND Trust plans.

TECS LAND Trust Councils will be comprised of administration, staff, and parents or guardians of enrolled students (hereafter referred to as "parents") at their respective campuses. Parent representatives on the councils will be elected annually by the membership of the Parent Organizations. Candidates will be designated from the Parent Organizations and may volunteer or be nominated to run for elected parent positions. In accordance with state law, the number of council members who are parents will exceed the number of all other council members combined by at least two. A parent will serve as the chair or cochair of the TECS LAND Trust Councils at each campus as required by law.

TECS LAND Trust Councils will prepare plans that focus expenditures of LAND Trust funds on student academic improvement by specifying academic goals, steps for goal achievement and measures to assess improvement. The plans will be reviewed and approved by the TECS Governing Board prior to submission to the State Charter School Board.

Reference Law:
Utah Code 53-D-1
Utah Admin. Code R277-477

LAND TRUST POLICY (2 OF 2)

Item #	Board President Signature	Original Approval Date	Last Amendment Date
5202		October 12, 2016	

TECS LAND Trust Election Procedures

The procedure for electing council members for the TECS LAND Trust committee shall be as follows:

- In the first week of September, a call for volunteers to participate on the council will be made. This may be done electronically (e-update, mass text message, etc.) or, for those who don't have internet access, a notification sent home.

- Once parent volunteers are identified, the names will be presented to the school community for voting purposes. A ballot may be submitted electronically, or in person at the front office. The notice of the election may be done electronically (e-update, mass text message, etc.) or, for those who don't have internet access, a notification sent home. The voting shall be available for two school weeks in the middle of September. The number of parents elected to the council shall exceed the number of school employees by two. A minimum of six council members and a maximum of 12, comprised of parents and employees, shall be considered.

- During the last week of September, the election results will be submitted to the school LAND trust website.

- The names and contact information of council members will be included in the publication for the school website no later than Oct. 20th of each year.

DONATIONS, GIFTS, AND SPONSORSHIP POLICY (1 OF 2)

Item #	Board President Signature	Original Approval Date	Last Amendment Date
5203		September 4, 2013	September 4, 2024

The following policy directives regulate donations, gifts and sponsorships at Thomas Edison Charter Schools:

1. Donations, gifts and sponsorships must promote the philosophy, mission and goals of Thomas Edison Charter Schools. All monies received through donations, gifts or sponsorships are public funds subject to state and federal laws.
2. All individuals who receive, authorize, accept, value or record donations, gifts or sponsorships on behalf of Thomas Edison Charter Schools will comply with applicable laws.
3. TECS reserves the right to decline, restrict or redirect donations, gifts and sponsorships.
4. The collection and expenditure of funds or assets associated with donations, gifts or sponsorships will adhere to TECS cash receipts and cash disbursement policies. Funds associated with donations, gifts and sponsorships will be deposited directly into TECS bank accounts by the Business Manager.
5. Revenues should be accounted for at an individual contribution level.
6. Donations and gifts become the exclusive property of TECS upon delivery and all rights, privileges and titles to donations and gifts are transferred.
7. If donations or gifts are offered in exchange for advertising or other services, an objective valuation will be performed and a charitable receipt will be issued by the Business Manager.
8. Donations, gifts and sponsorships shall be issued directly to TECS, or its approved entities such as the Parent Organization, and may be designated for TECS specific programs.
9. Donated funds shall not directly or indirectly compensate public employees and no donations, gifts or sponsorships shall be directly paid or given to individuals, vendors or other entities.
10. Donations, gifts and sponsorships should be used to enhance the delivery of the educational program, and TECS will ensure equal and fair treatment of students in the management of those funds.
11. All donations, gifts and sponsorships will be evaluated by the Principal(s), Business Manager and/or Governing Board to ensure compliance with state procurement laws.
12. Donations, gifts and sponsorships will only be accepted without expressed or implied expectation of preferential consideration in any form, and will never be accepted as a precondition for purchase of goods or services.
13. Donations and gifts over $250 will be acknowledged and issued a letter of acknowledgement or a receipt.

DONATIONS, GIFTS, AND SPONSORSHIP POLICY (2 OF 2)

Item #	Board President Signature	Original Approval Date	Last Amendment Date
5203		September 4, 2013	September 4, 2024

Reference Laws:

R277-217: Educator Standards and LEA Reporting
Utah Code 67-16: Public Officers' and Employees' Ethics Act Utah Code 67-16
Utah Code 63G-6a: Utah Procurement Code
IRS Publication 526: Charitable Contributions
Utah Code 51-7-3(26): Public Funds and Accounts State Money Management Act
Title IX: Education Amendments of 1972
Utah State Constitution Article X: Education

Related Policy:

TECS Policies & Procedures Handbook: Cash Disbursements and Purchasing Policy
TECS Policies & Procedures Handbook: Cash Receipts Policy

CASH RECEIPTS POLICY

Item #	Board President Signature	Original Approval Date	Last Amendment Date
5204		September 14, 2005	

The following policy directives regulate cash receipts at Thomas Edison Charter Schools:

1. All individuals who handle cash receipts or accept payment in any form on behalf of TECS will comply with applicable federal and state laws.
2. Cash receipts include transactions involving currency, coin, checks, credit/debit cards and all other monetary transactions.
3. Receipting of all funds will be done at the front office unless specific approval is given by the Principal(s) or Governing Board for alternate locations due to special events or unusual circumstances.
4. All funds received at alternate locations will be counted and verified by a minimum of two persons, returned to the school as soon as possible and should never be held in an alternate location.
5. Funds will be kept in a secure location controlled by office staff and administration at the school(s) until deposit.
6. All funds will be deposited in TECS bank accounts within three days after receipt.
7. All checks should be made to Thomas Edison Charter School and never to an individual.
8. Cash receipts will be verified with supporting documentation. Disbursements may not be made directly from cash receipts.
9. Cash funds are subject to periodic and unscheduled audits by the Principal(s) and/or Business Manager.
10. All activities involving cash should be supervised by the Principal and/or authorized and trained volunteers.
11. Petty cash must be authorized by the Business Manager and Principal(s) and reconciled monthly. Reimbursements to petty cash amounts will be supported by written documentation and/or receipts.
12. All petty cash will be kept in a secure location and locked after business hours.
13. Petty cash is subject to unscheduled audits by the Principal(s) and/ or the Business Manager.
14. The Business Manager will provide annual cash receipts and fiscal accountability training to employees and authorized volunteers.

Reference Laws:

Utah Admin. Code R277-113: LEA Fiscal Policy & Accountability
Utah Code 51-7-3(26): Public Funds & Accounts State Money Management Act
Utah Code 51-4-2(2): Public Funds & Accounts Deposit of Funds Due State

Related Policies and Procedures:

TECS Policies and Procedures Handbook: Financial Procedures

BUILDING RENTAL POLICY

Item #	Board President Signature	Original Approval Date	Last Amendment Date
5205		September 9, 2003	

Thomas Edison Charter Schools may, at each school's discretion, rent their facilities to interested parties that provide the following:

1. Signed Rental Agreement;
2. Approved deposit and fees;
3. Liability Insurance Coverage in the amount of at least $1 million.

Classrooms and areas of the school that house employee or student belongings may not be rented to the public.

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Technology and Information Systems

TECHNOLOGY USE POLICY (1 OF 2)

Item #	Board President Signature	Original Approval Date	Last Amendment Date
6101			June 3, 2009

Thomas Edison Charter Schools provide technology equipment and Internet access to support the educational mission of its schools and to enhance the curriculum and learning opportunities for students and staff. General rules and expectations for professional behavior and communication apply but are not limited to the use of schools' technology and services, such as computers, networks, Internet services, telephones, fax machines, printers, copy machines and projection devices. Employees and authorized volunteers are expected to use such school equipment for school-related purposes and performance of job duties.

Employees are to be knowledgeable of, and follow all school policies, rules and procedures in the use of the schools' computers, networks, Internet services, and other technologies for school-related purposes and the performance of job duties. Incidental personal use of technology equipment is permitted as long as the use does not result in any additional cost to the school(s) and does not interfere with the employee's job duties and performance, with system operations, or with other system users. "Incidental personal use" is defined as incidental, occasional and reasonable use by an individual employee for personal communications. Employees are reminded that such personal use must comply with this policy and all other applicable policies, procedures and rules. Any employee who violates this policy and/or rules governing use of school technology equipment and services may be subject to disciplinary action, up to and including discharge.

Illegal uses of school equipment will also result in referral to law enforcement authorities. All school technology equipment remains under the control, custody and supervision of the school, which reserves the right to monitor all computer, other equipment and Internet activity by employees. School technology users have no expectation of privacy in their use of school technology equipment, including email messages and stored files.

Computers are used in productive ways which relate clearly to the educational needs of students. As students progress through the elementary grades, emphasis is placed on the use of the computer as a tool in the instructional process to help them write, calculate, solve problems and gather information. Through the middle school years, the computer shall continue to be used as a tool, but its role may be expanded to that of an object of instruction. Elective classes at this level shall provide opportunity for computer applications and Career and Technical Education. Students at all levels shall have the opportunity to develop the skills necessary to function in and contribute to society.

The resources available through the Internet are of significant value in the learning process and in preparing students for future success. At the same time, the unregulated availability of information and communication on the Internet requires that schools establish reasonable controls for lawful,

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6101			June 3, 2009

efficient and appropriate use of this technology. Employees are to know and implement board policies and rules, including but not limited to: Employee Computer, Internet and Other Technology Use Rules and Student Internet and Computer Use Rules.

Employees and volunteers who are authorized by school volunteers may access the schools' technology equipment and Internet services for administrative, educational, communication and research purposes consistent with the schools' educational mission, curriculum and instructional goals. Volunteers may use the schools' technological equipment for school purposes under the specific authorization and direction of school staff. Volunteers must comply with all school policies, rules and procedures applicable to the conduct of employees while on duty.

All software to be installed on school computers will be checked for viruses and installed by the appropriate designated person or persons.

Principals/Directors will inform school technology users of this policy on an annual basis through handbooks and/or other means. Principals/Directors may adopt administrative procedures, as necessary, to implement this policy.

STUDENT INTERNET AND COMPUTER USE RULES (1 OF 3)

Item #	Board President Signature	Original Approval Date	Last Amendment Date
6102			October 6, 2022

STUDENT COMPUTER AND INTERNET USE

Thomas Edison Charter Schools provide computers and Internet access to support the educational mission of its schools and to enhance the curriculum and learning opportunities for students and staff. The resources available through the Internet are of significant value in the learning process and in preparing students for future success. At the same time, the unregulated availability of information and communication on the Internet requires that schools establish reasonable controls for lawful, efficient and appropriate use of this technology.

Student use of school computers, networks and Internet services is a privilege, not a right. Stu-dents are required to comply with the policy entitled, Technology Use Policy and these rules. Stu-dents who violate the policy or are suspected of violating the policy and/or rules may have their computer privileges revoked and may also be subject to further disciplinary and/or legal action. All Thomas Edison Charter Schools computers remain under the control, custody and supervision of the school. The school reserves the right to monitor all computer and Internet activity by students. Students have no expectation of privacy in their use of school computers.
Students and parents will be informed of this policy on an annual basis through handbooks and/or other means selected by the principal/director. The principal/director may adopt administrative procedures, as necessary, to implement this policy.

