

Parent Handbook

A Guide for Parental Involvement and Student Success

2019-2020



WELCOME

Dear Parents,

We welcome you to Thomas Edison Charter Schools, Cache Valley's schools of choice for many years. We know that you recognize that high expectations are a trademark of our program, for students, staff and parents. Active and direct parent involvement at school and home has and will contribute much to the success of each student.

This Parent Handbook has been authorized by the Thomas Edison Charter School Governing Board and by our Charter with the Utah State Office of Education. Some of the content represents a summary or expansion of certain Board Policies or sections of the Charter. Other parts of the Handbook provide useful information or procedures to support an orderly and safe school environment.

This handbook is divided into three sections: Mission and Organization, Curriculum and Instruction, and Policies and Procedures.

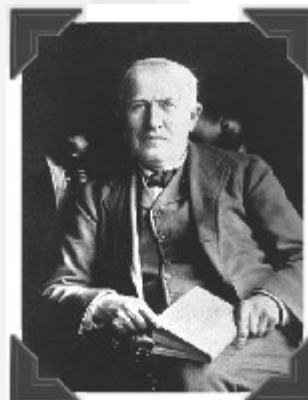
Please keep this valuable document in a convenient location for ready reference. We look forward to providing a worthwhile educational experience for you and your children in the Thomas Edison program.

Sincerely,

The Governing Board
The Administration
Edison North Parent Organization Council
Edison South Parent Organization Council

If we did all the things we
are capable of, we would
literally astound ourselves."

-- Thomas A. Edison



Thomas A. Edison

Feb. 11, 1847 – October 18, 1931

Thomas Edison is probably the most influential man of the modern age. Indeed, some argue that Thomas Edison's inventions have shaped modern society more than any others. From electricity and light in our homes, to recorded music and movies, much of the technology we use everyday originated with Edison.

Edison epitomized the American Dream of rags to riches. His ingenuity and hard work took him from humble beginnings to fame and affluence. In all, he earned 1,093 U.S. patents and 2,332 patents worldwide.

Edison's greatest achievement was bringing us into the age of electricity. Not only did he invent the electric light bulb, but he also developed the power systems to deliver electricity to homes and businesses. His phonograph was the first machine to record and play back sound. And although the telephone wasn't his invention, Edison made numerous, practical improvements to it. His patents also included the mimeograph, motion-picture cameras and projectors, batteries, X-rays, and methods for making cement. The world's first industrial research lab was his and became a model for modern industrial innovation.

Though he had many successes, he also had many failures. Pianos, phonograph cabinets, and houses built out of cement never caught on. Edison's attempts at iron ore extraction didn't work out. Yet, he persisted in inventing.

"I have not failed," he said, "I've just found 10,000 ways that won't work."

That indomitable spirit and love for inventing kept Edison working into his 80s. At 83, he earned his last patent. At the time of his death, at 84, he was trying to create a less-expensive rubber made from the goldenrod plant.

A few days after his death, Americans paid tribute by simultaneously turning off their lights for one minute in honor of "one of the greatest benefactors of humanity," Thomas Alva Edison.

"Of all my inventions, I liked the phonograph best... Life's most soothing things are sweet music and a child's goodnight."

-- Thomas A. Edison



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Mission & Organization



HISTORY & MISSION STATEMENT

Mission & Organization

The History of Thomas Edison Charter Schools

The original founding parents of the first charter school in Cache Valley met in March 2001 to decide the name. After considering many appropriate names, they settled on Thomas Edison Charter School. They chose Edison not only because he is one of the most famous Americans in world history, but because he would be a tremendous example for children who attend the school due to his perseverance and unstoppable spirit that led to his many successes.

Our thanks and appreciation are given to Jim and Patty Peterson, David and Teresa Scholes, and the many families who have given thousands of hours of volunteer service to provide the families of Cache Valley with an excellent choice in education. Jim and Patty Peterson authored the original Thomas Edison Charter and sponsored it. It was largely due to their indomitable will to overcome obstacles threatening to stop the opening of Edison North that we now have two Thomas Edison Charter Schools in the valley.

The Edison South campus started its formation as a result of the Governing Board of Edison North voting to support parents who wished to offer the same choice in quality education at the south end of Cache County. Edison South was established by several individuals who labored diligently to organize, rearrange, and adapt the wording of the North charter as well as author minor additions to accommodate the new requirements of the State Charter Board.

Many thanks are given to the founding members of Edison South who put in countless hours providing dedicated support and assistance in this great effort.

Mission Statement

The mission of Thomas Edison Charter Schools is to provide all students the fundamental knowledge, tools, and discipline to become successful, reputable citizens in our country and to become high achievers in our ever evolving, demanding, and complex society.

The mission is carried out through a stimulating academic curriculum, focused on elemental skills development, in a structured classroom environment, with strong parental involvement.

BELIEFS, PHILOSOPHY, & GOALS

Mission & Organization

Statements of Belief

- ❖ The mission statement drives all teaching and learning.
- ❖ Commitment to the mission statement and beliefs directly influences student achievement.
- ❖ High expectations for students, teachers and parents guide all facets of the school, from student learning and curriculum, to teaching and learning activities.
- ❖ Class work and homework completion enhances academic success and personal development.
- ❖ Student achievement rises to meet high expectations.
- ❖ Students learn best in a positive, consistent, structured environment.
- ❖ The school and parents are partners in education.

