BOARD OF EDUCATION
REGULAR SCHOOL BOARD MEETING
Detailed Agenda
Wednesday, May 11, 2022
Adele C. Young Intermediate School, 830 Law
Dr, Brigham City, UT 84302

> *"Always consider the effects
> on our students."*

A. **Retirement Reception - 6:00 p.m.**
B. **Retiring Employee Recognitions 6:30 p.m.**   **3**
Keith Mecham, Assistant Superintendent
C. **Administrative** - **7:15 p.m.**
    1. **Call to Order**
    President Julie Taylor
    2. **Reverence**
    Bryan Smith, Board Member
    3. **Flag Salute/Pledge of Allegiance**
    Rod Cook, Business Administrator
    4. **Recognitions**
    Wade Hyde, Board Member
        a. Dan Carstens, Heidi Jo West, and AshLee Nelson - April Principal Reports
        b. Joette Craig, BEMS TSA Advisor
        c. Melanie Day and State Drama Competition Students - BEHS
D. **Approval of Agenda - 7:30 p.m.**
E. **Public Comment - 7:35 p.m.**
Those individuals who would like to speak to the Board should read the guidelines and complete the sign-up
document located at the door. At the discretion of the Board President, public comment may be permitted at any
point during the Board meeting.
F. **Certificated Employee Recognitions 7:40 p.m.**
    1. Outstanding Elementary Principal: Mary Heslop
    Outstanding Secondary Principal: Lewis Whitaker
    Outstanding District Administrator: Rod Cook
    Outstanding Elementary Teacher: Shaunie Owen
    Outstanding Elementary Teacher: Colleen Lambright
    Outstanding Secondary Teacher: Lana Coombs
    Outstanding Secondary Teacher: Stacy Church
    Outstanding Related Services: Jennie Cross - ELL Coordinator
    Outstanding Related Services: David Blake - ED Tech/Appel Coordinator
    Outstanding Volunteer: Kim Robison
    Outstanding Volunteer: Noreen Mortensen
G. **Action Items - 8:00 p.m.**
    1. **Approval of Positive Behavior Strategies (PBS) Plan (HB58) Final Reports**   **4**
    Jacqueline Whitaker
    2. **Approval of School Land Trust Plans**   **121**
    Gary Allen and Keri Greener, Assistant Superintendents
    3. **Approval of Amended 2022-23 District Calendar**   **224**
    Keith Mecham, Assistant Superintendent
    4. **Approval of School Fees Amendment**   **227**
    Keith Mecham, Assistant Superintendent
    5. **Approval of 2022-2023 Board Meeting Calendar**   **228**

Steve Carlsen, Superintendent

H. <u>Information Items</u> - 8:25 p.m.

    1. **2020-2021 School Land Trust Report**   **230**

    Gary Allen and Keri Greener, Assistant Superintendents

    2. **Monthly Financial Report**   **255**

    Rod Cook and David Roberts, Business Administrator

    3. **Board Committee Reports**

I. <u>Policy Review</u> - 8:45 p.m.

    1. **Second Reading**

        a. Policy 5045 Student and Staff Acknowledgements Due to Death   264

J. <u>Board Discussion Items</u> 8:50 p.m.

    1. Book Study, "*How Not to be a Terrible Board Member", *Section 4 *Terrible Personal Style*

K. <u>Consent Items</u> 8:55 p.m.

    1. **Minutes**   **265**

    2. **Claims**   **271**

    3. **Personnel**   **286**

L. <u>Suggestions for Future Board Meetings</u> 9:00 p.m.   <u>**287**</u>

M. <u>Upcoming Events</u>

    1. BEHS Graduation - May 31, 2022 at 6:00 p.m. at Dee Events Center

    2. BRHS Graduation - June 1, 2022 at 8:00 p.m. on Bear Field

    3. Sunrise High Graduation - June 16, 2022 at 6:00 p.m. at Box Elder High School

N. <u>Board Handbook</u>   <u>**289**</u>

O. <u>Adjournment</u> 9:05 p.m.

The next meeting of the Board of Education will be held on Wednesday, June 8, 2022, with a Regular Session at 6:30 p.m., at the Independent Life Skills Center, 960 S Main St, Brigham City, Utah.

Box Elder School District
Board of Education
will be honoring
the following retirees:

Loralee Andersen	LaRae Morris
Daryl Anderson	Alice Neff
Glenn Beltz	Carole Nicholas
Candice Bird	Van Park
Karen Bird	Christine Perry
Susan Chadaz	Lane Petersen
Craig Christensen	Kim Peterson
Robyn Christensen	Rosemary Pickett
Rod Cook	Steve Pickett
Lana Coombs	Lorie Rasmussen
Colleen Ede	Clair Schenk
Brad Glover	Jann Stangler
Keri Greener	Susan Sutton
LuAnn Hancey	Christine Thornock
Linda Hawkes	Michelle Westley
Tambra Kimball	Robert Westover
Craig Long	Vauna Wilcock
Tina Mace	
Sharon Miller	

Wednesday, May 11, 2022
6:00-6:30 pm, Reception
6:30-7:00 pm, Board Recognition
Young Intermediate School

Cafeteria

Recommendation to approve

Submitted by: Jacqueline Whitaker

Recommendation:
It is recommended that the Positive Behavior Support (PBS) Plans from each of BESD's schools be approved as written.

Recommended Motion:
I move that the Board approves the PBS Plans.

Background:
 HB 58 requires that each school principal craft a Positive Behavior Plan to prevent the use of tobacco by students of BESD. These plans were approved by the Board in December. The PBS report is a summation of the implementation of the plan.

Policy Implications:
Policy 5290 refers to the discipline that happens when a student is found in possession of or using alcohol, drugs, or tobacco. This bill allows for prevention practices to be funded.

Financial Implications:
 Each school receives $1000 to help fund the plan. Each plan specialist receives a stipend for implementing the plan.

Staff Implications:
 The principal appointed a plan specialist to implement the PBS plan and write the report at the end of each school year.

Box Elder High School Positive Behavior Plan Report

Positive Behavior Specialist: Jamie Kent

Date discussed with SIT: April 11, 2022

Date discussed with SCC: January 24, 2022

Date report was completed: April 10, 2022

Name of Program:	Level of Implementation: Fully implemented Implemented and Sustained Partially implemented Mostly implemented Planning stage On hold due to Covid-19	What We Did This Year:	What We Still Need To Do:	How does the program address the use of tobacco, alcohol, e-cigarette products, and/or other controlled substances?
1.Hope Squad (Unite Week, Destress Week)	Fully Implemented	We held Unite Week the week of October 4. There were announcements and Bee Time activities. Distress week will be held April 25-29. There will also be Bee Time activities and announcements for that week as well.	Continue planning these activities for the 2022-23 school year.	Hope Squad members create a safe school environment, promote connectedness, support anti-bullying, encourage mental wellness, reduce mental health stigma, and prevent substance misuse. 2017 SHARP Survey: Help-Seeking Outcomes for Hope Squad Schools (under review) Compared to students at non-Hope Squad schools, students at Hope Squad schools showed significantly more help-seeking behavior by talking to adults when feeling "sad, hopeless or suicidal." This effect was evident for the entire population as well as for students who experienced suicidal

				ideation, suicide plans, and suicide attempts. (Wright-Berryman et al, 2018)
2. Individual and group counseling/social work services	Fully Implemented	We were able to hire a therapist to help with the individual counseling for our students. We have set up a protocol with our counseling department on how students are referred and what services they are referred for.	Continue to evaluate and improve things for next school year.	Individual and group counseling services support students in a multitude of ways. Not only do students receive treatment and support for general life stressors, students also have the opportunity to process trauma, suicidal ideations, and receive referrals for outside support when needed. These provisions allow for students to feel connected and cared about in the school environment and thus can lead to a decrease in the likelihood that students will use substances (Moon & Rao, 2011). Similarly, students who are provided appropriate treatment for trauma, mental health challenges, and chronic stress are more likely to build resilience within themselves and the family system, and therefore are less likely to experience a higher number of ACEs and have less likelihood of mental health disorders and substance use and abuse later in life (American Academy of Pediatrics, 2014).
3. Botvin Life Skills (Health Classes)	Fully Implemented	All of our health teachers have been trained on this program.	Continue to train new teachers.	Studies have demonstrated positive behavioral effects of

		This was taught in every health class.		LST on smoking, alcohol, marijuana use as well as the use of multiple substances and illicit drugs, with prevention effects lasting up until the end of high school (Botvin & Griffin 2004)
4. ● Safe UT App ● Latinos in Action ● BeeBuddies ● Art Club ● Athletic Team ● Auto Club ● Dungeon and Dragons ● FBLA ● FCCLA ● FFA ● GSA ● Language Clubs ● HOSA ● Interact Club ● Key Club ● Madrigals ● MultiCultural Club ● National Honor Society ● Photography Club ● Band, Orchestra, Choir ● Productions Club ● Pickleball Club ● Student Government ● Technology Student Association Club ● Yearbook	Fully Implemented	Our SafeUT app was used multiple times throughout the year. Admin and counselors spent a lot of time helping students with the reported issues. Our clubs were all held this year and had lots of activities and events for our students.	Continue using these programs next year.	These programs and applications all promote prosocial behaviors and provide students with structured, supervised, and engaging activities for students within their school and community. Studies have found that structured activities such as these are important factors in mitigating substance use among students as they create protective factors against substance use (Moon & Rao, 2011).

5. Career Week Senior College Advisor new this year (Increase engagement)	Fully Implemented	This event was held ?	Continue to carry out the event next year.	As mentioned above, this program promotes pro-social behavior through community building and connection, builds a positive association with school, and helps to orient students toward their future. All of which have been found to build a more positive view of community and school, therefore decreasing the likelihood of substance use (Flay, 2000).
6. Character Education (HIVE Mentality)	Partially Implemented	Our Culture Committee planned a HIVE week where the HIVE mentality was discussed. There were also multiple activities held each month.	Continue to organize this process. Reflect on the past year and make improvements. Plan more character education lessons next year during Bee Time. Plan HIVE day at the beginning of next school year. We also want to have another HIVE week at the first of the year in 2023.	Studies have demonstrated its effectiveness in promoting the development of moral reasoning. When students engage in facilitated peer discussions of moral dilemmas, they show accelerated development in moral reasoning capacities. 1. Risk behavior 2. Pro-social competencies, 3. School-based outcomes, and 4. General social-emotional functioning. (Berkowitz, et. al. 2005)
7. Multi-tier System and Support (MTSS) ProSolve Process	Partially Implemented	A structure was put in place and we held weekly meetings. Many supports were provided for students using this process.	Continue to improve and implement the behavior supports. Improve the meeting to set up and discuss student needs.	School systems are essentially the de facto mental health system for children in this country. Schools are critical in the provision of the breadth of mental and behavioral health services. Schools can reduce barriers to access for children and families, such as stigma and affordability.

				Schools provide maximal coverage for universal prevention and early intervention programs using a multi-tiered system and support. (MTSS) (Kutash, et. al. 2006)
8. Swing, Japanese, Chinese and Magic Club	Mostly Implemented	These clubs were organized and began holding meetings and activities this year.	Continue to help them establish meeting times for the upcoming year.	As mentioned above, this program promotes pro-social behavior through community building and connection, builds a positive association with school, and helps to orient students toward their future. All of which have been found to build a more positive view of community and school, therefore decreasing the likelihood of substance use (Flay, 2000).

Please note: While the language in these programs does not always explicitly discuss substance use with students, the research suggests that the skills taught in these programs for the elementary level support prevention effectiveness in preventing student use of substances (Moon & Rao, 2011).

BUDGET REPORT:

Date	Program Used For/Purpose:	Item(s)	Cost	Recommend for next year?
2-16-22	Hope Squad T-shirts Advertise who the members are.	Shirts for Hope Squad Members	$484.75	yes
9-23-22	Hope Squad September Training	Supplies for training	$259.20	yes

9-30-22	Unite Week and Hope Week Materials	materials from Amazon for the Bee Time Activities	$343.00	yes
02-02-22	Health Class Curriculum Training	Lunch for Hope Squad so they can stay at the training to learn the curriculum to present to students in the health classes	$44.40	yes
		TOTAL	**$1131.35**	

References:

American Academy of Pediatrics. (2014). Adverse Childhood Experiences and the Lifelong Consequences of Trauma. Retrieved 2020,
    from https://www.aap.org/en-us/documents/ttb_aces_consequences.pdf

Berkowitz, Marvin W, and Melinda C Bier. "What Works in Character Education - Researchgate." *What Works In Character*
    Education, Character Education Partnership, Jan. 2007,
https://www.researchgate.net/profile/Marvin-Berkowitz-2/publication/251977043_What_Works_In_Character_Education/links/53fb5ea60cf22f21c2f31c28/What-Works-In-Character-Education.pdf

Botvin, G.J., Griffin, K.W. Life Skills Training: Empirical Findings and Future Directions. The Journal of Primary Prevention 25, 211–232 | (2004).
https://doi.org/10.1023/B:JOPP.0000042391.58573.5b

Flay, B.R. (2000). Approaches to substance use prevention utilizing school curriculum plus social environment change. *Addictive Behaviors*, 25, 861-885.

Kutash K, Duchnowski A, Lynn N. University of South Florida, The Louis De La Parte Florida Mental Health Institute, Department of Child and Family Studies, Research and Training Center for Children's Mental Health . School-based mental health: An empirical guide for decision makers. 2006.

Moon, S. S., & Rao, U. (2011). Social Activity, School-Related Activity, and Anti-Substance Use Media Messages on Adolescent Tobacco and Alcohol Use. *Journal of Human Behavior in the Social Environment, 21*(5), 475-489. doi:10.1080/10911359.2011.566456

Wright-Berryman, Jennifer et al. Hope Squads (2018.PDF). *Hope Squad*, Of Oxford University Press, 5 Apr. 2018,
https://drive.google.com/file/d/1KJep-vav0rnfhyqMV78dHFg2iFyMLZ_v/view

Bear River high School Positive Behavior Plan Report
Positive Behavior Specialist: A.J. Gilmore
Date discussed with SIT: emailed April 27, 2022 (see email pic insert)
Date discussed with SCC: emailed April 27, 2022 (see email pic insert)

BRHS PBIS Plan ⅀

AJ Gilmore <aj.gilmore@besd.net>

to Benjamin, Braquel, Chris, Clay, Danny, Jacob, Pamela, Sanford, Trent, Tyler, Wade, Dawn, Heidi, James, Donald, Coby, Emily, Emily, Chris, Arthur, Penni, brad ▾

Good afternoon folks,

Part of my responsibilities include sharing our PBIS plan with you. Attached is the final report. Feel free to share insights, questions, or any more suggestions.
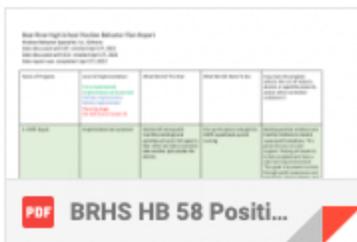
Have a great day!

A.J. Gilmore
Principal
Bear River High School

aj.gilmore@besd.net
435.515.5800

"WE ENSURE ALL STUDENTS LEARN AT HIGH LEVELS"

PDF **BRHS HB 58 Positi...**

Date report was completed: April 27, 2022

Name of Program:	Level of Implementation: Fully implemented Implemented and Sustained Partially implemented Mostly implemented Planning stage On hold due to Covid-19	What We Did This Year:	What We Still Need To Do:	How does the program address the use of tobacco, alcohol, e-cigarette products, and/or other controlled substances?
1. HOPE Squad	Implemented and sustained	Started off strong with monthly meetings and activities at lunch. Fell apart in Nov. when we had a counselor take another job outside the district.	Pick up the pieces and get the HOPE squad back up and running	Building positive relations and healthy methods to handle issues and frustrations. This group focuses on peer support. Helping all students to feel accepted and have a safe learning environment. "Our goal is to prevent suicide through public awareness and education, reduce stigma, and serve as a resource to those touched by suicide."
2. White Ribbon Week	Implemented and sustained	Planned and implemented, in combination with BRMS	Nothing, plan for next year.	This is a combined effort of Red Ribbon Week activities and Anti-pornography activities. White Ribbon Week programs build confident and resilient children who make conscious, positive choices in media and technology.
3. Wide array of clubs and activities	Implemented and sustained	Keep supporting these groups, students, and faculty advisors. Advocate for students to get involved and stay involved.	Keep sustaining these students and clubs.	These programs and applications all promote prosocial behaviors and provide students with structured, supervised, and engaging

				activities for students within their school and community. Studies have found that structured activities such as these are important factors in mitigating substance use among students as they create protective factors against substance use.
4. JJS Adapt Plan	Partially implemented	Never able to get a schedule worked out to get classes like we have in the past. Communication needs to increase to make this happen.	Look to next year and get classes scheduled now to support our students.	Adapt is an evidence based curriculum to help students with pro social behaviors and how to better deal with life's tough situations. BRHS uses this course to support at-risk students and struggling students to build better skills to make better choices, including the use of tobacco, alcohol, electronic cigarette products, and other controlled substances.
5. Tobacco Cessation Class	Partially implemented	FInally got word from the juvenile court system that the youth cessation class has been approved and organized. Never scheduled one for this school year. There were conversations that this was supposed to happen quicker than it actually did.	Look to next year and get classes scheduled now to support our students.	Fresh Start is a smoking cessation program created by the American Cancer Society designed for teenage tobacco users who are ready to quit. Sessions include understanding addiction, creating your own "quit plan", tools for coping with stress, dealing with withdrawal symptoms, relapse prevention, and health lifestyle changes. Classes meet together 4 times, once a week for one month, and are taught on an as-needed basis

6. E4A	Partially with hold due to scheduling conflicts	Selected some youth leaders to be on the leadership council.	Build for next year so we can get our kids running the program and building positive relations.	Especially for Athletes ("E4A") exists to inspire student athletes to maximize their athletic potential and to use their talents and social influence to assist and lift others. E4A is building a culture of athletes who use their influence, a phrase we call the "Sportlight", to make a positive change in the lives of those who may be downtrodden, depressed, or in need of friendship, all while giving a more focused effort to school and athletics.
Career Week - round 2	Mostly implemented with a desire to include a second week.	Planning process now - to help inspire and remind students of options for work and the need of each student to help make our community the best it can be.	Will hold the career fair and reflect on what worked and find changes that could be made to increase impact again.	This program promotes pro-social behavior through community building and connection, builds a positive association with school, and helps to orient students toward their future. All of which have been found to build a more positive view of community and school, therefore decreasing the likelihood of substance use.
7. Social and Emotional Health Skills Training	Planning stage	Met with LCSW to gain skills. Met with teachers and school personnel to start this process.	Put it into effect and teach students some skills to better face their challenges.	Skills to face depression, anxiety, loneliness, and increase connections to avoid harmful addictions and poor choices that potentially lead to harmful substance abuse.

Please note: While the language in these programs does not always explicitly discuss substance use with students, the research suggests that the skills taught in these programs for the elementary level support prevention effectiveness in preventing student use of substances (Moon & Rao, 2011).

BUDGET REPORT:

Date	Program Used For/Purpose:	Item(s)	Cost	Recommend for next year?
No date yet	Vape Sensor	Looking to install vape sensors in high-traffic restrooms to decrease vaping at school.	Yet to be determined, early estimates put it at $800+ for 4 sensors	

References:

https://especiallyforathletes.org/

https://www.whiteribbonweek.org/about

https://www.redribbon.org/about

https://brhd.org/classes/

https://jjs.utah.gov/services/secure-care-facilities#

Flay, B.R. (2000). Approaches to substance use prevention utilizing school curriculum plus social environment change. *Addictive Behaviors*, 25, 861-885.

Moon, S. S., & Rao, U. (2011). Social Activity, School-Related Activity, and Anti-Substance Use Media Messages on Adolescent Tobacco and Alcohol Use. Journal of Human Behavior in the Social Environment, 21(5), 475-489. doi:10.1080/10911359.2011.566456

Sunrise High School Positive Behavior Plan Report

Positive Behavior Specialist: Natalie McGuire

Date discussed with SIT: April 28, 2022

Date discussed with SCC: April 28, 2022

Date report was completed: April 28, 2022

Name of Program:	Level of Implementation: Fully implemented Implemented and Sustained Partially implemented Mostly implemented Planning stage On hold due to Covid-19	What We Did This Year:	What We Still Need To Do:	How does the program address the use of tobacco, alcohol, e-cigarette products, and/or other controlled substances?
1. Self Contained classroom pods and mentors	Fully implemented	• created, maintained, and evaluated PODs every six weeks. • provided Paras/constant supports for students in PODs.	• continue looking for improvements and adjustments that benefit and enhance student successes	Approximately 75% of students at Sunrise are enrolled in a self contained classroom which is called a pod. Students remain in their pod throughout the day with the same group of students. Certified teachers rotate into the class throughout the day providing instruction. Each pod has a full time mentor in the classroom to provide support, interventions, increased contact with home and guardians, and most importantly to develop a positive

				relationship with each student in the class. By remaining in the pod students are less likely to be absent, they receive greater academic support, and benefit from interacting with their mentor throughout the day
2. School Wide Theme for the year	Fully implemented	"Yes, I can!" - monthly motivations - self and faculty evaluations from students - mindfulness matters	- continue looking for improvements and adjustments that benefit and enhance student successes - New theme for next year - "Eyes up, Do the Work!"	The yearly schoolwide theme is determined based on the needs assessment and strives to deliver messages and curriculum to students focused on these needs. For example, the theme this year focuses on positive self-belief that we can do hard things and be successful. To support students in this, the counseling department is focusing on monthly mental health strategies to assist students in making healthy choices.
3. Weekly Grade checks and F report	Fully implemented	- pulled weekly grades - admin oversee and talk to chronic offenders, 3+ "F's", or low-attendance flyers	- streamline grading process across school - set up intervention system (create intervention system where needs are)	The counseling department prints weekly grade reports for students and notifies parents of failing and passing grades. To build relationships with students, complimentary phone calls home to parents are made

		- put in ISO (In School Option-two week online intervention. Students work back to classroom option) - monitor - faculty grading training - rewards for positives grades		for students passing all their classes and they receive a small treat as a reward. In addition, students who are failing receive a missing assignments report and phone call home to parents to encourage the student to complete the missing work. This is all part of building a strong relationship with our students and parents. Better relationships and communication helps to decrease the use of tobacco, alcohol and other controlled substances
4. Senior Mentor Program	Partially implemented	- mentors chose students - tried mentoring students throughout first few terms - students fell off lists - logistical problems - stopped mentor program halfway through the year	change to Senior POD program	From our seniors that are not in a pod, we identify those who are at high risk for dropping out, or who are identified by our counseling team as needing a mentor. This list of seniors is presented to the staff. After reviewing those in need, each staff member chooses someone to mentor and support through graduation.
5. Individual and group counseling/social work services	Fully implemented	The school counselor identifies	Change the Tier II Senior Mentoring Program.	Individual and group counseling services support students in a multitude of

		individual groups and students at risk behaviorally, academically, socially who are at risk for not graduating and provides individual interventions and mentoring.
		    o ADAPT (see above)
		    o JJS (see above)
		    o Referrals to Bear River Mental Health and Bear River Health Department on a case-by-case basis.
				ways. Not only do students receive treatment and support for general life stressors, students also have the opportunity to process trauma, suicidal ideations, and receive referrals for outside support when needed. These provisions allow for students to feel connected and cared about in the school environment and thus can lead to a decrease in the likelihood that students will use substances (Moon & Rao, 2011). Similarly, students who are provided appropriate treatment for trauma, mental health challenges, and chronic stress are more likely to build resilience within themselves and the family system, and therefore are less likely to experience a higher number of ACEs and have less likelihood of mental health disorders and substance use and abuse later in life (American Academy of Pediatrics, 2014).

| 6. Restorative Practices | Implemented and Sustained | | We address these on an individual basis with students through our counseling department | We will continue as we have done. | Utilizing restorative practices in the school-wide approach to behavior and interpersonal relationships supports students through increasing students' social-emotional abilities, builds the community within the school, and strengthens the social and human capital in school buildings (Passarella, 2017). Similarly, this leads to more trust, empathy, and respect within the school system from faculty, to students, and even parents (Morrison & Vaandering, 2012). When students both trust, respect, and empathize with those in their school community, and are trusted, respected, and empathized with by those in their school community, they demonstrate a higher level of community connectedness which is a preventative factor for students in reducing the likelihood of substance use (Moon & Rao, 2011). |

| 7.E4A program | Planning stage | • found program at UYSA training
• scheduled them to present next school year
• using as theme for next year "Eyes Up, Do the Work!" | • make arrangements
• Possible dates for presentations - 9/8/22, 1/12/23, 4/13/23
• pay for trainings ($1,000 stipend for yearly training and supplies)
• present to faculty
• present to school (9/8/22)
• Implement program year long as theme and leadership program | E4A (Especially for Athletes is a program that inspires students to maximize their potential by using their talents and influence to make a positive impact on the lives of those who are feeling alone, depressed and in need of friendship. Educational courses and seminars are given to help students and parent develop principles of leadership, hard work, goal setting, kindness, dedication, and service to others. It teaches students and their parents the principles of positive leadership. This is taught through an online curriculum, in-school assemblies, private camps, and public events held around the country. |
| 8.Adapt Program | Fully implemented | • Program is presented through JJS Services every other Wednesday | • Maintain the program | ADAPT is a life skills curriculum that focuses on problem-solving and decision-making skills. It aids students in recognizing personal boundaries, understanding their strengths, developing effective communication skills, and achieving goals. |

9.Boys and Girls Club after school activities	Fully implemented	• Come after school and work with kids • presented program during Christmas time for students	• Continue program as outlined	The Boys and Girls club of Northern Utah provides after school activities ranging from coding, and robotics to music making and painting. These after school activities provide students a place to receive valuable training, interaction with another caring adult, and a place to belong. The Boys and Girls club is a proven community organization helping youth avoid substance abuse while promoting pro social behavior.
10. **New Hope Crisis Center/ Healthy Relationships curriculum**	On hold due to Covid-19	• Nothing because of Covid	• Implementing again next year	Each year students in the Language Arts classes are taught a Healthy Relationships class from New Hope Crisis Center. This class lasts two days and focuses on defining a healthy relationship, identifying positive role models in their lives, identifying types of abuse, how to get out of an unhealthy relationship, and how to report concerns.
11. **Brigham City Suicide Prevention Coalition**	On hold due to Covid-19	• On hold for Covid	Coming next school year	As part of our dropout prevention, students receive training in suicide prevention and how to

				support at-risk peers in a healthy, positive manner. The training focuses on building healthy positive relationships and how to report concerns.
12. Bullying and Harassment Prevention	Planning stage	• Provide counselor to to meet with students when there is an issue • Done on an individual basis through counseling and administration	• Maintained next year	Classroom-based lessons and confidential reporting systems are implemented and focused specifically on identification/interruption of bullying behavior. This provides students with skills to advocate for themselves and others to prevent bullying behavior within the context of school and online. Evidence supports that providing lessons and support in these areas provides students with strategies that reduce bullying both on individual and school-wide levels (Olweus, 1991; Smith and Sharp, 1994). Bullying behavior, especially when severe, can qualify as an Adverse Childhood Experience (ACE) and studies have found that when students experience ACEs, they are more likely

				to suffer from maladaptive behavior including substance use (American Academy of Pediatrics, 2014). By providing students with bully prevention programs that reduce bullying, and thus reducing the likelihood of ACEs, we are reducing the likelihood that students will begin using substances.
13. School-developed Service Projects	Planning stage	"Show up for Ukraine" - Students raised money and brought in items for Ukraine service project - Students noticed a need to help more - They used Phoenix coins (our reward system at school for attendance) to purchase items to donate. Could donate coins that equal up to $7 per student for Ukraine	- Faculty planning multiple service projects for next school year for the students to participate in. - PD's before next school year will be used to help facilitate these projects.	This year our faculty witnessed our students step up and serve others in the Ukraine service project that was put on district wide. We recognized the need for our students to serve others as part of their curriculum here at Sunrise HS. Our faculty are spending PD days this summer devising service opportunities for the students to step up and help out where service is needed. We will be looking for ways for them to give back to the community that they are invested in and will be promoting abstinence from harmful substances as part of the service projects. Our

				students have a desire to give to others the way that they have been given to. We are going to provide the means and the way for them to do that this coming school year with our faculty-developed service projects.
14. Phoenix Coins	Fully implemented	Created an incentive and reward program for students for attendance, timeliness, and behavior in classes. Students use these rewards as they see fit within the guidelines. Has proven successful in rewarding those kids who are working hard and motivating those who were struggling.	Fix bugs in the implementation of the program Student feedback Faculty Feedback	Phoenix Coins is an incentive program set up to reward positive behaviors in students and motivate those students who are struggling with things like attendance, tardiness, and negative behaviors in the classroom. This was set up to encourage students to be at school on a consistent basis and to work hard on their courses. Giving them positive reinforcements has helped to limit some of the negative behaviors at our school that involve outside stimulants. It has given them additional supports in the school and incentives to produce, achieve and succeed.

15. Senior PODs Program	Planning stage	• created, maintained, and evaluated PODs every six weeks. • provided Paras/constant supports for students in PODs.	• continue looking for improvements and adjustments that benefit and enhance student successes	From our seniors, we identify those who are at high risk for dropping out, or who are identified by our counseling team as needing a mentor. This list of seniors is placed in a POD together. They will work with teachers and staff to make sure that they stay on track for graduation and are given the mentorship and support that they need to finish strong and complete their diploma. They are worked with on a daily basis to make sure they don't drop off the radar. They will stay with one Para throughout the day to keep them in class and doing their work.
16. Encouragement Notes	Planning stage	• Heather's students came up with concept • Valentine notes spurred idea	• Create note templates for students and faculty to use. • Print off and distribute • Student stations and classroom station.	Giving positive peer and positive adult supports that helps the kids that might be drawn to other stimulants. Positive risk factors vs. negative risk factors.