STUDENT COMPUTER AND INTERNET USE RULES

These rules implement the Technology Use Policy. The rules are intended to provide general guidelines and examples of prohibited uses but do not attempt to state all required or prohibited activities by users. Failure to comply with the board policy and these rules may result in loss of computer and Internet access privileges, disciplinary action and/or legal action.

A. Computer Use is a Privilege, Not a Right

Unacceptable use/activity may result in suspension or cancellation of privileges as well as additional disciplinary and/or legal action. School administration will have final authority to decide whether a student's privileges will be denied, revoked and/or reinstated.

B. Acceptable Use

Student access to the school's computers, networks and Internet services is provided for educational purposes and research consistent with the school's educational mission, curriculum and instructional goals. The same rules and expectations that govern student conduct and communications will apply to student use of computers and the Internet. Students are further expected to comply with these rules and all specific instructions from the teacher or other supervising staff member/volunteer when accessing the school’s computers, networks and Internet services.

C. Content-Censoring Software

The school will have content-censoring software in place to restrict students’ access to materials that may be harmful. The school will have internet-monitoring software to monitor students’ online activities, including content of electronic mail.

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D. Computer Use Education
The school will provide education for students about online behavior, including appropriate use of electronic mail, interacting with other individuals on social networking websites and chat rooms, and cyberbullying awareness and response.

E. Prohibited Use
The user is responsible for his/her own actions involving school computers, networks and Internet services and for his/her computer files, passwords and accounts. Examples of unacceptable uses that are expressly prohibited include, but are not limited to, the following:

1. **Accessing Inappropriate Materials**: Accessing, submitting, transmitting, posting, publishing, forwarding, downloading, scanning or displaying materials that are defamatory, abusive, obscene, vulgar, sexually explicit, sexually suggestive, threatening, discriminatory, harassing and/or illegal.
2. **Illegal Activities**: Using the school's computers, networks and Internet services for any illegal activity or activity that violates other Board policies, procedures and/or school rules.
3. **Violating Copyrights**: Copying or downloading copyrighted materials without the express authorization of the copyright holder.
4. **Plagiarism**: Representing as one's own work any materials obtained on the Internet (such as term papers, articles, etc.). When Internet sources are used in student work, the author, publisher and Web site must be identified.
5. **Copying Software**: Copying or downloading software without the express authorization of the school administrator or designee.
6. **Non-school-Related Uses**: Using the school's computers, networks and Internet services for non-school-related purposes such as private financial gain, commercial, advertising or solicitation purposes.
7. **Misuse of Passwords/Unauthorized Access**: Sharing passwords, using other users' passwords without permission and/or accessing other users' accounts.
8. **Malicious Use/Vandalism**: Any malicious use, disruption or harm to the school's computers, networks and Internet services, including, but not limited to, hacking activities and creating/uploading computer viruses.
9. **Unauthorized Access to Chat Rooms/News Groups**: Accessing chat rooms or news groups without specific authorization from the supervising teacher.
10. **Misuse of School Name or Logo**: Misuse of a school name or logo on a personal Web site that gives the reader the impression that the Web site is an official Web site of the school(s).

F. No Expectation of Privacy
The school retains control, custody and supervision of all computers, networks and Internet services owned or leased by the school. The school reserves the right to monitor all computer and Internet activity by students. Students have no expectations of privacy in their use of school computers, including e-mail and stored files.

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G. Compensation for Losses, Costs and/or Damages
The student and/or the student's parent/guardian will be responsible for compensating the school for any losses, costs or damages incurred by the school related to violations of the Student Computer and Internet Use Policy and/or these rules, including investigation of violations.

H. Unauthorized Charges, Costs or Illegal Use
The school assumes no responsibility for any unauthorized charges made by students including, but not limited to, credit card charges, long-distance telephone charges, equipment and line costs, or for any illegal use of its computers, such as copyright violations.

I. Student Security
A student will not reveal his/her full name, address or telephone number on the Internet without prior permission from a supervising teacher. Students should never meet people they have contacted through the Internet without parental permission. Students should inform their supervising teachers if they access information or messages that are dangerous, inappropriate or make them uncomfortable in any way.

J. System Security
The security of the school's computers, networks and Internet services is a high priority. Any user who discovers a security problem must notify a supervising teacher or school administrator. The user will not demonstrate the problem to others. Any user who attempts or causes a breach of system security will may have his/her privileges revoked and may be subject to additional disciplinary and/or legal action.

K. Parent Opt-Out
While reasonable precautions will be taken to supervise student use of the Internet, Thomas Edison Charter Schools cannot prevent all inappropriate uses, including access to objectionable materials and communication with persons outside of the school. The school also is not responsible for the accuracy or quality of information that students obtain through the Internet. The parent/guardian may opt to not allow his or her child to use computers or the Internet while at school. Students who opt-out will be given alternative educational activities.

EMPLOYEE ACCEPTABLE USE POLICY (1 OF 3)

Item #	Board President Signature	Original Approval Date	Last Amendment Date
6103			December 3, 2014

The intent of these rules is to provide employees with general requirements for using schools' computers, networks, Internet services and other technology equipment, such as telephones, fax machines, printers, copy machines and projection devices. These rules may be supplemented by more specific administrative procedures and rules governing day-to-day management and operation of computer and other technological systems. These rules provide general guidelines and examples of prohibited uses for illustrative purposes but do not attempt to state all required or prohibited activities by users. Employees who have questions regarding whether a particular activity or use is acceptable should seek further guidance from the appropriate school administrator. Failure to comply with the Technology Use Policy, these rules, and/or other established procedures or rules governing computer or other technologies' use, may result in disciplinary action, up to and including discharge. Illegal uses of school technology equipment may also result in referral to law enforcement authorities.

A. Access to School Computers, Networks and Internet Services
The level of access that employees have to schools' computers, networks and Internet services is based upon specific employee job requirements and needs. For example, school administrator(s) may authorize an employee to have remote access to the schools' computer systems while working at home.

B. Acceptable Use
Employee access to schools' technology equipment and Internet services is provided for administrative, educational, communication and research purposes consistent with the schools' educational mission, curriculum and instructional goals. General rules and expectations for professional behavior and communication apply to use of schools' technology and services, such as (but not limited to) computers, networks, Internet services, telephones, fax machines, printers, copy machines and projection devices.

Employees are to be knowledgeable of, and follow all school policies, rules and procedures in the use of the schools' computers, networks Internet services and other technologies for school-related purposes and the performance of job duties. Incidental personal use of such equipment is permitted as long as the use does not result in any additional cost to the school(s) and does not interfere with the employee's job duties and performance, with system operations, or with other system users. "Incidental personal use" is defined as incidental, occasional and reasonable use by an individual employee for personal communications. Employees are reminded that such personal use must comply with this policy and all other applicable policies, procedures and rules. Any employee who violates this policy and/or rules governing the use of school computers will be subject to disciplinary action, up to and including discharge. Illegal uses of school equipment may also result in referral to law enforcement authorities.

C. Prohibited Use
The employee is responsible for his/her actions and activities involving schools' technology equipment and Internet services and for his/her computer files, passwords and accounts. General examples of

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unacceptable uses which are expressly prohibited include, but are not limited to:

1. Any use that is illegal or in violation of other policies.
2. Accessing, submitting, transmitting, posting, publishing, forwarding, downloading, scanning or displaying materials that are defamatory, abusive, obscene, vulgar, sexually explicit, sexually suggestive, threatening, discriminatory, harassing and/or illegal.
3. Any inappropriate communications with students or minors.
4. Any use for private financial gain or for commercial, advertising or solicitation purposes.
5. Any use as a forum for communicating by e-mail or any other medium with other school users or outside parties to solicit, proselytize, advocate or communicate the views of an individual or non school-sponsored organization; or to raise funds for any non school-sponsored purpose, whether for profit or not for profit. No employee will knowingly provide school e-mail addresses to outside parties whose intent is to communicate with school employees, students and/or families for non-school purposes. Employees who are uncertain as to whether particular activities are acceptable should seek further guidance from the school administrator.
6. Any communication that represents personal views as those of the school or that which could be misinterpreted as such.
7. Downloading or loading software or applications that have not been approved for installation on a school computer or network. Employees who are uncertain as to whether a particular software or application may be downloaded should seek further guidance from the school administrator.
8. Sending mass e-mails to schools' users or outside parties for school or non-school purposes without the permission of the building administrator.
9. Any malicious use or disruption of schools' computers, networks, other technology and/or Internet services or breach of security features.
10. Any misuse resulting in damage to schools' computer or other technology equipment.
11. Misuse of computer passwords or accounts (employee or other users).
12. Any communications that are in violation of generally accepted rules of communication, network etiquette and/or professional conduct.
13. Any attempt to access unauthorized sites or to circumvent the schools' Internet filter system.
14. Failing to report a known breach of computer security to the building administrator.
15. Using school computers, networks, Internet services or other technologies after such access has been denied or revoked.
16. Any attempt to delete, erase or otherwise conceal any information stored on a school computer that violates these rules.
17. Accessing non-work related chat rooms or news groups.
18. Misuse of a school name or logo on a personal Web site that gives the reader the impression that the Web site is an official Web site of the school(s).

D. No Expectation of Privacy

The schools retain control, custody and supervision of all computers, networks, Internet services and

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other technologies owned or leased by the school(s). The schools reserve the right to monitor all computer, fax, printer, copy machine and Internet activity by employees and other system users. Employees have no expectation of privacy in their use of the schools' technology equipment, including e-mail messages and stored files.

E. Confidentiality of Information
Employees are expected to use appropriate judgment and caution in communications concerning students and staff to ensure that personally identifiable information remains confidential.

F. Staff Responsibilities to Students
Teachers, staff members and volunteers who use school computers and/or other technology equipment for instructional purposes with students are expected to provide supervision at all times. When student(s) are in the computer lab, or are using the mobile lab equipment, teachers are to provide direct supervision. Teachers, staff members and volunteers are expected to be familiar with the schools' policies and rules concerning student computer and Internet use and to enforce them. When employees/volunteers become aware of student violations as a part of their duties, they are expected to stop the activity and inform the school administrator.

G. Responsibility for Unauthorized Charges, Costs or Illegal Use
The employee will be responsible for any losses, costs or damages incurred by the school(s) related to violations of the Technology Use Policy and/or these rules. Thomas Edison Charter Schools assume no responsibility for any unauthorized charges made by employees including, but not limited to, credit card charges, subscriptions, long-distance telephone charges, equipment and line costs, or for any illegal use of its computers or other forms of technologies such as copyright violations.

H. Copyright
Employees shall adhere to all copyright laws, including but not limited to photocopying of printed materials (literary, dramatic, musical, artistic, or other intellectual works), duplicating computer software, media and/or Internet programs, video programs off the air, films, DVD's, and videocassettes.