Philosophy and Purpose

The school's philosophy is to emphasize the teaching of basic skills and knowledge. Its purpose is to:

- ❖ Train and discipline the intellect
- ❖ Teach skills
- ❖ Instill a sense of pride in and respect for self, others, and country
- ❖ Equip students with the necessary skills to become decision makers, problem solvers, and lifetime learners
- ❖ Prepare students for the outside world by challenging them to compete for achievement of standards in the classroom
- ❖ Develop an atmosphere of respect and acceptance
- ❖ Coordinate home and school effort in providing a solid education foundation for students

Thomas Edison Charter Schools' Goals are to:

- ❖ Ensure the success of all students through implementation of a well-rounded challenging academic program
- ❖ Enhance each student's knowledge and skills in math through concept development, drill, and practice
- ❖ Ensure student reading, writing and spelling skills acquisition and mastery through Spalding phonics- based language arts curriculum
- ❖ Implement and enhance a traditional history/geography curriculum that emphasizes patriotism and fundamental concepts regarding community, state, and country
- ❖ Provide a balanced experience in the areas of music, art, and physical education
- ❖ Maintain an in-house Spalding qualified trainer to mentor teaching staff and classroom aides

THE GOVERNING BOARD (p. 1 of 2)

Mission & Organization

The Governing Board

A six-member governing board oversees the two Thomas Edison Charter School campuses. The school Chief Administrative Officer (CAO) is included as one of the six Board members and serves as President of the Board. The Board is responsible for running the

school with the following five major responsibilities for both campuses:

- ❖ Fulfilling all school legal responsibilities,
- ❖ Promoting the TECS mission,
- ❖ Hiring and supervising the schools' directors of education/principals,
- ❖ Establishing important school policies,
- ❖ Overseeing the school budget and the raising of school funds.

Qualifications for Board Membership

At least four members of the board are parents, grandparents, or guardians of children who attend TECS. The remaining two members may:

- ❖ Also be parents, grandparents or guardians of children attending TECS,
- ❖ Be elected from the community, preferably having backgrounds in education, business, or law,
- ❖ Be a combination of the two preceding options.

Only one Board position may be filled per family. The Board will strive to the greatest extent possible to balance the number of parents from each campus serving on the Board.

Governing Board Meetings

The Board meets at least once a month, guided by an agenda, to:

1. Discuss the schools' operation and hear reports and updates from each board member,
2. consider and adopt policies, and
3. consider requests and concerns from parents, students, and teachers.

A majority vote of the Board constitutes Board action. The Board may not act unless a quorum of four Board members is present. Governing Board meetings are public meetings and meet requirements of the Utah Open Meetings Law. Portions of the meetings may be closed (become non-public) for discussion of specific topics described by state law. However, the Board may not take action (vote on a decision) in a closed meeting. Any action arising out of a closed meeting must be done back in an open meeting.

THE GOVERNING BOARD (p. 2 of 2)

Mission & Organization

Changes to Board Structure or TECS Philosophy

Any amendment to the Governing Board structure or a major shift in school mission, philosophy, or curriculum requires a three-step process:

1. Approval by the Governing Board,
2. A 3/4th's majority vote of a quorum* of the Parent Organization with the results announced at a Board meeting in May,
3. Approval by the charter authorizer.

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

Governing Board Terms

Four members of the Board are appointed; two are elected, one by each campus parent organization. Terms are three years, and positions are appointed or elected based on the following schedule.

May Election Dates	Elected Positions	Appointed Positions
2008, 2011, 2014, 2017, etc.	No elected Positions	Board appoints two members
2009, 2012, 2015, 2018, etc.	South PO elects one parent from Edison South	Board appoints one member
2010, 2013, 2016, 2019, etc.	North PO elects one parent from Edison North	Board appoints one member

THE PARENT ORGANIZATION

Mission & Organization

The Parent Organization

Parental involvement is a key element to the success of both school campuses. All parents and guardians become members of the TECS Parent Organization (P.O.) at the campus where their students are enrolled. Every member of the Thomas Edison P.O.:

- ❖ As a whole, elects two of the six Governing Board members (one from each campus) over a three-year period as described in the Governing Board section,
- ❖ May serve as a Governing Board member, as a member of the P.O. Council (which serves as a support organization of the school), or on a Board-appointed task force or committee to investigate and research specific items related to school policy, procedure, programs, and curriculum,
- ❖ Is encouraged to attend the monthly Governing Board meetings. At those meetings, parents are invited to make comments and suggestions related to school policies, procedures, programs, curriculum, or other issues discussed at the meeting,
- ❖ Is encouraged to volunteer time to the appropriate school campus.

Two Governing Board members are assigned as liaisons between the Board and each school's P.O. to facilitate communication between the P.O. Council and the Governing Board; however, each principal remains the head of his/her respective campus P.O.

The Purpose of the Parent Organization is:

- ❖ To act and operate under the direction and oversight of the Governing Board of Thomas Edison Charter Schools.
- ❖ To increase and facilitate parent involvement at in-school and extra-curricular activities approved by the schools and the Governing Board,
- ❖ To 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,
- ❖ To act and operate under the direction and oversight of the Governing Board of Thomas Edison Charter Schools.

Parent Organization Council

The Parent Organizations on each campus are directed by their own Parent Organization Council. Elections for this council are held each Spring.

PARENT EXPECTATIONS / VOLUNTEERS

Mission & Organization

Parent Expectations

Parents are provided opportunity to learn their obligations and opportunities for parental involvement by:

- ❖ Signing an agreement on the Intent to Enroll form that they understand that they are encouraged to volunteer a minimum of 4 hours a month for the school,
- ❖ Attending a required parent orientation before the beginning of school each year,
- ❖ Receiving a Parent Handbook, and reading and referring to this handbook frequently.
- ❖ All parents with students in kindergarten through fourth grade are expected to take the 10 hour Parent Spalding course of which the school pays the course fee for all parents.

Parent Volunteers

All parents or guardians are encouraged to volunteer a minimum of 4 hours per month per family for the school. Parental involvement will:

- ❖ Allow teachers to focus more on their teaching instruction by relieving them of some of the everyday secondary tasks required in the classroom,
- ❖ Provide parents a feeling of ownership in the school and their children's education,
- ❖ Develop strong parent – teacher relationships that will be effective in enhancing and maximizing the learning experience of every child.