Please note: While the language in these programs does not always explicitly discuss substance use with students, the research suggests that the skills taught in these programs for the elementary level support prevention effectiveness in preventing student use of substances (Moon & Rao, 2011).

BUDGET REPORT: $1300 available

Date	Program Used For/Purpose:	Item(s)	Cost	Recommend for next year?
6/3/22	E4A Theme and Program	Rights and use of the program, presenters, material provided for students for education of program	$997.47	yes. Using for next year
2/16/2022	Phoenix coin rewards	Hats for several students	$134.34	yes
3/16/2022	Phoenix coin rewards	sports equipment for students to purchase with phoenix coins	$146.95	yes
4/1/2022	Phoenix coin rewards	LED lights for a student to purchase with phoenix coins	$21.24	yes

References (please reference whatever sources you used above; you can copy and paste from plan):

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Box Elder Middle School Positive Behavior Plan Report

Positive Behavior Specialist: Leslie Garbanati

Date discussed with SIT: Mar 22, 2022

Date discussed with SCC: April 2022

Date report was completed: Apr 12, 2022

Name of Program:	Level of Implementation: Fully implemented Implemented and Sustained Partially implemented Mostly implemented Planning stage On hold due to Covid-19	What We Did This Year:	What We Still Need To Do:	How does the program address the use of tobacco, alcohol, e-cigarette products, and/or other controlled substances?
1.Hope Squad/Hope Week	Fully Implemented and sustained	Full Hope Squade was assembled and provided activities through out the year--specifically one week that focused on positive attitudes and suicide prevvention.		The BEMS Hope Squad organizes and sponsors a week of positive activities called Hope Week. During this week, students engage in assemblies with positive messages. Activities are staggered through the day that focus on skills and attributes that help build students' strength and resilience.
2. Reality Town	Fully Implemented and sustained	Two days of Reality Town were held. Students participated in it as part of their PCCR process.		Reality Town is a great way to encourage students to look beyond the here and now of school and to look toward their own futures. The program illustrates to students the need to do their best in order to be successful and provides students with a glimpse into the life of their parents or guardians, and their effect on their own families. (What is Reality Town?, 2021).
3. College and Career Week	Fully implemented and sustained	Full week that highlighted choices that lead to college and career success.		These programs and applications all promote prosocial behaviors and provide students with structured, supervised, and engaging activities for students within their school and community. Studies have found

				that structured activities such as these are important factors in mitigating substance use among students as they create protective factors against substance use (Moon & Rao, 2011).
4. Bear River Mental Health Groups	Fully implemented and sustained	Students were referred to and attended sessions with BRMH.		Group sessions focus on dealing with challenging emotions, eradicating negative thoughts and replacing them with positive ones, and other coping skills. Both the individual and group sessions with Bear River Mental Health educate students on corrective and proactive measures in dealing with life. These valuable tools deter students from participating in the use of tobacco, alcohol and other substances.
5. BEMS Counseling Department	Fully implemented and sustained	Students were referred to and attended groups with the BEMS counseling department.		As students strengthen their skill sets and learn to cope with different situations, they are naturally deterred from participating in harmful and illegal substance use. (Utah College and Career Readiness School Counseling Program Model, 2020)
6.Red RIbbon Week	Fully implemented	GYC planned and carried out activities through the week.		Red RIbbon Week is held at BEMS to promote healthy living and healthy choices. Red Ribbon Week builds awareness, advocacy and resources that build resilience and encourage participation in drug free activities. (Red Ribbon Campaign, 2021)
7.Intervention Team	Fully Implemented	Team formed and vision solidified. Weekly meeting as a team. Team members working with students.		Includes a wide variety of academic teachers, mental health professionals and administrators that focus on specific students and their needs. This team addresses and follows up with students' academics as well as social and emotional situations. The primary role of this team is diagnosing and prioritizing Tier 3 interventions. Team

				members utilize the structures put in place by the LT, such as meeting times, the talents of varied team members, as well as the various assessments utilized at Tiers 1 and 2 to diagnose and treat student needs at Tier 3. (The Leadership Team, 2021) This team builds relationships and addresses struggles of at risk students. By doing these two things, we hope to decrease their use of substances and improve their social and academic success.
8. Life Skills Class	Mostly implemented. Still working through the best time structure for this .	The first sessions of this class ran an entire 12 week trimester. We changed this to be smaller groups of students for 2-3 week intervals. By changing the structure, we hope to be able to reach more students and get them back into a successful academic situation.	Continue to fine tune the physical structure of time and curriculum.	A life skills class has been created based on citizenship skills and the needs of students. This is a small class that allows some of our most struggling students to gain skills in building relationships, SEL and academics. (Taylor, Oberle, Durlak, & Weissberg, 2017). The focus of this class is in building habits and relationships. These two things greatly reduce the use of substances.
9.				
10..				
11..Life Skills Conference	On hold due to Covid			

Please note: While the language in these programs does not always explicitly discuss substance use with students, the research suggests that the skills taught in these programs for the elementary level support prevention effectiveness in preventing student use of substances (Moon & Rao, 2011).

Date	Program Used For/Purpose:	Item(s)	Cost	Recommend for next year?
3/14/2022	Life Skills Class	32-$10 gift cards for student reward and incentive	320.00	YES
4/25/2022	Pride Store/Rewards	Positive Behavior Rewards	500.00	YES
5/15/20022	Life Skills Class	Reward activity (pizza/donuts) based on meeting goals	180.00	YES

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The Leadership Team and Intervention Team: Who Are They? What Do They Do? | Solution Tree Blog. (2020). Retrieved 16 November 2021, from https://www.solutiontree.com/blog/the-leadership-team-and-intervention-team-who-are-they-what-do-they-do/.

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2021-2022 Bear River Middle School Positive Behavior Plan Report

Positive Behavior Specialist: Aaron Tesch
Date discussed with SIT: Apr 14, 2022
Date discussed with SCC: Apr 14, 2022
Date report was completed: April 28, 2022

Name of Program:	Level of Implementation: Fully implemented Implemented and Sustained Partially implemented Mostly implemented Planning stage On hold due to Covid-19	What We Did This Year:	What We Still Need To Do:	How does the program address the use of tobacco, alcohol, e-cigarette products, and/or other controlled substances?
1.Tobacco Cessation Classes	Fully Implemented	Every student with a vape/tobacco violation takes this 4 hour class through the Utah Department of Health. Must pass course with 70% test accuracy or retake the course. Data is collected by admin to track "repeat offenders" and overall effectiveness.	Collect data on yearly course completions and repeat violations.	The Health Department has created a google classroom targeted at tobacco/vape cessation.
2. Governor's Youth Council (GYC)	Implemented and Sustained	The GYC did many activities throughout the year that focused on the dangers of vaping, drug, and alcohol abuse. They presented to the Women's Civic Club, did Red Ribbon Week, created videos, and more.	Possible add a data component to the activities; i.e. number of students who pledge to be drug free, number of anti-vape and drug activities	BRMS has a GYC consisting of 50 8th and 9th graders who focus on drug and alcohol abuse and awareness through school activities, and announcements throughout the school year. Their focus is to bring attention to the issues and to present alternatives.
3. Botvin Life Skills	Implemented	The Botvin curriculum is implemented to all 8th grade students through the Health 1 class. A post test was given to	Take the data collected and analyze. Health teacher to provide me with data on drug identification	All 8th graders take Health 1. In this class the students have presentations, activities and lessons that center on the

		all students to monitor understanding.		Botvin Curriculum (anti drug abuse curriculum).
4. Health Class Presentations	Implemented & Sustained	**Suicide Coalition.** **Box Elder Co. Strike Force Officers.** **Healthy Relationships Training.**	Keep doing these presentations.	**Suicide Coalition.** 22% of suicides have alcohol in thier system and 20% had opiates (painkillers included) in their system at the time of the suicide completion and in 30-40% suicide attempts. Alcohol and drugs may even accelerate suicide ideation providing the inhabition, the decreased response time and cognitive ability needed to critically think. (SAMHSA, 2016). **Box Elder Co. Strike Force Officers.** Police Officers address concerns in the county relating to substance abuse and crime. CPR Certifier. Focuses on overall health and well being. **Healthy Relationships Training.** This presenter seeks to improve well being and decision making through relationship building.
5. School Clubs	Fully Implemented	● Student Government ● Hope Squad ● Governor's Youth Committee (GYC) ● Chess Club ● Runyan's Club ● Latinos in Action ● Mrs. Thomkinson's Coding Club	Keep offering these clubs year to year	All of these clubs help by providing positive interactions for students. These programs and applications all promote pro-social behaviors and provide students with structured, supervised, and engaging activities for students within their school and community. Studies have found that structured activities such as these are important factors in

				mitigating substance use among students as they create protective factors against substance use
6. Bear of the Month	Fully Implemented	Parent meetings to honor teacher nominated 8th & 9th grade students for each month.	Keep doing these and encourage teachers to nominate deserving students who may not be recognized.	BRMS is trying to recognize the good students who are accomplishing many good things in their classwork.
7. Bear Buck Incentive Program and Store	Fully Implemented	Teachers hand out bear bucks for positive behaviors; Library Para opens store during lunch; students can purchase rewards	Keep this going	Teachers incentivise good behavior exhibited by students. The positive reward system should motivate students to exhibit greater prosocial behaviors.
8. Juvenile Justice System ADAPT Groups	Implemented and Sustained	This year we had 3 groups who did the ADAPT lessons	Identify a specific reason for ADAPT group placement and track that behavior throughout the year. i.e. if referred for attendance track attendance data to determine effectiveness. Do 2 groups per tri	**JJS ADAPT Group**. The group covers many healthy habits which reinforce positive decision making. One of the units covers drug and alcohol abuse, myths, and strategies to cope with and/overcome drug and alcohol abuse. 2 groups per trimester, all year long.
9. Bear River Middle School Groups	Implemented and Sustained	School counselor had an ongoing stress group that met weekly.	Increase the number of groups to include additional diverse school populations.	BRMS Counselors lead a stress group to provide students with appropriate coping skills. This helps the students to avoid taking drugs.
10. MTSS Process, Flowchart, and Intervention Team	Fully Implemented	Teachers were trained on the process to refer students. Data was collected on number of students referred to intervention team		The purpose was to build relationships with students.
11. BRMS Triathlon	Fully Implemented	Each year the school counselors have done a triathlon	Think of new reward instead of medals	Promotes positive physical activity and involvement
12. Smart Start Week	Mostly Implemented	Dress up days and lunch activities designed around	Tie data to the week. How many know what QPR stands	Create positive relationships between peers, teachers, and school personnel.

		service, positive attitudes, gratitude, and QPR. Stand 4 Kind Assembly focusing on tolerance, positive relationships, and kindness.	for and how to implement it to help a friend in crisis.	
13. Bear River Mental Health (BRMH) Groups	Mostly Implemented	BRMH ran 3 groups throughout the year. They focused on prevention and intervention. Mental Health Group & Social Skills Groups.	Better coordination between BRMH counselors and BRMS counselors.	We have partnered with BRMH to provided mental help counseling providing appropriate coping skills and strategies.
14. Red Ribbon Days	Mostly Implemented	Monday was wear red day. Red reminds us to make healthy choices and avoid drugs and alcohol. Tuesday was twinner tuesday as a reminder to support each other and help each other make good lifestyle choices. Wednesday was anything but a back pack day as a reminder that "drugs are wack, don't carry them in your pack." Throwback Thursday was a reminder to learn from the past and not repeat mistakes. Friday was a Halloween dance as a reminder that we can have fun without drugs and alcohol.	Pledge Poster data. Activity surveys to determine effectiveness.	Red Ribbon Week focuses on drug and alcohol prevention. We had themed days.
15. White Ribbon Days	Mostly Implemented	Had a White Ribbon Day and parent/family booth night. We invited local resources to set up booths at a home basketball game. The booths were informational.		As part of White Ribbon Week we hold a parent night. In addition to a presenter we also have booths. The 211 booth has resources about addictions and mental health. Bear River Health Department also has a booth with resources on addictions.

16. Teacher Lunch Program	Planning Stage	Informed teachers of the opportunity. We have teachers who have hall duty during lunches and are to walk the halls.	Offer additional incentives for teachers.	We will provide lunch vouchers for teachers to eat school lunch for free with the condition that they eat in the cafeteria with students. This will improve student-teacher relationships which has shown to reduce student use of tobacco, alcohol, ecig products, etc.
17. Career Week	Planning Stage	In previous years we did career activities on an every other year schedule. We discussed bringing this back; counseling center would take the lead.	Calendar it for next year; find old activities; find presenters; use Edficiency program to allow students to choose their sessions/topics.	This program promotes pro-social behavior through community building and connection, builds a positive association with school, and helps to orient students toward their future. All of which have been found to build a more positive view of community and school, therefore decreasing the likelihood of substance use.

BUDGET REPORT:

Date	Program Used For/Purpose:	Item(s)	Cost	Recommend for next year?
12/15	Bear of the Month	Bakery, balloons, helium	32.94	yes
1/10	Bear of the Month	Bakery, balloons, helium	41.93	yes
2/165	Bear of the Month	Bakery, balloons, helium	43.92	yes
3/14	Bear of the Month	Bakery, balloons, helium	73.89	yes

4/20	Bear of the Month	Bakery, balloons, helium	67.89	yes
4/27	Bear of the Month	helium	31.67	yes
	Triathlon (pending)	Rewards & Gatorades	estimate $300	

Future Budget Items (2022-23)   **Estimate**
"Thank Yous" for Career Day/Week Presenters $50
Governor's Youth Council activities $100
Red Ribbon Week Activities $75
White Ribbon Week Activities $50

Young Intermediate's Positive Behavior Plan Report

Positive Behavior Specialist: Mark Holland
Date discussed with SIT: 24. March 2022
Date discussed with SCC: 21. April 2022
Date report was completed: 11. April 2022

Name of Program:	Implementation Level:	What Was Done:	What We Still Need To Do:	How does the program address the use of tobacco, alcohol, e-cigarette products, and/or other controlled substances?
1. Red Ribbon Week	Implemented and Sustained	Lunch time activities with the help of HOPE Squad students. Homeroom videos.	N/A - Continued sustainability already implemented at the school.	Red Ribbon Week is a week out of the year that focuses specifically on community building and action planning for a drug-free life. The week focuses on student attitudes surrounding drugs, alcohol, and other substances, as well as attitudes surrounding one's community and community connectedness.
2. Individual & group counseling / social work services	Implemented and Sustained	Students have access to counselors and other services. Procedures are in place to report, ask for, and receive these services.	N/A - Continued sustainability already implemented at the school.	Students receive treatment and support for general life stressors, opportunity to process trauma, suicidal ideations, and receive referrals for outside support when needed. Students who are provided appropriate treatment for trauma, mental health challenges, and chronic stress are more likely to build resilience within themselves and the family system, and therefore are less likely to experience a higher number of ACEs and have less likelihood of mental health disorders and substance use and abuse later in life (American Academy of Pediatrics, 2014).
3. Hope Week	Implemented and Sustained	Hope Week 2021 Be The One…. Lunch time activities. Homeroom videos and Student Council becoming more visible to the student body.	N/A - Continued sustainability already implemented at the school.	This week provides students with skills to advocate for themselves and others to prevent bullying & suicidal behavior within the context of school and online.Bullying behavior, especially when severe, can qualify as an Adverse Childhood Experience (ACE) and studies have found that when students experience ACEs, they are more likely to suffer from maladaptive behavior including substance use (American Academy of Pediatrics, 2014)
4. School Rewards	Fully implemented	RiSE Rewards: Perfect Punctuality Positive Behavior Rewards Student of the Month	Make a calendar plan for next year. Discuss rewards that were good and if there are other areas to focus on.	These programs and applications all promote prosocial behaviors and provide students with structured, supervised, and engaging activities for students within their school and community. Studies have found that structured activities such as these are important factors in mitigating substance use among students as they create protective factors against substance use (Moon & Rao, 2011).

5. Peer Leadership	Implemented and Sustained	Student Council Peer Sports Advisors Intramural Sports Eagle Eye News Hope Squad Peer Tutor Office, Library, and Counclor's aid.	N/A - Continued sustainability already implemented at the school.	These programs and applications all promote prosocial behaviors and provide students with structured, supervised, and engaging activities for students within their school and community. Studies have found that structured activities such as these are important factors in mitigating substance use among students as they create protective factors against substance use (Moon & Rao, 2011).
6. Boys & Girls Club	Implemented and Sustained	Morning Gym Afterschool Programs	N/A - Continued sustainability already implemented at the school.	These programs and applications all promote prosocial behaviors and provide students with structured, supervised, and engaging activities for students within their school and community. Studies have found that structured activities such as these are important factors in mitigating substance use among students as they create protective factors against substance use (Moon & Rao, 2011).
7. Restorative Circles/Practices	Fully implemented	JJS - Adapt, Smoking Cessation Strengthening Families Program 10-14	Continue work and apply these services in the coming years.	Utilizing restorative practices in the school-wide approach to behavior and interpersonal relationships supports students through increasing students' social-emotional abilities, builds the community within the school, and strengthens the social and human capital in school buildings (Passarella, 2017).
8.Character Ed/SEL	Partially implemented	School Videos, counselor presentations in the student skills classes and SEL lunchtime activities.	Make a strong plan for next year on videos. Different months follow different topics. PBIS and Councilors to plan that calendar	Each Week we show the whole school a video to teach different social and emotional learning as per the counseling department in our school. Teachers have a discussion with their homeroom students on the topic. Our counselors also go into all 6th grade student skills classes and present social and emotional learning targets.
9. Tier 1 School wide behavior videos	Mostly implemented	videos are being shown school wide for PBIS extension.	Continue work with the PBIS team and admin to solidify topics each month and finalize videos.	We have been using videos to teach and reinforce our school wide behavioral expectations.
10. Second Step	Partially implemented	Program is used in the School within a School program.	School within a School teacher can share experiences and present on the value of SEL in the classroom and how it can	We use the Second Steps curricula in some of our lessons with students in need. It builds on student skills in mental health, conflict resolution, prosocial behavior, and empathy in the classroom/school, and focuses on overall student well-being. These skills were found to have improved in students who were provided instruction with this curriculum according to the 2015 study on Promoting Social-Emotional Competence (Low, et al, 2015). A similar study in 2019 found that students even with the weakest skills at the beginning of the study saw an increase in social-

			influence positive choices for students.	emotional skills and a decrease in disruptive behavior (Low, et al, 2019). Lastly, and arguably most importantly, research conducted via a meta-analysis by CASEL and collaborating researchers found that students who were exposed to SEL instruction (including Second Steps) longitudinally saw lower levels of conduct problems, emotional distress, and lower rates of drug use (Taylor, et al, 2017).
11. After school student activities	Multiple Stages	Band, Choir, Orchestra concerts Elks Hoop Shoot Robotics	Concerts are back as of 2021-2022 school year. - Implemented and Sustained Hoop Shoot - Implemented and Sustained School Play - Fully implemented Robotics - On hold due to Covid-19	As mentioned above, this program promotes pro-social behavior through community building and connection, builds a positive association with school, and helps to orient students toward their future. All of which have been found to build a more positive view of community and school, therefore decreasing the likelihood of substance use (Flay, 2000).
12.Botvin Life Skills	Planning stage	Telling teachers about the program to be of use in the coming year.	Make plans to implement into Student Skills Class.	We recently received approval for the Bear River Mental Health Department to go into classes with a curriculum for vaping, nicotine sensation.

Please note: While the language in these programs does not always explicitly discuss substance use with students, the research suggests that the skills taught in these programs for the elementary level support prevention effectiveness in preventing student use of substances (Moon & Rao, 2011).

Implementation Levels: Implemented and Sustained   Fully implemented   Partially implemented   Mostly implemented   Planning stage   On hold due to Covid-19

BUDGET REPORT:

Date	Program Used For/Purpose:	Item(s)	Cost	Recommend for next year?
August 10, 2021	Character Ed and Social and Emotional Learning	School Wide Posters (Print and lamination)	$1000.00	Only if replacements are needed.

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Alice C. Harris Intermediate School Positive Behavior Plan Report

Positive Behavior Specialist: David Lee and Gloria Dabb
Date discussed with SIT: November 16, 2021
Date discussed with SCC: December 17, 2021
Date report was completed: 04/25/2022

Name of Program:	Level of Implementation: Fully implemented Implemented and Sustained Partially implemented Mostly implemented Planning stage On hold due to Covid-19	What We Did This Year:	What We Still Need To Do:	How does the program address the use of tobacco, alcohol, e-cigarette products, and/or other controlled substances?
1.Red Ribbon Week	Fully implemented	Included HOPE Squad in planning and carrying out		Red Ribbon Week is a week out of the year that focuses specifically on community building and action planning for a drug-free life. The week focuses on student attitudes surrounding drugs, alcohol, and other substances, as well as attitudes surrounding one's community and community connectedness. One study suggests that Red Ribbon weeks could reduce the use of drugs and alcohol, could improve student attitudes toward non-use of substances, can increase school performance, and increase the positive perspective students have regarding their

				community (Brooks & Clem, 2013); all of which were found to play a substantial role in student attitudes and behavior as it relates to pro-social behaviors in the middle and high school levels (Flay, 2000). Similarly, as outlined by (Moon & Rao, 2011) students with positive views of school and their community served as protective factors for all levels of students.
2. Individual and group counseling	Fully implemented	Counselors met with every student who needed help. We also had the wellness center available as an immediate triage area for students who were in crisis		Individual and group counseling services support students in a multitude of ways. Not only do students receive treatment and support for general life stressors, students also have the opportunity to process trauma, suicidal ideations, and receive referrals for outside support when needed. These provisions allow for students to feel connected and cared about in the school environment and thus can lead to a decrease in the likelihood that students will use substances (Moon & Rao, 2011). Similarly, students who are provided appropriate treatment for trauma, mental health challenges, and chronic stress are more likely to build resilience within themselves and the family system, and

				therefore are less likely to experience a higher number of ACEs and have less likelihood of mental health disorders and substance use and abuse later in life (American Academy of Pediatrics, 2014).
3. Bullying and Harassment Prevention, Counselor presentations regularly in each classroom	Fully implemented	Done throughout the year for both grades through several means.		Classroom-based lessons and confidential reporting systems are implemented and focused specifically on identification/interruption of bullying behavior. This provides students with skills to advocate for themselves and others to prevent bullying behavior within the context of school and online. Evidence supports that providing lessons and support in these areas provides students with strategies that reduce bullying both on individual and school-wide levels (Olweus, 1991; Smith and Sharp, 1994). Bullying behavior, especially when severe, can qualify as an Adverse Childhood Experience (ACE) and studies have found that when students experience ACEs, they are more likely to suffer from maladaptive behavior including substance use (American Academy of Pediatrics, 2014). By providing students with bully prevention

				programs that reduce bullying, and thus reducing the likelihood of ACEs, we are reducing the likelihood that students will begin using substances.
4. Build meaningful relationships with every student (universal staff focus)	Fully implemented	Every adult in the building was trained throughout the year on the importance and the how to build relationships with students. This was done through a study	Continue to train any personnel new to Harris and provide refreshers for those already trained.	Use Love & Logic in all interactions Use "I notice" statements Greet students at the door Teach the 7 traits of the Husky Way Consistently teach & review expectations Above all, Be Kind "Culturize" Training for all Adults in the building
5. Healthy Habits class for all 7th graders	Fully implemented	Given to all 7th grade students		In this class our teacher focuses on: mindfulness coping strategies healthy choices/ habits suicide preventions goals setting
6. School-wide SEL improvement goal	Fully implemented	Created and carried out throughout the year	Continue to train any personnel new to Harris and provide refreshers for those already trained.	Students will be able to use 3 coping strategies when stressed or anxious. Measured by pre (October) & post-assessment (May
7. ● Builder of the month ● Head Huskies ● Math CLub	Fully implemented	planned, funded and carried out each of the listed activities	Continue to carry out these programs and clarify how they work to those people new to the building.	These programs and applications all promote prosocial behaviors and provide students with structured, supervised, and

- Partnership with Boys and Girls CLub - Juvenile Justice social skills training - SafeUT App - PBIS - Robotics club - Hope Squad/ GYC - WIN time three times weekly - Advisory activities 3 times per year - End of Trimester celebration activities - Year end academic goal champions - Honor/ Life skills trimester recognition				engaging activities for students within their school and community. Studies have found that structured activities such as these are important factors in mitigating substance use among students as they create protective factors against substance use (Moon & Rao, 2011).
8. Career Week	Fully implemented	Done through the CTE department who organized and carried out different activities including a career day for students to participate in		As mentioned above, this program promotes prosocial behavior through community building and connection, builds a positive association with school, and helps to orient students toward their future. All of which have been found to build a more positive view of community and school, therefore decreasing the likelihood of substance use (Flay, 2000).
9. We are adding Social skill and positive teaching modules	Fully implemented	Anytime a student was referred to either ISS or lunch detention, they were assigned a module from Nearpod to address their needs and the behaviors that needed to	Train any new employees and where and how to assign modules and debrief with students in effective ways	In our ISS instructor Younger is developing Nearpod modules that offer skill building opportunities for students with social and emotional deficits. This is the

		change. In addition students were able to process with the adult assigned to their supervision		current list of what Nearpods are available
10. Restorative Circles/Practices	Partially implemented	JJS came into our school and gave lessons in our study skills class. This happened for the first two trimesters of the year.	Continue to train any personnel new to Harris and provide refreshers for those already trained on the resources available to help with restorative practices.	Utilizing restorative practices in the school-wide approach to behavior and interpersonal relationships supports students through increasing students' social-emotional abilities, builds the community within the school, and strengthens the social and human capital in school buildings (Passarella, 2017). Similarly, this leads to more trust, empathy, and respect within the school system from faculty, to students, and even parents (Morrison & Vaandering, 2012). When students both trust, respect, and empathize with those in their school community, and are trusted, respected, and empathized with by those in their school community, they demonstrate a higher level of community connectedness which is a preventative factor for students in reducing the likelihood of substance use (Moon & Rao, 2011).
11. TAT team process	Mostly implemented	We started the year with one process and realized that we needed to improve it. With the guiding coalition's help, a new process was created and	Continue to train any personnel new to Harris and provide refreshers for those already trained so that students with struggles can be	This is where we identify students who need the entire intervention team to provide support and resources of the school.

		implemented since the end of March. Feedback has been positive and teachers feel that the new process is more streamlined	identified quickly and efficiently so as to provide them with as much support as possible as early as possible.	
12. InDepth	Partially implemented			Created by the American Lunch Association. This program teaches about nicotine dependence and how they can end their addiction to e-cigarettes. The only downfall to this is that there needs to be a trained facilitator to teach that. The facilitator training is free and certification lasts for 3 years. Here is the link to learn more about INDEPTH https://www.lung.org/quit-smoking/helping-teens-quit/indepth
13. Boys and girls club afterschool programs	Partially implemented			We work in conjunction with the Boys and Girls club of Tremonton. Our teachers do some of the clubs, and the kids go to the club also for some supporting services.
14. Tobacco cessation resources (for any student involved)	Planning stage	We have not had the need to implement this at our level	As the need arises we will implement and familiarize the staff on this resource	"Catch my Breath" "Stanford Prevention Tool Kit" 5th -12th "Botvin Health Connections E-cigarettes & Vaping"

Please note: While the language in these programs does not always explicitly discuss substance use with students, the research suggests that the skills taught in these programs for the elementary level support prevention effectiveness in preventing student use of substances (Moon & Rao, 2011).