ELECTRONIC DEVICES POLICY

Item #	Board President Signature	Original Approval Date	Last Amendment Date
6104		December 4, 2013	August 7, 2024

It is the policy of Thomas Edison Charter School that personal electronic devices may be used to enhance the delivery of the educational program. These devices include, but are not limited to, cell phones, tablets, iPod, mp3 players, laptops, hands free devices (such as Bluetooth), e-readers, cameras, etc. Students, parents, teachers, staff and administration will use such devices on school premises and at school-related activities, both on and off-campus, in compliance with state and federal law and in adherence to the philosophy and policies of TECS. The school may use electronic means to give parents and students notice of schedule changes, extracurricular activities, and other important information. However, electronic devices will not be required to receive these kinds of notifications.

Unauthorized recordings, capturing of images, transmissions of recordings or images, and/or invasions of reasonable privacy expectations are prohibited. Use of such devices by any person that bullies, humiliates, harasses or intimidates is strictly forbidden. All individuals who bring personal electronic devices on school property and/or to school activities do so under their own responsibility and at their own risk. TECS is not responsible for lost, stolen, or damaged personal electronic equipment.

Student Use

- Educational provisions for the use of electronic devices are allowable upon approval of administration. Use of personal electronic devices may be specifically allowed under IEPs, approved class projects, etc. Such use will be under the direction and oversight of authorized school personnel.
- In all other cases, students are discouraged from bringing personal electronic devices to school due to the risk of distraction, disruption, damage, loss or theft, as described in the Student Personal Electronic Device Policy.
- Electronic devices may never be used during state or school assessments unless specifically allowable under law, statute, regulation, student IEP, or assessment directions.
- Privately owned electronic devices will not be required to complete coursework.

Reference Laws:

Reference Laws:

Utah Code 53G-4-402 Student Communication Methods
Utah Admin. Code R277-495: Required Policies for Electronic Devices in Public Schools
Utah Admin. Code R277-609: Standards for School District, School and Charter School Discipline Plans
Utah Admin. Code R277-613: School District and Charter School Bullying and Hazing Policies and Training

Related Policies and Procedures:

TECS Bullying Policy
TECS Safe School Policy
TECS Student Discipline Policy and Procedures
TECS Student Personal Electronic Device Policy

COMPUTER SOFTWARE POLICY

Item #	Board President Signature	Original Approval Date	Last Amendment Date
6105		Before September 14, 2005	January 6, 2022

Educational computer software programs offer great learning benefits to students. But to use software responsibly and legally, staff must follow these rules:

1. Do not use any curricular computer software, other than officially approved Thomas Edison Charter School materials, without permission. All school curriculum must be approved prior to use. The school principal can approve most materials for individual classroom use.
2. Register computer software. Staff members must register all software, including software downloaded from the Internet, they use in class or on school computers with the IT Security Officer (ISO). Staff members must provide the title, the manufacturer, and the license number of the software.
3. Do not copy computer software without permission. In general, staff members may not make copies of computer software without the permission of the copyright holder. Purchased computer software may not be used as a "master" to make copies. Computer software may be legally copied only if making a copy is an essential step in using the software or the new copy is a backup. Backups may not be used if the original is available. When purchasing software, it is important to read the license agreement. A single-user license means that the software may be installed only on one computer. A person buying software may not install the software on both home and school computers.
4. Do not download software without permission. Staff members may not download any software or programs off the Internet without permission from the IT Security Officer (ISO) or the administration. Free distributions of software on the Internet may not be authorized by the manufacturer, and the software may contain computer viruses that can spread through the school network.
5. Beware of penalties and enforcement. Staff members and the school could face fines and criminal penalties for violating federal copyright law.

DATA BACK-UP POLICY

Item #	Board President Signature	Original Approval Date	Last Amendment Date
6106		Before August 11, 2011	

Thomas Edison Charter School will ensure that all financial records are kept for the appropriate time frames and electronic records are backed-up on a regular basis.

TECHNOLOGY/DATA SECURITY POLICY

Item #	Board President Signature	Original Approval Date	Last Amendment Date
6107		July 11, 2017	April 9, 2025

Purpose

The purpose of this policy is to ensure the secure use and handling of all data, computer systems and computer equipment by students, patrons, and employees.

Policy

Technology Security

It is the policy of the Thomas Edison Charter Schools (TECS) to support secure network systems, including security for all personally identifiable information that is stored on paper or stored digitally on school-maintained computers and networks. This policy supports efforts to mitigate threats that may cause harm to the schools, its students, or its employees.

TECS will ensure that reasonable efforts will be made to maintain network security. Data loss can be caused by human error, hardware malfunction, natural disaster, security breach, etc., and may not be preventable.

All persons who are granted access to the TECS network and other technology resources are expected to use caution and be aware of suspicious communications and unauthorized use of devices and the network. When an employee or other user becomes aware of suspicious activity, he/she is to immediately contact the TECS data steward/information security officer with the relevant information.

All third-party vendors contracting with *Thomas Edison Charter Schools* must be compliant with Utah Code 53E-9, Student Privacy and Data Protection.

It is the policy of TECS to fully conform with all federal and state privacy and data governance laws. These include the Family Educational Rights and Privacy Act, 20 U.S. Code §1232g and 34 CFR Part 99 (hereinafter "FERPA"), the Governmental Records and Management Act U.C.A. §62G-2 (hereinafter "GRAMA"), Utah Code 53E-9, Student Privacy and Data Protection, and Utah Administrative Code R277-487.

Professional development for staff and students regarding the importance of network security and best practices are included in the procedures. The procedures associated with this policy are consistent with guidelines provided by cyber security professionals worldwide and in accordance with Utah Education Network and the Utah State Office of Education. TECS supports the development, implementation and ongoing improvements for a robust security system of hardware and software that is designed to protect TECS data, users and electronic assets.

TECHNOLOGY/DATA SECURITY PROCEDURES (1 OF 5)

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6107a			April 9, 2025

Definitions:

- Access - Directly or indirectly use, attempt to use, instruct, communicate with, cause input to, cause output from, or otherwise make use of any resources of a computer, computer system, computer network, or any means of communication with any of them.
- Authorization - Having the express or implied consent or permission of the owner, or of the person authorized by the owner to give consent or permission to access a computer, computer system, or computer network in a manner not exceeding the consent or permission.
- Computer - Any electronic device or communication facility that stores, retrieves, processes, or transmits data.
- Computer system - A set of related, connected or unconnected, devices, software, or other related computer equipment.
- Computer network - The interconnection of communication or telecommunication lines between: computers; or computers and remote terminals; or the interconnection by wireless technology between: computers; or computes and remote terminals.
- Computer property - Includes electronic impulses, electronically produced data, information, financial instruments, software, or programs, in either machine or human readable form, any other tangible or intangible item relating to a computer, computer system, computer network, and copies of any of them.
- Confidential - Data, text, or computer property that is protected by a security system that clearly evidences that the owner or custodian intends that it not be available to others without the owner's or custodian's permission.
- Encryption or encrypted data - The most effective way to achieve data security. To read an encrypted file, you must have access to a secret key or password that enables you to decrypt it.
- Personally Identifiable Information (PII) - Any data that could potentially identify a specific individual. Any information that can be used to distinguish one person from another and can be used for deanonymizing anonymous data can be considered protected data.
- Security system - A computer, computer system, network, or computer property that has some form of access control technology implemented, such as encryption, password protection, other forced authentication, or access control designed to keep out unauthorized persons.
- Sensitive data - Data that contains personally identifiable information.
- System level - Access to the system that is considered full administrative access. Includes operating system access and hosted application access.

Security Responsibility

- TECS shall appoint an IT Security Officer (ISO) responsible for overseeing district-wide IT security, to include helping in development of district policies and adherence to the standards defined in this document.

Training

- TECS shall ensure that all district employees having access to sensitive information undergo annual IT security training which emphasizes their personal responsibility for protecting student and

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employee information. Training will include password management, phishing, and other security threats. Training resources will be provided to all TECS employees.

- TECS shall ensure that all students are informed of Cyber Security Awareness.

Physical Security

Computer Security

- TECS shall ensure that any user's computer must not be left unattended and unlocked, especially when logged into sensitive systems or data including student or employee information. Automatic log off, locks and password screen savers should be used to enforce this requirement.
- TECS shall ensure that all equipment that contains sensitive information will be secured to deter theft.

Server/Network Room Security

- TECS shall ensure that server rooms and telecommunication rooms/closets are protected by appropriate access control which segregates and restricts access from general school or office areas. Access control shall be enforced using either keys, electronic card readers, or similar method with only those IT or other staff members having access necessary to perform their job functions to be allowed unescorted access.
- Telecommunication rooms/closets may only remain unlocked or unsecured when because of building design it is impossible to do otherwise or due to environmental problems that require the door to be opened.

Contractor access

- Before any contractor is allowed access to any computer system, server room, or telecommunication room the contractor will need to have his/her access confirmed directly by the authorized employee who issued the service request or by TECS's Technology Department.

Network Security

TECS is protected by a firewall and the filtering device recommended by the UEN. It is not connected to any other networks and transfers data sensitive data to the USBE by UTREX or using the secure MOVEIT site.

Network Segmentation

- TECS shall ensure that all untrusted and public access computer networks are separated from main district computer networks and utilize security policies to ensure the integrity of those computer networks.
- TECS will utilize industry standards and current best practices to segment internal computer networks based on the data they contain. This will be done to prevent unauthorized users from accessing services unrelated to their job duties and minimize potential damage from other compromised systems.

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Wireless Networks

- No wireless access point shall be installed on TECS's computer networks that do not conform with current net-work standards as defined by the ISO and Data Manager. Any exceptions to this must be approved directly in writing by the ISO and Data Manager.
- TECS shall scan for and remove or disable any rogue wireless devices on a regular basis.
- All wireless access networks shall conform to current best practices and shall utilize at minimal WPA encryption for any connections. Open access networks are not permitted, except on a temporary basis for events when deemed necessary.

Remote Access

- TECS shall ensure that any remote access with connectivity to the schools' internal networks are achieved using the schools' centralized VPN service that is protected by multiple factor authentication systems. Any exception to this policy must be by the Information Security Officer.

Access Control

- System and application access will be granted based upon the least amount of access to data and programs re-quired by the user in accordance with a business need-to-have requirement.
- Authentication
- TECS shall enforce strong password management for employees, students, and contractors.
- Password Creation
- All server system-level passwords must conform to the Password Construction Guidelines posted on the TECS staff resources website.

Password Protection

- All passwords are to be treated as sensitive, confidential information.
- Passwords must not be inserted into email messages or other forms of electronic communication.
- Do not reveal a password on questionnaires or security forms.
- Do not hint at the format of a password (for example, "my family name").
- Any user suspecting that his/her password may have been compromised must report the incident and change all passwords.

Authorization

- TECS shall ensure that user access shall be limited to only those specific access requirements necessary to per-form their jobs. Where possible, segregation of duties will be utilized to control authorization access.
- TECS shall ensure that user access should be granted and/or terminated upon a timely basis, and management's approval, of a documented access request/termination.

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Accounting

- TECS shall ensure that audit and log files are maintained for at least ninety days for all critical security-relevant events such as: invalid logon attempts, changes to the security policy/ configuration, and failed attempts to access objects by unauthorized users, etc.