Parents will be encouraged to volunteer in a variety of ways that can include, but are not limited to:

- | | |
|------------------------|-----------------------|
| ❖ Classroom Helper | ❖ Playground |
| ❖ Tutor/Mentor | ❖ Assemblies |
| ❖ Grading Papers | ❖ Library |
| ❖ Field Trips | ❖ Special Productions |
| ❖ School Parties | ❖ Technology |
| ❖ Room Parents | ❖ Committees |
| ❖ Photocopying | ❖ Office Help |
| ❖ Lunch Room Volunteer | ❖ Fundraising |
| ❖ Bulletin Board | ❖ Custodial Help |

Parents who work will not be excluded from the opportunity of volunteering for the school. Arrangements will be made for them to volunteer time on tasks that may be performed at home, off hours, or on weekends.

Curriculum & Instruction



OVERVIEW AND DESCRIPTION (p. 1 of 2)

Curriculum and Instruction

Overview

The Thomas Edison Charter School's curriculum is highly successful and highlights a strong academic focus on elemental skills development using a direct instruction teaching philosophy. The mission, beliefs, philosophy, and goals are the basis for the selection of the curriculum. Utah Core State Standards, which includes Common Core Standards, serves as the foundation to all subjects taught and provides a minimum basis for academic requirements. Opportunities to adjust or modify the curriculum may be considered from time to time. Any adjustments to the curriculum require the approval of the Governing Board, and the board may only approve such changes after careful discussion and consideration. However, the spirit of the school's mission and its philosophy of direct instruction teaching and elemental skills development will be maintained throughout its existence.

It should also be noted that the Thomas Edison curriculum does not emanate from nor is influenced by political or social agendas.

Curriculum Description

- ❖ **Language Arts** – The Spalding Method, a total language arts approach, serves as the foundation for phonics, spelling, vocabulary, penmanship, grammar, literary appreciation, writing and composition, and reading fluency and comprehension. Spalding is explicitly taught in kindergarten through fifth grade. In grades six through nine, instruction is based on Spalding philosophy and methodology.
 - * **Phonics** - The Spalding Method has a strong phonics base and emphasizes daily oral and written review in the elementary grades.
 - * **Spelling and Vocabulary** – Spelling is taught daily in grades K – 5 and spelling rules are explicitly taught and practiced. In Middle School, students learn vocabulary with a continued focus on spelling. Wordly Wise texts provide additional vocabulary practice beginning in second grade. The correct spelling of all words is stressed in all subjects.
 - * **Reading and Literary Appreciation** – Students read from parent-approved literature sets which include classics, award-winning children's literature, and other fine literature selections.
 - * **Penmanship** – The Spalding handwriting program is taught in grades K – 5 and cursive is introduced in second grade. Neatness and legibility of penmanship is expected and stressed through daily drill.
 - * **Grammar** – Grammar lessons include daily practice and drills in fundamental English grammar, its rules, and usage. Easy Grammar and Voyages in English texts provide additional grammar practice.
 - * **Writing and Composition** – All students are expected to express themselves in a grammatically correct manner that emphasizes clarity of thought and preciseness in spelling and penmanship. A variety of writing experiences are provided at each grade.
 - * **Recitations** – Each student memorizes and recites pre-approved selections of either prose or poetry at least once every six weeks.

OVERVIEW AND DESCRIPTION (p. 2 of 2)

Curriculum and Instruction

- ❖ **Mathematics** – As part of the school’s philosophy, we teach an advanced mathematics curriculum which meets and exceeds state standards in the elementary grades. In the middle school grades we offer three options - on grade level, advanced, and accelerated according to student skill level in middle school grades. Math develops several critical habits of mind: clarity of thought, logic skills, abstract thinking, and self-reliance in thinking. Saxon Math is the main adopted program. It uses oral drill and written practice, stressing memorization of math facts. The program provides a rigorous learning experience that imparts a continuity of instruction from kindergarten through the secondary grades.
- ❖ **Science** – The science program includes concepts in physical, chemical, earth, and biological sciences. It is based on the Utah Core State Standards.
- ❖ **History and Geography** – Relating history to our modern world, memorizing important geographical and historical data, and discussing current events are part of the program which is based on Utah Core State Standards.
- ❖ **Music** – Music instruction occurs for all students beginning in kindergarten. Students learn general music, including history and theory as outlined in Utah Core Standards. Band and orchestra are offered outside the school day to students in the fourth and fifth grades. Beginning in sixth grade, students may choose music elective classes from choir, band, or orchestra.
- ❖ **Visual Art** – Art instruction occurs weekly for all students in kindergarten through fifth grade. It is offered as a fine arts elective in grades six through eight.
- ❖ **Physical Education/Health** – Each kindergarten through fifth grade student participates in the structured Dynamic Physical Education program by Robert Pangrazi. Good health habits, nutrition, and general safety rules are emphasized. Middle School students use Dr. Pangrazi’s program with specific emphasis on the state mandated physical education curriculum. Dr. Hilda Fronske’s work is also emphasized in sport specific activities.
- ❖ **Computers/CTE** – The computer and technology curriculum supports the school’s principles, emphasizes the use of computers as tools to enhance classroom learning, and prepares students to compete in the modern world. Career and Technical Education (CTE) courses follow the Utah Core State Standards.
- ❖ **Special Needs** – The program employs special education teachers as needed to address the needs of children who require special education. As with any public school, we comply with all federal and state special education laws. The school and the special education teachers work directly with parents of special education children to properly address the individual challenges each child faces.

SPALDING—EFFECTIVE SCHOOLS MODEL

Curriculum and Instruction

The Spalding Total Language Arts Method

Romalda Spalding developed her method in the 1940's and 1950's for use in public and private schools by expanding and enhancing the work of Dr. Samuel T. Orton, an eminent neurologist and brain specialist in New York. Dr. Orton had developed a way to teach dyslexic children how to read and write.

The Spalding Method is called “a total language arts” approach to reading because it provides explicit, sequential, multi-sensory instruction in spelling (including phonics and penmanship), composition, and listening/reading comprehension. The program begins in kindergarten by teaching students early phoneme awareness, as well as proper penmanship, writing posture, and early reading. The sequential aspect of the program provides a continuity of language arts improvement and mastery through elementary school and into the secondary grades.