BUDGET REPORT:

Date	Program Used For/Purpose:	Item(s)	Cost	Recommend for next year?
03/29/2022	PBIS WIN Store For SEL tickets	Candy Bar Kits	322.96	YES
04/12/2022	PBIS WIN Rewards Drawing	Soda Fix Cards	300.00	YES
04/12/2022	PBIS WIN store and DRAWINGS	Soda Fix Cards	300.00	YES
04/22/2022	School-wide SEL improvement goal	Journey Works Social Emotional Pamphlets	77.04	YES
			Total: 1000.00	

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Century Positive Behavior Plan Report
Positive Behavior Specialist: Wendy Dunham
Date presented to Behavior Intervention Team: April 28th, 2022
Date presented to Community Council: April 28th, 2022
Date report was completed: April 28th, 2022

Name of Program:	Level of Implementation: Fully implemented Implemented and Sustained Partially implemented Mostly implemented Planning stage On hold due to Covid-19	What We Did This Year:	What We Still Need To Do:	How does the program address the use of tobacco, alcohol, e-cigarette products, and/or other controlled substances?
Red Ribbon Week	Fully implemented	We conducted Red Ribbon Week daily activities that focused on the dangers of drug and alcohol use, and ways to avoid using those substances.	Continue for next year. Add additional activities.	Red Ribbon Week is a week out of the year that focuses specifically on community building and action planning for a drug-free life. The week focuses on student attitudes surrounding drugs, alcohol, and other substances, as well as attitudes surrounding one's community and community connectedness. One study suggests that Red Ribbon weeks could reduce the use of drugs and alcohol, could improve student attitudes toward non-use of substances, can increase school performance, and increase the positive perspective students have regarding their community (Brooks & Clem, 2013); all of

				which were found to play a substantial role in student attitudes and behavior as it relates to pro-social behaviors in the middle and high school levels (Flay, 2000). Similarly, as outlined by (Moon & Rao, 2011) students with positive views of school and their community served as protective factors for all levels of students.
Botvin Life Skills	Fully implemented	Teachers went through Botvin Training and implemented the lessons into their daily instruction. Botvin lessons were also integrated with the DARE program curriculum.	Continue to incorporate the life skills Botvin lessons into daily instruction and focus on those skills throughout the year.	Botvin LIfe Skills uses a comprehensive approach and is based on scientific evidence about the causes of substance abuse. This classroom-based curriculum is proven to reduce alcohol, tobacco, and other drug use.
Hope Squad	Fully implemented	Our counselor and a fifth grade teacher advisor worked with eight 5th grade students to increase our outreach to all students, to increase the feeling of inclusion and sense of student community. We held several activities, like Invite a Friend to Lunch/Breakfast, where the Hope Squad reached out to students needing a friend.	We can continue to increase our outreach activities, and implement more positive events that heighten the feeling of inclusion for every student.	Hope Squad is a peer-to-peer suicide prevention program. Hope Squad members are nominated by their classmates as trustworthy peers and trained by advisors. The program reduces youth suicide through education, training, and peer intervention. Prevention: School suicide prevention involves educating the school community and increasing mental health, connectedness, and resilience. Intervention: Intervention

				involves recognizing when someone is at risk for suicide and referring the person to mental health resources. Postvention: Postvention involves helping those affected by a suicide cope with the loss and reducing the risk of further suicides.
Monthly Positive Behavior Recognition	Fully implemented	We held monthly pizza lunch parties to celebrate students who were demonstrating the monthly positive Second Steps behavior, and classes earning Perfect Attendance.	Increase the amount of students who are recognized.	The counselor and principal eat a special lunch with a boy and a girl chosen from each class, who exhibit the Second Step positive behavior we are currently focusing on. By increasing the focus on positive behaviors and feelings of inclusion, we can help eliminate some of those unhealthy temptations. Positive adult relationships can help prevent some of that desire to seek attention through drugs, alcohol, and tobacco.
Career Week	Fully implemented	Our counselor held Career Week and brought in multiple speakers from various career fields, to share their experiences with the students. The week-long focus on college and career readiness helped students know there are many options that fit their skill set.	We can increase our level of participation by having different speakers for every grade level.	As mentioned above, this program promotes pro-social behavior through community building and connection, builds a positive association with school, and helps to orient students toward their future. All of which have been found to build a more positive view of community and school, therefore decreasing the

				likelihood of substance use (Flay, 2000).
Bullying and Harassment Prevention	Partially implemented	We focused on positive behaviors and were proactive by having activities that helped students feel included. We also worked on helping students feel they always had someone who would listen to them, through our Behavior Intervention Team meetings and outreach activities.	Continue our focus on appropriate behaviors and provide many layers of support so students feel their voices are heard.	Classroom-based lessons and confidential reporting systems are implemented and focused specifically on identification/interruption of bullying behavior. This provides students with skills to advocate for themselves and others to prevent bullying behavior within the context of school and online. Evidence supports that providing lessons and support in these areas provides students with strategies that reduce bullying both on individual and school-wide levels (Olweus, 1991; Smith and Sharp, 1994). Bullying behavior, especially when severe, can qualify as an Adverse Childhood Experience (ACE) and studies have found that when students experience ACEs, they are more likely to suffer from maladaptive behavior including substance use (American Academy of Pediatrics, 2014). By providing students with bully prevention programs that reduce bullying, and thus reducing the likelihood of ACEs, we are reducing the likelihood that

				students will begin using substances.
Restorative Circles/Practices	Mostly implemented	We are using restorative practices to help students who have behavior issues, or social and emotional needs. We continue to focus on preventative and restorative practices through counseling sessions, skills groups, use of crisis management plans, etc.	We can increase the number of students getting help through skills groups, and improve relationships with students through 2 x 10s and other positive relationship building practices.	Utilizing restorative practices in the school-wide approach to behavior and interpersonal relationships supports students through increasing students' social-emotional abilities, builds the community within the school, and strengthens the social and human capital in school buildings (Passarella, 2017). Similarly, this leads to more trust, empathy, and respect within the school system from faculty, to students, and even parents (Morrison & Vaandering, 2012). When students both trust, respect, and empathize with those in their school community, and are trusted, respected, and empathized with by those in their school community, they demonstrate a higher level of community connectedness which is a preventative factor for students in reducing the likelihood of substance use (Moon & Rao, 2011).

Please note: While the language in these programs does not always explicitly discuss substance use with students, the research suggests that the skills taught in these programs for the elementary level support prevention effectiveness in preventing student use of substances (Moon & Rao, 2011).

BUDGET REPORT:

Date	Program Used For/Purpose:	Item(s)	Cost	Recommend for next year?
01/14/22	Monthly Behavior Celebration	Pizzas	71.33	Yes
02/16/22	Monthly Behavior Celebration	Pizzas	71.33	Yes
3/16/22	Monthly Behavior Celebration	Pizzas	106.99	Yes
04/01/22	Invite a Friend to Lunch (Hope Squad)	McDonald's	120.92	Yes
04/29/22	Monthly Behavior Celebration	Pizzas	118.88	Yes
May/June 22	Monthly Behavior Celebrations (including perfect attendance), Invite a Friend to Breakfast/Lunch and other outreach activities with Hope Squad	Pizzas, Doughnuts, Creamies, Lifesavers, Pink Lemonade	Estimated at $500.00 to use the rest of the funds	Yes

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Discovery Elementary Positive Behavior Plan Report

Positive Behavior Specialist: Megan Bushnell

Name of Program:	Level of Implementation: Fully implemented Implemented and Sustained Partially implemented Mostly implemented Planning stage On hold due to Covid-19	What We Did This Year:	What We Still Need To Do:	How does the program address the use of tobacco, alcohol, e-cigarette products, and/or other controlled substances?
1. Second Step	Fully implemented Implemented and Sustained	Second Steps was implemented school-wide and supported by the counselor.	Sustain implementation and regular instruction with new teacher induction training and support with materials and curriculum usage.	Focuses on the prevention of controlled substances.
2. Red Ribbon Week	Fully implemented Implemented and Sustained	We hold a red ribbon week with activities, prizes, and other educational opportunities.	We hope to bring back guest speakers in the future	Red Ribbon Week focuses on prevention, and saying "No".
3. Individual and group counseling/social work services	Fully implemented Implemented and Sustained	Counselor and an instructional paraprofessional help provide instruction in small groups to support students in making good choices.	Continue to offer and run groups to students based on their needs.	When students have a stronger connection to school and have worked through issues that they are having, they find it easier to say no to drugs.
4. Bullying and Harassment Prevention	Fully implemented Implemented and Sustained	The counselor teaches bullying and harassment prevention lessons in the school, then helps students work to implement it. We	Sustain implementation and regular instruction.	Students that are bullied are more likely to turn to drugs and smoking.

		even made posters this year to help us identify bullying.		
5. POD cards	Fully implemented Implemented and Sustained	Students earn tickets regularly and we hold drawings.	We need to get the activities going again, they were put on hold due to COVID restrictions.	
6. Safe UT	Fully implemented Implemented and Sustained	Teachers have been trained on the SAFE UT app, and we have posters up in the building. There is a link on our website. We even brought trainers out to help us look at suicide prevention.	Encourage use at home of the app.	Students that have someone to go to will be less likely to turn to drugs.
7. Botvin Life Skills	Fully Implemented	All of our teachers in grades 4 and 5 are trained.	We need to have all teachers teaching it regularly.	BOTVIN focuses on substance use prevention.
8. Character Ed & One Book One School- Way of the Warrior Kid	Partially implemented Mostly implemented	The counselor has taught character ed through several programs. This book taught kids how to problems solve, be healthy, so many critical things….. Our resource kids are working on the 2nd and 3rd books with social skills and team-building around the concepts and ideas in these books.	Make it more systematic teaching of character ed.	Students with strong character don't turn to smoking as easily. Talked about personal responsibility for what we put in our bodies, and how to use positive activities such as ju jitsu and personal fitness. this even went home to parents and families which has a much greater impact! :)
9. Career Week	Partially implemented Mostly implemented	We have made changes to career week, and held it on March 21-25th.	We had presentations about careers, and have students look at their interests and careers that may help them to excel toward a career in life.	Students with a clear focus are less likely to abuse substances.
10. Mental Health Outreach	Partially Implemented.	Our counselor has a newsletter that she sends out every month. In our CHAT	Implement a systematic process to sustain the process.	If parents have the resources to help students with their anxiety, some of their needs

		meetings, we discuss student needs and determine if students need support from the counselors' groups or referral to BRMH groups.		will be met, which will help them not look for smoking to meet anxiety needs.
11. Wellness Week	Partially Implemented Mostly implemented	The counselor and team started working on this. They have scheduled the week and coordinated the bike/walk week.	Whole school wellness in conjunction with walk/bike to work. We hope to do this in May. The counselor is working with the action team to implement this.	A focus on a healthy lifestyle will help students turn away from smoking and other substances.
11. Hope Squad	Planning stage, this will be fully implemented next year.	We will have a HOPE squad next year. Our counselor has paid the money and done the training.	We need the students to really start to run with this and to show leadership in including others and helping others to see the good around them.	Students that are accepted by others, and know that others care are less likely to turn to smoking and other substances.
12. Lunch with the principal	Planning stage, we would like to implement next year.	We discussed how we could manage it. With different lunches, we will work out a different schedule to implement this.	Make a schedule. Figure out funding.	Students who have connections with peers and adults are less likely to turn to smoking and other substances.

Please note: While the language in these programs does not always explicitly discuss substance use with students, the research suggests that the skills taught in these programs for the elementary level support prevention effectiveness in preventing student use of substances (Moon & Rao, 2011).

BUDGET REPORT:

Date	Program Used For/Purpose:	Item(s)	Cost	Recommend for next year?
2/16/2022	POD Cards	Bracelets, airplanes, etc.	$898.26	Yes
2/25/2022	POD Cards	Treats	$101.74	Yes

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Smith, P., and Sharp, S. (1994). *School Bullying: Insights and Perspectives*. New York: Routledge.

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Fielding Elementary Positive Behavior Plan Report

Positive Behavior Specialist: Kristi Capener

Date discussed with SIT: 4/19/22

Date discussed with SCC: 3/22/22

Date report was completed: 4/22/22

Name of Program:	Level of Implementation: Fully implemented Implemented and Sustained Partially implemented Mostly implemented Planning stage On hold due to Covid-19	What We Did This Year:	What We Still Need To Do:	How does the program address the use of tobacco, alcohol, e-cigarette products, and/or other controlled substances?
1. Second Step	Fully implemented Implemented and Sustained	Second Steps was implemented school wide and supported by the counselor.	Sustain implementation and regular instruction.	Focuses on prevention of controlled substances.
2. Red Ribbon Week	Fully implemented Implemented and Sustained	We held a red ribbon week with activities, prizes and other educational opportunities.	We hope to bring back guest speakers in the future	Red Ribbon Week focuses on prevention, and saying "No".
3. Individual and group counseling/social work services	Fully implemented Implemented and Sustained	Counselor and an instructional paraprofessional help provide instruction in small group to support students in making good choices.	Continue to offer and run groups to students based on their need.	When students have a stronger connection to school, and have worked through issues that they are having, they find it easier to say no to drugs.
4. Bullying and Harassment Prevention	Fully implemented Implemented and Sustained	The counselor teaches bullying and harassment prevention lessons in the school, then helps students work to implement it.	Sustain implementation and regular instruction.	Students that are bullied are more likely to turn to drugs, and smoking.
5. Botvin Life Skills	Fully implemented Implemented and Sustained	All teachers in grades 4 and 5 have been trained in BOTVIN.	Teachers are teaching it regularly.	BOTVIN focuses on substance use and prevention.

6 College and Career Week	Fully implemented Implemented and Sustained	We alternate every year between college and career introduction and awareness. We had a career fair. Members of the community came in and presented a number of careers to each grade level.	Next year we will hold a college week.	Students with a clear focus are less likely to abuse substances.
7. Kindness All Year Long Monthly KIndness Challenge Difference-Maker Award	Fully implemented Implemented and Sustained	Our counselor does a kindness activity every month encouraging students to recognize kindness traits and train students to rcognize kind acts and acknowledge them. We also recognize a staff member who has shown an extraordinary difference in the life of students.	We will continue this every year to recognize acts of kindness and acknowledge those that are kind at Fielding Elementary.	Students that are accepted by others, and know that others care are less likely to turn to smoking and other substances.
8. Student Council	Fully implemented Implemented and Sustained	Every 5th grade student who wants to participate in student council has a job. This builds leadership capacity in our students. We rotate jobs each trimester.	We would like to have our activities planned out earlier in the year and have job descriptions for each position.	Students that have positive school experiences are less likely to turn to smoking.
9. Goal-Getters	Fully implemented Implemented and Sustained	Teachers and students set a goal at the beginning or the year. When the student reaches their goal, they are called down to the principal's office to ring a bell and receive a "Goal-Getter" award.	Encourage the teachers to write it down and post it for the student to see every day.	Students who set goals are preparing themselve for the future. It can help students to overcome obstacles and less likely to make poor choices.
10. Daily Announcements	Fully implemented Implemented and Sustained	Everyday we have different announcements dealing with a social skill, coping skill or a Second Step announcement	Encourage teachers to have discussions about the skills introduced or	

		to help students with anxiety or promote a social skill.		
9. Safe UT	Fully implemented Implemented and Sustained	Teachers have been trained on the SAFE UT app, and we have posters up in the building. There is a link on our website.	Encourage use at home of the app.	Students that have someone to go to will be less likely to turn to drugs.
8. Character Ed	Partially implemented Mostly implemented	Teachers and the counselor have taught character ed through several programs. Our school has a life skills class that focuses on this each week with each class.	Make it a more systematic teaching of character ed.	Students with strong character don't turn to smoking as easily.
9. Hope Squad	Partially implemented Mostly implemented	We have identified students and we will be having a HOPE week in the near future.	We need the students to really start to run with this, and to show leadership in including others and helping others to see the good around them.	Students that are accepted by others, and know that others care are less likely to turn to smoking and other substances.
12. Tiered Fielding Behavior Plan	Planning stage	Our leadership Team has been working on a 3 tier behavior plan for next year.	We need to introduce it to our staff in the next few weeks to implement next school year.	We hope to evaluate and make sure all teachers know and use the resources provided.

Please note: While the language in these programs does not always explicitly discuss substance use with students, the research suggests that the skills taught in these programs for the elementary level support prevention effectiveness in preventing student use of substances (Moon & Rao, 2011).
BUDGET REPORT:

Date	Program Used For/Purpose:	Item(s)	Cost	Recommend for next year?
1/27/2022	Kindness Week	Posters, prizes, rewards, treats	$522.24	Yes
2/2/2022	Student Council Activity	Treats	$51.90	Yes
2/14/2022	Career Day	Thank yous and Treats	$62.76	Yes

| 2/23/2022 | Character Ed | Signs | $203.79 | No Need |
| 3/21/2022 | Small Groups | Worry Books | $159.39 | Yes |

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Foothill Elementary Positive Behavior Plan Report

Positive Behavior Specialist: Mary Heslop

Date discussed with SIT: 4/20/22

Date discussed with SCC: 4/21/22

Date report was completed: 4/20/22

Name of Program:	Level of Implementation: Fully implemented Implemented and Sustained Partially implemented Mostly implemented Planning stage On hold due to Covid-19	What We Did This Year:	What We Still Need To Do:	How does the program address the use of tobacco, alcohol, e-cigarette products, and/or other controlled substances?
1. Second Step	Fully implemented Implemented and Sustained	Second Steps was implemented school wide and supported by the counselor.	Sustain implementation and regular instruction.	Focuses on prevention of controlled substances.
2. Red Ribbon Week	Fully implemented Implemented and Sustained	We hold a red ribbon week with activities, prizes and other educational opportunities.	We hope to bring back guest speakers in the future	Red Ribbon Week focuses on prevention, and saying "No".
3. Individual and group counseling/social work services	Fully implemented Implemented and Sustained	Counselor and an instructional paraprofessional help provide instruction in small groups to support students in making good choices.	Continue to offer and run groups to students based on their needs.	When students have a stronger connection to school, and have worked through issues that they are having, they find it easier to say no to drugs.
4. Bullying and Harassment Prevention	Fully implemented Implemented and Sustained	The counselor teaches bullying and harassment prevention lessons in the school, then helps students work to implement it. We even made posters this year to help us identify bullying.	Sustain implementation and regular instruction.	Students that are bullied are more likely to turn to drugs, and smoking.

5. Botvin Life Skills	Fully implemented Implemented and Sustained	All of our teachers in grades 4 and 5 will be trained in BOTVIN by the end of the month.	All teachers in 4th and 5th grade taught this program and continue to reinforce the skills.	BOTVIN focuses on substance use prevention.
6. Career Week	Fully implemented Implemented and Sustained	Career week ran March 14-18.	We held it and had presentations about careers, and had students look at their interests and careers that may help them to excel toward a career in life.	Students with a clear focus are less likely to abuse substances.
7. Character Ed	Partially implemented Mostly implemented	Teachers and the counselor have taught character ed through several programs.	Make it a more systematic teaching of character ed.	Students with strong character don't turn to smoking as easily.
9. Falcon club tickets	Fully implemented Implemented and Sustained	Students earn falcon tickets regularly and we hold drawings 4 times a week.	We hold monthly activities for winners.	Students that have positive school experiences are less likely to turn to smoking.
10. Student Council	Fully implemented Implemented and Sustained	Student council meets weekly to look at how we can help all students to enjoy school. These students have helped plan a few activities and complete jobs around the school.	We would like to have our activities planned out earlier in the year.	Students that have positive school experiences are less likely to turn to smoking.
11. Safe UT	Fully implemented Implemented and Sustained	Teachers have been trained on the SAFE UT app, and we have posters up in the building. There is a link on our website. We even brought trainers out to help us look at suicide prevention.	Encourage use at home of the app.	Students that have someone to go to will be less likely to turn to drugs.
12. Golden Spatula	Fully implemented Implemented and Sustained	Students were trained on what it looks and sounds like to be safe, respectful, and responsible in the lunchroom.	The class with the best behavior for the month, receives the golden spatula, certificate, and an extra PE time.	Students that have positive school experiences are less likely to turn to smoking.

		Classes are rated on a daily basis.		
13.Robotics	Planning stage On hold due to Covid-19	We have not had a chance to start this yet.	Find a teacher and/or para to run the program for the students after school.	Students that have positive school experiences are less likely to turn to smoking.

Please note: While the language in these programs does not always explicitly discuss substance use with students, the research suggests that the skills taught in these programs for the elementary level support prevention effectiveness in preventing student use of substances (Moon & Rao, 2011).

BUDGET REPORT:

Date	Program Used For/Purpose:	Item(s)	Cost	Recommend for next year?
1/31	Falcon Tickets	keychains	18.93	Yes
2/18	Kindness Week	sidewalk chalk, bubbles	16.05	Yes
2/16	Kindness Week	Decorating cookies	140.74	yes
2/25	Social Skills	motivators	39.90	yes
3/31	Falcon Tickets	Various items for activities: donuts, candy, otter pops, bubbles, sidewalk chalk, supplies for slime, popcorn, cotton candy, ice cream, painting supplies	784.38	Yes

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Garland Elementary Positive Behavior Plan Report

Positive Behavior Specialist: Marcia Wilson

<mark>Planned emailed and discussed with SIT: 4/11/2022</mark>
<mark>Planned emailed and discussed with SCC: 4/11/2022</mark>
<mark>Date report was completed: 3/9/2022</mark>

Fully implemented and Sustained
Partially implemented
Planning stage
On hold due to Covid-19

Name of Program:	Level of Implementation:	What We Did This Year:	What We Still Need To Do:	How does the program address the use of tobacco, alcohol, e-cigarette products, and/or other controlled substances?
Second Step	Fully implemented and Sustained	Second Steps was implemented school wide and supported by the counselor.	Sustain implementation and regular instruction.	Focuses on prevention of controlled substances.
Red Ribbon Week	Fully implemented and Sustained	We hold a red ribbon week with activities, prizes and other educational opportunities.	Next year Red Ribbon Week will be a lesson in Character Education.	Red Ribbon Week focuses on prevention, and saying "No".
Individual and group counseling/social work services	Fully implemented and Sustained	Our counselor provides instruction in small groups to support students in making good choices.	Continue to offer and run groups to students based on need.	When students have a stronger connection to school, and have worked through issues that they are having, they find it easier to say no to drugs.
Bullying and Harassment Prevention	Fully implemented and Sustained	Bullying and Harassment prevention lessons was implemented school wide during Second Steps lessons	Sustain implementation and regular instruction. Counselor will also add a Bullying week into her Character Ed classroom.	Students that are bullied are more likely to turn to drugs, and smoking.
Botvin Life Skills	Fully implemented and sustained	Students in grades 4-5 have been taught the Botvin lessons. All teachers in respective grades were	Our counselor will assist in implementing this program.	BOTVIN focuses on substance use prevention.

		trained (as well as the counselor).		
Character Ed	Fully implemented and sustained	The counselor and her aide teacher character ed weekly during prep time for 1st - 5th grades.	Sustain Implementation and regular instruction.	Students with strong character don't turn to smoking as easily.
Student Council	Fully implemented and sustained	We have held 4 school wide activities that have been planned by our student council. Student council meets weekly to look at how we can help all students to enjoy school.	We would like to have our activities planned out earlier in the year.	Students that have positive school experiences are less likely to turn to smoking.
Safe UT	Partially implemented and Sustained	We would like to have teachers trained on the app. We have flyers and the cards in the Character Ed room and students have been taking them :)	Encourage use at home of the app.	Students that have someone to go to will be less likely to turn to drugs.
Career Week	Mostly implemented	Counselor is joining forces with the PTA and combining her career week with our students favorite activity Bear University.	We will hold it, and have presentations about careers, hands on activities, and leading up to the big day students will look at their interests and careers in character ed to plant the seed for their futures plans.	Students with a clear focus are less likely to abuse substances.
Parent Outreach	Mostly Implemented	The counselor used Edulink to keep more parents informed about initiatives and lessons going on in the school.	The plan was to send out monthly tips to parents about resources for common issues we're seeing in our students (i.e. stress, anxiety, etc) not as many emails were put together as hoped.	If parents have the resources to help students with their anxiety, some of their needs will be met, that will help them to not look for smoking to meet anxiety needs.

Counselor Newsletter / Website	Mostly Implemented	The counselor used Edulink and a Facebook page dedicated to her program to keep more parents informed about initiatives and lessons going on in the school		
School Wide Incentive	Mostly Implemented	We started a new incentive at school we will be doing every tri. The behavior team will bring back goals we'd like to see the school improve on (classroom behavior, prep behavior, attendance, etc) and each tri we will to reach a goal. If the goal is reached students will earn some reward.	This was started 3rd tri of the 2022 school year. We would like to sustain this every year from now on.	When students have a positive experience in school they are less likely to turn toward drugs. When students make and achieve attainable goals they are less likely to turn towards drugs and alcohol as a stress reliever.
Hope Squad	Planning Stage	Counselor is still looking into adding a Hope Squad to the school.	Counselor will attend the Hope Squad training.	Students that are accepted by others, and know that others care are less likely to turn to smoking and other substances.

Please note: While the language in these programs does not always explicitly discuss substance use with students, the research suggests that the skills taught in these programs for the elementary level support prevention effectiveness in preventing student use of substances (Moon & Rao, 2011).

BUDGET REPORT:

Date	Program Used For/Purpose:	Item(s)	Cost	Recommend for next year?
	School Wide Incentive	Popsicles as reward for when school reaches their behavior goal in prep.		Yes, buy rewards for school activities we will participate in.
	Individual and Small Group Services	Teachers Encyclopedia for Behavior	$514.61	no

		Management		
	School Wide Initiatives	Prizes for students participating in our school wide community building weeks (The Great Kindness Challenge, Start with Hello, Bear University)	$226.92	yes

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Grouse Creek Positive Behavior Plan Report

Positive Behavior Specialist: Melissa Morris

Date discussed with SIT:4/26/22 https://docs.google.com/document/d/1DFNyWF-daXAO0l1bVg2YukZQq6etCunay3Y1YsdtVHs/edit?usp=sharing

Date discussed with SCC:3/30/22- https://docs.google.com/document/d/1PP6-5e-2AUytmY82GXIr1PEyvNmMNMsT/edit?usp=sharing&ouid=103018367084102394167&rtpof=true&sd=true

Date report was completed: 4/27/22

Name of Program:	Level of Implementation: Fully implemented Implemented and Sustained Partially implemented Mostly implemented Planning stage On hold due to Covid-19	What We Did This Year:	What We Still Need To Do:	How does the program address the use of tobacco, alcohol, e-cigarette products, and/or other controlled substances?
1. Second Step	Implemented and Sustained	taught second steps to each grade level once a week	add home link	teaches effective emotional management, coping, and problem solving skills
2. Mindfulness, Brain Breaks, Mind Yeti	Partially Implemented	used when needed	make more consistent and regularly	teaches effective emotional management and coping skills
3. Individual and group counseling/social work services	Implemented and sustained	offered tier 3 support for therapy and group counseling	continue this service	teaches healthy management of stress, problem solving an gives the opportunity to process trauma which can lead to use of unhealthy substances
4. Bullying and Harassment Prevention	Fully Implemented	Used second steps bullying prevention 4 week program	continue	Bullying behavior can increase student ACEs thus leading to maladaptive behaviors. By reducing bullying, we hope to reduce ACEs and thus reduce the use of illegal substances

5. Kindness Week	Implemented and Sustained	Had Kindness week and included several activities throughout the week to encourage and discuss kindness	Implement a pledge and sign up for the Great Kindness Week Challenge	Students are encouraged to complete kind deeds and include others. Creating a culture of inclusion and thus decreasing use of unhealthy substances
6. School Events-pro social activities (turkey trot, Halloween carnival and parade)	Implemented and sustained	Met with students to plan activities and carry out	Meet with student body officers bi-weekly	creates an atmosphere of inclusion and promotes positive leadership skills thus reducing the use of illegal substances
1.Restorative Circles/Practices	Partially Implemented	meet with students individually or in pairs if necessary to solve problems. Ask for parents to come in when necessary.	make more consistent and regularly	creates more trusting and respectful environment with connectivity, which is a preventative factor for substance abuse
2. Botvin Life Skills	Partially Implemented	Teacher has been trained and staff understand what this is	Will need to be fully implemented in the classroom	Increase self esteem and develop healthy attitudes to improve knowledge of essential life skills. Promotes mental health and positive youth development
Student Spotlight	Fully Implemented	Each week a student is picked as student of the week. Each month a student is chosen to be student of the month .	Do a write up. Communicate with parents.	Promotes prosocial behaviors which mitigates substance abuse
Peer Leadership	Implemented and Sustained	Students are picked for school jobs daily.	More regular schedule- Weekly/ monthly or trimester roles	Promotes leadership and pro social behaviors mitigating substance abuse
FFA	Mostly implemented	Staff talk to students about 4H activities. They ask about their animals and projects.	post a schedule of events	Promotes prosocial behaviors which mitigates substance abuse
4H	Mostly implemented	Staff talk to students about FFA activities. They ask about their animals and projects.	Post a schedule of events	Promotes prosocial behaviors which mitigates substance abuse
SafeUT	Partially Implemented	Fliers, cards are placed throughout the school and on windows	More information given to students and families about what it is and what it is used for and additional training for staff.	Creates support for people struggling and offers assistance

PBIS	Partially implemented	Meetings are held often but not on a regular basis due to Mrs Morris schedule. Staff is discussing students and needs on a regular basis and what we can do to help them be successful.	Come up with and implement a better meeting schedule where all members can attend.	creates more trusting and respectful environment with connectivity, which is a preventative factor for substance abuse
School Events-pro social activities (turkey trot, Halloween carnival and parade)	Implemented and sustained	Met with students to plan activities and carry out	Meet with student body officers bi-weekly	creates an atmosphere of inclusion and promotes positive leadership skills thus reducing the use of illegal substances
Point system	Implemented and sustained	Students can earn points each day. Points can be redeemed for snacks or rewards items.	Get a variety of items to choose from.	The positive action is announced to the school and creates increased self esteem and positive reinforcement.
Career Week	partially implemented	Implemented this year. Students were provided lectures and activities about careers and colleges	Implemented this year however, not sustained. Will need to continue this. We also attended via zoom with Snowville School. Do our own live version next year.	Students with a clear focus are less likely to abuse substances.
White RIbbon Week	Partially implemented	Secondary counselor ran. He has video clips and a message about THINK on what to post.	It was only a day- not a week. Change activities to last longer? GC	This is a program to help students know about internet safety. Students develop healthy attitudes/ skills to improve knowledge of essential life skills. Promotes mental health and positive youth development
Class DoJo	Fully Implemented	Is being used as a means to community with parents and community.	Will need to continue to be sustained	Class Dojo is a school communication platform that teachers, students, and families use to build close-knit communities by sharing what is being learned through photos, videos, and messages

Please note: While the language in these programs does not always explicitly discuss substance use with students, the research suggests that the skills taught in these programs for the elementary level support prevention effectiveness in preventing student use of substances (Moon & Rao, 2011).