Administrative Access Controls

- TECS shall limit IT administrator privileges (operating system, database, and applications) to the minimum number of staff required to perform these sensitive duties.

Incident Management

Monitoring and responding to IT related incidents will be designed to provide early notification of events and rapid response and recovery from internal or external network or system attacks.

Business Continuity

To ensure continuous critical IT services, IT will develop a business continuity/disaster recovery plan appropriate for the size and complexity of TECS school operations.

TECS shall develop and deploy a school-wide business continuity plan which should include as a minimum:

Backup Data: Data is backed up in a RAID configuration daily on one or more servers.

Secondary Locations: Data will be backed up offsite to opposite schools.

Emergency Procedures: IT will be notified in case of emergency to recover backup data and restore processing at a secondary location.

Malicious Software

- Server and workstation protection software will be deployed to identify and eradicate malicious software attacks such as viruses, spyware and malware.
- TECS shall install, distribute, and maintain spyware and virus protection software on all district-owned equipment, i.e. servers, workstations, and laptops.
- TECS shall ensure that malicious software protection will include frequent update downloads (minimum weekly), frequent scanning (minimum weekly), and that malicious software protection is in active state (real time) on all operating servers/workstations.
- TECS shall ensure that all security-relevant software patches (workstations and servers) are applied within thirty days and critical patches shall be applied as soon as possible.
- All computers must use the TECS approved anti-virus solution.
- Any exceptions to this section must be approved by IT and the Information Security Officer.

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Internet Content Filtering

- In accordance with Federal and State Law, TECS shall filter internet traffic for content defined in law that is deemed harmful to minors.
- TECS acknowledges that technology based filters are not always effective at eliminating harmful content and due to this, TECS uses a combination of technological means and supervisory means to protect students from harmful online content.
- In the event that students take devices home, TECS will provide a technology based filtering solution for those devices. However, the schools will rely on parents to provide the supervision necessary to fully protect students from accessing harmful online content.
- Students shall be supervised when accessing the internet and using school owned devices on school property.

Data Privacy

- TECS considers the protection of the data it collects on students, employees and their families to be of the utmost importance.
- TECS protects student data in compliance with the Family Educational Rights and privacy Act, 20 U.S. Code §1232g and 34 CFR Part 99 ("FERPA"), the Government Records and Management Act U.C.A. §62G-2 ("GRAMA"), Utah Code 53E-9, Student Privacy and Data Protection, 15 U.S. Code §§ 6501–6506 ("COPPA") and Utah Administrative Code R277-487 ("Student Data Protection Act").
- TECS shall ensure that employee records access shall be limited to only those individuals who have specific access requirements necessary to perform their jobs.
- Data elements released to vendors are listed in the Metadata Dictionary.

Security Audit and Remediation

- TECS shall perform routine security and privacy audits.
- School personnel shall develop remediation plans to address identified lapses.

Employee Disciplinary Actions shall be in accordance with applicable laws, regulations and District policies. Any employee found to be in violation may be subject to disciplinary action up to and including termination of employment with the TECS.

DATA GOVERNANCE POLICY (1 OF 2)

Item #	Board President Signature	Original Approval Date	Last Amendment Date
6108		October 4, 2017	May 7, 2025

Governing Principles

Thomas Edison Charter Schools (referred to as the LEA throughout) takes its responsibility toward student data seriously. This governance plan incorporates the following Generally Accepted Information Principles (GAIP):

- **Risk:** There is risk associated with data and content. The risk must be formally recognized, either as a liability or through incurring costs to manage and reduce the inherent risk
- **Due Diligence:** If a risk is known, it must be reported. If a risk is possible, it must be confirmed
- **Audit:** The accuracy of data and content is subject to periodic audit by an independent body
- **Accountability:** An organization must identify parties which are ultimately responsible for data and content assets
- **Liability:** The risks in information means there is a financial liability inherent in all data or content that is based on regulatory and ethical misuse or mismanagement

This policy is applicable to all employees, temporary employees, including substitutes of the schools. The policy must be used to assess agreements made to disclose data to third-parties. This policy is designed to ensure only authorized disclosure of confidential information and will be reviewed and adjusted as needed.

All student data utilized by Thomas Edison Charter Schools is protected as defined by the Family Educational Rights and Privacy Act (FERPA) and Utah statute.

Data Maintenance and Protection Policy

The LEA recognizes that there is risk and liability in maintaining student data and other education-related data and will incorporate reasonable data industry best practices to mitigate this risk.

In accordance with R277-487, the LEA shall do the following:

- Designate an individual as an Information Security Officer
- Adopt the CIS Controls or comparable
- Report to the USBE by October 1 each year regarding the status of the adoption of the CIS controls or comparable and future plans for improvement

Roles and Responsibilities Policy

The LEA acknowledges the need to identify parties who are ultimately responsible and accountable for data and content assets. These individuals and their responsibilities are as follows:

Data Manager roles and responsibilities

- Authorize and manage the sharing, outside of the student data manager's education entity, of personally identifiable student data for the education entity as described in this section
- Provide for necessary technical assistance, training, and support act as the primary local

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point of contact for the state student data officer
- ensure that the following notices are available to parents:
  - annual FERPA notice (see 34 CFR 99.7),
  - directory information policy (see 34 CFR 99.37),
  - survey policy and notice (see 20 USC 1232h and 53E-9-203),
  - data collection notice (see 53E-9-305)

Information Security Officer (ISO)
- Oversee adoption of the CIS controls
- Provide for necessary technical assistance, training, and support as it relates to IT security

Training and Support Policy
The LEA recognizes that training and supporting educators and staff regarding federal and state data privacy laws is a necessary control to ensure legal compliance. The LEA will ensure all employees are trained annually.

Audit Policy
In accordance with the risk management priorities of the LEA, the LEA will conduct an audit of:
- The effectiveness of the controls used to follow this data governance plan; and
- Third-party contractors, as permitted by the contract described in 53E-9-309(2)

Data Sharing Policy
There is a risk of redisclosure whenever student data are shared. The LEA shall follow appropriate controls to mitigate the risk of redisclosure and to ensure compliance with federal and state law.

Expungement Request Policy
The LEA recognizes the risk associated with data following a student year after year that could be used to mistreat the student. The LEA shall review all requests for records expungement from parents and make a determination based on the Expungement Request Procedure.

Data Breach Response Policy
The LEA shall follow industry best practices to protect information and data. In the event of a data breach or inadvertent disclosure of personally identifiable information, the LEA staff shall follow industry best practices for responding to the breach.

Publication Policy
The LEA recognizes the importance of transparency and will post this policy on the LEA website.
The LEA will publicly post all data released to vendors through the Metadata Dictionary as described in Utah's Student Data Protection Act (SDPA), U.C.A §53A-1-1401

DATA GOVERNANCE PROCEDURES (1 OF 3)

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Training and Support Procedures

1. The data manager will ensure that educators who have access to student records will receive an annual training on confidentiality of student data to all employees with access to student data. The content of this training will be based on the Data Governance Policy.
2. By October 1 each year, the data manager will report to USBE the completion status of the annual confidentiality training and provide a copy of the training materials used.
3. The data manager shall keep a list of all employees who are authorized to access student education records after having completed a training that meets the requirements of 53E-9-204.
4. The LEA will use USBE's re-licensure course for teachers as their annual training for all employees. Employees will be required to sign a training completion certificate.

Data Sharing Procedures

1. The data manager shall approve all data sharing or designate other individuals who have been trained on compliance requirements with FERPA.
    - No employee shall share student data to an outside entity without prior consent from the LEA administration and either a signed data privacy agreement or a signed parental consent form.
    - The LEA uses the Student Data Privacy Consortium (SDPC) for their website request and approval system.
    - Any vendors who may gain access to student data shall sign a Utah Data Privacy Agreement prior to access, and this agreement will be posted on the school's SDPC webpage.
4. For external research, the data manager shall ensure that the study follows the requirements of FERPA's study exception described in 34 CFR 99.31(a)(6).
    - Data that does not disclose PII may be shared with external researcher or evaluators for projects unrelated to federal or state requirements if:
        - A Thomas Edison Charter Schools principal or board member sponsors an external researcher or evaluator request.
        - Student data are not PII and are de-identified through disclosure avoidance and other pertinent techniques.
        - Researchers and evaluators supply the Thomas Edison Charter Schools a copy of any publication or presentation that uses Thomas Edison Charter Schools data 10 business days prior to any publication or presentation.
3. After sharing from student records, the data manager shall ensure that an entry is made in the LEA Metadata Dictionary to record that the exchange happened.
4. After sharing from student records, the data manager shall make a note in the student record of the exchange in accordance with 34 CFR 99.32.

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Expungement Request Procedure

The following records may not be expunged: grades, transcripts, a record of the student's enrollment, assessment information.

The procedure for expungement shall match the record amendment procedure found in 34 CFR 99, Subpart C of FERPA.

1. If a parent believes that a record is misleading, inaccurate, or in violation of the student's privacy, they may request that the record be expunged.
2. The LEA shall decide whether to expunge the data within a reasonable time after the request.
3. If the LEA decides not to expunge the record, they will inform the parent of their decision as well as the right to an appeal hearing.
4. The LEA shall hold the hearing within a reasonable time after receiving the request for a hearing.
5. The LEA shall provide the parent notice of the date, time, and place in advance of the hearing.
6. The hearing shall be conducted by any individual that does not have a direct interest in the outcome of the hearing.
7. The LEA shall give the parent a full and fair opportunity to present relevant evidence. At the parents' expense and choice, they may be represented by an individual of their choice, including an attorney.
8. The LEA shall make its decision in writing within a reasonable time following the hearing.
9. The decision must be based exclusively on evidence presented at the hearing and include a summary of the evidence and reasons for the decision.
10. If the decision is to expunge the record, the LEA will seal it or make it otherwise unavailable to other staff and educators.

Data Breach Response Procedures

1. The school principals will work with the information security officer to designate individuals to be members of the cyber incident response team (CIRT)
2. At the beginning of an investigation, the information security officer will begin tracking the incident and log all information and evidence related to the investigation.
3. The information security officer will call the CIRT into action once there is reasonable evidence that an incident or breach has occurred.
4. The information security officer will coordinate with other IT staff to determine the root cause of the breach and close the breach.
5. The CIRT will coordinate with legal counsel to determine if the incident is meets the legal definition of a significant breach as defined in R277-487 and determine which entities and individuals need to be notified.
6. If law enforcement is notified and begins an investigation, the CIRT will consult with them before notifying parents or the public so as to not interfere with the law enforcement investigation.