It has been observed that The Spalding Method teaches the analytical skills to children that can be applied to mathematics, science, and music, thereby enhancing their achievement in those areas as well. Teachers in schools throughout the United States and many other countries use The Spalding Method with great success. Click [here](#) for additional information, supportive research, and testimonials regarding The Spalding Method.

Effective Schools Model

The Thomas Edison program subscribes to the nationally recognized Effective Schools Model which includes clear and focused mission, high expectations for student achievement, safe and orderly school environment, strong instructional leadership, high parental involvement, frequent measurement of student progress, staff effectiveness, etc.

EXTRACURRICULAR ACTIVITIES—FREE TIME

Curriculum and Instruction

Extracurricular Activities

Extracurricular activities are provided for Thomas Edison students based on the interest level of students and parents, the availability of staff or parent sponsors, and the availability of appropriate resources. Activities may include student council, sports, performing arts, academic competitions, etc. Interscholastic competitions, such as spelling and geography bees, with other schools provide healthy learning experiences for students.

Field Trips

A limited number of field trips are provided during school days that have a direct connection to the academic curriculum. Teachers coordinate the details of field trips and may ask assistance from parents. In addition to the school purpose of the field trip, student accountability and safety are the primary areas of attention and concern. Written parent permission is required prior to each field trip.

Free Time at School

The accountability of time is a major effort at Thomas Edison Charter Schools. There are too many concepts for children to learn and master at school, so we do not borrow from the academic schedule to reward students with free time. Even recess and lunch times are designed to stimulate (through exercise and play) the body and mind to work more efficiently together in the acquisition of knowledge and skills.

HOMEWORK

Curriculum and Instruction

Homework

Homework is an integral part of the academic program at Thomas Edison Charter Schools. The primary purpose of homework is to be a vehicle for teaching student time management skills and personal responsibility. Homework serves three additional purposes:

1. It is a communication device between school and home, providing parents with the opportunity to see what concepts are being covered during the school day,
2. It is used by the teacher as an assessment tool to determine the effectiveness of their instruction, and
3. It provides students with the opportunity to demonstrate their understanding of concepts that have been taught and practiced in the classroom setting without the security, structure and assistance of the classroom teacher.

Homework should be an extension of the school day instruction by relating directly to concepts covered during actual instruction by teachers. It is to be assigned four nights a week – Monday through Thursday. Middle school has a designated time to work on homework from 2:30 to 2:55. Elementary is assigned time as needed. School work not finished by students during the day is assigned in addition to homework.

PARENT RESPONSIBILITY — Parent responsibilities concerning homework are as follows:

- * Provide a time and place free from distraction for the work to occur.
- * Sign the daily homework log or planner and examine the child's work and provide encouragement.
- * Work closely with the teacher if a problem occurs.
- * Stay up to date on homework completion using the online grading system.

Parents should insist that the students dedicate at least the minimum amount of time to some academic study at home. Reading is the recommended activity if the homework from school is not enough to fill the minimum amount of time.

Parents should also teach their children that if they do not finish their daily work in class, that those unfinished assignments need to be completed in addition to the actual homework time. Therefore, reports, projects, and unfinished daily work could account for some students spending more than the maximum amount of time stated. Student punctuality and responsibility will ensure that this does not happen.

INCOMPLETE HOMEWORK — When children do not complete their nightly homework, they are expected to complete their missed homework assignments during recess and/or specials times. They will do their incomplete work in the classroom with the teacher or aide. Continued problems with incomplete homework will be treated as a disciplinary matter.

Homework Time Table

Grade	Minimum	Maximum
K	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-8th	30 min.	90 min.*

* Special projects may take more out of classroom time.

GRADING—GRADE PLACEMENT

Curriculum and Instruction

Grading / Progress Reports

In order to keep parents informed of the academic progress of their children, report cards are issued at the conclusion of all six grading periods. In addition, progress reports are available online to parents at all times. Parents can expect grades to be updated at least weekly. Letter grades will reflect actual achievement in most subjects according to the grading scale below. O, S and N grades are issued for enhancement classes, penmanship and citizenship.

K-8 Grading Scale	
A	94% - 100%
B	86% - 93%
C	77% - 85%
D	69% - 76%
F	Below 69%

O, S, N Grading Scale	
O	Outstanding
S	Satisfactory
N	Needs Improvement

Plus (+) and Minus (-)

May be used on S grades

9th Grade Scale	
A	93% - 100%
A-	90% - 92%
B+	87% - 89%
B	83% - 86%
B-	80% - 82%
C+	77% - 79%
C	73% - 76%
C-	70% - 72%
D+	67% - 69%
D	63% - 66%
D-	60% - 62%
F	Below 59%

* Refer to the Attendance/Tardy Section to understand its effect on makeup work and grades.

Kindergarten

Kindergarten is the beginning of school rather than a gradual introduction to it. Most kindergarten students are able to accomplish the basics of a first grade curriculum in a half-day format. There are no plans to increase kindergarten to full day due to the natural growth and development of the typical five year old.

Readiness - Parents whose children are young (5th birthday between January and August 31st) may want to discuss their child's readiness with a school administrator.

Parent-Teacher Conferences

Parent-teacher conferences are an important communication tool for discussing student progress. The first conference is scheduled after the first grading period and the second conference is scheduled after the fourth grading period. Specific information and schedules are sent home in advance of the conferences. We appreciate 100% of our parents' participation in these events.

Parents are also encouraged to communicate with teachers often throughout the year about their children's progress.

Student Promotion, Retention, and Grade Placement

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 eight 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.

STUDENT PLACEMENT—SUBSTITUTE TEACHERS

Curriculum and Instruction

Student Placement

Elementary students will be divided evenly between teachers so that classes are academically even and balanced by gender. With the exception of math, this is generally done in the middle school as well. This process is done by the principal and does not include parent requests for teachers.

Student Assessments

PHILOSOPHY: Testing is a byproduct of our instructional program rather than our focus. We do not teach to tests, including state tests. Many schools are pressured by state tests and borrow from curriculum in other subjects to prepare for them. We operate on the basis of high expectations, but do not pressure teachers or students to treat state tests any differently than our weekly and monthly assessments.