BUDGET REPORT:

Date	Program Used For/Purpose:	Item(s)	Cost	Recommend for next year?
3/31/22	School Events	School Shirts for Track meet/ Field trips	$517	yes
3/31/22	point system	student incentives- snacks/ toys	$368	yes
3/31/22	. Individual and group counseling/social work services and Career Week	Mrs Johnson snacks/ fidget for counseling- F	$110.22	yes
Total			$995	

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Lake View Elementary Positive Behavior Plan Report

Positive Behavior Specialist: Teryl Jeffs

Date discussed the plan with and received input from Intervention Team: 11/8/21
Date discussed the plan with and received input from Community Council: 11/18/21

Date discussed the report with the Intervention Team: 4/11/22
Date discussed the report with the Community Council: 4/14/22

Name of Program:	Level of Implementation: Fully implemented Implemented and Sustained Partially implemented Mostly implemented Planning stage On hold due to Covid-19	What We Did This Year:	What We Still Need To Do:	How does the program address the use of tobacco, alcohol, e-cigarette products, and/or other controlled substances?
1. Second Step	Fully implemented Implemented and Sustained	Second Steps was implemented school-wide and supported by the counselor.	Sustain implementation and regular instruction.	Focuses on the prevention of controlled substances.
2. Red Ribbon Week	Fully implemented Implemented and Sustained	We hold a red ribbon week with activities, prizes, and other educational opportunities.		Red Ribbon Week focuses on prevention and saying "No".
3. Individual and group counseling/social work services	Fully implemented Implemented and Sustained	Counselor provides instruction in small groups to support students in making good choices.	Continue to offer and run groups to students based on their needs.	When students have a stronger connection to school and have worked through issues that they are having, they find it easier to say no to drugs.
4. Bullying and Harassment Prevention	Fully implemented Implemented and Sustained	The counselor teaches bullying and harassment prevention lessons in the	Sustain implementation and regular instruction.	Students that are bullied are more likely to turn to drugs and smoking.

		school, then helps students work to implement it.		
5. Botvin Life Skills	Partially implemented Mostly implemented	All of our teachers in grades 4 and 5 will be trained in BOTVIN by the end of the month.	We need to have all teachers teaching it regularly.	BOTVIN focuses on substance use prevention.
6. Character Ed	Partially implemented Mostly implemented	Teachers and the counselor have taught character ed through several programs. Our school has a life skills class that focuses on this each week with each class.	Make it a more systematic teaching of character ed.	Students with strong character don't turn to smoking as easily.
7. Career Week	Partially implemented Mostly implemented	We have made changes to career week, and are excited to hold it on the week of March 28.	We will hold it, have presentations about careers, and have students look at their interests and careers that may help them to excel toward a career in life.	Students with a clear focus are less likely to abuse substances.
9. Blue slip tickets	Fully implemented Implemented and Sustained	Students earn blue slip tickets regularly and we hold drawings.		These programs and applications all promote pro-social behaviors and provide students with structured, supervised, and engaging activities for students within their school and community. Studies have found that structured activities such as these are important factors in mitigating substance use among students as they create protective factors against substance use (Moon & Rao, 2011).
10. Student Council	Fully implemented Implemented and Sustained	The Leopard Leaders perform daily jobs, encourage good behavior, provide examples,	We would like to have our activities planned out earlier in the year.	Students that have positive school experiences are less likely to turn to smoking.

		and run many positive activities in the school.		
11. Safe UT	Fully implemented Implemented and Sustained	Teachers have been trained on the SAFE UT app, and we have posters up in the building. There is a link on our website. We even brought trainers out to help us look at suicide prevention.	Encourage use at home of the app.	Students that have someone to go to will be less likely to turn to drugs.
12. Counselor's Corner - Counselor Newsletter	Fully implemented Implemented and Sustained	The counselor writes and publishes a monthly newsletter to provide parents with resources and ideas to support student learning.		Communicating with parents and providing them resources helps students avoid substance abuse.
13. Kindness Weeks	Fully implemented Implemented and Sustained	We will conduct a kindness week each trimester. We provide activities and challenges to students.		Teaching students kindness behaviors makes school a more positive place.

Please note: While the language in these programs does not always explicitly discuss substance use with students, the research suggests that the skills taught in these programs for the elementary level support prevention effectiveness in preventing student use of substances (Moon & Rao, 2011).

BUDGET REPORT:

Date	Program Used For/Purpose:	Item(s)	Cost	Recommend for next year?
2021-2022	ALL	Student Incentives	$1000	yes

1.

[Insert School Name] Positive Behavior Plan Report
Positive Behavior Specialist: Mark Taylor
Date discussed with SIT: Apr 20, 2022
Date discussed with SCC: Apr 20, 2022
Date report was completed: Apr 18, 2022

Name of Program:	Level of Implementation: Fully implemented Implemented and Sustained Partially implemented Mostly implemented Planning stage On hold due to Covid-19	What We Did This Year:	What We Still Need To Do:	How does the program address the use of tobacco, alcohol, e-cigarette products, and/or other controlled substances?
1. Second Step	Fully implemented Implemented and Sustained	Second Steps was implemented school wide and supported by the counselor.	Sustain implementation and regular instruction.	Focuses on prevention of controlled substances.
2. Good Choices Week	Fully implemented Implemented and Sustained	We hold a good choices week week with activities, prizes and other educational opportunities.	We hope to bring back guest speakers in the future	Good Choices Week focuses on prevention, and saying "No".
3. Individual and group counseling/social work services	Fully implemented Implemented and Sustained	Counselor and an instructional paraprofessional help provide instruction in small group to support students in making good choices.	Continue to offer and run groups to students based on their need.	When students have a stronger connection to school, and have worked through issues that they are having, they find it easier to say no to drugs.
4. Bullying and Harassment Prevention	Fully implemented Implemented and Sustained	The counselor teaches bullying and harassment prevention lessons in the school, then helps students work to implement it. We	Sustain implementation and regular instruction.	Students that are bullied are more likely to turn to drugs, and smoking.

		even made posters this year to help us identify bullying.		
5. Botvin Life Skills	Partially implemented Mostly implemented	All of our teachers in grades 4 and 5 will be trained in BOTVIN by the end of the month.	We need to have all teachers teaching it regularly.	BOTVIN focuses on substance use prevention.
6. Character Ed	Partially implemented Mostly implemented	Teachers and the counselor have taught character ed through several programs. Our school has a life skills class that focuses on this each week with each class.	Make it a more systematic teaching of character ed.	Students with strong character don't turn to smoking as easily.
7. Career / College Week	Partially implemented Mostly implemented	We have made changes to career / college week, and are excited to hold it on March 28 - April 1.	We will hold it, and have presentations about careers and colleges, and have students look at their interests and careers that may help them to excel toward a career in life.	Students with a clear focus are less likely to abuse substances.
9. Pawsitive Reward tickets	Fully implemented Implemented and Sustained	Students earn pawsitive tickets regularly and we hold drawings.	We need to continue to expand this to highlight all of the positive behaviors happening at McKinley.	Students that have positive school experiences are less likely to turn to smoking.
10. Paw Prints	Fully Implemented Implemented and Sustained	Students are recognized in parent/teacher conferences for moving up levels in MOY Acadience reading .	We need to do this for math as well.	When students can see the progress they are making in learning, they are more likely to be motivated to make healthy life choices.
10. Student Council	Fully implemented Implemented and Sustained	We have held 4 school wide activities that have been planned by our student council. Student council meets weekly to look at how we can help all students to enjoy school.	We would like to have our activities planned out earlier in the year.	Students that have positive school experiences are less likely to turn to smoking.

11. Safe UT	Fully implemented Implemented and Sustained	Teachers have been trained on the SAFE UT app, and we have posters up in the building. There is a link on our website. We even brought trainers out to help us look at suicide prevention.	Encourage use at home of the app.	Students that have someone to go to will be less likely to turn to drugs.
12. Classroom Incentives	Fully implemented Implemented and Sustained	Teachers are looking for positive behaviors and creating positive behavior incentives to motivate students.	Continue to ensure all teachers are following through with the classroom incentives they established.	This will help teachers continue to build positive relationships with students and reinforce positive behaviors. Students who develop positive relationships with adults are less likely to use tobacco.
13. Latinos in Action (LIA)	Fully implemented Implemented and Sustained	Bear River High School LIA students come and read with our Kindergarten students and Bear River Middle School students come to read with 1st grade students.	Sustain implementation	Students that have positive role models are less likely to turn to smoking.
14. Great Kindness Challenge	Fully implemented Implemented and Sustained	The week of January 24th our school counselor prepared kindness challenges for individual students as well as whole class challenges to promote positive behaviors and relationships. Kindness was the focus of instruction during character education classes as well.	Sustain implementation	Students that have positive school experiences are less likely to turn to smoking.
15. Hello Week (Start with Hello)	Fully implemented Implemented and Sustained	The week of September 20th our school counselor prepared challenges for individual students as well as whole class challenges to promote positive behaviors and relationships by smiling at	Sustain implementation	Students that have positive school experiences are less likely to turn to smoking and other risky behaviors.

		others and saying hello. The power of smiling and saying hello to others was the focus of instruction during character education classes as well.		
16. School Attendance club (HERO Club)	Fully implemented Implemented and Sustained	Our school counselor has implemented the HERO club (Here, Every day, Ready, On time). We identified students who were struggling with absences and tardies. We sent a note home to these families explaining the program and our desire to help their children come to school more. Each morning our counselor is at the same location in our cafeteria for our students to find her and check in. There is a reward system for checking in so many days in a row etc. to encourage these kids to get in the habit of coming to school.	Sustain implementation. This is helping 45% of these students who are struggling with attendance to improve their attendance habits. We will continue to tweak and make changes to help these kids come to school more regularly.	Students who attend school more are less likely to turn to smoking and other risky behaviors.
12. Lunch with the principal	Planning stage On hold due to Covid-19	We have established pawsitive tickets.	Next step will be deciding how many pawsitive tickets students will need to save up to have lunch with the principal. Also, consider other ways students can earn this.	Students that have positive school experiences and relationships are less likely to turn to smoking and other risky behaviors.
9.Leader in Me	Planning stage On hold due to Covid-19	Met with Leader in me representatives and discussed if we were going to be able to find the funds to continue.	Make a final decision if we are going forward with renewing our partnership with Leader in Me	Students learn to be proactive and take control of their lives and be leaders. Students who do this are more likely to avoid risky behaviors such as smoking, vaping, and underage drinking.

Please note: While the language in these programs does not always explicitly discuss substance use with students, the research suggests that the skills taught in these programs for the elementary level support prevention effectiveness in preventing student use of substances (Moon & Rao, 2011).

BUDGET REPORT:

Date	Program Used For/Purpose:	Item(s)	Cost	Recommend for next year?
2/15/2022	Paw Prints	Printing the certificates for each student that moved up level(s) in Acadience Reading Composite.	$40	Yes
5/17/2022	Paw Prints	Printing the certificates for each student that moved up level(s) in Acadience Reading Composite.	$45	Yes
12/8/2021	Pawsitive Tickets	Prizes - Ticket Drum	$148	No
12/14/2021	Bullying and Harassment Prevention	Prizes	244.35	yes
3/16/2022	Individual and group counseling/social work services	Fidget Toys	$35.98	yes
3/31/2022	Classroom Incentives	Mickey ears and glow sticks	$131.91	yes
3/31/2022	Classroom Incentives	Wizard glasses	$95.92	yes
3/25/2022	Career / College Week	Lanyards	$61.96	yes

References (please reference whatever sources you used above; you can copy and paste from plan):

Mountain View Positive Behavior Plan Report

Positive Behavior Specialist: Heidi Jo West-Principal

Date discussed with SIT: 4/11/22

Date discussed with SCC: 4/12/22

Date report was completed: 4/13/22

Name of Program:	Level of Implementation: Fully implemented Implemented and Sustained Partially implemented Mostly implemented Planning stage On hold due to Covid-19	What We Did This Year:	What We Still Need To Do:	How does the program address the use of tobacco, alcohol, e-cigarette products, and/or other controlled substances?
1. Second Step	Fully Implemented and Sustained	Second Steps was implemented school wide and supported by the counselor.	Sustain implementation and regular instruction.	Focuses on prevention of controlled substances.
2. Red Ribbon Week	Fully Implemented and Sustained	We hold a red ribbon week with activities, prizes and other educational opportunities.	We hope to bring back guest speakers in the future	Red Ribbon Week focuses on prevention, and saying "No".
3. Individual and Group Counseling/Social Work	Fully Implemented and Sustained	Counselor and an instructional paraprofessional help provide instruction in small group to support students in making good choices.	Continue to offer and run groups to students based on their need.	When students have a stronger connection to school, and have worked through issues that they are having, they find it easier to say no to drugs.

4. Bullying and Harassment Prevention	Fully implemented and Sustained	The counselor teaches bullying and harassment prevention lessons in the school, then helps students work to implement it. We even made posters this year to help us identify bullying.	Sustain implementation and regular instruction.	Students that are bullied are more likely to turn to drugs, and smoking.
1. Character Counts	Partially implemented	Teachers and the counselor have taught character ed through several programs. Our school has a life skills class that focuses on this each week with each class.	Make it a more systematic teaching of character ed.	Students with strong character don't turn to smoking as easily.
2. Botvin Life Skills	Mostly implemented	All of our teachers in grades 4 and 5 are trained in BOTVIN .	Teachers are teaching these and will continue to teach.	BOTVIN focuses on substance use prevention.
3. Career Week	Partially implemented	We have made changes to career week, and are excited to hold it on April 25-29.	We will hold it, and have presentations about careers, and have students look at their interests and careers that may help them to excel toward a career in life.	Students with a clear focus are less likely to abuse substances.
4. One District, One Book	Fully implemented and Sustained	Sent every family a copy of Way of the Warrior Kid, read the book together. Faculty created videos of them reading the chapters.	Sustain implementation and regular instruction.	The book talked about positive themes, social emotional health, eating healthy, taking care of your bodies, and responding to bullying.
1. School Activities	Mostly implemented	**Rewards & Incentives Student Council Classroom Incentives Family Night Kindness Week Field Day Turkey Trot Halloween Parade Holiday Parties School Dances**	Hold reward celebrations for Beat the Teacher, Lexia challenge, and Reflex Green light.	Connects students to the school with positive activities that make school engaging and fun.
2. Safe UT	Fully implemented and Sustained	Counselor and administrator respond to submitted tips.	Sustain	Students can report peer pressure or other concerns..
3. Attendance Program	Mostly implemented	The counselor has created a group of students that focus	Continue and build	Truancy is a predictor of substance use. The effect is

		on their attendance and are rewarded for increasing their attendance. The school is focusing on attendance percentages and rewarding classes over the next few weeks. The principal sent a video explaining to parents the implications.		related to reduced school bonding and unsupervised time afforded by truancy. Increasing attendance can minimize substance use and is important for the development of prevention and intervention initiatives.
4. Mindfulness	Planning stage	Some teachers take multiple breaks and engage in mindfulness activities.	Determine which classes could support others.	Mindfulness is about learning to train your attention to the present moment without dwelling on what has happened in the past or worrying about the future. Mindfulness provides many physical and psychological benefits.

Please note: While the language in these programs does not always explicitly discuss substance use with students, the research suggests that the skills taught in these programs for the elementary level support prevention effectiveness in preventing student use of substances (Moon & Rao, 2011).

BUDGET REPORT:

Date	Program Used For/Purpose:	Item(s)	Cost	Recommend for next year?
Yearlong	Student Spotlights	Pictures	$46.07	Yes
2/1/22	Acadience Reward	Cookies	259.20	Yes
2/22/22	Celebration Day	Balloons, Twix	93.77	No
3/17/22	St. Patrick's Day	Bagpipes and Drums, Golden Coin Riddle	32.94	Yes
3/15/22	Math/Literacy Night	Labels, Bounce House, Balloons, Treats	317.57	Yes
3/25/22	Balloon net and Pump	PLC Model School Assembly and other celebrations	224.98	Yes

| 3/20/22 | Attendance Rewards | Treats and prizes for students improving attendance | 25.47 | Yes |

North Park Elementary Positive Behavior Plan Report

Positive Behavior Specialist: Shaylyn Ekins
Date discussed with SIT: 4/13/22
Date discussed with SCC: 4/13/22 Council Agenda
Date report was completed: 4/01/22

Name of Program:	Level of Implementation: Fully implemented Implemented and Sustained Partially implemented Mostly implemented Planning stage On hold due to Covid-19	What We Did This Year:	What We Still Need To Do:	How does the program address the use of tobacco, alcohol, e-cigarette products, and/or other controlled substances?
1. Second Step	Fully implemented Implemented and Sustained	Second Steps was implemented school wide and supported by the counselor.	Sustain implementation and regular instruction.	Focuses on prevention of controlled substances.
2. Red Ribbon Week	Partially implemented Mostly implemented	We hold a red ribbon week with activities, prizes and other educational opportunities.	We hope to bring back guest speakers in the future	Red Ribbon Week focuses on prevention, and saying "No". Next steps would be to ensure students have a full understanding of why we are doing these activities.
3. Individual and group counseling/social work services	Fully implemented Implemented and Sustained	Counselor and an instructional paraprofessional help provide instruction in small group to support students in making good choices.	Continue to offer and run groups to students based on their need.	When students have a stronger connection to school, and have worked through issues that they are having, they find it easier to say no to drugs.
4. Bullying and Harassment Prevention	Fully implemented Implemented and Sustained	The counselor teaches bullying and harassment prevention lessons in the school, then helps students work to implement it. We even made posters this year to help us identify bullying.	Sustain implementation and regular instruction.	Students that are bullied are more likely to turn to drugs, and smoking.
5. Botvin Life Skills	Fully implemented Implemented and Sustained	All of our teachers in grades 4 and 5 will be trained in BOTVIN and teach all lessons.	All teachers took the course and kicked off the year with the Botvin lessons.	BOTVIN focuses on substance use prevention.

6. DARE	Fully implemented Implemented and Sustained	5th grade students participate in a 6-week course to learn how to make good decisions as well as the ramifications of drug, tobacco, and alcohol abuse.	All fifth-grade teachers and students participate. The course is taught by a DARE officer.	Students with early information and prevention tools are less likely to partake in the first place.
7. Career Week	Partially implemented Mostly implemented	Career week with class-assigned colleges, information about higher education and careers, and games and prizes.	We will hold it, and have presentations about careers, and have students look at their interests and careers that may help them to excel toward a career in life.	Students with a clear focus are less likely to abuse substances.
8. Hope Squad Jr.	Partially implemented Mostly implemented	We have a Hope Squad . They are meeting monthly. They have planned activities, including taking the lead on HOPE week.	We need the students to really start to run with this, and to show leadership in including others and helping others to see the good around them.	Students that are accepted by others, and know that others care are less likely to turn to smoking and other substances.
8. Weekend food backpacks and Food Drive	Partially implemented Mostly implemented	Weekend food backpacks, food drive	We need to ensure students that need weekend and emergency food support know this is a resource.	Students that have their basic needs met are less likely to seek other methods to meet their needs.
9. School-Wide Behavior Plan	Partially implemented Mostly implemented	Tier 1 instruction and focus on common goals.	We are still working out the kinks of the school-wide behavior plan and developing clarity.	Students that understand boundaries and expectations are less likely to turn to substance abuse.
10. Counselor's Corner	Partially implemented Mostly implemented	Counselor will share essential information with parents via newsletter and website`	We had an adjustment in counselors mid-year. We are still working on developing this.	Parents who have skills are able to support their children in making good choices.

Please note: While the language in these programs does not always explicitly discuss substance use with students, the research suggests that the skills taught in these programs for the elementary level support prevention effectiveness in preventing student use of substances (Moon & Rao, 2011).

BUDGET REPORT:

Date	Program Used For/Purpose:	Item(s)	Cost	Recommend for next year?
3/1/22	Hope & Career Week Prizes and Activities (planned by Hope Squad, Jr.)	Treats, sunglasses, leighs, drawing prizes	$750	Yes
4/13/22	Hope Week Wrap-Up Party	root beer floats, cups and spoons, rootbeer	$250	Yes

Park Valley Positive Behavior Plan Report

Positive Behavior Specialist: Melissa Morris

Date discussed with SIT: https://docs.google.com/document/d/1Z5WN5wjprmgnKCnzkapR33XAg-41fL2rmlZtXI4y1AM/edit?usp=sharing

Date discussed with SCC:https://docs.google.com/document/d/1r0Cx-4xbqWu0WI6g1uTT4JFXAiw9USZDBVpDjLIC9xA/edit?usp=sharing

Date report was completed:4/20/22

Name of Program:	Level of Implementation: Fully implemented Implemented and Sustained Partially implemented Mostly implemented Planning stage On hold due to Covid-19	What We Did This Year:	What We Still Need To Do:	How does the program address the use of tobacco, alcohol, e-cigarette products, and/or other controlled substances?
1. Second Step	Implemented and Sustained	taught second steps to each grade level once a week	add home link	teaches effective emotional management, coping, and problem solving skills
2. Mindfulness, Brain Breaks, Mind Yeti	Partially Implemented	used when needed	make more consistent and regularly	teaches effective emotional management and coping skills
3. Individual and group counseling/social work services	Implemented and sustained	offered tier 3 support for therapy and group counseling	continue this service	teaches healthy management of stress, problem solving an gives the opportunity to process trauma which can lead to use of unhealthy substances
4. Bullying and Harassment Prevention	Fully Implemented	Used second steps bullying prevention 4 week program	continue	Bullying behavior can increase student ACEs thus leading to maladaptive behaviors. By reducing bullying, we hope to reduce ACEs and thus reduce the use of illegal substances

5. Kindness Week	Implemented and Sustained	Had Kindness week and included several activities throughout the week to encourage and discuss kindness	Implement a pledge and sign up for the Great Kindness Week Challenge	Students are encouraged to complete kind deeds and include others. Creating a culture of inclusion and thus decreasing use of unhealthy substances
6. School Events-pro social activities (turkey trot, Halloween carnival and parade)	Implemented and sustained	Met with students to plan activities and carry out	Meet with student body officers bi-weekly	creates an atmosphere of inclusion and promotes positive leadership skills thus reducing the use of illegal substances
1.Restorative Circles/Practices	Partially Implemented	meet with student individually or in pairs if necessary to solve problems. Ask for parent to come in when necessary.	make more consistent and regularly	creates more trusting and respectful environment with connectivity, which is a preventative factor for substance abuse
2.Botvin Life Skills	Planning stage	discussed with staff what this is and requirements for it to be in place	Have all the supplies needed and teacher has not received it.	Increase self esteem and develop healthy attitudes to improve knowledge of essential life skills. Promotes mental health and positive youth development
Student Spotlight	Fully Implemented	Each biweekly a student is picked to spotlight at our school by their peers. Principal does write up about the student that is displayed.		Promotes prosocial behaviors which mitigates substance abuse
Peer Leadership	Implemented and Sustained	Students are voted into leadership roles and meet with the team	More regular and consistent meetings	Promotes leadership and pro social behaviors mitigating substance abuse
FFA	Mostly Implemented	Staff talk to 4H students about their 4H animals and project to build connections.	Put up flyers to help communicate events.	Promotes prosocial behaviors which mitigates substance abuse
4H	not implemented	Staff talk to FFA students about their FFA animals, projects and events to build connections. Event schedule posted in the big room and on the school hallway calendar.		Promotes prosocial behaviors which mitigates substance abuse

SafeUT	Partially Implemented	Fliers, cards are placed throughout the school and on windows	More information given to students and families about what it is and what it is used for and additional training for staff.	Creates support for people struggling and offers assistance
PBIS	Partially implemented	Meetings are held often but not on a regular basis due to Mrs Morris schedule. Staff is discussing students and needs on a regular basis and what we can do to help them be successful.	Come up with and implement a better meeting schedule where all members can attend.	creates more trusting and respectful environment with connectivity, which is a preventative factor for substance abuse
PTO	Fully Implemented	PTO is selected and implements several activities including birthday celebrations, Halloween activities, room mothers, Christmas parties		Promotes supervised and engaging activities for students within school.
School Events-pro social activities (turkey trot, Halloween carnival and parade)	Implemented and sustained	Met with students to plan activities and carry out	Meet with student body officers bi-weekly	creates an atmosphere of inclusion and promotes positive leadership skills thus reducing the use of illegal substances
Pawsitive tickets	Implemented and sustained	Students can earn tickets each day. On Thursday a student is drawn out for a prize		The positive action is announced to the school and creates increased self esteem and positive reinforcement.
Career Week	partially implemented	Implemented this year. Students were provided lectures and activities about careers and colleges	Implemented this year however, not sustained. Will need to continue this	Students with a clear focus are less likely to abuse substances.
Class Dojo App	partially implemented	Some classrooms are using it consistently.	Training to help other teachers to know how to use it and the positive effects of it.	When school and home have a great connection students are supported and less likely to turn to substance abuse.

Please note: While the language in these programs does not always explicitly discuss substance use with students, the research suggests that the skills taught in these programs for the elementary level support prevention effectiveness in preventing student use of substances (Moon & Rao, 2011).

BUDGET REPORT:

Date	Program Used For/Purpose:	Item(s)	Cost	Recommend for next year?
3/30/22	School events	T-shirts and bags	$515	yes
3/17/22	School events	food/ supplies	$84.53	yes
4/13/22	Pawsitive tickets	Small toys/ treats	$147.89	yes
4/13/22	School events	balls	$299	yes
TOTAL			**$1000**	

References

American Academy of Pediatrics. (2014). Adverse Childhood Experiences and the Lifelong Consequences of Trauma. Retrieved 2020, from https://www.aap.org/en-us/documents/ttb_aces_consequences.pdf

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Snowville Positive Behavior Plan Report

Positive Behavior Specialist: Chanelle Johnson/ Melissa Morris

Date discussed with SIT: 3/29/22 - https://docs.google.com/document/d/1qQNZkg4djmyuATN9KOBQxkfdMH2t59H6nFTEpYQ3HJE/edit

Date discussed with SCC:https://docs.google.com/document/d/1UpgFf3_WL5Wn80Fe2BUVqoXZfVa-1WGt/edit?usp=sharing&ouid=103018367084102394167&rtpof=true&sd=true

Date report was completed:4/13/22

Name of Program:	Level of Implementation: Fully implemented Implemented and Sustained Partially implemented Mostly implemented Planning stage On hold due to Covid-19	What We Did This Year:	What We Still Need To Do:	How does the program address the use of tobacco, alcohol, e-cigarette products, and/or other controlled substances?
1. Second Step	Implemented and Sustained	taught second steps to each grade level once a week	add home link	teaches effective emotional management, coping, and problem solving skills
2. Mindfulness, Brain Breaks, Mind Yeti	Partially Implemented	used when needed	make more consistent and regularly	teaches effective emotional management and coping skills
3. Individual and group counseling/social work services	Implemented and sustained	offered tier 3 support for therapy and group counseling	continue this service	teaches healthy management of stress, problem solving an gives the opportunity to process trauma which can lead to use of unhealthy substances
4. Bullying and Harassment Prevention	Fully Implemented	Used second steps bullying prevention 4 week program	continue	Bullying behavior can increase student ACEs thus leading to maladaptive behaviors. By reducing bullying, we hope to reduce ACEs and thus reduce the use of illegal substances

5. Kindness Week	Implemented and Sustained	Had Kindness week and included several activities throughout the week to encourage and discuss kindness	Implement a pledge and sign up for the Great Kindness Week Challenge	Students are encouraged to complete kind deeds and include others. Creating a culture of inclusion and thus decreasing use of unhealthy substances
6. School Events-pro social activities (turkey trot, Halloween carnival and parade)	Implemented and sustained	Met with students to plan activities and carry out	Meet with student body officers bi-weekly	creates an atmosphere of inclusion and promotes positive leadership skills thus reducing the use of illegal substances
7. Red Ribbon Week	Fully Implemented	Consistently having Red Ribbon Week		
1.Restorative Circles/Practices	Partially Implemented	meet with student individually or in pairs if necessary to solve problems. Ask for parent to come in when necessary.	make more consistent and regularly	creates more trusting and respectful environment with connectivity, which is a preventative factor for substance abuse
2.Botvin Life Skills	Planning stage	discussed with staff what this is and requirements for it to be in place	Teacher needs to be trained and then implement in the classroom	Increase self esteem and develop healthy attitudes to improve knowledge of essential life skills. Promotes mental health and positive youth development
Student Spotlight	Fully Implemented	each week a student is picked to spotlight at our school		Promotes prosocial behaviors which mitigates substance abuse
Peer Leadership	Implemented and Sustained	Students are voted into leadership roles and meet with the team	More regular and consistent meetings	Promotes leadership and pro social behaviors mitigating substance abuse
FFA	Mostly implemented	Staff talk to students about FFA activities. They ask about their animals and projects.	post a schedule of events	Promotes prosocial behaviors which mitigates substance abuse
4H	Mostly implemented	Staff talk to students about 4 H activities. They ask about their animals and projects.	Post a schedule of events	Promotes prosocial behaviors which mitigates substance abuse
SafeUT	Partially Implemented	Fliers, cards are placed throughout the school and on windows	More information given to students and families about what it is and what it is used for	Creates support for people struggling and offers assistance

PBIS	Partially implemented	Meetings are held often but not on a regular basis due to Mrs Morris schedule. Staff is discussing students and needs on a regular basis and what we can do to help them be successful.	Come up with and implement a better meeting schedule where all members can attend.	creates more trusting and respectful environment with connectivity, which is a preventative factor for substance abuse
PTO	Fully Implemented	PTO is selected and implements several activities including birthday celebrations, Halloween activities, room mothers, Christmas parties		Promotes supervised and engaging activities for students within school.
School Events-pro social activities (turkey trot, Halloween carnival and parade)	Implemented and sustained	Met with students to plan activities and carry out	Meet with student body officers bi-weekly	creates an atmosphere of inclusion and promotes positive leadership skills thus reducing the use of illegal substances
Bucket Filler tickets	Implemented and sustained	Students can earn tickets each day. On Thursday a student is drawn out for a prize		The positive action is announced to the school and creates increased self esteem and positive reinforcement.
Weekly Newsletter and emails	partially implemented	Each month a newsletter is done and emails are sent when needed	Weekly instead of monthly	
Career Week	partially implemented	Implemented this year. Students were provided lectures and activities about careers and colleges	Implemented this year however, not sustained. Will need to continue this	

Please note: While the language in these programs does not always explicitly discuss substance use with students, the research suggests that the skills taught in these programs for the elementary level support prevention effectiveness in preventing student use of substances (Moon & Rao, 2011).