DATA GOVERNANCE PROCEDURES (3 OF 3)

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Non-Disclosure Assurances

All Thomas Edison Charter School employees with access to student data, including temporary, will:

1. Complete a data security training and the appropriate level of privacy training as determined by the ISO.
2. Consult with Thomas Edison Charter Schools internal data owners when creating or disseminating reports containing data.
3. Use password-protected computers/devices when accessing any student-level or staff-level records.
4. NOT share individual passwords for personal computers or domain.
5. Log out of any data system/portal after each use.
6. Store sensitive data in appropriate-secured locations. Unsecured access and flash drives, DVD, CDROM or other removable media, or personally owned computers or devices are not deemed appropriate for storage of sensitive, confidential or student data, unless in a secure location.
7. Keep printed reports with personally identifiable information in a secure location while unattended, and use secure document destruction when disposing of such records.
8. NOT share personally identifying data during public presentations, videos, webinars, etc. If users need to demonstrate child/staff level data, demo records should be used for such presentations.
9. Redact any personally identifiable information when sharing sample reports with general audiences.
10. Take steps to avoid disclosure of personally identifiable information in reports, such as aggregating, data suppression, rounding, recoding, blurring, perturbation, etc.
11. Delete files containing sensitive data after using them on computers, or move them to secured servers or personal folders accessible only by authorized parties.
12. Use secure methods when sharing or transmitting sensitive data. The approved method is sharing within secured server folders.
13. Transmit child/staff-level data externally by approved methods.
14. Limit use of individual data to the purposes which have been authorized within the scope of job responsibilities as far as possible.

-7000-

Safety

SAFE SCHOOLS POLICY

Policies and Procedures Manual

Item #	Board President Signature	Original Approval Date	Last Amendment Date
7101		December 18, 2002	August 2, 2023

It is the policy of Thomas Edison Charter Schools to assure a safe school environment for all students.

Inappropriate conduct that occurs on school grounds and/or during any school activities, including school sponsored extracurricular activities is subject to disciplinary action. Inappropriate conduct includes but is not limited to the following examples:

- Academic misconduct/cheating
- Alcohol violation - use, possession, or distribution of any alcoholic beverage
- Arson
- Assault/hitting, biting, kicking and verbal threats
- Dangerous instrument or weapon possession or the use of an object to inflect bodily injury
- Deadly weapon/firearm violation
- Defiance of authority
- Discrimination
- Disorderly conduct
- Dress standard violation
- Drug violation - use possession, or distribution of drugs and/or drug paraphernalia.
- Forgery
- Gambling
- Gang activity or association
- Harassment, bullying, hazing
- Internet/computer violation
- Lying/false accusations
- Medication or dietary supplements-unauthorized possession
- Robbery/extortion
- Sexual assault
- Sexual harassment
- Sexual offense
- Student speech violations, including profanity and threats of violence
- Tardiness
- Theft/plagiarism
- Threats violations (per Utah code)
- Tobacco violation - use, possession, or distribution of any tobacco products including electronic cigarettes.
- Trespassing
- Unexcused absence
- Vandalism

HEALTH AND SAFETY POLICY

Item #	Board President Signature	Original Approval Date	Last Amendment Date
7102		May 14, 2008	

The Thomas Edison Charter Schools will adhere to basic health and safety standards as stated in established Federal Safety Standards and State of Utah General Safety Orders as stated in Rule R614-1. These standards shall include, but not be limited to, the following:

- TECS will provide Workers Compensation benefits to all employees.
- TECS will follow all standards of the Labor Division for all minor employees.
- TECS will follow all reporting requirements for any occurrence of a work-related fatality or any disabling, serious, or significant injury and of any occupational disease incident.
- It shall be the duty and responsibility of any employee upon entering his or her place of employment, to examine carefully such working place and ascertain if the place is safe; and if not, to make the place safe. If this cannot be done, it will be the responsibility of the employee to notify their supervisor of any unsafe conditions.
- Employees will comply with all safety rules.
- Management shall inspect or designate a competent person to inspect frequently for unsafe conditions, and where such conditions are found, to take appropriate action to correct such conditions.
- Where there is a risk of injury from hair entanglement in moving parts of machinery, employees shall confine their hair to eliminate the hazard.
- Appropriate clothing should be worn (limiting loose sleeves, tails, ties, lapels, cuffs, or similar parts of garments which can become entangled in any moving machinery).
- A safety committee shall be in place at all times with quarterly meetings to review safety issues and make recommendations for corrective action if necessary.
- Intoxicating liquor shall not be permitted on the premises at any time.
- Good housekeeping shall be followed to provide a clean, neat environment for all employees.
- An emergency evacuation guide shall be posted in each room of the building.
- A list of telephone numbers of emergency agencies/personnel shall be posted in a conspicuous place. This list shall include
    - Supervisor
    - Doctor
    - Hospital
    - Ambulance
    - Fire Department
    - Sheriff or Police Department

TRANSPORTATION & VEHICLE SAFETY POLICY (1 of 2)

Item #	Board President Signature	Original Approval Date	Last Amendment Date
7103		May 14, 2008	April 6, 2016

The transportation policy for the Thomas Edison Charter Schools shall include the following requirements:

- Driver must be age 18 or older.
- Driver must provide to the school office a copy of their valid driver's license, a copy of their vehicle registration, and proof of adequate insurance prior to transporting students/staff.
- Insurance coverage must include a minimum of $100,000 per person/$300,000 bodily injury per occurrence/$100,000 property damage per occurrence. (100/300/100)
- 15-passenger vans are NOT allowed to transport students/staff members
- Drivers must sign in writing that they have an "acceptable" driving record*.
- Driver may NOT talk on cell phone or text message on cell phone while driving.
- All passengers, including the driver, must wear seatbelts while in transit.
- Driver shall sign an acknowledgement form indicating their understanding of the purpose of the travel and agreement with TECS transportation policy.
- Driver must carry permission forms for all passengers. School office must have matching list of passengers for each designated vehicle.

An acceptable driving record means that the driver has NONE of the following:

- Currently suspended or revoked license
- Three or more moving violations during the last three years
- Two or more at-fault accidents in the last three years
- More than two at-fault accident/moving violations combined
- Convictions of the following within the last five years: negligent homicide, criminal conviction, hit-and-run, manslaughter, drag racing, driving under influence/impaired, reckless driving, assault involving a motor vehicle
- Convictions of the following within the last three years: careless driving, passing a stopped school bus

Thomas Edison
CHARTER SCHOOLS

Transportation Acknowledgement Form

Name of Driver _____ Date _____

Type of Vehicle _____

Copies of the following are on file at Thomas Edison Charter School South:

Driver's License ☐ Proof of Insurance (100/300/100) ☐
Vehicle Registration ☐ Signed Acknowledgement ☐

Purpose and Destination of Trip _____

_____ Date of Trip _____

List of Passengers

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

I agree with the Thomas Edison Charter Schools Transportation Policy shown below:

_____
Signature

The transportation policy for the Thomas Edison Charter Schools shall include the following requirements:

- Driver must be age 18 or older.
- Driver must provide to the school office a copy of their valid driver's license, a copy of their vehicle registration, and proof of adequate insurance prior to transporting students/staff.
- Insurance coverage must include a minimum of $100,000 per person/$300,000 bodily injury per occurrence/$100,000 property damage per occurrence. (100/300/100)
- 15-passenger vans are NOT allowed to transport students/staff members
- Driver may NOT talk on cell phone or text message on cell phone while driving.
- All passengers, including the driver, must wear seatbelts while in transit.
- Driver shall sign an acknowledgement form indicating their understanding of the purpose of the travel and agreement with TECS transportation policy.
- Driver must carry permission forms for all passengers. School office must have matching list of passengers for each designated vehicle.

VISION SCREENING POLICY (1 OF 2)

Item #	Board President Signature	Original Approval Date	Last Amendment Date
7104		November 17, 2022	

VISION SCREENING

Thomas Edison Charter Schools shall perform distance visual acuity screenings every year for students in grades kindergarten, first, third, fifth and seventh per Utah State Statute (UCS 53G-9-404). Additional students may also be screened at the discretion of the school. The ultimate goal of screening is to identify students with vision problems and assist families in getting further evaluations done.

All parents shall be notified of scheduled vision screenings by the school via parent handbooks, school newsletters, computer generated messages, and other means of communication. Opt-out instructions will be included in the screening notification.

The schools will assign a staff member to be the Designated Vision Point-Person (DVPP). This staff member will undergo Utah Department of Health training (A) on how to plan and implement a school-wide tier 1 vision screening. The DVPP is responsible for ensuring all volunteers assisting with vision screenings complete the UDOH training (B). The DVPP is also responsible for referral and follow-up for students who do not pass the vision screening, as well as documentation of results for all students. Finally, the DVPP should be the person who completes the required annual vision screening report due to UDOH by June 30th each year. School volunteers who assist with vision screenings may not profit financially from volunteering, and may not market, advertise or promote a business in connection with assisting in a vision screening.

The schools may choose to use an outside entity to perform tier 1 vision screenings services. The outside entity must be approved by the Utah Department of Health and must provide the school with results of all vision screenings for documentation in student's records.
Parents or guardians shall be notified in writing of abnormal screening results within 30 days of vision screening or rescreening. The student's classroom teacher shall be notified if a student fails the vision screening.

Referrals for a professional eye exam may be made to parents and guardians if a student fails a tier 1 vision screening, screening is inconclusive, teacher has a legitimate concern based on observing behaviors that suggest a vision problem, and when a student is unable to perform a vision screening and is currently not under the care of an eye care specialist. Some students may bypass screening and be automatically referred to an eye care professional when student have:

- Readily recognized eye abnormalities, such as strabismus or ptosis
- A known diagnosis of a neurodevelopmental disorder (e.g. hearing impairment, motor abnormalities such as cerebral palsy, cognitive impairment, autism spectrum disorders, or speech delay)
- Systemic diseases known to have associated eye disorders (e.g. diabetes and juvenile rheumatoid arthritis)
- A history of premature birth and low birthweight (32 weeks gestation and 1,500 grams birthweight) who has not already had a normal comprehensive eye examination
- Parents or caregivers who believe their child has a vision-related problem or have concerns regarding their child reaching age-appropriate developmental or academic milestones

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7104		November 17, 2022	

- A known family history of a first-degree relative with strabismus, amblyopia, or high refractive error

Note: The Utah Special Education rule requires students being evaluated for eligibility for special education, and every three years for their reevaluation, must have vision issues ruled out. Students being referred to Special Education do not need a new vision screening. Distance vision (Tier 1) screening done within the current school year is adequate for this requirement. A symptoms questionnaire should be completed by the teacher to determine whether a Tier 2 vision screening should be done, or if the student should be automatically referred to an eye care professional for a complete eye examination.

The schools shall follow-up with parents/guardians after a referral letter is sent. The results from all vision screenings shall be documented in the student's permanent record and shall include whether a student was referred to an eye care professional and any follow-up. Documentation can be electronic or paper. In addition to recording vision results in each student's individual record, Utah State Statute requires schools to report aggregate vision screening data annually to the UDOH. The school shall report this data via the Utah Department of Health Vision Report form. Aggregate data to be submitted includes the number of distance screenings performed (tier 1), number of students referred to an eye care professional, and other data points as determined by the UDOH.