All state testing requirements will be met. In addition, other assessments will be taken. To establish a baseline, criterion referenced tests may be given at the beginning of each school year and repeated at the end. The results of these tests will provide information needed for planning and goal setting throughout the school year and also measure the students' progress at the end of the year. The effectiveness of teaching methods can also be evaluated from these testing results. An ongoing assessment tool is built into The Spalding Method of instruction with regular tests and assessments. These tests measure reading comprehension, assess growth, identify weaknesses, and indicate teacher effectiveness. Results of state and district tests will be shared with the parents allowing them an ongoing picture of the student's progress.

End-of-concept testing, chapter tests, etc., will be in place to allow a current picture of each student's learning.

Substitute Teachers

Most substitute teachers are employed from a pool of parents who have been trained in the Spalding Language Arts program. Parents who are interested in becoming substitute teachers should watch for and participate in the Spalding Parent Course prior to making employment application. We appreciate the quality of instruction provided by this parent resource when teachers need to be absent from school.

TEACHER EMPLOYMENT—TECS WRITING BINDERS

Curriculum and Instruction

Teacher Employment

The employment of quality teachers is essential to the success of our program and to the satisfaction of parents. The selection process is very thorough and includes multiple interviews, observations of their teaching, required candidate visits to our schools and routine background and reference checks. Teachers subsequently participate in a rigorous professional development program to improve their skills.

Tutoring

The classroom teacher provides necessary tutoring for individual students beginning no later than the second grading period and concluding no earlier than the end of the fifth grading period. This service begins after the teacher is well enough acquainted with the academic needs of the student.

TECS Writing Binders

Each new student to TECS will have a writing binder created for them, housed at the school. Teachers will include in the binder examples of each student's writing throughout the year and pass the binder on to that student's teacher the following year for inclusion of additional writing. With the passing of years, as students graduate TECS, they will be presented with their binder, complete with a history of growth and memories across the grade levels.

School Policies & Procedures



AIR QUALITY—ATTENDANCE/TARDINESS

Policies and Procedures

Air Quality

We often see inversions, fires and other factors that affect our outdoor air quality. As a result, there is concern about the effects of poor air quality on children's health. Our practice is to follow the direction given by the state and local health officials, whose information is located at www.airquality.utah.gov or www.brhd.org and www.health.utah.gov/asthma.

Animals

Animals may be brought to school if they are being used as a part of the teaching program. Animals must be caged or on a leash for safety. Care should also be exercised in regard to students who suffer from allergies triggered by pet hair. Poisonous reptiles and spiders are not permitted at school. All animal visitors must be approved in advance by the administration.

Attendance / Tardiness

If the child is ill or if there is an emergency, the parent will call the school promptly. It is very important that the child be in attendance every possible day. Absences create major obstacles for both teachers and students and inhibit academic growth for both those absent and those whose learning is delayed because of make-up instruction being given. Therefore, parents are expected to plan family vacations during school vacation time. Please schedule all student health appointments outside of school time if possible.

When students are absent, they are responsible for contacting the teacher to make up school work or homework missed. They are to be given double the number of school days they were absent to complete all of the work they missed. For example, if a student is absent two school days, he/she is given four school days to make up the missed assignments. The teacher directs all makeup work with the cooperation of parents. Work requested by parents may be picked up at the end of the school day. The Utah Compulsory Attendance Act will be followed for attendance violation.

It is the policy of Thomas Edison Charter Schools to have students arrive in classes on time. Parents are expected to teach their children the importance of punctuality. Students should be at school in time to attend morning greeting (five minutes before school begins). If a child comes to school after the school's start time, the child will be recorded as tardy. Tardiness is disruptive to the learning process. It has a negative impact on the entire class, not just the child who is tardy. Efforts to correct repeated tardiness will be directed to the parents to develop habits of punctuality that reflect respect, courtesy and the value of school that is offered at Thomas Edison.

Parents whose students continue to have excessive tardies 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.

BIRTHDAYS—HOUSEHOLD INCOME

Policies and Procedures

Birthdays / Parties

Treats and favors for children's birthdays are not permitted at school. This includes arranging birthday parties at lunch with a select group of students, decorating lockers, bringing flowers or cookies to school, etc. Many parents object to their children eating sweets or other foods that may not be in keeping with family diets or health considerations. Other parents feel too much pressure to provide treats when financial limitations make it difficult to do so. Teachers may recognize children in other ways that do not use food. Non-school activities should be arranged outside of school.

Surprise parties for teachers are also discouraged. Students are not allowed to collect money for the purpose of buying a gift for a teacher.

Electronic Communication with Parents

We appreciate the technology that allows us to use the Internet, email and other electronic means to communicate with parents. Our web address is www.thomased.org and contains significant information about our schools. We also send regular newsletters to families via e-updates through e-mail. In addition, we provide access to grades and student progress via State Information System (<https://thomasedno.usoe-dcs.org>). Many teachers also maintain class websites or blogs.

We urge our families to use these conveniences for the school and home to keep in touch with each other. We also provide hard copies of these communications for those who request it.

Declaration of Household Income

The State of Utah requests that parents annually complete a "Declaration of Household Income" form if your income qualifies you as economically disadvantaged. The information collected is highly confidential. Only the number of students responding will be reported to the Utah State Office of Education to be used for statistical and budgetary purposes. Please note that you have the right **not** to submit this form.

DISEASE PREVENTION—FEES

Policies and Procedures

Disease Prevention

In an effort to prevent communicable diseases at school, we teach staff and students the following guidelines from local healthcare providers. We ask parents to reinforce these guidelines at home.

- ❖ Cover your nose and mouth with your upper sleeve or a tissue when you cough or sneeze. Dispose of the tissue appropriately.
- ❖ Wash your hands often with soap and water. If soap and water are not available, use an alcohol-based hand rub.
- ❖ Avoid touching your eyes, nose and mouth. Germs spread this way.
- ❖ Try to avoid close contact with sick people.
- ❖ Keep sick students home until properly treated.
- ❖ Follow public health advice regarding measures to keep our distance from each other to lessen the spread of communicable diseases (especially colds and flu).