BUDGET REPORT:

Date	Program Used For/Purpose:	Item(s)	Cost	Recommend for next year?
1/24/22	Bucket Filler	Prizes for library and reading groups	$119.94	yes

3/8/22	Career week	Items for career Day	$36.64	Yes
2/22/22	Bucket Filler	sensory and behavior tools	$55.44	yes
3/30/22	Bucket Filler	ring pops/ pens/ coil springs	$34.16	Yes
3/30/22	School events	shield for desks, bean bags, CD players, Playdoh, Reusable dry erase pocket shields	$410.25	yes
3/30/22	Bucket filler	pretzel twists/ animal crackers	$20.20	yes
3/30/22	School events	BEE determined t shirts for track meet/ field trips	$328	yes
Totals			$1004.36	

References

American Academy of Pediatrics. (2014). Adverse Childhood Experiences and the Lifelong Consequences of Trauma. Retrieved 2020, from https://www.aap.org/en-us/documents/ttb_aces_consequences.pdf

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Three Mile Creek Elementary Positive Behavior Plan Report

Positive Behavior Specialist: Jeff Morris

<mark>Date discussed with SIT: 4/11/22</mark>
<mark>Date discussed with SCC: 3/16/22</mark>
<mark>Date report was completed: 4/11/22</mark>

Name of Program:	Level of Implementation: Fully implemented Implemented and Sustained Partially implemented Mostly implemented Planning stage On hold due to Covid-19	What We Did This Year:	What We Still Need To Do:	How does the program address the use of tobacco, alcohol, e-cigarette products, and/or other controlled substances?
1. Second Step	Fully implemented Implemented and Sustained	Second Steps was implemented school wide and supported by the counselor.	Sustain implementation and regular instruction.	Focuses on prevention of controlled substances.
2. Red Ribbon Week	Fully implemented Implemented and Sustained	We hold a red ribbon week with activities, prizes and other educational opportunities.	We hope to bring back guest speakers in the future	Red Ribbon Week focuses on prevention, and saying "No".
3. Individual and group counseling/social work services	Fully implemented Implemented and Sustained	Counselor and an instructional paraprofessional help provide instruction in small group to support students in making good choices.	Continue to offer and run groups to students based on their need.	When students have a stronger connection to school, and have worked through issues that they are having, they find it easier to say no to drugs.
4. Bullying and Harassment Prevention	Fully implemented Implemented and Sustained	The counselor teaches bullying and harassment prevention lessons in the school, then helps students work to implement it. We even made posters this year to help us identify bullying.	Sustain implementation and regular instruction.	Students that are bullied are more likely to turn to drugs, and smoking.

5. Botvin Life Skills	Partially implemented Mostly implemented	All of our teachers in grades 4 and 5 will be trained in BOTVIN by the end of the month.	We need to have all teachers teaching it regularly.	BOTVIN focuses on substance use prevention.
6. Character Ed	Partially implemented Mostly implemented	Teachers and the counselor have taught character ed through several programs. Our school has a life skills class that focuses on this each week with each class.	Make it a more systematic teaching of character ed.	Students with strong character don't turn to smoking as easily.
7. Career Week	Partially implemented Mostly implemented	We have made changes to career week, and are excited to hold it on April 25-29.	We will hold it, and have presentations about careers, and have students look at their interests and careers that may help them to excel toward a career in life.	Students with a clear focus are less likely to abuse substances.
8. Hope Squad	Partially implemented Mostly implemented	We have a Hope Squad now. Students were chosen, and we will be having a HOPE week in the near future.	We need the students to really start to run with this, and to show leadership in including others and helping others to see the good around them.	Students that are accepted by others, and know that others care are less likely to turn to smoking and other substances.
9. Explorers club tickets	Fully implemented Implemented and Sustained	Students earn explorer tickets regularly and we hold drawings.	We need to get the activities going again, that were put on hold due to COVID restrictions.	
10. Student Council	Fully implemented Implemented and Sustained	We have held 4 school wide activities that have been planned by our student council. Student council meets weekly to look at how we can help all students to enjoy school.	We would like to have our activities planned out earlier in the year.	Students that have positive school experiences are less likely to turn to smoking.

11. Safe UT	Fully implemented Implemented and Sustained	Teachers have been trained on the SAFE UT app, and we have posters up in the building. There is a link on our website. We even brought trainers out to help us look at suicide prevention.	Encourage use at home of the app.	Students that have someone to go to will be less likely to turn to drugs.
12. Paws in Jobland	Planning stage On hold due to Covid-19	We will try to use it April 25-29.	As part of career week, we need to see how this goes, and if we use it.	We hope to evaluate that as we use the program.
13. Anxiety Home Outreach	Planning stage On hold due to Covid-19	We have not had a chance to start this yet.	Parents had asked us to look at some sort of outreach or strategies that will help them to teach children to deal with anxiety.	If parents have the resources to help students with their anxiety, some of their needs will be met, that will help them to not look for smoking to meet anxiety needs.

Please note: While the language in these programs does not always explicitly discuss substance use with students, the research suggests that the skills taught in these programs for the elementary level support prevention effectiveness in preventing student use of substances (Moon & Rao, 2011).

BUDGET REPORT:

Date	Program Used For/Purpose:	Item(s)	Cost	Recommend for next year?
	Student Council	Field Trips as planned by the Student Council.	282.25	Yes
	Student Council	Twosday T Shirts	717.75	No

References

American Academy of Pediatrics. (2014). Adverse Childhood Experiences and the Lifelong Consequences of Trauma. Retrieved 2020, from https://www.aap.org/en-us/documents/ttb_aces_consequences.pdf

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Morrison, B. E., & Vaandering, D. (2012). Restorative Justice: Pedagogy, Praxis, and Discipline. Journal of School Violence, 11(2), 138–155. https://doi.org/10.1080/15388220.2011.653322

Olweus, D. (1991). "Bully/Victim Problems Among Schoolchildren: Basic Facts and Effects of a SchoolBased Intervention Program." In D. Pepler and K. Rubin (Eds.), *The Development and Treatment of Childhood Aggression* (pp. 411–448). Hillsdale, NJ: Erlbaum.

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Smith, A. Guzman-Alvarez, A., Westover, T., Keller, S., & Fuller, S. (2012). Mindful Schools Program Evaluation. *University of California at Davis: Center for Education and Evaluation Services*.

Smith, P., and Sharp, S. (1994). *School Bullying: Insights and Perspectives*. New York: Routledge.

Taylor, R.D., Oberle, E., Durlak, J.A., & Weissberg, R.P. (2017). Promoting positive youth development through school-based social and emotional learning interventions: a meta-analysis of follow-up effects. *Child Development, 88*(4): 1156–1171.

Willard Positive Behavior Plan Report

Positive Behavior Specialist: AshLee Nelson

Date discussed with SIT: 3/15/22

Date discussed with SCC: 3/29/22

Date report was completed: 3/29/22

Name of Program:	Level of Implementation: Fully implemented Implemented and Sustained Partially implemented Mostly implemented Planning stage On hold due to Covid-19	What We Did This Year:	What We Still Need To Do:	How does the program address the use of tobacco, alcohol, e-cigarette products, and/or other controlled substances?
1.Second Step	Fully Implemented	Weekly lessons in the classroom, follow up throughout the week	None	The Second Steps curricula builds on student skills in mental health, conflict resolution, prosocial behavior, and empathy in the classroom/school, and focuses on overall student well-being. These skills were found to have improved in students who were provided instruction with this curriculum according to the 2015 study on Promoting Social-Emotional Competence (Low, et al, 2015). A similar study in 2019 found that students even with the weakest skills at the beginning of the study saw an increase in social-emotional skills and a decrease in disruptive

				behavior (Low, et al, 2019). Lastly, and arguably most importantly, research conducted via a meta-analysis by CASEL and collaborating researchers found that students who were exposed to SEL instruction (including Second Steps) longitudinally saw lower levels of conduct problems, emotional distress, and lower rates of drug use (Taylor, et al, 2017).
2. Red Ribbon Week	Fully Implemented	Completed through our PTA on the week of October 25-29. Counselor Rachael Barker did classroom lessons that week as well.	None	Red Ribbon Week is a week out of the year that focuses specifically on community building and action planning for a drug-free life. The week focuses on student attitudes surrounding drugs, alcohol, and other substances, as well as attitudes surrounding one's community and community connectedness. One study suggests that Red Ribbon weeks could reduce the use of drugs and alcohol, could improve student attitudes toward non-use of substances, can increase school performance, and increase the positive perspective students have regarding their community (Brooks & Clem, 2013); all of which were found to play a substantial role in student

				attitudes and behavior as it relates to pro-social behaviors in the middle and high school levels (Flay, 2000). Similarly, as outlined by (Moon & Rao, 2011) students with positive views of school and their community served as protective factors for all levels of students.
3. Individual and group counseling/social work services	Fully implemented	Students are referred based on parent or teacher recommendation. Rachael has done six week sessions, or longer depending on the need.	None	Individual and group counseling services support students in a multitude of ways. Not only do students receive treatment and support for general life stressors, students also have the opportunity to process trauma, suicidal ideations, and receive referrals for outside support when needed. These provisions allow for students to feel connected and cared about in the school environment and thus can lead to a decrease in the likelihood that students will use substances (Moon & Rao, 2011). Similarly, students who are provided appropriate treatment for trauma, mental health challenges, and chronic stress are more likely to build resilience within themselves and the family system, and therefore are less likely to experience a higher number

				of ACEs and have less likelihood of mental health disorders and substance use and abuse later in life (American Academy of Pediatrics, 2014).
4. Bullying and Harassment Prevention	Fully implemented	Counselor Rachael Barker taught Bullying Prevention lessons during the month of March.	None	Classroom-based lessons and confidential reporting systems are implemented and focused specifically on identification/interruption of bullying behavior. This provides students with skills to advocate for themselves and others to prevent bullying behavior within the context of school and online. Evidence supports that providing lessons and support in these areas provides students with strategies that reduce bullying both on individual and school-wide levels (Olweus, 1991; Smith and Sharp, 1994). Bullying behavior, especially when severe can qualify as an Adverse Childhood Experience (ACE) and studies have found that when students experience ACEs, they are more likely to suffer from maladaptive behavior including substance use (American Academy of Pediatrics, 2014). By providing students with bully prevention programs that reduce

				bullying, and thus reducing the likelihood of ACEs, we are reducing the likelihood that students will begin using substances
5.Rewards for students passing off reciting the rules and expectations of our school	Fully implemented	Each class has passed off the rules and expectations of our school with the principal and have been rewarded. When a rule is broken, we go back to the "tag line" for each rule to make sure the students understand why their behavior wasn't appropriate and brainstorm ways to fix it.	None, continue next year	Students understanding the expectations of the school and what they mean is the first step to addressing problems in the school. Staff commits to addressing problems the same way in a positive manner that teaches students our expectations and reinforces what we want to see.
6. Schoolwide Expectation Rewards and Activities	Fully implemented	Our school has a "Goal of the Week" on an expectation that we see needs to be addressed. Staff members watch for students who are doing well with this goal. We announce great things happening on the intercom and move our eagle mascot along the game board towards school-wide prizes.	None, continue next year	These programs and applications all promote pro-social behaviors and provide students with structured, supervised, and engaging activities for students within their school and community. Studies have found that structured activities such as these are important factors in mitigating substance use among students as they create protective factors against substance use (Moon & Rao, 2011).
7. Fun Friday Lunch with Principal	Fully implemented	Each Friday one student from each class is chosen to have lunch on the stage with the principal. They get one-on-one time to build connections.	None, continue next year	These programs and applications all promote pro-social behaviors and provide students with structured, supervised, and engaging activities for students within

				their school and community. Studies have found that structured activities such as these are important factors in mitigating substance use among students as they create protective factors against substance use (Moon & Rao, 2011).
8. Attendance incentives	Fully implemented	Students who struggle with Attendance are added to the "Hero Club", where they are rewarded if they are Here Everyday Ready On-time. They get a sticker to add to their chart and when they fill up their chart they get a prize from the prize box.	None, continue next year	These programs and applications all promote pro-social behaviors and provide students with structured, supervised, and engaging activities for students within their school and community. Studies have found that structured activities such as these are important factors in mitigating substance use among students as they create protective factors against substance use (Moon & Rao, 2011).
9. Student Behavior Trackers	Fully implemented	Students who are on behavior trackers are given the option to choose a prize from the Principals' Prize Box for meeting their behavior goals for the week.	None, continue next year	These programs and applications all promote pro-social behaviors and provide students with structured, supervised, and engaging activities for students within their school and community. Studies have found that structured activities such as these are important factors in mitigating substance use among students as they create protective factors

				against substance use (Moon & Rao, 2011).
10. Reading group incentives	Fully implemented	Student behavior can be tricky in reading groups when students are not with their regular teacher. Students are given a sticker on a chart for good behavior during reading groups and when their chart is full they can choose a prize from the reading group prize bucket.	None, continue next year	These programs and applications all promote pro-social behaviors and provide students with structured, supervised, and engaging activities for students within their school and community. Studies have found that structured activities such as these are important factors in mitigating substance use among students as they create protective factors against substance use (Moon & Rao, 2011).
11. Top Bananas- student recognition	Fully implemented	Each week a teacher choses a student to be the "Top Banana" for something great they have done academically. They get their name and accomplishment announced on the intercom, get a certificate, hang their banana on the banana tree, and get their picture texted to their parents.	None, continue next year	These programs and applications all promote pro-social behaviors and provide students with structured, supervised, and engaging activities for students within their school and community. Studies have found that structured activities such as these are important factors in mitigating substance use among students as they create protective factors against substance use (Moon & Rao, 2011).
12. Staff commits to handling behavior problems the same way with a script to follow.	Partially implemented	We have done training with teachers and staff members on how to handle problems and the script we would like them to use. We see a big	More training, reminders, and opportunities to practice, particularly with our classified staff.	Students understanding the expectations of the school and what they mean is the first step to addressing problems in the school. Staff commits

		improvement, especially among teachers, but need more practice and time with all staff members before we can say we are fully implemented.		to addressing problems the same way in a positive manner that teaches students our expectations and reinforces what we want to see.
13. Postcards home to each student	Partially implemented	Teachers have a postcard for each of their student. The expectation is that throughout the year, each student will get a postcard in the mail from their teacher to build personal connections. We are not complete with this yet this yet.	Reminder to teachers to get those all complete by the end of the schoolyear.	These programs and applications all promote pro-social behaviors and provide students with structured, supervised, and engaging activities for students within their school and community. Studies have found that structured activities such as these are important factors in mitigating substance use among students as they create protective factors against substance use (Moon & Rao, 2011).
14. Career Week	Partially Implemented	We completed this step last year so we have a good idea of what we are dong this year.. We just need to finish planning and carry it out in May.	Reflect on what went well last year and what needs to be changed. Reach out to contacts to see if we can schedule them for May.	As mentioned above, this program promotes pro-social behavior through community building and connection, build s a positive association with school, and helps to orient students toward their future. All of which have been found to build a more positive view of community and school, therefore decreasing the likelihood of substance use (Flay, 2000).

Please note: While the language in these programs does not always explicitly discuss substance use with students, the research suggests that the skills taught in these programs for the elementary level support prevention effectiveness in preventing student use of substances (Moon & Rao, 2011).

BUDGET REPORT:

Date	Program Used For/Purpose:	Item(s)	Cost	Recommend for next year?
	Rewards for students passing off reciting the rules and expectations of our school, attendance incentives, student tracker incentives	Prizes for student behavior	$981.66	Yes

References References

American Academy of Pediatrics. (2014). Adverse Childhood Experiences and the Lifelong Consequences of Trauma. Retrieved 2020, from https://www.aap.org/en-us/documents/ttb_aces_consequences.pdf

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Recommendation for Secondary School Land Trust Plans for 2022-2023

Submitted by: Gary Allen *Assistant Superintendent Secondary Teaching and Learning*

Recommendation: It is recommended that the Box Elder School District Board of Education approve the Secondary School Land Trust Plans as submitted.

Recommended Motion:

I move that the BESD Board of Education approve the Secondary School Land Trust Plans for the 2022-2023 school year.

Background:

Annual submission

Policy Implications:

This action will have no policy implications.

Financial Implications:

There are no known negative consequences.

Staff Implications

N/A at the district level

Recommendation for Elementary School Land Trust Plans for 2022-2023

Submitted by: Keri Greener *Assistant Superintendent Elementary Teaching and Learning*

Recommendation: It is recommended that the Box Elder School District Board of Education approve the Elementary School Land Trust Plans as submitted.

Recommended Motion:

I move that the BESD Board of Education approve the Elementary School Land Trust Plans for the 2022-2023 school year.

Background:

Annual submission

Policy Implications:

This action will have no policy implications.

Financial Implications:

There are no known negative consequences.

Staff Implications

N/A at the district level

Upcoming School Plan 2022-2023 - Box Elder High

The Plan has been approved by the LEA and is waiting SCT review.

Goal #1	close

State Goal	close

Box Elder High School will reduce the number of students who are credit deficit, by 10%, from August 2022 to June 2023.

Academic Area	close

- English/Language Arts
- Graduation Rate Increase
- Mathematics
- Science

Measurements	close

At the end of first trimester the number of students who are credit deficit will be documented. At the end of second and third trimester the number of students who are credit deficit will be documented. We want to see a decrease in the two measurements by 10%. We have been tracking this data for the past four years. Approximately 15% of our students are credit deficient in one area. The pandemic, and moving to a soft closure during the spring of 2019-2020, has increased the number of students we have off track. This is concerning to us and we feel this is a critical need we need to address. When students do not recover the credit it keeps them from graduating. We are still dealing with the after effects of the 2020 soft closure. We want to decrease this number so more students are not off track for graduation.

Action Plan Steps and Expenditures

close

1. Purchase Edgenuity credit recovery courses.

2. Hire five paras to help the students work on credit recovery and get to the needed interventions given by classroom teachers.

3. Paras will work with teachers to help identify and track students who need academic interventions.

4. Pay teachers summer hours to work on creating Canvas courses and formative assessments to use during the school year to help students earn credit.

5. Pay teachers to run after school credit recovery times (summer).

Category	Description	Estimated Cost
	Total:	$130,840.00

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	Hire 5 paras. Paras will work with teachers to help identify and track students who need academic interventions. 5 paras ($66,000) Pay teachers summer hours to work on creating Canvas courses and formative assessments to use during the school year to help students earn credit. 1428 hours at $30 ($42,840) Pay teachers to run after school credit recovery times (summer). 2 teachers ($16,000)	$124,840.00
Books, Ebooks, online curriculum/subscriptions	Purchase Edgenuity Licenses.	$6,000.00
	Total:	$130,840.00

Digital Citizenship/Safety Principles Component close

No

Goal #2 close

State Goal close

Box Elder High School teachers will use SIOP and Big 8 teaching strategies to achieve an average of 85% or higher student engagement during the 2022-23 school year. 85% of Box Elder High School teachers will have an average of 85% student engagement during classroom instruction.

Academic Area close

- College and Career Readiness
- Educational Technology/Library/Media
- English/Language Arts
- Financial Literacy
- Fine Arts
- Graduation Rate Increase
- Health
- Mathematics
- Physical Education
- Science
- Social Studies
- World Languages

Measurements close

Using the ObserverTab tool administrators and building level coaches will calculate the average percentage of student engagement at Box Elder High School. This data will be tracked monthly through classroom observations. By April 2023, 85% of Box Elder High School teachers will have an average of 85% of their students engaged during classroom instruction. We know that as engagement goes up our student's achievement will go up as well. We want to increase our school-wide engagement rate to 85%. We feel this is a critical need in our building. As our students are more engaged with their teacher's instruction, achievement will increase and the amount of classes failed will decrease.

Action Plan Steps and Expenditures close

1. Training on SIOP and Big 8 teaching strategies will be provided to PLC team leaders, Culture Committee Leaders, and teachers schoolwide.

2. Chromebooks, Ipads, digital display boards, Ultrasound Unit, 360 Cameras, Microscopes, Microscope slides,and other technologies (Turnitin!, ACT Prep, Read180,

Quizlet, Screencast -O-Matic) will be added to classrooms to help teachers increase engagement.

3. Professional Development conferences will be provided for teachers to increase teacher instructional skills, which will increase student engagement. (Pay for subs while teachers are at conferences)

4. LIA students will be transported to elementary schools to read with students.

5. Hire an LIA Liaison to help teachers in ELL and LIA classes and at elementary schools.

6. Pay for an Instructional Coach Consultant to come in and work with our first year teachers. (Subs while teachers are working with consultant)

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	Training on SIOP and Big 8 teaching strategies will be provided to PLC team leaders, Culture Committee Leaders, and teachers schoolwide. 22 teachers $500 ($11,000) Professional Development conferences will be provided for teachers to increase teacher instructional skills, which will increase student engagement. (Pay for subs while teachers are at conferences) ($3000) Hire an LIA Liaison to help teachers in ELL and LIA classes and at elementary schools. ($9000)	$23,000.00
Admission, transportation to and from school. Transportation for school related activities provided by LEAs, public carriers, parents, students	LIA students will be transported to elementary schools to read with students.	$4,000.00
Contracted Services (counseling, library and media support, employee training including professional development not requiring an overnight stay)	Pay for an Instructional Coach Consultant to come in and work with our first year teachers.	$6,000.00

		Total:	$122,540.00

Category	Description	Estimated Cost
Books, Ebooks, online curriculum/subscriptions	Purchase ACT Prep and Read 180 Licenses. ACT ($10,000) Read 180 ($1000)	$11,000.00
Technology related supplies < $5,000 each - devices, computers, E-readers, flash drives, cables, monitor stands	Purchase for classrooms to increase student engagement. Microscopes and Slides ($4000) Ipads ($9000) Ultrasound Unit ($3000) Journalism Supplies Cameras ($500) 360 Camera ($1200) Screencast-O-Matic ($240) Quizlet ($600) Turnitin! ($4000) Chromebook Carts ($16,000) Digital Display Boards for classrooms($40,000)	$78,540.00
	Total:	$122,540.00

Digital Citizenship/Safety Principles Component close

No

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Technology related supplies < $5,000 each - devices, computers, E-readers, flash drives, cables, monitor stands	$78,540.00
Admission, transportation to and from school. Transportation for school related activities provided by LEAs, public carriers, parents, students	$4,000.00
Contracted Services (counseling, library and media support, employee training including professional development not requiring an overnight stay)	$6,000.00
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	$147,840.00
Books, Ebooks, online curriculum/subscriptions	$17,000.00
Total:	$253,380.00

Funding Estimates – Please Update

Estimates	Totals	
Carry-over from 2020-2021	$3,366.17	

Estimates	Totals	
Distribution for 2021-2022	$213,363.00	
Total Available Funds for 2021-2022	$216,729.17	
Estimated Funds to be Spent in 2021-2022	$	
	176729.17	
Estimated Carry-over from 2021-2022	$40,000.00	
Estimated Distribution for 2022-2023	$219,079.00	
Total Available Funds for 2022-2023	$259,079.00	
Summary of Estimated Expenditures for 2022-2023	$253,380.00	
Estimated Carry-over to 2023-2024	$5,699.00	

The Estimated Distribution is subject to change if student enrollment counts change.

Funding Changes

There are times when the planned expenditures in the goals of a plan are funded by the LEA, a grant, or another unanticipated funding source leaving additional School LAND Trust funds to implement the goals. How will the council spend the funds to implement the goals in this plan?

Additional funds will be used to purchase technology for students and professional development opportunities/substitutes for teachers.

Publicity

- School marquee
- School newsletter
- School website

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
9	0	2	2022-02-07

Upcoming School Plan 2022-2023 - Bear River High

The Plan has been approved by the LEA and is waiting SCT review.

Goal #1 `close`

State Goal `close`

BRHS will improve our academic passing rate average to 90% in 3 years.

Academic Area `close`

- College and Career Readiness
- Educational Technology/Library/Media
- English/Language Arts
- Financial Literacy
- Fine Arts
- Graduation Rate Increase
- Health
- Mathematics
- Physical Education
- Science
- Social Studies
- World Languages

Measurements <button>close</button>

BRHS will track students and classes failed each trimester, graduation rates, and teacher team assessment data to help monitor and track our academic passing rates.

Action Plan Steps and Expenditures <button>close</button>

To improve our academic passing rates, BRHS will:

1) improve our teaching effectiveness through curriculum development and more effective implementation

2) use of and accessibility to technology

3) extra student tutoring opportunities

4) extra aides and support for teachers and students

5) opportunities for teachers to attend professional development and conferences

6) and hire a teacher/instructional coach to better support and improve our teacher effectiveness.

Digital Citizenship/Safety Principles Component <button>close</button>

No

Goal #2 <button>close</button>

State Goal <button>close</button>

BRHS will improve student attendance by 2-3% each year.

Academic Area <button>close</button>

- College and Career Readiness
- Educational Technology/Library/Media
- English/Language Arts
- Financial Literacy
- Fine Arts
- Graduation Rate Increase
- Health
- Mathematics
- Physical Education
- Science
- Social Studies
- World Languages

Measurements <button>close</button>

Student attendance data - including by sections/teacher, by grade, by gender, weekly average, and trimester trends.

Action Plan Steps and Expenditures

close

1) create a positive behavior plan to encourage better attendance by all students.

Digital Citizenship/Safety Principles Component

close

No

Funding Estimates – Please Update

Estimates	Totals	
Carry-over from 2020-2021	$33,892.54	
Distribution for 2021-2022	$156,647.00	
Total Available Funds for 2021-2022	$190,539.54	
Estimated Funds to be Spent in 2021-2022	$	
	162493	
Estimated Carry-over from 2021-2022	$28,046.54	
Estimated Distribution for 2022-2023	$162,864.00	
Total Available Funds for 2022-2023	$190,910.54	
Summary of Estimated Expenditures for 2022-2023	$0.00	
Estimated Carry-over to 2023-2024	$190,910.54	

The Estimated Distribution is subject to change if student enrollment counts change.

Estimated Carry-over

Please explain why the Estimated Carryover to 2023 - 2024 of $190910.54 is more than the 10 % of the Estimated Distribution for 2022 - 2023 of $162864.

Here at Bear River High School, our School Community Council voted to use a large portion of our 2021-22 School LAND Trust money to purchase chromebooks for our school. BRHS designated $61,105 to purchase 233 chromebooks and 3 carts. Due to unforeseen issues, with supply chain issues being our biggest concern, we were never able to order these chromebooks and carts this school year and our district deadline has passed to order them. We are seeking permission to roll this money forward to our 2022-23 School LAND Trust monies so that we can order and purchase these chromebooks and carts as soon as July 1 comes.

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
12	1	1	2022-03-12

BACK

Upcoming School Plan 2022-2023 - Sunrise High School

Please Finish your Upcoming School Plan Submission

Goal #1 <kbd>close</kbd>

State Goal <kbd>close</kbd>

Our goal is to continue to decrease the percentage of failing grades each term by 1% next year. Thus increasing the number of credits students are earning, while decreasing the number of drop outs. Overall the goal is to increase student support throughout the year resulting in fewer failing grades each term. Thus increasing our graduation percentage at the end of the year by 2% over last year.

Academic Area <kbd>close</kbd>

- English/Language Arts
- Graduation Rate Increase
- Health
- Mathematics
- Physical Education
- Science
- Social Studies

Measurements

We have been identified the past 3 years as a comprehensive school improvement school. This means our graduation percentage has been below 68%. In an effort to increase our graduation rate we have chosen to focus on decreasing the number of failing grades by increasing support to students. Students who feel connected, and who experience academic success are much more likely to stay enrolled. By providing a full-time mentor for students we will decrease the number of failing grades thus increasing academic success. We will also build connections with students thus decreasing the number of students not returning. We expect that by hiring an additional full-time mentor we will decrease the number of drop outs by 2% over last year. We also expect to decrease the percent of failing grades by 1% next year.

Action Plan Steps and Expenditures

1. Place the majority of students in contained classrooms called pods.

2. Hire a full time mentor for each pod. The cost of hiring one mentor will exceed the entire allocation of our school land trust funds.

3. Track the failing percentages each term and compare them to last year's percentage.

4. Compare the number of drop outs with mentors in place as compared to the number before.

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	Hire a full time para professional as a mentor for senior students throughout the day.	$25,723.00
	Total:	$25,723.00

Digital Citizenship/Safety Principles Component

<div style="text-align:right">

close
</div>

No

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	$25,723.00
Total:	$25,723.00

Funding Estimates – Please Update

Estimates	Totals	
Carry-over from 2020-2021	$0.00	
Distribution for 2021-2022	$16,916.00	
Total Available Funds for 2021-2022	$16,916.00	
Estimated Funds to be Spent in 2021-2022	$	
	16916	
Estimated Carry-over from 2021-2022	$0.00	
Estimated Distribution for 2022-2023	$25,723.00	
Total Available Funds for 2022-2023	$25,723.00	
Summary of Estimated Expenditures for 2022-2023	$25,723.00	
Estimated Carry-over to 2023-2024	$0.00	

The Estimated Distribution is subject to change if student enrollment counts change.

Funding Changes

There are times when the planned expenditures in the goals of a plan are funded by the LEA, a grant, or another unanticipated funding source leaving additional School LAND Trust funds to implement the goals. How will the council spend the funds to implement the goals in this plan?