If a student is referred for a special education evaluation (or reevaluation) of a specific learning disability, does not achieve benchmark on the benchmark reading assessment, or there is another concern regarding his/her vision a Symptoms Questionnaire should be completed by the teacher and given to the school nurse (or other approved tier 2 vision screener) within 45 days of the benchmark assessment. The school nurse then has 30 days to evaluate the Symptoms Questionnaire to determine the next steps. The school nurse or other approved tier 2 vision screener may automatically refer the student to an eye care professional for a comprehensive eye examination. If the school does not have a school nurse or other approved tier 2 vision screener, the DVPP should evaluate any Symptoms Questionnaires submitted and refer the student based on criteria listed there.

Some groups of students may not be able to complete a vision screening using the recommended charts due to age, immaturity, or physical/cognitive challenges. These students will need to use alternative vision screening methods.

The schools shall keep any results of vision screening confidential and only shared with the school nurse or DVPP. The school nurse or DVPP will document results and refer any student who does not pass the vision screening to an eye care professional for a more thorough vision examination. The volunteer shall never share results of a vision screening with anyone other than the DVPP or school nurse. . If the volunteer shares private confidential information they are in violation of federal privacy laws (FERPA).

MEDICATION ADMINISTRATION POLICY (1 of 4)

Item #	Board President Signature	Original Approval Date	Last Amendment Date
7105		May 10, 2007	August 7, 2024

Permission and Documentation (§53G-9-502)
A parent or guardian requesting that TECS employees administer medication, including over-the-counter medication, to their student will need to provide the following documentation:

- a current written and signed request that the medication be administered to the student during regular school hours; and
- documentation from the student's licensed healthcare provider that:
  - lists the prescribed medication;
  - provides a statement that administration of medication during school is medically necessary;
  - provides documentation as to the method, amount, and time schedule or conditions for administration.

All documentation must be updated at least annually. Authorization for administration of medication by school personnel may be withdrawn by the school at any time following actual notice to the student's parent.

Designated employees may administer the following medications to students for first-aid purposes unless their parents sign a Medical First Aid Opt-Out Form:

- Medicated cough drops
- Benadryl cream for itching related to rashes or hives
- Neosporin/antibiotic ointment for cuts or abrasions
- Sting Relief Pads
- Hydrocortisone cream for itching related to hives or rash
- Burn spray for relief of minor burns
- Eye drops or eye irrigating solution

Identification, Safekeeping, and Records of Administration for Medications (§53G-9-502, R392-200)
Prescription medication must come to school in the original container labeled for the student by a pharmacist in accordance with the law and must be administered in a manner consistent with the instructions on the label.

Any medication administered to a student by school personnel, and any record maintained of its administration, shall be securely stored in a location that is accessible only by those authorized to administer the medication. If medication must be transported away from the school, such as during a school evacuation or on a field trip, a responsible adult should store it securely during transportation.

The parent or guardian will be responsible for checking expiration dates and updating prescriptions. Administration of medication will be documented by the designated employee administering the

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medication, noting the time and date. Any medication administration errors should also be reported. At the completion of the medication administration, or the end of the year, all unused medication is to be picked up by the parent or guardian. Any medication left longer than 30 days will be discarded. The discarding will be witnessed and documented by two employees.

Medication Self-Administration
The following medications may be carried and self-administered by students when the appropriate procedures are followed:

- Epinephrine auto-injector
- Asthma medication
- Diabetes medication

A parent or guardian requesting that a student be allowed to carry and self-administer one of the above medications will need to provide the following annually, using current state-mandated forms:
Documentation in which the parent authorizes and acknowledges that the student should, and is responsible and capable of, carrying and self administering the given medication; and
Documentation from the student's licensed healthcare provider that:

- lists the prescribed the medication;
- acknowledges that it is medically appropriate for the student to carry and self-administer the medication; and
- confirms that the student needs to be in possession of the medication at all times.

Students will be permitted to possess and self-apply sunscreen without authorization, but the parent must provide written consent before a volunteer employee can assist the student in applying sunscreen.

Students in grades 6-8 may carry a one-day supply of over-the-counter medication for personal use only.

Employee Designation and Training for Emergency Medication Administration (§26B-4-406)
Administrative and office personnel shall be designated as employees who may administer routine or over-the-counter medication. Employees who have volunteered and completed the applicable trainings listed below will be considered "qualified adults" who may administer life-saving medication in the event of an emergency.

Qualified adults shall receive training provided by the Utah Department of Health and Human Services or a healthcare professional that complies with the following statutes in order to administer the associated medication:

- Epinephrine auto-injector: §26B-4-407(1-3)
- Albuterol: §26B-4-408(1-3)
- Glucagon: §53G-9-504(2-3)

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7105		May 10, 2007	August 7, 2024

- Seizure rescue medication: §53G-9-505(1-3)
- Opiate antagonist: §26B-4-509(3)
- Adrenal insufficiency medication: §53G-9-507

Trainings will be offered, including annual refresher trainings, as required by each referenced law.

Every three years, TECS will provide training to their employees regarding signs and symptoms of seizures and appropriate steps for seizure first aid.

Taking a training indicated in this section does not require an employee to provide first aid or medication to students in the event of an emergency.

Emergency Action Plans and Emergency Medication Administration (§26B-4-406)
When a student has known risks which may require emergency medication administration, an individual Emergency Action Plan must be completed by the parent/guardian using state-mandated forms, which includes symptoms that would require administering life-saving medication, gives specific instructions for managing an emergency, and authorizes the school to administer life-saving medications in emergency situations.

A qualified adult may administer the following life-saving medications when: an individual is showing symptoms indicative of an medical emergency, there is no healthcare professional immediately available, and the qualified adult has been appropriately trained on administering the relevant medication as required by law:

- epinephrine auto-injector;
- Albuterol, when a current Emergency Action Plan is on file;
- glucagon, when a current Emergency Action Plan is on file; and
- seizure rescue medication, when a Seizure Rescue Authorization is on file at the school which meets the requirements in §53G-9-505(1b)
- an opiate antagonist
- adrenal insufficiency medication

After administering life-saving medication, the employee shall initiate appropriate medical follow-up in accordance with their training materials.

Stock Medications
TECS shall make an emergency epinephrine auto-injector available at the school that can be accessed by a qualified adult in the event of an emergency. The school may also store emergency stock albuterol and an opiate antagonist at its discretion. The storage of emergency rescue medication at the school does not absolve parents/guardians from the responsibility of providing necessary rescue medication for their child.

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7105		May 10, 2007	August 7, 2024

AED (§53-2d-803, §53-2d-806)
TECS schools may store an automated external defibrillator (AED) machine on campus. They will report the installation or removal of the machine to the emergency medical dispatch center assigned to their location. Employees who are likely to use the AED machine are encouraged to complete courses on the administration of CPR and the use of the AED.

Reference Laws:
Reference Laws: Administration of medication - §53G-9-502
School health - §26B-4-Part 4
Allergy and Anaphylaxis - §26B-4-407, §26B-4-409
Asthma - §26B-4-408, §26B-4-409
Diabetes - §53G-9-504 and §53G-9-506
Seizures - §53G-9-213 and §53G-9-505
Sunscreen - §53G-9-208
Sanitation and Safety of Schools - R392-200
AED - §53-2d-Part 8
Adrenal Insufficiency Medication 53G-9-507

HEAD INJURY POLICY (1 of 2)

Item #	Board President Signature	Original Approval Date	Last Amendment Date
7106		May 7, 2014	May 7, 2025

Thomas Edison Charter Schools will implement reasonable precautionary measures to protect students participating in physical education classes and/or school athletic activities who show signs or symptoms of a concussion or traumatic head injury.

Training:
Physical education teachers shall complete annual training on the nature and risk of concussions and head injuries.

Recognition:
A student will be suspected of suffering a concussion if he or she exhibits any of the following symptoms following a head injury (arising from blunt trauma, acceleration of force, or deceleration of force):

- Transient confusion, disorientation, or impaired consciousness;
- Dysfunction of memory;
- Loss of consciousness; or
- Signs of other neurological or neuropsychological dysfunction including seizures, irritability, lethargy, vomiting, headache, dizziness, or fatigue.

Removal:
If a student is reasonably suspected of sustaining a concussion or traumatic head injury, school personnel will remove the student from the physical education class or athletic event. In compliance with Utah Health Code §26B-4-403 & 404, further participation will be prohibited by school personnel until the student is evaluated by a qualified health care provider and has submitted a written statement from that provider clearing the student to resume participation in the class or event. The "qualified health care provider" may be a certified physician or may be another healthcare professional who has successfully and certifiably completed a continuing education course in the evaluation and management of concussions within the last three years. Additionally, Utah law states that a school nurse may assess a student who is suspected of sustaining a concussion or traumatic head injury during school hours on school property regardless of whether the nurse have received specialized training in the evaluation and management of a concussion. However, if the school nurse has not received specialized training, the nurse shall refer the child to a qualified health care provider and may not provide a written statement of clearance to resume participation.

Thomas Edison Charter Schools will implement reasonable precautionary measures to protect students participating in physical education classes and/or school athletic activities who show signs or symptoms of a concussion or traumatic head injury.

Recovery:
Recovery from a traumatic head injury may impact a student's cognitive functioning and/or may necessitate accommodating measures on the part of TECS. Students recovering from a concussion or traumatic head injury will be reasonably accommodated during the healing process. Such accommodations may include, but

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7106		May 7, 2014	May 7, 2025

are not limited to: additional help and time to complete assignments or testing, rest breaks, temporarily shortened school day, etc. Administration, teachers and parents will collaborate to determine necessary reasonable accommodations, and may seek additional direction from a qualified health provider in this determination.

Reference Laws:
Utah Health Code §26B-4-403, 404, 405
Utah Admin. Code R277-614

YOUTH SUICIDE PREVENTION POLICY

Item #	Board President Signature	Original Approval Date	Last Amendment Date
7107		May 7, 2014	August 5, 2026

Reporting, Referral and Parental Notification:
If a school employee believes a student is at-risk of attempting suicide, physical self-harm, or harming others, the school employee will make an oral report to the school principal or his/her designee(s), such as the school counselor and/or school psychologist as soon as reasonably possible, followed by written documentation. The school counselor and/or his/her designee(s) may intervene and ask a student questions regarding the student's suicidal thoughts, physically self-harming behavior, or thoughts of harming others for the purposes of referring the student to appropriate prevention services and informing the student's parent or legal guardian. Queries should be conducted under the philosophy of "minimal intrusion" to the student, that is, only to the extent necessary to gather enough information to accomplish appropriate referral and parental notification. Parents shall be provided with suicide prevention materials and information on ways to limit their student's access to fatal means.

Prevention Program:
As required by law, Thomas Edison Charter Schools will implement a youth suicide prevention program in grades 6-9. This program will be designed and implemented by TECS guidance counselors and/or psychologist in collaboration with the USOE suicide prevention coordinator and TECS administration to ensure alignment with TECS philosophy. The program shall include prevention, intervention and postvention components.