Donations

Donations of cash, equipment or supplies may be made to the schools for school use. Such donations will be received, inventoried, used and accounted for according to accepted business practices.

Fees

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.

TECS may apprise parents of the opportunity to voluntarily donate money or goods for field trips, class activities, Parent Organization activities, etc. No TECS student will be excluded from any such activity based upon their inability to donate.

ENROLLMENT

Policies and Procedures

Enrollment In and Withdrawal From School

It is the policy of Thomas Edison Charter Schools to abide by federal and state guidelines concerning student registration. Legal guardians of new students who apply for enrollment are expected to observe in the classroom, read prescribed school materials, view a short video presentation, and meet with a school leader. Upon completion, the school needs copies of certain items and registration forms to be completed, as listed below:

New Student Registration Documents Checklist

- | | |
|--|---|
| <input type="checkbox"/> Birth Certificate | <input type="checkbox"/> Request for Transfer of Records (if applicable) |
| <input type="checkbox"/> Record of Immunizations (from doctor or clinic) | <input type="checkbox"/> Permission Page to accept or decline inclusion in School Directory, Carpool Directory and permission to use pictures of students/parents or academic works on the website/social media or for promoting the school |
| <input type="checkbox"/> Proof of Pre-Kindergarten Vision Screening (for kindergartners) | <input type="checkbox"/> Parental Statement of Awareness and Support |
| <input type="checkbox"/> Emergency Medical Card | <input type="checkbox"/> Declaration of Household Income |
| <input type="checkbox"/> Admissions Acceptance Form | |
| <input type="checkbox"/> Registration Form | |
| <input type="checkbox"/> Completed Immunization Record | |
| <input type="checkbox"/> Home Language Survey | |
| <input type="checkbox"/> Vision Screening Permission Slip | |

Returning Student Registration Documents Checklist

Parents of returning students need to complete the following each year:

- | | |
|--|--|
| Emergency Medical Card | Technology Acceptable Use Statement (A copy to be kept by parents) |
| Permissions Page (A copy to be kept by parents) | Parent Volunteer Sheet (A copy to be kept by parents) |
| Parental Statement of Awareness and Support (A copy to be kept by parents) | |

At registration, a copy of the following forms are included for your records:

- ❖ Drop-off Pick-up Guidelines
- ❖ Dress Code Policy
- ❖ Permissions Page
- ❖ Technology Acceptable Use Statement
- ❖ Parental Statement of Awareness and Support
- ❖ Copy of Parent Volunteer Sheet

When a student is withdrawn from school the office will provide a withdrawal form to the parent for completion. All textbooks, literature set books, library books and other school material should be returned upon withdrawal.

FOOD SERVICE—HEALTH/MEDICATION

Policies and Procedures

Food Service

Parents are responsible for providing lunches for their children. The school and/or Parent Organization may subcontract a school lunch program to an outside source that meets food health and safety standards. Thomas Edison Charter School agrees to provide the facility for such a program.

Fundraising

Students will not be expected to sell anything for the purpose of fundraising. The P.O. will address all fundraising needs. One such fundraising expectation is for each family to donate \$25 annually to the Parent Organization. This and other P.O. led fundraising efforts keep our students from engaging in sales. It is the policy of Thomas Edison Charter Schools not to have private business use the school as a marketing arm.

Health/Medication

Parents must complete an Emergency Medical Card for each child. Let us know how to contact you or another responsible, agreeable adult if your child becomes ill or is injured at school. List health problems, including allergies to food, medicine and insect stings. Please let us know if your address or any of the phone numbers (cell, home, business, emergency) change during the school year.

Like you, we want what is best for your child. If we cannot reach you in an emergency, we will call paramedics, who may decide an ambulance should be called. The cost of this service is the parent's responsibility.

School personnel are sometimes asked to administer medication to students. When it is necessary for the student to take medication during school hours, school personnel may do so if the following conditions are met:

1. Whether a drug is prescription or non-prescription, the medication must come in its original container. The pharmaceutical label must be on the container of any prescription drug.
2. The parent must provide a current written and signed request and obtain a signed statement from the student's health care provider specifying the method, amount and time of administration. For students with known risks, such as allergies, an Individual Emergency Medication Plan must be completed giving specific instructions for managing an Emergency.
3. Where necessary, written provisions may be made for students to carry asthma inhalers or diabetes medication.

Generally, office personnel administer any necessary medication with exceptions being made for field trips, etc.

LAND TRUST—PARENT VISITS

Policies and Procedures

LAND Trust

The State Legislature manages the LAND (Learning And Nurturing Development) Trust Program to provide financial resources to enhance or improve student academic achievement. The purpose and membership structure is driven by state statute and/or board rule. A school LAND Trust committee of parents and faculty members develops measurable academic goals, steps for achieving these goals and plans for expenditures of LAND Trust funds.

Lost and Found

We urge parents to inventory and label children's clothing (especially outerwear during winter) and lunch containers. If you are missing something, please check our Lost and Found to locate it as soon as possible. We periodically take unclaimed and unlabeled items to charitable organizations.

Parent Complaints

If there are state laws or policies governing the handling of complaints, they shall take precedence over school procedures. Otherwise, the following shall apply if honest disagreement and complaints concerning the school arise:

First, arrange a meeting with the person against whom the claim is directed. Most disputes are resolved at this level. If the parent prefers, a meeting may be arranged directly with the principal. The principal is there to help mediate disagreements and resolve complaints. If the parent still feels that the problem has not been properly addressed, he/she may appeal to the Governing Board. The appeal will not be heard unless the second step has been accomplished. The basis of the complaint should be submitted to the Governing Board in writing.

Parent Visits to the School

Parents are encouraged to visit frequently and take an active role in the education of their children. All non-employee adults must check in at the school office and pick up a visitor's badge upon entering the school.