The cost of a full time para professional far exceeds the awarded amount. If there are funding changes we will use the extra funds to cover the additional cost for the para.

Publicity

- School assembly
- School website

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
1	0	0	2022-04-25

BACK

Upcoming School Plan 2022-2023 - Box Elder Middle

The Plan has been approved by the LEA and is waiting SCT review.

Goal #1 close

State Goal close

Our students will move from 71% proficient to 73% proficient or better in each Essential Learning Standard, as measured by the Common Formative Assessments, in every content area as compared to 2021-2022 results. By the end of the 2023-2024 school year, our students will score a 75% proficient in each Essential Learning Standard.

Academic Area close

- English/Language Arts
- Fine Arts
- Health
- Mathematics
- Physical Education
- Science
- Social Studies
- World Languages

Measurements

close

Measurements will be determined by each team's common formative assessments and by the Reading Inventory Test. We will also incorporate the MAPS assessment data in our Math and Language Arts departments. We will also use end of year assessments.

Action Plan Steps and Expenditures

close

1. Teacher teams determine guaranteed curriculum.

2. Teachers collectively create common goals and assessments to check student learning.

3. Teachers assess student learning.

4. Teachers intervene/remediate as necessary to ensure student success and learning has occurred.

5. Teachers will be given days without students to work in teams on common formative assessments and curriculum to support students.

6. We will offer math tutoring will be provided Monday through Thursday 30 weeks during the school year staffed by a math teacher for one hour per day.

7. Additional aides will be hired to assist in core classes as needed to aid student learning.

8. We will bring in a literacy specialist to train our teachers in vocabulary strategies to help all of our students to be more successful.

9. The school will hire a paraprofessional to help our students work through their reading online work as they need reading assistance based on testing from the Reading Inventory and MAPS assessments.

10. We will pay team leaders to help guide the work of the teams and the direction of the school and assist in gathering data from common formative assessments so we can measure progress.

11. We will pay guiding coalition members to keep the work of teams improving and help us toward our goal of becoming a model PLC school.

12. We will pay a group of professionals and teachers to meet and try to do focused interventions for our struggling students.

13. We will pay teachers to attend additional professional development during the year to better support student learning.

14. We will pay a reading interventionist to help our school coordinate training for teachers giving the Language Live curriculum and to help the school move students into appropriate reading sections based on test scores on the MAPS and Reading Inventory tests.

15. We will pay a math, science, and Language Arts teacher to teach summer school for four hours a day three days a week in June and July to help students attain graduation and class credits.

16. As part of the normal class by class training, our counseling team will train students on digital citizenship and online safety.

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16	$118,035.00
Contracted Services (counseling, library and media support, employee training including professional development not requiring an overnight stay)	14	$40,000.00
	Total:	$158,035.00

Digital Citizenship/Safety Principles Component   close

Yes

Category	Description
Behavioral	As part of the normal class by class training, our counseling team will train students on digital citizenship and online safety.

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Contracted Services (counseling, library and media support, employee training including professional development not requiring an overnight stay)	$40,000.00
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	$118,035.00
Total:	$158,035.00

Funding Estimates – Please Update

Estimates	Totals	
Carry-over from 2020-2021	$0.00	
Distribution for 2021-2022	$160,200.00	
Total Available Funds for 2021-2022	$160,200.00	
Estimated Funds to be Spent in 2021-2022	$	
	155000	
Estimated Carry-over from 2021-2022	$5,200.00	
Estimated Distribution for 2022-2023	$163,153.00	
Total Available Funds for 2022-2023	$168,353.00	
Summary of Estimated Expenditures for 2022-2023	$158,035.00	
Estimated Carry-over to 2023-2024	$10,318.00	

The Estimated Distribution is subject to change if student enrollment counts change.

Funding Changes

There are times when the planned expenditures in the goals of a plan are funded by the LEA, a grant, or another unanticipated funding source leaving additional School LAND Trust funds to implement the goals. How will the council spend the funds to implement the goals in this plan?

Excess funds will be spent on educational technology, additional staff, additional staff hours, and incentives as needed.

Publicity

- Letters to policy makers and/or administrators of trust lands and trust funds.
- School website

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
10	0	1	2022-03-21

BACK

Upcoming School Plan 2022-2023 - Bear River Middle

The Plan has been approved by the LEA and is waiting SCT review.

Goal #1	close

State Goal	close

By the end of the 2022-23 school year, 80% of students at BRMS will show projected growth as measured by the reading, language, and math components of the Measures of Academic Progress (MAP) assessment

Academic Area	close

- College and Career Readiness
- Educational Technology/Library/Media
- English/Language Arts
- Financial Literacy
- Fine Arts
- Health
- Mathematics
- Physical Education
- Science
- Social Studies
- World Languages

Measurements `close`

At the end of the 2021-22 school year (in late April/early May), the MAP assessment will be adopted and given to students to establish a baseline data point in multiple areas to measure academic growth and achievement for all of our students. We have struggled in the past to determine effective and valid data; however, with a nationally normed assessment that will be administered three times per year (Fall, Winter, Spring), we will have the ability to examine our students' growth and achievement. The MAP assessment will determine grade level and achievement scores as well as track growth over the course of the current year and throughout multiple years as well. While this assessment will examine growth and achievement in math, language, and reading, all content areas will use this data to assist in differentiating instruction and to provide for extension and intervention activities. We will use the MAP assessment scores from the Fall, Winter, and Spring to measure the effectiveness of this goal.

Action Plan Steps and Expenditures `close`

The following steps will be taken to achieve this goal:

1. Implement the Utah Core Standards through District adopted Curriculum
2. Provide teachers with time for Professional Learning Communities (PLC's) to plan, pace, prepare common formative assessments, evaluate data, share best practices based on data, and devise methods for interventions and extensions. Teachers will be compensated to work a day in the summer with their collaborative team or a substitute will be provided if teams choose to work during the school year. All teachers will have the opportunity for extra days with their teams and additional days will be granted as needed and provided there are funds available.
3. Provide students with daily opportunities for intervention and enrichment. A study hall period is built into our master schedule where various materials and supplies will be necessary in order to have a successful program. These supplies should have a

direct link to improving learning throughout our set Utah core curriculum in each class offered at BRMS.

4. We will need to employ four instructional aides (one in cooperation with the Americorps program) to support interventions and extensions within our study hall period and to assist in our regular classrooms in order for our classroom teachers to have the ability to differentiate instruction to small groups of students. An additional two days of training before the school year begins for students will be added to their contracts in order to meet the training needs for district employees.

5. Employ an additional ELA teacher to lower the PTR (pupil teacher ratio) in our Language Arts courses. This will be done in cooperation with our district where they will fund 40% of the salary and the school will cover 60% of the salary.

6. Additional technology equipment will be needed as current equipment wears out or expires. This technology equipment could include touchscreen classroom displays, Smart Board projectors, graphing calculators and additional Chrome Book computers to ensure and continue our 1-to-1 ratio of computers to students.

7. Considering the increase in technology, online assessments, and digital tools addressing interventions and extensions, we will continue to fund a digital citizenship and safety plan through our funds. The plan may be either through a large assembly or during our study hall time, whichever is more appropriate for our school population.

8. Student incentives. With the implementation of the MAPs assessment, we will be setting up a plan with our sister school to create a "friendly rivalry" and a plan to have an incentive if our students reach a certain goal for growth and/or achievement as measured by our MAPs assessment. The student incentive budget will be calculated at $2 per student enrolled.

9. In order to continue our work with our professional learning communities (PLC) model, we will register our guiding coalition for the PLC Institute in Salt Lake City in October. This will allow us to take our next steps in the PLC process and continue a strong focus on learning, interventions and extensions. Our guiding coalition will be paid a $500 stipend to facilitate this work within the PLC's.

10. In addition to the previously mentioned conference for our guiding coalition, we will continue to make professional development opportunities available to our entire staff. We will have funds available to assist in covering registration fees, travel, meals and lodging for our certified staff to attend professional development opportunities inside and outside of the district. These PD opportunities must be in alignment with our school goals.

11. Academic field trips are paramount in demonstrating methods to use the knowledge and understanding they gain while attending school and give them an experience in

the real world. We will utilize funds to transport students off campus and provide for admission to a variety of locations that will enhance their educational experience.

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	2. PLC Time for teachers; this will either be to compensate teachers for a day in the summer and/or provide for a sub while school is in session. 4. Instructional aides will be paid based on 23.75 hours/week 5. Hire .6 ELA teacher	$111,000.00
Professional development requiring an overnight stay (travel, meals, hotel, registration, per-diem)	9/10. Guiding Coalition registration and travel to the PLC Institute in SLC in October; PD expenses for the remainder of the certified staff that is aligned to our school goals.	$19,000.00
Expendable items that are consumed, wornout or lose identity through use (paper, science and art supplies), food for a cooking class, a field trip, or a parent night (consistent with LEA policy)	3. Expendable items used through study halls to support our core curriculum	$2,000.00
Technology related supplies < $5,000 each - devices, computers, E-readers, flash drives, cables, monitor stands	6. Chromebooks, classroom display equipment, other various technology devices to support our digital core curriculum 7. Digital Citizenship curriculum	$36,000.00
Admission, transportation to and from school. Transportation for school related activities provided by LEAs, public carriers, parents, students	8/11. Provide funding for field trips and student incentives	$4,680.00
	Total:	$172,680.00

Digital Citizenship/Safety Principles Component

close

Yes

Category	Description

Category	Description
Behavioral	Considering the increase in technology, online assessments, and digital tools addressing interventions and extensions, we will continue to fund a digital citizenship and safety plan through our funds. The plan may be either through a large assembly or during our study hall time, whichever is more appropriate for our school population.

Goal #2 close

State Goal close

By the end of the 2022-23 school year, 90% of all students enrolled at BRMS will pass all classes.

Academic Area close

- College and Career Readiness
- English/Language Arts
- Fine Arts
- Graduation Rate Increase
- Health
- Mathematics
- Physical Education
- Science
- Social Studies
- World Languages

Measurements close

Research dictates that when students pass all classes in the 9th grade, they are four times more likely to graduate from high school than those students who do not. When we focus on raising the academic level of our middle school students, especially in the 9th grade, graduation rates increase and students will be better prepared for post-secondary opportunities and career readiness. Our PLC model, a focus on learning and providing multiple opportunities to show proficiency, and a plan for recovering credit will be how we support this goal. The measure of effectiveness will come from student grades from the three different trimesters. We will examine passage rates during each trimester and determine how we can better meet the needs of students if we see a discrepancy in these rates during each trimester.

Action Plan Steps and Expenditures

close

The following steps will be taken to achieve this goal:

1. Implement the Utah Core Standards through District adopted Curriculum
2. Provide teachers with time for Professional Learning Communities (PLC's) to plan, pace, prepare common formative assessments, evaluate data, share best practices based on data, and devise methods for interventions and extensions. Teachers will be compensated to work a day in the summer with their collaborative team or a substitute will be provided if teams choose to work during the school year. All teachers will have the opportunity for extra days with their teams and additional days will be granted as needed and provided there are funds available.
3. Provide students with daily opportunities for intervention and enrichment. A study hall period is built into our master schedule where various materials and supplies will be necessary in order to have a successful program. These supplies should have a direct link to improving learning throughout our set Utah core curriculum in each class offered at BRMS.
4. We will need to employ four instructional aides (one in cooperation with the Americorps program) to support interventions and extensions within our study hall period and to assist in our regular classrooms in order for our classroom teachers to have the ability to differentiate instruction to small groups of students. An additional

two days of training before the school year begins for students will be added to their contracts in order to meet the training needs for district employees.

5. In order to continue our work with our professional learning communities (PLC) model, we will register our guiding coalition for the PLC Institute in Salt Lake City in October. This will allow us to take our next steps in the PLC process and continue a strong focus on learning, interventions and extensions. Our guiding coalition will be paid a $500 stipend to facilitate this work within the PLC's.

Digital Citizenship/Safety Principles Component   close

No

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Technology related supplies < $5,000 each - devices, computers, E-readers, flash drives, cables, monitor stands	$36,000.00
Expendable items that are consumed, wornout or lose identity through use (paper, science and art supplies), food for a cooking class, a field trip, or a parent night (consistent with LEA policy)	$2,000.00
Professional development requiring an overnight stay (travel, meals, hotel, registration, per-diem)	$19,000.00
Admission, transportation to and from school. Transportation for school related activities provided by LEAs, public carriers, parents, students	$4,680.00
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	$111,000.00
Total:	$172,680.00

Funding Estimates – Please Update

Estimates	Totals	
Carry-over from 2020-2021	$0.00	
Distribution for 2021-2022	$119,404.00	

Estimates	Totals	
Total Available Funds for 2021-2022	$119,404.00	
Estimated Funds to be Spent in 2021-2022	$	
	74404	
Estimated Carry-over from 2021-2022	$45,000.00	
Estimated Distribution for 2022-2023	$129,193.00	
Total Available Funds for 2022-2023	$174,193.00	
Summary of Estimated Expenditures for 2022-2023	$172,680.00	
Estimated Carry-over to 2023-2024	$1,513.00	

The Estimated Distribution is subject to change if student enrollment counts change.

Funding Changes

There are times when the planned expenditures in the goals of a plan are funded by the LEA, a grant, or another unanticipated funding source leaving additional School LAND Trust funds to implement the goals. How will the council spend the funds to implement the goals in this plan?

If additional funding is available, additional aides can be hired to better support our ELA classes, especially in our intervention classes. They could also be used to assist in the other core areas of math, science, history and other classes where we find that extra support could be utilized. We could increase the amount of funds available for teachers to use additional days to collaborate within their PLC's to better plan, prepare and carry out a sustainable plan over the course of a school year. In order to reduce class sizes, we would offer to teachers the possibility of a productivity class. In order to continue to maintain a one-to-one ratio of computers to students, we will dedicate much of the excess funding to providing technology and technology devices for our students.

Publicity

- School website
- Sticker and stamps that identify purchases made with School LAND Trust funds.

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
11	0	2	2022-04-13

BACK

Upcoming School Plan 2022-2023 - Harris Intermediate

The Plan has been approved by the LEA and is waiting SCT review.

Goal #1 <kbd>close</kbd>

State Goal <kbd>close</kbd>

85% of our 6th & 7th-grade students will make one year's Lexile growth as measured by benchmark assessments from the BOY to the EOY in May 2023.

Academic Area <kbd>close</kbd>

- English/Language Arts

Measurements <kbd>close</kbd>

Language Arts was designated as our greatest academic need based on our Reading Inventory given 3 times each year. It was determined that by the end of the 2020-21 school year that 36% of our 7th-grade students and 39% of our 6th graders were below reading level as based on the Reading Inventory. We also looked at the last 5 years of RISE/ SAGE

data that was available, and we determined all of our RISE ELA scores are on the decline and at bout 40-50%. It was determined by our School Leadership Team and Community Council that both the math and science RISE tests are also tests of reading and our students who struggle or are below grade level, struggle to read the tests. Additionally, our TSI percentages for ELL and SWD's were bellow the 5% of the state average for 2019.

Action Plan Steps and Expenditures [close]

1.
   a. Students will be screened using a placement test for Language Live in May 2022 so that we will know exactly which differentiated class to put them in for the start of the 22-23 school year.
   b. Our Guiding Coalition has approved an addition to our master schedule of 4 times a week, school-wide literacy interventions, where all staff members will participate.
   c. $128,355 will be spent on Paraprofessionals to help support our Language Live intervention classrooms.
   d. Each student in our school will also take 4 benchmark assessments to determine what short-term goals need to be established to make the end-of-year goal.
   e. PLC teams will use our 6th grade flex time block and both 6th & 7th will use WIN intervention as well as grade level common time to help provide Interventions and extensions based on the CFA grade-level data.
   f. Our school administration will participate in monthly consultancy visits with Schools Cubed to determine the next steps in increased school-wide literacy using our study Synch and Language live curriculums to ensure data-driven instructions. We have met with them already in March 2022 to plan the 4 times a week school-wide literacy interventions.
   g. Administration will work with each team once per trimester to conduct a data review of the Reading Inventory data for ELA teachers, and Vocabulary and other literacy supports that the non-ELA teachers will provide.
   h. We will use the reports generated by Reading Inventory to determine yearly growth.

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	We will spend $128,355 on Salaries and benefits to pay for 8 instructional paras who will teach and intervene in our Language Live classrooms as well as three times per week in our WIN time (what I need) interventions school-wide.	$128,355.00
	Total:	$128,355.00

Digital Citizenship/Safety Principles Component

close

No

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	$128,355.00
Total:	$128,355.00

Funding Estimates – Please Update

Estimates	Totals	
Carry-over from 2020-2021	$0.00	
Distribution for 2021-2022	$114,002.00	
Total Available Funds for 2021-2022	$114,002.00	
Estimated Funds to be Spent in 2021-2022	$	
	104001.5	
Estimated Carry-over from 2021-2022	$10,000.50	
Estimated Distribution for 2022-2023	$118,355.00	
Total Available Funds for 2022-2023	$128,355.50	
Summary of Estimated Expenditures for 2022-2023	$128,355.00	
Estimated Carry-over to 2023-2024	$0.50	

The Estimated Distribution is subject to change if student enrollment counts change.

Funding Changes

There are times when the planned expenditures in the goals of a plan are funded by the LEA, a grant, or another unanticipated funding source leaving additional School LAND Trust funds to implement the goals. How will the council spend the funds to implement the goals in this plan?

Any additional funds or increased allocations will be spent on additional Classroom technology, or on additional paraprofessional support for our WIN time or intervention blocks.

Publicity

- School website

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
5	0	4	2022-04-14

BACK

Upcoming School Plan 2022-2023 - Young Intermediate

The Plan has been approved by the LEA and is waiting SCT review.

Goal #1 `close`

State Goal `close`

By the end of the 2022-2023 school year, 90% of students at ACYI will demonstrate grade-level proficiency in literacy as measured by end-of-level assessments created and administered by the school's ELA PLC teams.

Academic Area `close`

- Educational Technology/Library/Media
- English/Language Arts

Measurements `close`

According to data collected during the 2020-2021 school year, 87% of students at ACYI can demonstrate grade-level proficiency in literacy as measured by end-of-level assessments.

This level of proficiency indicates that the goal of 90% proficiency is attainable. Data will be collected through common formative and summative assessments throughout the course of the school year. Teacher and team intervention will be based on the measurement data received from these assessments. Teams will also use fluency data that will be coupled with the other assessment data to measure progress and inform instruction.

Action Plan Steps and Expenditures

close

1. Accommodation/Literacy Aides: Five (5) Accommodation Aides will be hired to provide in-class support for at-risk and struggling students. The aides will work with ELA teachers to provide support, instruction, and intervention for students in remedial, team taught, and general education classes.

2. Intervention Aide: An Intervention Aide will be hired to assist teachers, students, and administrators in coordinating the daily academic intervention program (SOAR). The aide will access and gather data from the school gradebook program and assign students intervention from one of their teachers.

3. PLC Team Leaders: All teachers will be a part of a PLC team that meets weekly to review learning standards and curriculum, create common formative assessments, review assessment data, and/or plan enrichment/intervention activities for students based on the data. PLC Team Leaders conduct these weekly meetings as well as attend regular leadership meetings to discuss the effectiveness of school-wide intervention efforts and the planning of strategies and program changes to improve their effectiveness. A stipend will be paid to each PLC Team Leader for this additional responsibility.

4. Access to Technology: Two carts of Chromebooks will be purchased to increase student access to technology. The Chromebooks will be included in the existing technology pool in the school and will be made available to teachers daily. Students will use the Chromebooks to practice writing, access online curriculum, and take assessments.

5. Technology Devices Aide: An Aide will be hired to oversee the scheduling, distribution, and maintenance of the school technology pool as well as an existing

computer lab. Such management will extend the life of the technology as well as ensure its effective distribution and use.

6. Teacher Professional Development: Professional Development opportunities will be funded for teachers to attend conferences, develop curriculum, and learn/refine instructional practices. This will include admission to conferences, substitute teachers to cover classes, and payment for additional time outside of teaching contracts. This expense will be used for all three goals and span multiple content areas.

7. Purchase Scope magazine to serve as a supplemental text in the sixth grade language arts classrooms.

8. Pay teachers to work summer hours to work on creating Canvas courses ant to create unit plans to use during the school year to help students achieve proficiency.

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	Step 1 - 5 Literacy/Accommodations Aides $66,220. Step 2 - Intervention Aide $13,565 Step 3 - PLC Team Leaders $9,800. Step 5 - Technology Devices Aide $16,955. Step 8 - Teacher Summer Pay $5,000.	$111,540.00
Contracted Services (counseling, library and media support, employee training including professional development not requiring an overnight stay)	Step 6 - Teacher Professional Development - $5,000	$5,000.00
Technology related supplies < $5,000 each - devices, computers, E-readers, flash drives, cables, monitor stands	Step 4 - Two sets (72 total) chromebooks, 2 carts - $22,856	$22,856.00
Books, Ebooks, online curriculum/subscriptions	Step 7 - Scope Magazine - $6,050	$6,050.00
	Total:	$145,446.00

Digital Citizenship/Safety Principles Component

close

No

Goal #2 `close`

State Goal `close`

By the end of the 2022-2023 school year, 90% of students at ACYI will demonstrate grade-level proficiency in mathematics as measured by end-of-level assessments created and administered by the school's Math PLC teams.

Academic Area `close`

- Mathematics

Measurements `close`

According to data collected during the 2020-2021 school year, 87% of students at ACYI can demonstrate grade-level proficiency in mathematics as measured by end-of-level assessments. This level of proficiency indicates that the goal for 90% proficiency is attainable. Data will be collected through common formative and summative assessments throughout the course of the school year. Teacher and team intervention will be based on the measurement data received from these assessments.

Action Plan Steps and Expenditures `close`

1. Daily Practice Sheets: Throughout the past two years, Math PLC Teams have developed and refined curriculum that aligns with State Standards and District Essentials. The materials provide practice, spiral review, and assessment of content taught during the course of the school year. This curriculum will be printed for consumable student use and also inform instruction, intervention, and remediation.

2. Pay teachers to work summer hours to work on creating Canvas courses ant to create unit plans to use during the school year to help students achieve proficiency.

Category	Description	Estimated Cost
Expendable items that are consumed, wornout or lose identity through use (paper, science and art supplies), food for a cooking class, a field trip, or a parent night (consistent with LEA policy)	Step 1 - Copies $3,850	$3,850.00
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	Step 2 - Pay teachers for summer work.	$5,000.00
	Total:	$8,850.00

Digital Citizenship/Safety Principles Component   close

No

Goal #3   close

State Goal   close

By the end of the 2022-2023 school year, 93% of students at ACYI will demonstrate grade-level proficiency in science as measured by end-of-level assessments created and administered by the school's Science PLC teams.

Academic Area

<div align="right">close</div>

- Science

Measurements

<div align="right">close</div>

According to data collected during the 2020-2021 school year, 91% of students at ACYI can demonstrate grade-level proficiency in science as measured by end-of-level assessments. This level of proficiency indicates that the goal for 93% proficiency is attainable. Data will be collected through common formative and summative assessments throughout the course of the school year. Teacher and team intervention will be based on the measurement data received from these assessments.

Action Plan Steps and Expenditures

<div align="right">close</div>

1. Consumable Science Lab Supplies: Hands on Science labs will be conducted throughout the school year in both 6th and 7th grade science classes. Consumable supplies will be purchased to facilitate these labs.

2. OER Textbooks: To accommodate and enrich the learning of students in Science, an Open Educational Resource (OER) textbook will be purchased. This textbook contains a wealth of information for students and serves as a resource for teachers as they teacher lessons, perform lab experiments, and give assessments with the new Utah Science Standards.

3. The seventh grade science will have a field trip to the Box Elder Museum of Natural History

4. Pay teachers to work summer hours to work on creating Canvas courses ant to create unit plans to use during the school year to help students achieve proficiency.

Category	Description	Estimated Cost
Expendable items that are consumed, wornout or lose identity through use (paper, science and art supplies), food for a cooking class, a field trip, or a parent night (consistent with LEA policy)	Step 1 - Lab Supplies $5,647	$5,647.00
Books, Ebooks, online curriculum/subscriptions	Step 2 - OER Testbooks - $1,500	$1,500.00
Admission, transportation to and from school. Transportation for school related activities provided by LEAs, public carriers, parents, students	Step 3 - Seventh Grade Science Fieldtrip $	$1,500.00
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	Step 4 - Pay teachers for summer work - $5,000	$5,000.00
	Total:	$13,647.00

Digital Citizenship/Safety Principles Component   close

No

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Technology related supplies < $5,000 each - devices, computers, E-readers, flash drives, cables, monitor stands	$22,856.00
Books, Ebooks, online curriculum/subscriptions	$7,550.00
Expendable items that are consumed, wornout or lose identity through use (paper, science and art supplies), food for a cooking class, a field trip, or a parent night (consistent with LEA policy)	$9,497.00
Admission, transportation to and from school. Transportation for school related activities provided by LEAs, public carriers, parents, students	$1,500.00
Contracted Services (counseling, library and media support, employee training including professional development not requiring an overnight stay)	$5,000.00
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	$121,540.00
Total:	$167,943.00

Funding Estimates – Please Update

Estimates	Totals	
Carry-over from 2020-2021	$6,940.12	
Distribution for 2021-2022	$152,240.00	
Total Available Funds for 2021-2022	$159,180.12	
Estimated Funds to be Spent in 2021-2022	$	
	143740.8	
Estimated Carry-over from 2021-2022	$15,439.32	
Estimated Distribution for 2022-2023	$160,841.00	
Total Available Funds for 2022-2023	$176,280.32	
Summary of Estimated Expenditures for 2022-2023	$167,943.00	
Estimated Carry-over to 2023-2024	$8,337.32	

The Estimated Distribution is subject to change if student enrollment counts change.

Funding Changes

There are times when the planned expenditures in the goals of a plan are funded by the LEA, a grant, or another unanticipated funding source leaving additional School LAND Trust funds to implement the goals. How will the council spend the funds to implement the goals in this plan?

Increased distribution of funds will be spent to acquire additional technology in an effort to update failing and outdated items. This can include projectors, mobile Chromebook labs and components,

software, audio enhancement systems and components, and interactive whiteboard systems and components. This technology will continue to support all academic goals as the technology is used across multiple content areas and in every classroom in the school. Additional funds may also be used to expand upon previously funded Professional Development.

Publicity

- School newsletter
- School website

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
12	0	4	2022-04-21

BACK

Upcoming School Plan 2022-2023 - Century School

The Plan has been approved by the LEA and is waiting SCT review.

Goal #1 close

State Goal close

Century Kindergarten students will be between 90-95% proficient by the EOY, according to Acadience ELA Benchmark Assessment Data. Century 1-5th grade students will increase their proficiency levels from BOY to EOY by a minimum of 10%, according to Acadience ELA Benchmark Assessment Data.

Academic Area close

- English/Language Arts

Measurements close

Our decision was based upon Century's Current Acadience Benchmark Proficiency Levels, and percentage increases from the BOY to MOY: Kinder: 54-93%: 39% increase 1st: 58-

63%: 5% increase 2nd: 61-54%: -7% decrease 3rd: 65-69%: 4% increase 4th: 59-60%: 1% increase 5th: 56-66%: 10% increase Student academic progress will be tracked using weekly Acadience progress monitoring data to check for progress towards the goal, and BEPAST/BEPA, and phonics/phonemic awareness Tier 2 end of lesson assessments to monitor student success within the Tier 2 intervention skills programs.

Action Plan Steps and Expenditures   close

1. Use EOY 2022 Acadience data to track effectiveness of current interventions and adjust for any areas of weakness.

2. Create reading groups and implement interventions as soon as possible at the BOY by analyzing Acadience data and focusing on specific skill levels needed by students. Group students according to need, and provide para support for the interventions.

3. Consistently track and monitor student progress.

4. Focus on quality Tier 1 instruction for whole group, and provide targeted tier 2 and 3 interventions when needed. Use research-based materials and curriculum to provide high-quality, targeted instruction.

5. Provide on-going PD for teachers and paras to support high-levels of learning using best practices, effective teaching strategies, and correct implementation of programs.

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	Steps 2, 4, and 5.	$70,000.00
Books, Ebooks, online curriculum/subscriptions	Step 4	$2,111.00
	Total:	$72,111.00

Digital Citizenship/Safety Principles Component   close

No

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	$70,000.00
Books, Ebooks, online curriculum/subscriptions	$2,111.00
Total:	$72,111.00

Funding Estimates – Please Update

Estimates	Totals	
Carry-over from 2020-2021	$6,468.84	
Distribution for 2021-2022	$66,241.00	
Total Available Funds for 2021-2022	$72,709.84	
Estimated Funds to be Spent in 2021-2022	$	
	72709.84	
Estimated Carry-over from 2021-2022	$0.00	
Estimated Distribution for 2022-2023	$72,111.00	
Total Available Funds for 2022-2023	$72,111.00	
Summary of Estimated Expenditures for 2022-2023	$72,111.00	
Estimated Carry-over to 2023-2024	$0.00	

The Estimated Distribution is subject to change if student enrollment counts change.

Funding Changes

There are times when the planned expenditures in the goals of a plan are funded by the LEA, a grant, or another unanticipated funding source leaving additional School LAND Trust funds to implement the goals. How will the council spend the funds to implement the goals in this plan?

The council will spend any additional School LAND Trust funds by purchasing additional student materials, decodable books, and/or professional development opportunities for paras/teachers.