Reference Laws:
Utah Admin. Code: R277-620: Suicide Prevention Programs
Utah Code §53G-9-702 Youth suicide prevention programs
Utah Code §53G-9-604: Parental Notification of Certain Incidents and Threats Required
Utah Code §53E-9-203: Activities Prohibited Without Prior Written Consent

Related Policy:
TECS Bullying Prevention Policy

SAFETY AND SECURITY STAFF POLICY

Item #	Board President Signature	Original Approval Date	Last Amendment Date
7108		June 5, 2024	

Thomas Edison Charter Schools (TECS) are committed to maintaining a safe and secure school environment for students and staff members. In accordance with Utah Law, TECS will designate a safety and security specialist and a safety and security director who will meet the requirements in Utah Code 53G -8-701. The schools will also contract with a local law enforcement agency to employ a school resource officer (SRO).

School Resource Officer Requirements

The principal will collaborate with Cache County in choosing a safety resource officer for the school, and the principal will interview candidates before one is assigned to the school. The principal will maintain open communication with the local law enforcement agency about the SRO's performance and may initiate a change in placement if the SRO is not a good fit for the culture and climate of the school. The SRO will work to create a cooperative, proactive, and problem-solving partnership between law enforcement and Thomas Edison Charter Schools.

A school resource officer assigned to TECS will uphold the Thomas Edison culture and philosophy to maintain a safe, healthy, and productive learning environment; support educational opportunities for all students; and act as a positive role model for students. In addition to completing all state-mandated training requirements, the SRO will receive training in the use of positive discipline according to the Glenn Latham model. The SRO is expected to read and follow the school's policies and procedures manual; particularly the sections regarding safety (7000) and student expectations and discipline (2200). An SRO is designated as a school official for the purposes of FERPA, and is expected to maintain student confidentiality in accordance with federal law.

The levels of discipline will be used in all cases to address inappropriate student behavior. The SRO should not be involved in disciplining students except under the direction of administration, or in cases where an individual is in possession of a weapon, or in violation of state law as described in Utah Code 53G-8-211. Any student who brings a firearm to the school will be referred to the criminal justice or juvenile delinquency system.

EMERGENCY RESPONSE POLICY (1 OF 2)

Item #	Board President Signature	Original Approval Date	Last Amendment Date
7201		October 2, 2019	October 4, 2023

Establishing Emergency Preparedness and Response Plans
Each school's safety committee will design an Emergency Preparedness and Response plan to meet the needs and features of their individual school. The safety committee will also modify the plan as needed. The committee may be made up of school administrators, teachers and one or more members of the parent organization or community.

Plans shall be reviewed at least once every three years and new plans will be filed with the principal.
At the beginning of each year, the schools shall provide a written notice to parents and staff of sections of the plan that are applicable to the school.

Each year before April 30 each school shall designate an Emergency Preparedness/Emergency Response week to include some activities outlined in R277-400 sections 7 and 8.

Plan Content
The plan shall include applicable items listed in R277-400-5, including reunification.

If a student is off campus at the time of a school violence emergency the response plan shall include procedures to notify those students, to the extent practicable.

Training
Each school's plan shall provide procedures for a student to receive age appropriate emergency preparedness training.

A minimum of two school employees shall be certified in first aid and cardio-pulmonary resuscitation (CPR). At least one person certified in first aid and CPR shall be on-site when school is in session (R392-200-9).

At least one annual drill will be conducted for school emergencies. The schools may coordinate the drill with local law enforcement or other public safety representatives

Emergency Response Review and Coordination
The LEA will provide an annual training for staff regarding an employee's roles, responsibilities, and priorities in the emergency response plan.

Each school will review existing security measures and procedures within the school and make necessary adjustments as funding permits. They will also develop standards and protections for participants and attendees at school-related activities, especially school-related activities.

As part of that curriculum the schools may provide age-appropriate instruction on firearm safety including appropriate steps to take if a student sees a firearm or facsimile in school.
The schools will develop a student assistance program, which may be coordinated with other state agencies.

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Cooperation With Governmental Entities
As appropriate, Thomas Edison may enter into cooperative agreements with other governmental entities to establish proper coordination and support during emergencies. Thomas Edison will cooperate with other governmental entities to provide emergency relief services for public emergencies.

Fiscal Accountability.
Each school will remain fiscally responsible in accounting for possible expenses in the case of a school emergency.

School Carbon Monoxide Detection.
Schools will have carbon monoxide detectors installed and maintained consistent with law and fire code, including replacing detectors that are no longer working or at the end of life.

Carbon monoxide detectors will be monitored remotely.

CRISIS RESPONSE MANUAL (1 of 9)

Item #	Board President Signature	Original Approval Date	Last Amendment Date
7202		April 11, 2012	May 7, 2025

ADMINISTRATION

Administration, or carry out, of the Crisis Response Plan (CRP) will be the responsibility of each school. Each school shall implement a Crisis Response Team (CRT). Each team will be comprised of an administrator, a secretary, a school counselor, a school psychologist, and as many team members as necessary to effectuate the CRP. Team members can include teachers, parents, and other individuals from the school's community.

The Crisis Response Team Administrator (CRTA) shall be the school's on-site administrator. When the CRTA receives notice of a crisis they shall call the CRT to action, initiate the phone tree, and ensure proper protocol is executed by team members.

The members of the team are to be informed of the information in the CRP, carry-out their responsibilities as assigned by the CRTA, make appropriate contact with their assigned group from the phone tree, make appropriate referrals to parents, students, and members of the media.

DEFINITION OF CRISIS

A crisis is defined by the Merriam-Webster's dictionary as "an emotionally significant event or radical change of status in a person's life." This may include and is not limited to-

- the death of a student or school staff member.
- a homicide, suicide, or other unnatural, non-accidental death of a member of the school community.
- an intruder, kidnapping, or hostage situation.
- upsetting situations due to any natural disaster.
- sexual or violent acts where students are physically and emotionally harmed.
- large scale concern or panic caused by illness, threats, or security breaches.

When a situation is brought to the attention of a CRTA they will use the procedures and protocol section to 1) decide if it can be considered a crisis, 2) know how to instruct the CRT to proceed, and 3) ensure appropriate responsive services have been provided to the school community.

PROCEDURES

It is the objective of the CRT to provide immediate and continued support to those who have experienced or are currently experiencing a crisis. In order to effectively help people return to normal functioning the CRT will use the following procedures and ensuing protocols.

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1. A potential crisis is reported to the CRTA.
    i. Verify facts.
    ii. Contact CRT.
2. The CRTA collaborates with CRT members to determine whether crisis management is needed.
    i. If the case is not classified as a crisis, no further action is required.
    ii. If the case is considered a crisis follow the manual procedures.
3. The team should identify the scope of the crisis to know whom to respond to.
    i. Tier I- a few are affected (less than 30 people).
    ii. Tier II- many are affected (more than 30 but less than half of the school community).
    iii. Tier III- most are affected (more than half of the school community).
4. Determine the level of severity of the crisis.
    i. Level I- a minor crisis requires little support for a short remediation period.
    ii. Level II- a moderate crisis will require more support over a longer period of time.
    iii. Level III- a major crisis will likely take a lot of support over an extended period of time to get over.
5. Provide appropriate services for affected school community members.
    i. Identify school personnel who can best assist the student.
        a. School personnel should follow guidelines in the supportive counseling section.
        b. Staff member should have a developed relationship with the student(s).
    ii. Make appropriate outside referrals.
        a. Contact parents and provide a list of community resources.
        b. Help the family/families make contact.
6. Follow up to evaluate recovery.
    i. Make contact with the affected student(s) as frequently as possible.
    ii. Monitor academic performance.
    iii. Monitor attendance.
    iv. Decide when services are no longer necessary.

PROTOCAL FOR RESPONDING TO CRISES

It is understood that only mental health professionals may diagnose disorders, prescribe medication, and accurately assess the mental well-being of an individual. In implementing the CRP the CRT members understand that they are merely providing responsive services to lessen the impact of a crisis on the school community. The protocols herein provided are recognized as effective strategies for handling with sensitivity the delicate emotions of a person in crisis, experiencing shock, or going through the grieving process.

The following is a general list of do's and don'ts as it relates to handling most crises. There are

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exceptions that should be considered by the CRT.

Do	Don't
• Be discreet (if not everyone is involved not everyone needs to know) • Determine who would be best to make a personal announcements • Disseminate accurate information • Act quickly to dispel rumors • Provide supportive counseling (see supportive counseling section) to affected individuals • Make contact with the family to express concern • Identify close friends and at-risk students • Establish grief counseling groups • Be sensitive • Listen when the affected want to talk	• Downplay the effects of the situation • Ignore the incident(s) • Provide school sponsored vigils or assemblies • Cancel school or class time • Tell people how they should feel • Ignore concerns or feelings • Make PA announcements • Dismiss effected students without providing services • Allow media or general public access to the school community • Provide public comments until the facts and full disclosure can be given • Assume you understand how people are feeling

SUPPORTIVE COUNSELING

When a tragedy occurs or other crises happen people will have many emotional reactions. To help someone process their emotions, develop appropriate coping strategies, and continue to function properly a supporter must employ many skills and strategies. Helping someone make sense of what has happened will take time and understanding. Follow these general guidelines to be more effective:

Grief

- Be available when the grieving want to talk.
- Listen to what they are saying; don't be quick to give advice or tell them how they should feel.
- When responding be honest, brief, and sincere.
- In cases of death use the deceased person's name.
- Encourage the student to express fears and concerns.
- Recognize the stages of grief (denial, anger, depression, bargaining, and acceptance). Reassure the student that their feelings are normal but do not tell them how to feel or what they should do to move on.
- Be patient; allow pauses, silence, reflection. Don't feel like someone always has to be talking.

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- Anticipate the student may feel guilt, shock, anxiety, remorse over what they could've done differently,
- Help the student feel safe and secure. Don't judge or shun them it isolates and impedes progression.
- Take time with them; don't rush them.
- Ask them if they would like to participate in a group that is going through something similar.
- Be nurturing (express your concern and feelings for the student, but be sincere)
- Offer personal experiences if relevant.
- Recognize the need to ventilate and be validated. The student needs to talk it out, ventilation, and be understood, validation.
- Instill confidence by letting them make choices, reminding them of past successes, and praise them for seeking out someone to talk to.
- It is not necessary to have the student relive the experience, but they should not ignore it. Help them talk about what's on their mind.
- Don't be afraid to speak directly about what happened. Use specific words like, "I'm sorry _____ died." "It must hurt to have _____ go to prison." "I can't imagine how it must be to adjust to life without _____." (Use names of people or what the person called them.)
- Don't make decisions for them or become an advice giver.

Suicide

- Don't ignore, put down, or judge the person.
- Be hopeful when speaking to them.
- Be aware of risk factors:
  - Family history
  - Verbally threatens suicide
  - Depression (loss in appetite, sleep, drop in school performance, anhedonia.)
  - Personality change
  - Isolation
  - Taking unnecessary risks
  - Substance abuse
  - Making final arrangements (giving away special possessions, tying up loose ends.)

POSSIBLE INTERVENTION STRATEGIES

The following intervention strategies are to be used with care. Proper training should be given for those who administer to people suffering from recent traumatic events. If symptoms are too severe, DO NOT administer to the suffering individuals; instead, make appropriate referrals to professional mental health agencies.

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Systematic Desensitization

Systematic Desensitization is a relaxation technique designed to help overcome anxiety that is caused by a specific trigger. It may also be used as relaxation therapy for stress in general, in which case the steps below may be modified using just step I from the following description.