We encourage parents to leave small children at home since they often distract students and the teacher. We also ask that parents avoid conferences with the teacher during the visit, so that the teacher may conduct class as usual. Please schedule teacher conferences before or after school at a time when students are not in class. Students are not allowed to bring visiting children, either friends or relatives, to school with them.

PARKING/DRIVING—STUDENT DISCIPLINE (p. 1 of 4)

Policies and Procedures

Parking/Driving on School Grounds

Please pay special attention to the Drop-Off and Pick-Up Guidelines for vehicle traffic. Safety is our primary concern.

Rental of Facilities

Thomas Edison Charter Schools may, at each school's discretion, rent their facilities to interested parties that provide the following:

- ❖ Signed Rental Agreement;
- ❖ Approved deposit and fees;
- ❖ 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.

Student Discipline

From the Charter: Creating and maintaining a well-managed learning environment is fundamental to the student's success. Learning is a joy, and school is a happy place. Our goal is to assist all students to build positive, life-long habits by being responsible for their actions.

Students are expected to show respect for others, self, and property. The focus of educator's attention is on what students are doing well. We espouse a management plan in which the administrator and teachers are skilled and practiced in the principles of classroom management as stated above. The term "discipline" will take on its noblest and finest meaning- "Training that corrects."

We have adopted Dr. Glenn I. Latham's principles of classroom management from *Behind the Schoolhouse Door: Eight Skills Every Teacher Should Have*, Utah State University: January 1997

The Thomas Edison Charter School discipline plan is intended to teach appropriate behavior and create a safe, peaceful, and positive environment. Dedicated staff, eager students, and involved parents work together to create classrooms with few disruptions where learning can thrive.

"We recommend to all parents that they read and implement philosophies and practices in Dr. Latham's New York Times bestselling book, *The Power of Positive Parenting*."

STUDENT DISCIPLINE (p. 2 of 4)

Policies and Procedures

Classroom 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 and themselves, as well as private and public property.

Parents need to know and understand the general rules and expectations at school. Please teach this information to your child. If you, or your child, have questions about the rules or procedures, please talk to your child's teacher or the principal.

General School Expectations

The following rules apply when a student is on school grounds or at a school activity, function or event that is held off the school grounds, or any place where the student is under the jurisdiction of school personnel. Teachers are expected to teach their classroom and the general school rules on the first day of school. We encourage parents to do the same.

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 permitted.
5. We expect students to treat one another with acceptance and respect. Name calling, swearing and other bad language will not be tolerated.
6. For SAFETY: Fighting, wrestling, kicking, tackling, tripping, hitting each other with lunch boxes or items of clothing are not permitted – even if in fun – because of potential for injury. Horse-play that turns into fighting is still fighting. Likewise, we do not permit the throwing of rocks, ice or snow.
7. Additionally, for SAFETY: Students do not spit or bring weapons (even toys) to school. Please WALK on the school grounds unless the activity is a supervised game. Please WALK bikes, etc. on the sidewalks and school grounds.
8. Keep school grounds litter free.
9. Leave toys, including balls, at home.
10. Leave chewing gum at home.
11. After school hours, go directly to your car pools or buses, unless you are involved in after-school programs.

STUDENT DISCIPLINE (p. 3 of 4)

Policies and Procedures

Lunch

1. Students line up in their classroom and are taken to the lunch room by teacher or aide (silently). Each class will sit at their assigned tables and are expected to eat lunch quietly. Students may talk quietly to their neighbors.
2. Students will eat their lunch only.
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. At a predetermined time, a lunchroom monitor will instruct a 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.
6. Playing in the gym during lunch is not permitted.
7. Lunch is the only time that food may be eaten. There should be no food on the playground or in classrooms.

Playground

1. Play in designated, supervised 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. Balls are not to be thrown against the buildings.

Playground Equipment

1. Please do not play tag or jump off equipment.
2. Please go down slides in the correct direction – no running up the slides – no pushing students down the slide – do not block the slide path.
3. Please use the swings properly and safely: twisting, jumping out of, running between, or throwing swings up over the bar are not acceptable.
4. While waiting in line, please hold balls and jump ropes.

STUDENT DISCIPLINE (p. 4 of 4)

Policies and Procedures

Procedures for Students Who Choose to not Follow Expectations

The following is a summary of the Thomas Edison Charter School Corrective Discipline Policy. Under most circumstances the following is carried out:

- 1st level – warning from teacher or supervisor
- 2nd level – teacher discipline
- 3rd level – teacher discipline, documentation begins
- 4th level – teacher, parent, child conference
- 5th level – principal discipline
- 6th level – mandatory principal, parent, teacher, child conference
- 7th level – In-school suspension, long-term suspension for more than 5 days, 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.

Safe School Policy

It is the policy of TECS to assure a safe school environment for all students. Inappropriate conduct that is subject to more serious disciplinary actions includes but is not limited to these examples:

- | | |
|--|--|
| ❖ Academic Misconduct/cheating | ❖ Harassment, bullying , hazing |
| ❖ Alcohol violation | ❖ Internet computer violation |
| ❖ Arson | ❖ Lying/false accusations |
| ❖ Assault/hitting, biting, kicking and verbal threats | ❖ Medication or dietary supplements- unauthorized possession |
| ❖ Dangerous instrument or weapon possession or the use of an object to inflict bodily injury | ❖ Robbery/extortion |
| ❖ Deadly weapon/firearm violation | ❖ Sexual assault |
| ❖ Defiance of authority | ❖ Sexual harassment |
| ❖ Discrimination | ❖ Sexual offense |
| ❖ Disorderly conduct | ❖ Student speech violations, including profanity and threats of violence |
| ❖ Drug violation (distribution/ possession) | ❖ Theft/plagiarism |
| ❖ Forgery | ❖ Threats violation (per Utah code) |
| ❖ Gambling | ❖ Tobacco violation |
| ❖ Gang activity or association | ❖ Trespassing |
| | ❖ Vandalism |

Individuals who notice violations in any of these areas should report them to the principal immediately.