Publicity

- School newsletter
- School website

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
7	0	1	2022-04-13

BACK

Upcoming School Plan 2022-2023 - Discovery School

The Plan has been approved by the LEA and is waiting SCT review.

Goal #1	close

State Goal	close

We will focus on our middle of the year Acadience scores: K Goal- 90% composite MOY 1 Goal- 80% of students at benchmark with WWR and NWF MOY 2 Goal- 80% of students at benchmark for accuracy (96%) MOY 3 Goal- 80% composite MOY 4 Goal- 80% composite MOY 5 Goal- 85% composite MOY

Academic Area	close

- English/Language Arts

Measurements	close

Our 2021-2022 MOY report showed: K = 94% 1 = 75% of students at benchmark WWR and 71% of students at benchmark NWF MOY 2 =61% of students at benchmark Accuracy 3

=67% 4 = 83% 5 = 73% Goal 2022-2023 Kindergarten 94% (Composite) to 90% (Composite) 1st Grade 75 % and 71% (WWR and NWF) to 80% (WWR and NWF) 2nd Grade 61% (Accuracy) to 80% (Accuracy) 3rd Grade 67% (Composite) to 80% (Composite) 4th Grade 83%(Composite) to 80%(Composite) 5th Grade 73%(Composite) to 85% (Composite)

Action Plan Steps and Expenditures   close

- Employ paraprofessionals to provide skill-based small-group interventions/extensions.

- Paraprofessionals will also work with students to develop vocabulary and comprehension reading skills in language arts and mathematics.

- Provide professional development for our teachers and paraprofessionals to build skills in researched-based practices.

- Emphasis will be placed on decreasing adverse behaviors that interrupt the learning process.

- Students performing below benchmark will be monitored regularly using Acadience.

- Program assessments will be analyzed to adjust intervention groups in a timely manner.

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	Employ paraprofessionals to provide skill-based small-group interventions/extensions. Paraprofessionals will also work with students to develop vocabulary and comprehension reading skills in language arts and mathematics. Students performing below benchmark will be monitored regularly using Acadience.	$62,000.00

	Total:	$83,188.88

Category	Description	Estimated Cost
Contracted Services (counseling, library and media support, employee training including professional development not requiring an overnight stay)	Provide professional development for our teachers and paraprofessionals to build skills in researched-based practices.	$4,000.00
Expendable items that are consumed, wornout or lose identity through use (paper, science and art supplies), food for a cooking class, a field trip, or a parent night (consistent with LEA policy)	Program assessments will be analyzed to adjust intervention groups in a timely manner.	$3,000.00
Software < $5,000	Emphasis will be placed on decreasing adverse behaviors that interrupt the learning process. Program assessments will be analyzed to adjust intervention groups in a timely manner.	$4,000.00
Hardware > $5,000 and furniture to house trust purchases; book cases, carts for devices	Program assessments will be analyzed to adjust intervention groups in a timely manner.	$10,188.88
	Total:	$83,188.88

Digital Citizenship/Safety Principles Component   close

Yes

Category	Description
Behavioral	Our community council approved the use of Digital ResponsAbility for the 2022-2023 school year.

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Total:	$83,188.88

Category	Estimated Cost (entered by the school)
Software < $5,000	$4,000.00
Expendable items that are consumed, wornout or lose identity through use (paper, science and art supplies), food for a cooking class, a field trip, or a parent night (consistent with LEA policy)	$3,000.00
Contracted Services (counseling, library and media support, employee training including professional development not requiring an overnight stay)	$4,000.00
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	$62,000.00
Hardware > $5,000 and furniture to house trust purchases; book cases, carts for devices	$10,188.88
Total:	$83,188.88

Funding Estimates – Please Update

Estimates	Totals	
Carry-over from 2020-2021	$24,366.88	
Distribution for 2021-2022	$60,555.00	
Total Available Funds for 2021-2022	$84,921.88	
Estimated Funds to be Spent in 2021-2022	$	
	75000	
Estimated Carry-over from 2021-2022	$9,921.88	
Estimated Distribution for 2022-2023	$73,267.00	
Total Available Funds for 2022-2023	$83,188.88	
Summary of Estimated Expenditures for 2022-2023	$83,188.88	
Estimated Carry-over to 2023-2024	$0.00	

The Estimated Distribution is subject to change if student enrollment counts change.

Funding Changes

There are times when the planned expenditures in the goals of a plan are funded by the LEA, a grant, or another unanticipated funding source leaving additional School LAND Trust funds to implement the goals. How will the council spend the funds to implement the goals in this plan?

1. Technology that would increase students' access to the curriculum. 2. Researched-based programs that would be used in Tier 2 and Tier 3. 3. Books for our literacy library. 4. Increased paraprofessional time/staff for reading and math instruction and intervention. 5. Increased professional development for faculty and paraprofessionals.

Publicity

- School newsletter
- School website

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
3	0	2	2022-03-28

BACK

Upcoming School Plan 2022-2023 - Fielding School

The Plan has been approved by the LEA and is waiting SCT review.

Goal #1   close

State Goal   close

On the Accadience Test, more K-5 students will be at the accuracy benchmark, from the MOY 2022 to the MOY 2023.

Academic Area   close

- English/Language Arts

Measurements   close

K-5: 55% of Fielding students were at benchmark for accuracy on the Acadience testing. Our goal is to increase this to 60% by the MOY 2023.

Action Plan Steps and Expenditures   [close]

1. Paraprofessionals will be trained in effective small group instruction. Substitutes will be provided if needed.

2. Provide small group instruction and interventions using literacy paraprofessionals.

3. Progress monitor students monthly, biweekly, or weekly dependent on level.

4. Using Acadience assessments we will track student growth. We will need a computer for our instructional coach to track students.

5. Using various resources students will practice reading, improving fluency, comprehension, and accuracy.

6. Teachers will attend professional development to increase the effectiveness of tier 1 instruction.

7. Professional Development book study.

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	Paraprofessionals for small group instruction and interventions. Personnel to progress monitor and assess students. Substitutes for teachers while doing professional development. Substitutes for paraprofessionals if needed.	$56,000.00
Professional development requiring an overnight stay (travel, meals, hotel, registration, per-diem)	Teachers will attend a Solution Tree conference.	$8,000.00
Books, Ebooks, online curriculum/subscriptions	To increase student fluency we will purchase decodable books for each grade level. Teachers also use Scholastic News for reading practice.	$17,500.00
Technology related supplies < $5,000 each - devices, computers, E-readers, flash drives, cables, monitor stands	Teachers use projectors with whiteboards for effective tier 1 instruction. Laptop for Instructional coach for tracking and progress monitoring.	$6,500.00

	Total:	$90,000.00

Category	Description	Estimated Cost
Expendable items that are consumed, wornout or lose identity through use (paper, science and art supplies), food for a cooking class, a field trip, or a parent night (consistent with LEA policy)	Posters and supplies. Tools4reading	$2,000.00
	Total:	$90,000.00

Digital Citizenship/Safety Principles Component close

No

Goal #2 close

State Goal close

Fielding Elementary will increase the number of students in first through third grades proficient in Acadience Math.

Academic Area close

- Mathematics

Measurements

<button>close</button>

1st - 3rd grade: 47% of our students are at or above benchmark in Acadience Math. We want to increase this to 52% at or above benchmark.

Action Plan Steps and Expenditures

<button>close</button>

1. Provide small group instruction and interventions using math paraprofessionals.

2. Provide more opportunities for Math and STEM activities.

3. Math professional development opportunities to improve tier 1 instruction.

Category	Description	Estimated Cost
Expendable items that are consumed, wornout or lose identity through use (paper, science and art supplies), food for a cooking class, a field trip, or a parent night (consistent with LEA policy)	Math and STEM supplies (paper, ink, games, STEM kits)	$3,000.00
Books, Ebooks, online curriculum/subscriptions	Online subscription to help students with basic facts and math strategies.	$3,300.00
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	Aide to provide interventions and track students.	$15,000.00
	Total:	$21,300.00

Digital Citizenship/Safety Principles Component

<button>close</button>

No

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Technology related supplies < $5,000 each - devices, computers, E-readers, flash drives, cables, monitor stands	$6,500.00
Books, Ebooks, online curriculum/subscriptions	$20,800.00
Expendable items that are consumed, wornout or lose identity through use (paper, science and art supplies), food for a cooking class, a field trip, or a parent night (consistent with LEA policy)	$5,000.00
Professional development requiring an overnight stay (travel, meals, hotel, registration, per-diem)	$8,000.00
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	$71,000.00
Total:	$111,300.00

Funding Estimates – Please Update

Estimates	Totals	
Carry-over from 2020-2021	$24,200.34	
Distribution for 2021-2022	$63,114.00	
Total Available Funds for 2021-2022	$87,314.34	
Estimated Funds to be Spent in 2021-2022	$	
	50000	
Estimated Carry-over from 2021-2022	$37,314.34	
Estimated Distribution for 2022-2023	$77,024.00	
Total Available Funds for 2022-2023	$114,338.34	
Summary of Estimated Expenditures for 2022-2023	$111,300.00	
Estimated Carry-over to 2023-2024	$3,038.34	

The Estimated Distribution is subject to change if student enrollment counts change.

Funding Changes

There are times when the planned expenditures in the goals of a plan are funded by the LEA, a grant, or another unanticipated funding source leaving additional School LAND Trust funds to implement the goals. How will the council spend the funds to implement the goals in this plan?

1. We would purchase technology that would increase student engagement in the classroom. 2. Professionals development for teachers or paraprofessionals. 3. Increase time for small group instruction 4. Supplies, paper, ink, and books for student resources.

Publicity

- Letters to policy makers and/or administrators of trust lands and trust funds.
- School newsletter
- School website
- Sticker and stamps that identify purchases made with School LAND Trust funds.

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
6	0	1	2022-04-13

BACK

Upcoming School Plan 2022-2023 - Garland School

The Plan has been approved by the LEA and is waiting SCT review.

Goal #1   close

State Goal   close

Our goal is based on reading achievement. Our goal is to have the following percentages of students read on grade level: Kindergarten: 90% First Grade: 80% Second Grade: 82% Third Grade: 85% Fourth Grade: 87% Fifth Grade: 87%.

Academic Area   close

- English/Language Arts

Measurements   close

Our goals are linked to end of year DIBELS/Acadience scores. This test is administered three times per year. Our goal is to reach the following scores on the end of year test which will be conducted in April and/or May of 2022. The goals represent the percentage of

students who we hope to be at grade level. Kindergarten: 90% First Grade: 80% Second Grade: 82% Third Grade: 85% Fourth Grade: 87% Fifth Grade: 87%. Percentages are measured using the composite score.

Action Plan Steps and Expenditures [close]

1.We will purchase a Storyworks subscription for each of our 4th grade students. This a Scholastic magazine. This will cost $1,149.00. We will also purchase a Scope magazine subscription for each of our 5th grade students. This is also a Scholastic magazine. This will cost $1,209.00. Grand total: $2,358.00.

2.We will pay for the services of 7 reading aides. Each aide will work 142 days in the year, 5.25 hours per day. We project this will cost us $13,503 per aide, for a grand total of $94,521.00. These reading aides will provide small group instruction for all students in our building. Training for these aides will be provided by the instructional coaches in our building. The aides will also be observed regularly and will be evaluated and given feedback by the instructional coaches.

3.We will purchase the Spanish version of the Storyworks magazine for all of our students who are in the dual-immersion program. This will be about 290 subscriptions for a total cost of about $2,300.00.

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	The cost to pay for 7 reading aides.	$94,500.00
Books, Ebooks, online curriculum/subscriptions	Scholastic magazine subscriptions.	$2,358.00
Technology related supplies < $5,000 each - devices, computers, E-readers, flash drives, cables, monitor stands	2 projectors to work with smart boards.	$1,200.00
	Total:	$98,058.00

Digital Citizenship/Safety Principles Component   `close`

No

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Technology related supplies < $5,000 each - devices, computers, E-readers, flash drives, cables, monitor stands	$1,200.00
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	$94,500.00
Books, Ebooks, online curriculum/subscriptions	$2,358.00
Total:	$98,058.00

Funding Estimates – Please Update

Estimates	Totals	
Carry-over from 2020-2021	$0.00	
Distribution for 2021-2022	$91,685.00	
Total Available Funds for 2021-2022	$91,685.00	
Estimated Funds to be Spent in 2021-2022	$	
	89900	
Estimated Carry-over from 2021-2022	$1,785.00	
Estimated Distribution for 2022-2023	$98,412.00	
Total Available Funds for 2022-2023	$100,197.00	
Summary of Estimated Expenditures for 2022-2023	$98,058.00	
Estimated Carry-over to 2023-2024	$2,139.00	

The Estimated Distribution is subject to change if student enrollment counts change.

Funding Changes

There are times when the planned expenditures in the goals of a plan are funded by the LEA, a grant, or another unanticipated funding source leaving additional School LAND Trust funds to implement the goals. How will the council spend the funds to implement the goals in this plan?

By paying for additional services from reading aides or purchasing additional technology to support our action plans and goals such as more projectors.

Publicity

- Letters to policy makers and/or administrators of trust lands and trust funds.
- School newsletter
- School website
- Sticker and stamps that identify purchases made with School LAND Trust funds.

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
4	0	2	2022-03-21

BACK

Upcoming School Plan 2022-2023 - Grouse Creek Elementary

The Plan has been approved by the LEA and is waiting SCT review.

Goal #1	close

State Goal	close

50% students K-6 will increase or maintain benchmark on Acadience composite. Those not making progress will have a 30 point gain from BOY to MOY on the composite score. 50% students K-6 will show growth using PathWays to Progress BOY to MOY.

Academic Area	close

- English/Language Arts

Measurements	close

BOY 2021-2022 acdaince data indicated 0% of students were on benchmark. MOY data indicated that 17% of students were on benchmark. 57% of students had typical or above growth on Pathways of progress. We feel our goal of 50% students K-6 will increase or

maintain benchmark on Acadience composite. Those not making progress will have a 30 point gain from BOY to MOY on the composite score. 50% students K-6 will show growth using PathWays to Progress BOY to MOY is attainable.

Action Plan Steps and Expenditures   [close]

1- Give students diagnostic assessments (BPAST/ BEPA/ PAA screener) to identify specific reading skills needed and individual data analyzed for next steps.

2- All reading teachers will instruct using correct reading techniques and strategies.

3- Teachers and ESP will spend more time and focus on providing a quality tier 1 instruction with PD on instructional strategies.

4- Teachers will give formative assessments (daily, weekly) as students acquire and progress in their reading development.

5- Teacher and support staff will attend teacher academy and professional development to gain instructional strategies and tier 1,2,3 programs that will be implemented.

6- The school will purchase Storyworks and Storyworks Jr from Scholastic.

7- Classroom teachers will incorporate Story Works and Storyworks Jr to increase comprehension and fluency reading skills.

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	5- Teacher and support staff will attend teacher academy and professional development to gain instructional strategies and tier 1,2,3 programs that will be implemented.	$300.00

	Total:	$1,156.00

Category	Description	Estimated Cost
Contracted Services (counseling, library and media support, employee training including professional development not requiring an overnight stay)	5- Teacher and support staff will attend teacher academy and professional development to gain instructional strategies and tier 1,2,3 programs that will be implemented.	$300.00
Expendable items that are consumed, wornout or lose identity through use (paper, science and art supplies), food for a cooking class, a field trip, or a parent night (consistent with LEA policy)	6- The school will purchase Storyworks and Storyworks Jr from Scholastic. 7- Classroom teachers will incorporate Story Works and Storyworks Jr to increase comprehension and fluency reading skills.	$556.00
	Total:	$1,156.00

Digital Citizenship/Safety Principles Component   [close]

No

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Expendable items that are consumed, wornout or lose identity through use (paper, science and art supplies), food for a cooking class, a field trip, or a parent night (consistent with LEA policy)	$556.00
Contracted Services (counseling, library and media support, employee training including professional development not requiring an overnight stay)	$300.00
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	$300.00
Total:	$1,156.00

Funding Estimates – Please Update

Estimates	Totals	
Carry-over from 2020-2021	$0.00	
Distribution for 2021-2022	$426.00	

Estimates	Totals	
Total Available Funds for 2021-2022	$426.00	
Estimated Funds to be Spent in 2021-2022	$	
	426	
Estimated Carry-over from 2021-2022	$0.00	
Estimated Distribution for 2022-2023	$1,156.00	
Total Available Funds for 2022-2023	$1,156.00	
Summary of Estimated Expenditures for 2022-2023	$1,156.00	
Estimated Carry-over to 2023-2024	$0.00	

The Estimated Distribution is subject to change if student enrollment counts change.

Funding Changes

There are times when the planned expenditures in the goals of a plan are funded by the LEA, a grant, or another unanticipated funding source leaving additional School LAND Trust funds to implement the goals. How will the council spend the funds to implement the goals in this plan?

Additional professional development classes; more supplies and materials for individualized reading instruction

Publicity

- Other: Please explain.
- School assembly
- School website

Explanation for other publicity option:

Flyers and word of mouth

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
6	0	0	2022-04-15

BACK

Upcoming School Plan 2022-2023 - Lake View School

The Plan has been approved by the LEA and is waiting SCT review.

Goal #1	close

State Goal	close

K-5 students will show increased growth on the Acadience Pathways to Progress Report from BOY to MOY.

Academic Area	close

- English/Language Arts

Measurements	close

The 2021-2022 MOY report showed the following percent of typical progress on the Acadience Pathway to Progress Report (K-49%, 1st-67%, 2nd-64%, 3rd-48%, 4th-71%, 5th-72%). The goal is to increase to the following percent of typical progress on the Acadience

Pathway to Progress Report for the 2021-2022 MOY Report (K-52%, 1st-70%, 2nd-67%, 3rd-51%, 4th-74%, 5th-75%).

Action Plan Steps and Expenditures   close

- Employ paraprofessionals to provide skill-based small-group interventions.

- Provide professional development for our Teachers and Paraprofessionals to build skills in researched-based practices.

- Novels and periodicals will be purchased and used in small-group instruction.

- Chromebooks will be purchased to enhance the curriculum and administer assessments.

- Emphasis will be placed on decreasing adverse behaviors that interrupt the learning process.

- Students performing below benchmark will be monitored regularly using Acadience.

- Program assessments will be analyzed to form intervention groups.

- Provide a Digital Citizenship program to students.

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	The Instructional Paraprofessional salaries necessary to implement this plan. Title I and other budgets will also be used to pay the paraprofessional salaries of those involved in implementing this plan.	$75,000.00
Contracted Services (counseling, library and media support, employee training including professional development not requiring an overnight stay)	Professional Development of teachers and paraprofessionals.	$8,000.00

	Total:	$99,300.00

Category	Description	Estimated Cost
Books, Ebooks, online curriculum/subscriptions	Skill-Based Decodable Books, Novels, and Periodicals: Scope, Storyworks, News, etc. for reading opportunities.	$6,300.00
Technology related supplies < $5,000 each - devices, computers, E-readers, flash drives, cables, monitor stands	Chromebooks needed to maintain out-of-date classroom sets and other technology as needed.	$10,000.00
	Total:	$99,300.00

Digital Citizenship/Safety Principles Component   close

Yes

Category	Description
Behavioral	We will provide students with Digital Citizenship Instruction. Students will be using Chromebooks for instruction and this instruction will help them to be safer online as they work on literacy activities in order to reach our goal.

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Technology related supplies < $5,000 each - devices, computers, E-readers, flash drives, cables, monitor stands	$10,000.00
Contracted Services (counseling, library and media support, employee training including professional development not requiring an overnight stay)	$8,000.00
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	$75,000.00
Books, Ebooks, online curriculum/subscriptions	$6,300.00
Total:	$99,300.00

Funding Estimates – Please Update

Estimates	Totals	

Estimates	Totals	
Carry-over from 2020-2021	$29,435.26	
Distribution for 2021-2022	$76,760.00	
Total Available Funds for 2021-2022	$106,195.26	
Estimated Funds to be Spent in 2021-2022	$	
	92000	
Estimated Carry-over from 2021-2022	$14,195.26	
Estimated Distribution for 2022-2023	$85,117.00	
Total Available Funds for 2022-2023	$99,312.26	
Summary of Estimated Expenditures for 2022-2023	$99,300.00	
Estimated Carry-over to 2023-2024	$12.26	

The Estimated Distribution is subject to change if student enrollment counts change.

Funding Changes

There are times when the planned expenditures in the goals of a plan are funded by the LEA, a grant, or another unanticipated funding source leaving additional School LAND Trust funds to implement the goals. How will the council spend the funds to implement the goals in this plan?

1. Technology that would increase students' access to the curriculum. 2. Researched-based programs that would be used in Tier 2 and Tier 3. 3. Books for our Leveled Library. 4. Increased paraprofessional time for reading instruction and intervention. 5. Teacher Conferences to increase teachers' capacity to meet student learning needs which helps to meet our goals. 6. Teacher summer work to extend PD provided through the school year in developing unit plans, common formative assessments, and other PLC activities. Providing teachers quality time to work as a team on student learning needs helps to meet our goals.

Publicity

- School newsletter
- School website
- Sticker and stamps that identify purchases made with School LAND Trust funds.

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
6	0	1	2022-04-14

BACK

Upcoming School Plan 2022-2023 - Mckinley School

The Plan has been approved by the LEA and is waiting SCT review.

Goal #1   close

State Goal   close

Our school goal is based on reading achievement. Our goal is that each grade level 1st-5th will have an accuracy proficiency at or above 61%.

Academic Area   close

- English/Language Arts

Measurements   close

Our school goal is linked to end of year DIBELS/Acadience accuracy scores. The test is administered three times a year. Our goal is that each grade level 1st-5th will have an accuracy proficiency at or above 61% at the end of year testing which is completed in April and/or May of 2023.

Action Plan Steps and Expenditures   <button>close</button>

1. We will purchase a sitewide InfiniD learning license which can be used for grades K-5. This will cost us $8,000. This provides our students collaborative simulations that will help motivate students to prepare for their next class "mission". To complete these missions, accuracy on key vocabulary is essential.

2. We will pay for the services of 6 reading aides. Each aide will work 142 days in the year, 5.25 hours per day. We project this will cost $12,860 per aide, for a grand total of $77,160. These reading aides will provide small group instruction for all students in our building. Training for these aides will be provided by the instructional coaches in our building. The aides will also be observed regularly and will be evaluated and given feedback by the instructional coaches.

Category	Description	Estimated Cost
Books, Ebooks, online curriculum/subscriptions	1. We will purchase a sitewide InfiniD learning license which can be used for grades K-5. This will cost us $8,000. This provides our students collaborative simulations that will help motivate students to prepare for their next class "mission". To complete these missions, accuracy on key vocabulary is essential.	$8,000.00
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	2. We will pay for the services of 7 reading aides. Each aide will work 142 days in the year, 5.25 hours per day. We project this will cost $12,860 per aide, for a grand total of $90,020. These reading aides will provide small group instruction for all students in our building. Training for these aides will be provided by the instructional coaches in our building. The aides will also be observed regularly and will be evaluated and given feedback by the instructional coaches.	$90,020.00
	Total:	$98,020.00

Digital Citizenship/Safety Principles Component   <button>close</button>

No

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Books, Ebooks, online curriculum/subscriptions	$8,000.00
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	$90,020.00
Total:	$98,020.00

Funding Estimates – Please Update

Estimates	Totals	
Carry-over from 2020-2021	$18,295.36	
Distribution for 2021-2022	$73,348.00	
Total Available Funds for 2021-2022	$91,643.36	
Estimated Funds to be Spent in 2021-2022	$	
	67014	
Estimated Carry-over from 2021-2022	$24,629.36	
Estimated Distribution for 2022-2023	$79,048.00	
Total Available Funds for 2022-2023	$103,677.36	
Summary of Estimated Expenditures for 2022-2023	$98,020.00	
Estimated Carry-over to 2023-2024	$5,657.36	

The Estimated Distribution is subject to change if student enrollment counts change.

Funding Changes

There are times when the planned expenditures in the goals of a plan are funded by the LEA, a grant, or another unanticipated funding source leaving additional School LAND Trust funds to implement the goals. How will the council spend the funds to implement the goals in this plan?

Our first priority with additional funding would be to hire an additional reading aide. If funding was not sufficient for an additional aide, we would purchase additional curriculum to support our reading program. These programs may include Reading Eggs, Shell fluency, more decodable readers, Scholastic magazines, etc.

Publicity

- School newsletter
- School website

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
4	0	2	2022-02-28

BACK

Upcoming School Plan 2022-2023 - North Park School

The Plan has been approved by the LEA and is waiting SCT review.

Goal #1   close

State Goal   close

We will increase the percentage of K-5 students, in each grade level, that demonstrate typical or above progress on the Acadience Pathways of Progress Report from BOY to MOY. This goal will be achieved by March 1, 2022.

Academic Area   close

- English/Language Arts

Measurements   close

Our 2021-2022 MOY report showed: [K=71% 1=56% 2=47% 3=82% 4=50% 5=60%] typical progress on Acadience Pathway to Progress Report. The goal is to increase that by 3% to: [K=74% 1=74% 2=59% 3=50% 4=85% 5=53%] on the 2022-2023 MOY Report.

Action Plan Steps and Expenditures

<div style="text-align: right">close</div>

- Employ paraprofessionals to provide skill-based small-group interventions.

- Provide professional development for our Teachers and Paraprofessionals to build skills in researched-based practices.

- Emphasis will be placed on decreasing adverse behaviors that interrupt the learning process.

- Students performing below benchmark will be monitored regularly using Acadience progress monitoring.

- Individual student goals will be set using the Acadience pathways of progress goal setting tool.

- Program assessments will be analyzed to adjust intervention groups in a timely manner.

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	Employ paraprofessionals to meet the goal	$70,000.00
Expendable items that are consumed, wornout or lose identity through use (paper, science and art supplies), food for a cooking class, a field trip, or a parent night (consistent with LEA policy)	Materials will be provided to students to support and supplement instruction, including but not limited to engaging reading materials (Scholastic News subscriptions), manipulatives, etc.	$4,808.47
	Total:	$74,808.47

Digital Citizenship/Safety Principles Component

<div style="text-align: right">close</div>

No

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	$70,000.00
Expendable items that are consumed, wornout or lose identity through use (paper, science and art supplies), food for a cooking class, a field trip, or a parent night (consistent with LEA policy)	$4,808.47
Total:	$74,808.47

Funding Estimates – Please Update

Estimates	Totals	
Carry-over from 2020-2021	$8,243.47	
Distribution for 2021-2022	$72,353.00	
Total Available Funds for 2021-2022	$80,596.47	
Estimated Funds to be Spent in 2021-2022	$	
	80500	
Estimated Carry-over from 2021-2022	$96.47	
Estimated Distribution for 2022-2023	$74,712.00	
Total Available Funds for 2022-2023	$74,808.47	
Summary of Estimated Expenditures for 2022-2023	$74,808.47	
Estimated Carry-over to 2023-2024	$0.00	

The Estimated Distribution is subject to change if student enrollment counts change.

Funding Changes

There are times when the planned expenditures in the goals of a plan are funded by the LEA, a grant, or another unanticipated funding source leaving additional School LAND Trust funds to implement the goals. How will the council spend the funds to implement the goals in this plan?

Researched-based programs that would be used in Tier 2 and Tier 3 Books or other engaging reading materials Increased paraprofessional time Professional development for teachers and staff

Technology that would increase students' access to the curriculum Materials to support instruction

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
5	0	3	2022-04-14

BACK

Upcoming School Plan 2022-2023 - Park Valley Elementary

The Plan has been approved by the LEA and is waiting SCT review.

Goal #1	close

State Goal	close

85% of Park Valley students grades k-6 will maintain grade level benchmark on Acadience composite. 85% of Park Valley students not making benchmark will have typical or above growth according to Pathways of Progress as measured by the Acadience benchmark when taken in the spring of 2023.

Academic Area	close

- English/Language Arts

Measurements	close

2021-2022 BOY Acadience data indicated 42% of students k-5 were on benchmark. BOY data indicated that 65% of students were at benchmark. 61% of our students had typical or

above growth on Pathways of Progress. We feel our goals are attainable.

Action Plan Steps and Expenditures   close

1- Give students diagnostic assessments (BPAST/ BEPA/ PAA screener) to identify specific reading skills needed.

2- All reading teachers will instruct using correct reading techniques and strategies.

3- Teachers will spend more time and focus on providing quality tier 1 instruction.

4- Teachers will give formative assessments as students acquire and progress in their reading development.

5- Identified students will receive individualized tier 3 interventions using a paraprofessional.

6- Supplies will be purchased to help with specific targeted interventions such as manipulatives, ear phones, colored strips, incentives and intervention kits.

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	Identified students will receive individualized tier 3 interventions using a paraprofessional.	$4,100.00
Expendable items that are consumed, wornout or lose identity through use (paper, science and art supplies), food for a cooking class, a field trip, or a parent night (consistent with LEA policy)	Supplies will be purchased to help with specific targeted interventions such as manipulatives, ear phones, colored strips, incentives and intervention kits.	$813.00
	Total:	$4,913.00

Digital Citizenship/Safety Principles Component   close

No

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	$4,100.00
Expendable items that are consumed, wornout or lose identity through use (paper, science and art supplies), food for a cooking class, a field trip, or a parent night (consistent with LEA policy)	$813.00
Total:	$4,913.00

Funding Estimates – Please Update

Estimates	Totals	
Carry-over from 2020-2021	-$1,537.00	
Distribution for 2021-2022	$5,117.00	
Total Available Funds for 2021-2022	$3,580.00	
Estimated Funds to be Spent in 2021-2022	$ 3580	
Estimated Carry-over from 2021-2022	$0.00	
Estimated Distribution for 2022-2023	$4,913.00	
Total Available Funds for 2022-2023	$4,913.00	
Summary of Estimated Expenditures for 2022-2023	$4,913.00	
Estimated Carry-over to 2023-2024	$0.00	

The Estimated Distribution is subject to change if student enrollment counts change.