I. Learning Relaxation therapy (practice this section until it becomes automatic, it can be done in about 5 minutes and can be done as often as time permits.)
   a. Environment- create a surrounding that helps you feel relaxed. It should be free from distractions, outside noises, interruptions, etc. You should NOT be in bed (a recliner, a sofa, or a comfortable chair.) If music helps you choose some soft and quiet background music; nature sounds, ocean sounds, etc. are recommended. Dim lights or candle light is also relaxing. Turn off the TV, NO cell phones, you may have another person read the anxiety hierarchy situation to you if you need.
   b. Physical comfort- in a relaxing environment you should feel comfortable. Next, you need to make your body feel relaxed. You should wear loose fitting clothing so it is not restrictive or distracting your focus (a robe, pajamas, silk, something you feel comfortable in). Get into a position you feel relaxed and can stay that way for about 30 minutes.
   c. Breathing- proper breathing consists of in through the nose slow and deep, out through the mouth slow and deep. The length of the breaths does not need to be precise as long as it is consistent.
   d. Muscle progression- while breathing focus on one area of muscles at a time. Start with the neck and head (neck up), next are the arms and upper torso (chest to shoulders and arms to the fingertips), followed by the trunk muscles (from below the chest to the waist), the lower body (from waist to needs), and finally the lower legs (from the knees to the toes). To relax each muscle group you should tense or tighten up all of the muscles in the group and hold it for 5 in and out breaths, relaxing on the 5th exhale. Allow one breath in between then move to the next group.

II. Constructing the Anxiety hierarchy (this shouldn't take more than about 20 minutes and only needs to be done once)
   a. The situation- think about the problematic situation. It is helpful to think of a few events that lead up to one emotionally disturbing event and to think of a few events that follow. Identify 10 statements that describe the scenario. For example if I were afraid to fly on an airplane I might have these ten statements: packing luggage, driving to the airport, checking in at the desk, walking to the terminal, waiting at the terminal, boarding the airplane, taking off, flying through the air, landing, getting off the plane. It does NOT have to be chronological, but it should be associated with the object of the emotional situation.
   b. Assigning a number- as you think of each scenario think of how intense the feelings are; rate

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them from 1-10 (one is normal feelings, ten is extremely powerful emotion).

c. Creating the hierarchy- use 3X5 cards, pictures, or other objects to represent each of the 10 scenes from the situation. Put them in order of lowest to highest in terms of emotional intensity.

III. Pairing Relaxation therapy with the Anxiety hierarchy (each session should last about 30 minutes and it should take about 6-10 sessions, 8 is average. The sessions can be done once a day, every other day, or as little as once a week. It is less effective to go longer than once a week.

a. Start- create the relaxing atmosphere, when you're free from distractions get into the relaxing position, once relaxed start the breathing exercise. The breathing should be consistent throughout the entire process. When you find a rhythm for your breathing begin the muscle relaxation progression. If needed repeat the muscle relaxation step until you are in a deep state of relaxation. This step should take about 5 minutes.

b. Proceed- introduce the 1st scene (picture, item, drawing, etc.) that represents the lowest emotion in the scenario of emotional hierarchy. Keep it present until you are able to tolerate it for 30 seconds before moving to the next item. Present the next scene/item until you can tolerate it for at least 30 seconds. If you introduce a scene/item and it produces no emotion, either one- you are not imagining the scene vividly enough, or two- it is no longer a source of anxiety. Continue this process until you reach a scene/item that you cannot tolerate for 30 seconds. When you start to feel the anxiety or your relaxed state changes, remove the item until you are completely relaxed again by focusing on your breathing and, if needed, doing the muscle relaxation exercise. Once you have done this exercise for about 30 minutes (if you have music make a 30 minute cd to know when you are done, or have someone tap on the door, give yourself some way, that is not abrupt, to let you know your 30 minutes is up.) When you start the next session begin with the last item you ended the previous session with. Continue the sessions until you are able to go through them all with a complete sense of relaxation.

c. Finish- in vivo experimentation. It is helpful to present the items outside of the relaxed environment after you have discontinued using them. This allows you to generalize those relaxed feelings into other areas of normal life and give you confidence that you can handle those emotions.

IV. Systematic Desensitization is not always 100% effective, if it is not working after 8-10 sessions, or you are still unable to control the anxiety level when the situation is presented try writing a script of one of your sessions and have a partner read it aloud as you go through the steps. Some people find it cumbersome to have to remember all of the steps and do them while maintaining focus. If you are still not getting the results you need it may help to see a therapist.

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STAGES OF GRIEF

When a traumatic event happens it produces a wide range of emotions. To cope with these powerful emotions it helps to understand the grieving process. Most people will experience some, most, or all of the following emotions:

I. **Denial**- the event might lead to disbelief that such a thing could happen to you or that it has actually happened. Processing will help overcome denial. Make factual statements i.e. "my mother died." "I was there when my mother passed away." These types of statements help our mind make sense of the shock we have experienced. It also helps to have others confirm our statements, listen to us, and talk about how the experience affected them.

II. **Anger**- it is normal to be angry at the person or situation that has caused us grief and pain. Some people find it helpful to vent to others in a process called ventilation and validation. The supporter should be someone you can trust to hear you and not judge your comments. They are not there to try and "fix" your anger or feelings only to let you talk openly (ventilation) and reassure you that they understand your feelings and don't think badly about you for being open about them (validation). In fact, the supporter should not interject personal stories, comparisons, etc. with statements like "I know what you mean", "I felt the same way when…" such statements detract from the ventilator. The ventilator is encouraged to use specific language to express themselves, "I am so mad at mom for dying and leaving me without her help, how am I supposed to do this alone", "why did God let this happen to me, doesn't he care about me?" The supporter should validate the grieving with accepting statements such as, "I can't imagine how devastating this must be for you", "Let it out", "I want to hear more", etc.

III. **Depression**- is not just sadness, but prolonged sadness that affects multiple areas of a person's life. The desire to ruminate over the situation, the loss of joy in things once pleasurable, feeling tired but restless, self-loathing, are all symptoms of depression. Many feel guilt over their loss and blame themselves for the situation. Continuing in these normal feelings may lead one to experience a bout or multiple bouts of depression. To process this emotion one should again confide in a supporter. Talk to someone trusted, who will NOT judge you, about your feelings. The supporter is encouraged to help think positively by making factual uplifting statements. "There is a time for everyone to die, I'm sure your mother isn't in pain anymore." "Your mother loved you and was proud of you." "I hope you can still feel her near you." Depression is best handled with the introduction of positive flooding. When a negative thought enters the mind flood it out immediately with 8-10 positive and true statements. The objective is not to get the depressed to stop talking about their sad feelings but to differentiate between what is true though sad, and what

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is embellished.

IV. **Bargaining**- another common expression of grief is the unrealistic desire to regain what is lost. Here the grieving will offer something they have to possibly regain time, experiences, physical contact with one they have lost. An important strategy for a supporter is to offer realistic ways to achieve the objective. For instance, one grieving might say, "I'd give everything I own just to hold you in my arms again." A supporter could say, "I'm not your mother but you can hug me while you think of her and I won't charge you anything." The supporter should be realistic, compassionate, and offer good alternatives or suggestions. "If only I could bake cookies with mom again." "What if you and I made cookies and shared fun stories of your mom?"

V. **Acceptance**- When the grieving has processed their emotions and understands that they can move on and still love the deceased they are in the acceptance stage. Acceptance doesn't mean the person isn't sad or doesn't cry over their loss. Acceptance means one understands how important their living life means to the deceased and they are ready to honor that wish.

RESOURCES:

http://www.nasponline.org/resources/crisis_safety/
https://trynova.org/resources/crisis-response-resources/
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Prevention Services in Cache Valley

Organization Name	Contact Information
Bear River Health Department	435-792-6420 435-881-0358
CAPSA	435-753-2500
Cache Valley Community Health Clinic	435-755-6091
USU Community Clinic	435-797-3401
USU Counseling Services	435-797-1012
Child and Family Support Center	435-752-8880
Mount Logan Clinic	435-750-6300
DCFS	435-787-3400
Cache Valley Food Pantry	435-753-7140
Common Ground Outdoor Adventures	435-713-0288
English Language Center	435-750-6534
Hispanic Center	435-753-8486
Bridgerland Literacy	435-716-9141
Center for Persons with Disabilities at USU	435-797-1981
Workforce Services	435-792-0300
Utah State University	435-797-1000
BATC	435-753-6780
LDS Family Services	435-752-5302
Center for Pregnancy Choices	435-752-1222
Planned Parenthood	435-753-0724
Baby Your Baby Hotline	800-826-9662

Philosophical Policies

Philosophical Policies

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

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

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

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

<u>100 – Governance and Organization</u>
110 – Governing Board Organization
PH111 – Board Member Qualifications
PH112 – Board Member Expectations
PH113—Board Structure, Operations, Functionality and Purpose.

<u>200 – Students and Parents</u>
220 – Student Expectations and Discipline
PH211 – Student Standards, Discipline and Dress Code

<u>300 – Personnel</u>
PH331 – Staff
PH332—Administration Qualifications

<u>400 Curriculum and Instruction</u>
420 Instructional Services
PH 421 – Essential Elements of TECS

PH—BOARD MEMBER QUALIFICATIONS

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PH-111			

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

Additionally, candidates seeking any board position shall:

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

PH—BOARD MEMBER EXPECTATIONS AND BEHAVIORS

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PH-112			

Expectations and Behaviors

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

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

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

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PH-113			

Governing Board Structure, Operation, Functionality

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

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

Meeting Frequency: The board may meet once a month, or as needed, guided by an agenda, to
a) discuss the schools' operation and hear reports and updates from board members
b) consider and adopt policies
c) allow for public input.

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

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

Initial Terms, Subsequent Terms, and Selection Process
Governing board members serve three year terms. The chart below illustrates when board members from each school are elected or appointed.

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

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

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

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

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

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

PH—STUDENT STANDARDS, DISCIPLINE, AND DRESS CODE

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

Student Standards

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

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

- **Discipline**

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

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

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

- **Dress Code**

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

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

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

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

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

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

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

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

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

Elementary students will typically be in self-contained classrooms for all of the core subjects, i.e., language arts, math, science, history, etc. Other courses such as music, art, P.E., computer science, and core academic subjects for secondary may be on a rotation basis so all students can benefit from the expertise of employees trained in these areas.
Each core class will have a qualified teacher. In addition, an aide, student teacher and/or parent volunteers may be assigned to assist in the classroom on a regular basis.

Counselor/Psychologist/Other Professional Staff
All professional staff will be qualified through appropriate agencies to provide professional services.

PH—ADMINISTRATION QUALIFICATIONS (1 OF 2)

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

Each of the TECS schools will have its own Principal. There will be a minimum of one Assistant Principal and one Director of Instruction between the two schools.
Following are the desired administrative qualifications. However, the best candidate will be hired.

Principal

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

Director of Instruction

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

Assistant Principal

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

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

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PH-421			

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

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

This accomplishes two things:

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

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