STUDENT DRESS CODE

Policies and Procedures

THOMAS EDISON DRESS CODE

Students are expected to dress and groom themselves in a neat, modest, and 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 students must wear closed toe shoes. Neither denim/jeans nor athletic wear (sweats or athletic shorts) are allowed. No logos, designs, lettering, etc. of any kind are 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 or black. 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.

Governing Board Approval—April 10, 2013

ADMINISTRATIVE INTERPRETATIONS

- ❖ No additional décor on the clothing, such as beads and sequins, even if the same color as the solid color clothing.
- ❖ No excessive and/or non-essential accessories (multiple ear rings, scarves, etc.)
- ❖ Knee length, solid color polo dresses are permitted.
- ❖ Skirts and shorts are to be at least knee length. Leggings may not be used as a substitute for proper length.
- ❖ Clothing must not be form fitting.
- ❖ No jeggings.
- ❖ No hair styles or modified colors that draw attention to self.
- ❖ One solid color layer underneath a dress code shirt for modesty or warmth is acceptable.
- ❖ Optional dress up days for special circumstances may be approved in advance. For such occasions, the standard will always be higher with the traditional dress code modesty standards continuing to apply.
- ❖ Check with the school ahead of time if there are any questions.

STUDENT PRIVACY—STUDENT SAFETY

Policies and Procedures

Student Privacy

Thomas Edison Charter School is committed to make every effort and best practice to ensure that all regulations which protect the privacy of student records are followed. These Laws and Regulations include: FERPA, IASA, IDEA, PPRA, and 42 CFR.

- ❖ FERPA: The Family Educational Rights and Privacy Act of 1974 provides for the right to inspect and review education records, the right to seek to amend those records, and to limit disclosure of information from the records. The Act applies to all institutions that are the recipients of federal funding.
- ❖ IASA: Improving America's Schools Act contains components that clarify FERPA.
- ❖ IDEA: Individuals with Disabilities Educational Act pertains to Special Education. It includes protection of Special Education children.
- ❖ PPRA: The Protection of Pupil Rights Amendment pertains to programs that receive funding from the Department of Education. Schools must have written consent before minor students are required to participate in a survey, analysis, or evaluation that reveals certain information.
- ❖ 42 CFR: Code of Federal Regulations #42 protects the records of students who receive assistance or treatment through the Federal Substance Abuse and Mental Health Services Administration.

Student Safety

Our schools have a plan to handle situations to preserve student safety. This plan includes evacuation from the building (fire drills, etc.), restriction inside the building (lockdowns for concerns outside the school), drop-off and pick-up guidelines, reporting and treating student injuries and addressing student health concerns. Parents should also be advised that school personnel are obligated to report signs of child abuse to the appropriate governmental agencies.

SCHEDULE—SUPERVISION

Policies and Procedures

Schedule of Start and End of School

EDISON NORTH

Edison North starts at 8:30 a.m. Students should arrive at school by 8:25, but not earlier than 8:00 a.m.

Dismissal is at 3:00 p.m. on Mondays through Thursdays. On Fridays, dismissal is at 2:30 p.m. unless otherwise announced.

Weekday	Arrive	Dismiss
Monday—Thursday	8:25 a.m.	3:00 p.m.
Friday	8:25 a.m.	2:30 p.m.
AM Kindergarten M-Th	8:25 a.m.	11:15 p.m.
AM Kindergarten Friday	8:25 a.m.	10:45 a.m.
PM Kindergarten M-Th	12:10 p.m.	3:00 p.m.
PM Kindergarten Friday	12:10 p.m.	2:30 p.m.

EDISON SOUTH

Edison South starts at 8:25 a.m. Students should arrive at school by 8:20, but not earlier than 8:00 a.m.

Dismissal is at 2:55 p.m. on Mondays through Thursdays. On Fridays, dismissal is at 2:25 p.m. unless otherwise announced.

Weekday	Arrive	Dismiss
Monday—Thursday	8:20 a.m.	2:55 p.m.
Friday	8:20 a.m.	2:25 p.m.
AM Kindergarten M-Th	8:20 a.m.	11:10 a.m.
AM Kindergarten Friday	8:20 a.m.	10:40 a.m.
PM Kindergarten M-Th	12:05 p.m.	2:55 p.m.
PM Kindergarten Friday	12:05 p.m.	2:25 p.m.

Parents must pick up their students immediately after school.

Supervision Before and After School

Before School: All students entering the school in the morning are expected to walk in the hallways and go to their destination in a quiet and orderly manner. Students may go to the library, a supervised classroom, or the gym until Morning Greeting begins. The early morning time is to be used to prepare for school; not to play games, speak loudly or run.

After School: Students leaving school in the afternoon are expected to walk in the hallways and go to their carpools or their homes in a quiet and orderly manner. Students are not permitted to loiter in the building after school. Students permitted to stay late must be in tutoring or otherwise be under the direct supervision of a staff member. The library is open daily for a few minutes after school. Students who come early or stay late because a sibling is in a music class or tutoring must stay with the sibling's supervising teacher until time for school to start or until the carpools arrive. Games are not permitted on the playground before or after school unless supervised by an adult and it is known by the students that the adult is providing supervision. The school does not provide general supervision before or after school.

TELEPHONE—WEATHER INCLEMENT

Policies and Procedures

Telephone Use By Students

Student use of school telephones is restricted to emergencies and only with permission of and under staff supervision. Cell phone use by students is prohibited during the school day.

Transportation

Parents are responsible for the transportation of their children to and from school. The schools contract with a local school district or outside bus services for field trips, etc.

The Cache Valley Transit District (CVTD) has a bus stop near each campus which is of great benefit to many of our families in getting students to and from school.

Weather Inclement / Inversions

Generally speaking, students are expected to go outside for recess and lunch recess when the weather is acceptable (see “Free Time”). On days of inclement weather (rain, sub-zero temperatures, serious inversions, etc.) students are kept inside under staff supervision. Our schools follow state health guidelines for air quality during winter weather inversions. Parents should send a note to the teacher explaining other special considerations that would keep a child inside during recess.

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