Funding Changes

There are times when the planned expenditures in the goals of a plan are funded by the LEA, a grant, or another unanticipated funding source leaving additional School LAND Trust funds to implement the goals. How will the council spend the funds to implement the goals in this plan?

Additional paraprofessional hours

BACK

Upcoming School Plan 2022-2023 - Snowville School

The Plan has been approved by the LEA and is waiting SCT review.

Goal #1   close

State Goal   close

70% of K-5th grade students will be on or maintain a grade level benchmark on Acadience composite. Those not making progress will have a 30 point gain from BOY to MOY on the composite score. 75% of students K-5 will have Typical or higher on growth on Pathways of Progress.

Academic Area   close

- English/Language Arts

Measurements   close

BOY 2021 acadience data indicated 34% of our students k-5 were on grade level. MOY 2022 data indicated that 72% of our k-5 students were on grade level. 36% of our students had

growth. We also noticed that our 5th grade only had 60% of students having growth according to the Pathways of Progress. We had the lowest growth compared to other schools in our district. We feel that the goal of 70% of students on benchmark is an achievable goal due to the migration of student body. We feel that having a goal of 30 point gain from BOY to MOY is achievable for our students especially those students who are not at benchmark. We also feel the goal of 75% of our students having growth in Pathways of progress will help our high students still progress.

Action Plan Steps and Expenditures   [close]

1- Give students diagnostic assessments (BPAST/ BEPA/ PAA screener) to identify specific reading skills needed.

2- All reading teachers will instruct using correct reading techniques and strategies.

3- Teachers will spend more time and focus on providing a quality tier 1 instruction.

4- Teachers will give formative assessments as students acquire and progress in their reading development.

5- Identified students will receive individualized tier 3 interventions using a paraprofessional.

6- The school will purchase Storyworks and Storyworks Jr from Scholastic.

7- Classroom teachers will incorporate Story Works and Storyworks Jr to increase comprehension and fluency reading skills.

Category	Description	Estimated Cost
		Total:	$4,624.00

Category	Description	Estimated Cost
Expendable items that are consumed, wornout or lose identity through use (paper, science and art supplies), food for a cooking class, a field trip, or a parent night (consistent with LEA policy)	6- The school will purchase Storyworks and Storyworks Jr from Scholastic $450 7- Classroom teachers will incorporate Story Works and Storyworks Jr to increase comprehension and fluency reading skills.	$450.00
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	Identified students will receive individualized tier 3 interventions using a paraprofessional.	$4,174.00
	Total:	$4,624.00

Digital Citizenship/Safety Principles Component   close

No

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	$4,174.00
Expendable items that are consumed, wornout or lose identity through use (paper, science and art supplies), food for a cooking class, a field trip, or a parent night (consistent with LEA policy)	$450.00
Total:	$4,624.00

Funding Estimates – Please Update

Estimates	Totals	
Carry-over from 2020-2021	$178.30	
Distribution for 2021-2022	$2,843.00	
Total Available Funds for 2021-2022	$3,021.30	

Estimates	Totals	
Estimated Funds to be Spent in 2021-2022	$	
	3021.3	
Estimated Carry-over from 2021-2022	$0.00	
Estimated Distribution for 2022-2023	$4,624.00	
Total Available Funds for 2022-2023	$4,624.00	
Summary of Estimated Expenditures for 2022-2023	$4,624.00	
Estimated Carry-over to 2023-2024	$0.00	

The Estimated Distribution is subject to change if student enrollment counts change.

Funding Changes

There are times when the planned expenditures in the goals of a plan are funded by the LEA, a grant, or another unanticipated funding source leaving additional School LAND Trust funds to implement the goals. How will the council spend the funds to implement the goals in this plan?

additional hours for Para, Books for literacy library

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
6	0	0	2022-04-12

BACK

Upcoming School Plan 2022-2023 - Three Mile Creek School

The Plan has been approved by the LEA and is waiting SCT review.

Goal #1	close

State Goal	close

For the 2022-2023 School year, our goal is 92% of our students will be proficient, or show typical or above typical progress on the Acadience Assessment as a school. At mid-year we are at 85% of students meeting this goal.

Academic Area	close

- English/Language Arts

Measurements	close

This is the most critical skill that we teach in elementary schools. We want every child reading at grade level, or making growth toward it.

Action Plan Steps and Expenditures   close

-Instructional paraprofessionals will be hired to teach necessary literacy skills to small groups of students across all grade levels. Teachers will do diagnostic testing to find skills that students need in order to progress in their reading. Grade level teams will then design reading groups to meet all students' needs.
-We will purchase 'Read Naturally Live', a reading fluency intervention program, to assist our students in building reading fluency to reach Acadience goals.
-Teacher teams will meet for 40 minutes, weekly to plan tier 1 literacy instruction together as a team, focusing on essential learning standards. Funding will be used to pay our prep paras to stay longer per day to accommodate these planning meetings.

Category	Description	Estimated Cost
Software < $5,000	-We will purchase 'Read Naturally Live', a reading fluency intervention program, to assist our students in building reading fluency to reach Acadience goals.	$1,200.00
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	-Instructional paraprofessionals will be hired to teach necessary literacy skills to small groups of students across all grade levels. Teachers will do diagnostic testing to find skills that students need in order to progress in their reading. Grade level teams will then design reading groups to meet all students' needs. -Teacher teams will meet for 40 minutes, weekly to plan tier 1 literacy instruction together as a team, focusing on essential learning standards. Funding will be used to pay our prep paras to stay longer per day to accommodate these planning meetings.	$74,500.00
	Total:	$75,700.00

Digital Citizenship/Safety Principles Component   close

No

Goal #2   close

State Goal   close

For the 2022-2023 School year, our goal is 87% of students will score proficient or meet the student growth index on the HMH Math Growth measure. At mid-year we are at 81% of students meeting this goal.

Academic Area   close

- Fine Arts
- Mathematics

Measurements   close

Basic math skills are a critical thing for students to understand. We want to have all students on level or showing growth based on the HMH Growth measure assessment. Based on our current data of 81% of students meeting this goal, we believe that 87% can make it next year.

Action Plan Steps and Expenditures   close

-Math paraprofessionals will be hired to assist teachers in their math instruction and Tier 2 and 3 math interventions to assist struggling students.

-Three Mile Creek will hire a BTSALP specialist to support the grant we received for the Beverly Taylor Sorensen Arts Learning Program. Our art specialist integrates math into her instruction, as well as works with the classroom teachers to find ways to integrate art into their math lessons to help students better understand math concepts. Research shows a positive correlation between arts instruction and higher academic achievement.

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	-Three Mile Creek will hire a BTSALP specialist to support the grant we received for the Beverly Taylor Sorensen Arts Learning Program. Our art specialist integrates math into her instruction, as well as works with the classroom teachers to find ways to integrate art into their math lessons to help students better understand math concepts. Research shows a positive correlation between arts instruction and higher academic achievement. -Math paraprofessionals will be hired to assist teachers in their math instruction and Tier 2 and 3 math interventions to assist struggling students.	$10,000.00
	Total:	$10,000.00

Digital Citizenship/Safety Principles Component   close

No

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Software < $5,000	$1,200.00
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	$84,500.00
Total:	$85,700.00

Funding Estimates – Please Update

Estimates	Totals	
Carry-over from 2020-2021	$3,447.33	

Estimates	Totals	
Distribution for 2021-2022	$81,024.00	
Total Available Funds for 2021-2022	$84,471.33	
Estimated Funds to be Spent in 2021-2022	$	
	81150	
Estimated Carry-over from 2021-2022	$3,321.33	
Estimated Distribution for 2022-2023	$82,805.00	
Total Available Funds for 2022-2023	$86,126.33	
Summary of Estimated Expenditures for 2022-2023	$85,700.00	
Estimated Carry-over to 2023-2024	$426.33	

The Estimated Distribution is subject to change if student enrollment counts change.

Funding Changes

There are times when the planned expenditures in the goals of a plan are funded by the LEA, a grant, or another unanticipated funding source leaving additional School LAND Trust funds to implement the goals. How will the council spend the funds to implement the goals in this plan?

Given additional money, we would use it on instructional technology for our classrooms, or on increased paraprofessional hours to help meet student needs.

Publicity

- School newsletter
- School website

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
8	0	1	2022-02-10

BACK

Upcoming School Plan 2022-2023 - Willard School

The Plan has been approved by the LEA and is waiting SCT review.

Goal #1	close

State Goal	close

90% of Willard Kindergarteners will be on grade level or above on the 2022-23 EOY Reading Acadience Assessment Composite score. Willard School will increase the percentage of first grade students proficient on the 2022-23 Reading Acadience composite score by 10% from BOY to EOY.

Academic Area	close

- English/Language Arts

Measurements	close

Literacy development is a fundamental component of children's overall development. Mastering early literacy concepts help students progress on their path to becoming

proficient readers and helps set them up for success in school and life. We will use Kindergarten and 1st grade Reading Acadience Benchmark Assessments to determine student's reading proficiency.

Action Plan Steps and Expenditures   [close]

1. Kindergarten and 1st grade teachers will work one day over the summer to refine our essential learning standards and ensure that they are sufficiently prepared to deliver strong tier one instruction in phonemic awareness, phonics, fluency, comprehension, and writing.

2. Observations, feedback, and coaching will be given to kindergarten and 1st grade teachers by the instructional coach and principal to ensure that students are receiving the best possible instruction in tiers 1, 2, and 3.

3. At the beginning of the school year, screening and diagnostic assessments will be given to each student to determine individual strengths and areas of need. Small group instruction and interventions will be planned according to areas of need.

4. Literacy paraprofessionals will be hired to assist teachers in small group instruction and tier 2 and 3 intervention groups.

5. Students who are not on grade level will be progress monitored on a weekly or biweekly basis to determine growth.

6. Literacy collaboration meetings will be held biweekly to look at student data. Changes will be made to a student's individual plans if sufficient growth is not being made.

Category	Description	Estimated Cost
		Total: $33,484.06

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	1. Kindergarten and 1st grade teachers will work one day over the summer to refine our essential learning standards and align curriculum. 8 teachers x 6.5 hours x $30= $1,560 2. Literacy paraprofessionals will be hired to assist teachers in small group instruction and tier 2 and 3 intervention groups. 3 paraprofessionals x 593 hours x $17.50= $31,132.50 3. Magnetic ten frames will be purchased to assist students in mapping and encoding words for the phonics skills they are working on in the classroom. 50 sets x $17.99= $791.56	$33,484.06
	Total:	$33,484.06

Digital Citizenship/Safety Principles Component   [close]

No

Goal #2   [close]

State Goal   [close]

At the end of the 2022-2023 school year, 80% of Willard first grade students will have typical or better growth in mathematics proficiency as measured by Pathways of Progress in the Acadience Math end of year assessment.

Academic Area   [close]

- Mathematics

Measurements   close

Mathematical proficiency and fluency is a much-needed skill for students to be successful in school now and in the future. We will use Acadience Math End of Year Pathways of Progress data to determine if our students are making typical or better growth towards 1st grade mathematical concepts.

Action Plan Steps and Expenditures   close

1. Observations, feedback, and coaching will be given to kindergarten and 1st grade teachers by the instructional coach and principal to ensure that students are receiving the best possible mathematics instruction in tiers 1 and 2.

2. At the beginning of the school year, screening and diagnostic assessments will be given to each student to determine individual strengths and areas of need. Small group instruction and interventions will be planned according to areas of need.

3. Math paraprofessionals will be hired to assist teachers in small group instruction and tier 2 and 3 intervention groups.

4. Students who are not on grade level will be progress monitored on a weekly or biweekly basis to determine growth. Plans will be adjusted based on student data.

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	Math paraprofessionals will be hired to assist teachers in small group instruction and tier 2 and 3 intervention groups. 2 paraprofessionals x 62.5 hours x $17.50= $3,281.25	$3,281.25
	Total:	$3,281.25

Digital Citizenship/Safety Principles Component   <kbd>close</kbd>

No

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	$36,765.31
Total:	$36,765.31

Funding Estimates – Please Update

Estimates	Totals	
Carry-over from 2020-2021	$3,568.80	
Distribution for 2021-2022	$34,826.00	
Total Available Funds for 2021-2022	$38,394.80	
Estimated Funds to be Spent in 2021-2022	$	
	38000	
Estimated Carry-over from 2021-2022	$394.80	
Estimated Distribution for 2022-2023	$37,573.00	
Total Available Funds for 2022-2023	$37,967.80	
Summary of Estimated Expenditures for 2022-2023	$36,765.31	
Estimated Carry-over to 2023-2024	$1,202.49	

The Estimated Distribution is subject to change if student enrollment counts change.

Funding Changes

There are times when the planned expenditures in the goals of a plan are funded by the LEA, a grant, or another unanticipated funding source leaving additional School LAND Trust funds to implement the goals. How will the council spend the funds to implement the goals in this plan?

If we have more funding than anticipated, we will use it to continue to purchase phonics materials, intervention materials and decodable text to assist our teachers and paraprofessionals in their instruction.

Publicity

- School newsletter
- School website

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
5	0	1	2022-03-29

BACK

Recommendation to approve

Submitted by: Keith Mecham

Recommendation:
It is recommended that the BESD Board of Education approves the amended 2022-2023 district calendar specifically moving the 3 days of PD/Data Dive to September 16, 2022, December 9, 2022 and March 24, 2023.

Recommended Motion:
I move that we approve the amended 2022-2023 district calendar specifically moving the 3 days of PD/Data Dive to September 16, 2022, December 9, 2022 and March 24, 2023.

Background:
The reason we had to move the 3 PD/Days from the original dates from January was because these dates did not work with our outside PD consultants. The current dates recommended do work.

This calendar will be very much like last year. The major change is adding 3 days of PD/Data Dive during the school year specifically Sept 30, 2022, Feb 3, 2023 and March 17, 2023. These days will be working days for all employees (Certificated and ESP) but students will not attend. These 3 days count toward the required 180 days.

Through meetings with BEEA & BEESPA and district administrators, there is a strong feeling that the district shouldn't start school until after the Box Elder County Fair and that we end within 4 days following Memorial Day.

The consensus from folks polled is to have a week-long spring break if possible that matches up with districts around us, specifically those that we compete with for UHSAA activities.

The feedback we received from teachers and administrators was that having the first week be a minimum day to adjust to the heat and a return from summer break was a positive experience.

Policy Implications:
https://rules.utah.gov/publicat/code/r277/r277-419.htm#T4
This calendar would create 175 instructional days plus 3 PD/Data Dive Days and 2 days for parent teacher conferences for a total of 180 days.

Financial Implications:
No additional costs

Staff Implications:
No additional implications

Box Elder School District 2022-2023

July 2022

S	Mon	Tues	Wed	Thurs	Fri	S
31					1	2
3	**4** *4th of July*	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	**25 Pioneer Day Observed**	26	27	28	29 0/19	30

August 2022

S	Mon	Tues	Wed	Thurs	Fri	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17 Welcome Back/ Health Fair	18	19	20
21	22 Teacher Prep Day	23 Teacher Prep Day	24 Teacher Prep Day	25 County Fair	26	27
28	29 First Day of School Min. Day	30 Minimum School Day	31 Minimum School Day		3/23	

September 2022

S	Mon	Tues	Wed	Thurs	Fri	S
				1 Minimum School Day	2 Minimum School Day	3
4	**5 Labor Day**	6	7	8	9	10
11	12	13	14	15	16 No School (PD Day)	17
18	19	20	21	22	23	24
25	26	27	28	29	30 21/21	

October 2022

S	Mon	Tues	Wed	Thurs	Fri	S
30	31					1
2	3	4	5 K-5 P/T Conf	6 K-5 P/T Conf	7 Kind P/T Conf	8
9	10	11	12	**13 Fall Break**	**14 Fall Break**	15
16	17 HS P/T Conf	18 HS & MS P/T Conf	19 MS & Int P/T Conf	20 Int P/T Conf	21	22
23	24	25	26	27	28 19/19	29

November 2022

S	Mon	Tues	Wed	Thurs	Fri	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22 End of Tri 1 (58 days) Minimum Day	23 PTC Comp Day	**24 Thanksgiving Break**	**25 Thanksgiving Break**	26
27	28	29	30		20/20	

December 2022

S	Mon	Tues	Wed	Thurs	Fri	S
				1	2	3
4	5	6	7	8	9 No School (PD Day)	10
11	12	13	14	15	16	17
18	19	20	21 Minimum School Day (no late start)	22 Winter Break	23 Winter Break 15/17	24
25	**26 Winter Break**	**27 Winter Break**	**28 Winter Break**	**29 Winter Break**	**30 Winter Break**	31

January 2023

S	Mon	Tues	Wed	Thurs	Fri	S
1	**2 New Year's Day Observed**	3 School Resumes	4	5	6	7
8	9	10 HS P/T Conf	11 MS P/T Conf	12 Int P/T Conf	13	14
15	**16 Martin-Luther King Jr Day**	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31			20/20	

February 2023

S	Mon	Tues	Wed	Thurs	Fri	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	**20 President's Day**	21	22 K-5 P/T Conf	23 K-5 P/T Conf	24 Kind P/T Conf	25
26	27	28			19/19	

March 2023

S	Mon	Tues	Wed	Thurs	Fri	S
			1	2	3 End of Tri 2 (60 days) Minimum Day	2
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24 No School (PD Day)	25
26	27	28	29	30	31 23/23	

April 2023

S	Mon	Tues	Wed	Thurs	Fri	S
30						1
2	3 ** PTC Comp Day	4 Spring Break	5 Spring Break	**6 Spring Break**	**7 Spring Break**	8
9	10	11 HS P/T Conf	12 MS P/T Conf	13 Int P/T Conf	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28 16/18	29

May 2023

S	Mon	Tues	Wed	Thurs	Fri	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	**29 Memorial Day**	30	31		22/22	1

June 2023

S	Mon	Tues	Wed	Thurs	Fri	S
				1	2 Last Day of School/ End of Tri 3 (59 days) Min. Day	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30 2/22	

| No School for Students/Work day for all employees |
| Beginning and End of School |
| ** April 3, 2023 - Designated Snow Day |

| Parent Teacher Conferences |
| *For 12-month & classified employees, holidays are marked in bold and italicized throughout the year |

| End of Trimester - MINIMUM DAY FOR STUDENTS/FULL DAY FOR TEACHERS |
| Amendment Approved by School Board: _____ |

Recommendation to approve

Submitted by: Keith Mecham

Recommendation:
It is recommended that the BESD Board of Education approve the amendment of the 2022-2023 BESD General Student Fees and Deposits schedule by increasing the Drill Team fees to a maximum of $1300 to $1800 a year.

Recommended Motion:
I move that we approve the amendment of the 2022-2023 BESD General Student Fees and Deposits schedule by increasing the Drill Team fees to a maximum of $1300 to $1800 a year.
2022-2023 School Fees Draft

Background:
Annually, the General Student Fees and Deposits Schedule is approved by the School Board in early Spring following 2 official opportunities for community, parent and student input.

For the past several months, each school has reviewed the provided document and have made the necessary deletions, modifications and additions.

Policy Implications:
Policy 5230: Student Fees/Fee Waiver

Financial Implications:
With General Fees being decreased by 15% to 20%, there will need to be some district funds used to compensate for lower General Student fees.

Staff Implications:
No additional implications

Recommendation:
It is recommended that the Box Elder School District Board of Education approve the Board Meeting Yearly Schedule.

Submitted by: Superintendent Carlsen

Recommended Motion:
I move that we approve the Board Meeting Yearly Schedule as presented.

Background: The Board Approves this schedule every year.

Policy Implications: None

Financial Implications: None

Staff Implications: It will make preparing much easier if this schedule is approved.

Box Elder School District
School Board & Municipal Building Authority
Meeting Schedule
2022-2023 School Year

2022			Place
July 13	....	6:30 p.m.	ILSC Building
	Work Session........	1:00 p.m.	ILSC Building
August 10	....	6:30 p.m.	ILSC Building
September 14	....	6:30 p.m.	ILSC Building
October 12	....	6:30 p.m.	ILSC Building
November 9	....	6:30 p.m.	ILSC Building
December 14	....	6:30 p.m.	ILSC Building

2023			
January 11	....	6:30 p.m.	ILSC Building
February 8	....	6:30 p.m.	ILSC Building
March 8	....	6:30 p.m.	ILSC Building
April 12	....	6:30 p.m.	ILSC Building
May 10	....	6:30 p.m.	**Alice C. Harris Int.** *(Retirees)*
June 14	....	6:30 p.m.	ILSC Building

School Land Trust Plan Report
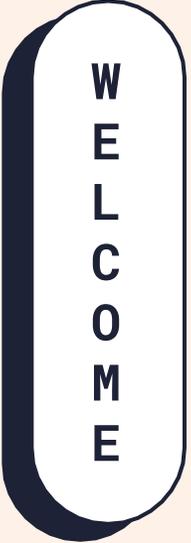
2020-2021

Century
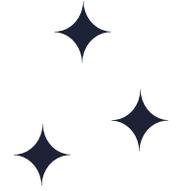
Goal #1

Grade Level Goals based on Acadience

Kindergarten- 15% progress from BOY to MOY
First Grade- 7% progress from BOY to EOY
Second Grade- 3% progress from BOY to EOY
Third Grade -6% progress from BOY to EOY
Fourth Grade- 6% progress from BOY to EOY
Fifth Grade- 10% progress from BOY to EOY

Report

Kindergarten 10% progress
First Grade made 6% progress
Second Grade made 6% progress
Third Grade made 13% progress
Fourth Grade made 24% progress
Fifth Grade made 7% progress

Discovery

Goal #1

Based on a review of our current students, we feel that 95% of our students scoring proficient, or making a 20% gain toward proficiency on our grade level essential learning standards in LITERACY and MATH, is a realistic and attainable goal, by the end of May 2021. This will be based on the ACADIENCE assessment for Reading in the following areas: Kindergarten- Letter Naming Fluency 1st-Nonsense Word Fluency 2nd-Accuracy 3rd-5th-Composite score. The Math will be based on grade level common summative assessments.

Report

K BOY 53%, EOY 80%, met the 20% increase
1 BOY 48%, EOY 72%, met the 20% increase
2 BOY 62%, EOY 74%, did not meet goal
3 BOY 77%, EOY 85%, did not meet goal
4 BOY 68%, EOY 73%, did not meet goal
5 BOY 72%, EOY 70%, did not meet goal

Discovery

Goal #2

Based on a review of our current students, we feel that 95% of our students scoring proficient, or making a 20% gain toward proficiency on our grade level essential learning standards in LITERACY and MATH, is a realistic and attainable goal, by the end of May 2021. This will be based on the ACADIENCE assessment for Reading in the following areas: Kindergarten- Letter Naming Fluency 1st-Nonsense Word Fluency 2nd-Accuracy 3rd-5th-Composite score. The Math will be based on grade level common summative assessments.

Report

ELA
K BOY 53%, EOY 80%, met the 20% increase
1 BOY 48%, EOY 72%, met the 20% increase
2 BOY 62%, EOY 74%, did not meet goal
3 BOY 77%, EOY 85%, did not meet goal
4 BOY 68%, EOY 73%, did not meet goal
5 BOY 72%, EOY 70%, did not meet goal
MA
K BOY 88%, EOY 82%, did not meet the goal
1 BOY 91%, EOY 94%, met the goal
2 BOY 52%, EOY 65%, did not meet the goal
3 BOY 84%, EOY 65%, did not meet the goal
4 BOY 59%, EOY 58%, did not meet the goal
5 BOY 34%, EOY 45%, did not meet the goal

Fielding
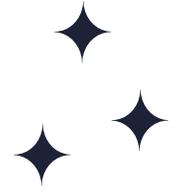
Goal #1

In reviewing our school's Benchmark Math results for the first two trimesters last year, our council determined an overall school growth goal of an increase of 2% more students at or above proficiency (on the end of level math benchmark assessment) would be an appropriate goal. Our school's goal for the 2020-2021 school year is: Fielding Elementary School students will score 2% higher (percentage of students at or above proficiency) on the Box Elder School District Assessment as compared to the 2020 MOY Math Benchmark Assessment proficiency percentage for the same group of students.

Report

	2019-2020		2020-2021	
2020-2021				
T1 (School)	107/187	57%	78/187	42%
T2 (School)	104/178	58%	84/178	47%
T1 (Grade 2-3)	30/62	48%	38/62	61%
T 2 (Grade 2-3)	36/47	77%	39/47	83%
T1 (Grade 3-4)	44/67	66%	27/67	40%
T2 (Grade 3-4)	48/69	70%	25/69	36%
T1 (Grade 4-5)	33/58	57%	13/58	22%
T2 (Grade 4-5)	20/62	32%	20/62	32%

Foothill
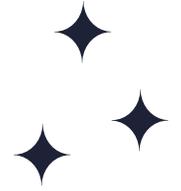
Goal #1

Language Arts: We will increase all students' proficiency in Language Arts. We will accomplish this by having: 100% of our students in Kinder-5th at core on the Acadience Composite score by May 2021; or make typical (3-star) progress on the pathways to progress report on Acadience. Skills students will master: BPAST for Kindergarten = 100% of students will have 90% of their skills mastered. 1st Grade - 5th grade will have 100% mastery on the BEPA (phonics test). 1st Grade to skill 5 2nd to skill 10 3rd-5th to skill 15c. This Goal will be accomplished by May 15th 2021.

Report

BOY scores showed that 51% of students in K-5th were at or above grade level according to Acadience testing. EOY scores showed that 76% of all K-5th graders were at or above benchmark according to Acadience. That was an increase of 25% of the students at or above grade level. 73% of all K-5th grade students made typical or above growth according to pathways of progress. According to the BEPA assessment, 46% of all K-3rd graders passed. According to the Bepast, 92% of all K-3rd graders passed. We did not meet our goal of 100%, but we did see tremendous growth in all areas measured.

Garland
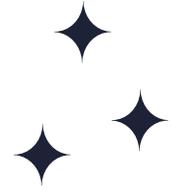
Our goals are linked to end of year DIBELS scores. At the middle of year DIBELS/Acadience test for the 2019-2020 school year, Garland achieved the following scores: Kindergarten 96% First Grade 81% Second grade 74% Third grade 74% Fourth grade 91% Fifth Grade 87%. Here are the goals for each grade level for the end of the 2020-2021 school year. The goals represent the percentage of students who we hope to be at grade level. Kindergarten: 90% First Grade: 84% Second Grade: 82% Third Grade: 88% Fourth Grade: 90% Fifth Grade: 90%.

Report

Here are scores we achieved at the MOY in 2019-2020. School closed due to COVID in March of 2020, so we were not able to complete end of year assessments.
K 96%   1st- 81%
2nd- 75%   3rd- 74%
4th- 92%   5th- 87%

Based on these results, we set new goals and we were able to achieve the following results at the end of the 2020-2021 school year:
K 89%   1st 71%
2nd- 73%   3rd- 80%
4th- 82%   5th- 91%

Grouse Creek
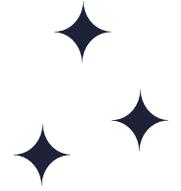
Goal #1

100% of Grouse Creek students will make progress towards the benchmark as measured by the Acadience benchmark when taken in the spring of 2021. Students will each increase their words per minute by at least 10 words per minute.

Report

BOY data indicated that 100% of students were well below grade level on BOY Acaidence measurement with composite cores being 236, and 243. The BOY wpm average was 57.5 wpm. MOY Acadience data indicated that 50% of students were well below benchmark and 50% of students were below benchmark. Average wpm was 83.5wpm. Indicating the average increase in WPM was 26wpm from BOY to MOY.

Lake View
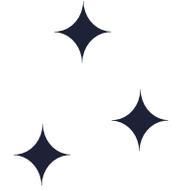
Goal #1

Based on 2019-2020 mid-year data from Acadience we had 68% of students reach benchmark. Our goal for 2020-2021 is to have 73% of students school-wide achieve benchmark or make typical growth as shown by the Pathways of Progress report on their end of year Acadience composite score.

Report

We started the year with our BOY Composite scores coming in at 57.5%. This was quite a bit lower than our 2019-2020 MOY 68%. This means we started lower than anticipated. Our EOY Composite score ended at 67%. Our goal was to increase 5% from 68% to 73%. However, we did make a 9.5% gain from BOY 57.5% to EOY 67%.
Lake View scored 58.5% for the MOY 20-21 Pathways of Progress. We scored 67.5% for the EOY 20-21 Pathways of Progress. This showed a 9% increase, however, we are still short of our goal of 73%.

McKinley
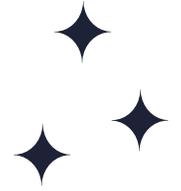
Goal #1

McKinley Elementary will have an accuracy proficiency above 61% at the end of the school year, including the results from 2nd-5th grades.

Report

The 61% mid year benchmark is from the mid year 2019-2020 school year. No end of year data was collected due to Covid. BOY 2020-2021 acadience accuracy data for grades 2-5 was 46%. EOY accuracy data for 2020-2021 school year was 58%. This shows an increase in accuracy of 12% from BOY to EOY.

Mountain View
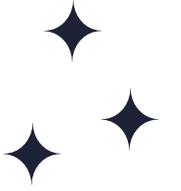
Goal #1

Each grade level will increase the percentage of students reaching benchmark proficiency on the End-of-Year (EOY) Acadience assessment for the 2021 academic year according to the chart. These goals consider the averages of three previous EOY proficiency percentages and seek to increase reading achievement proportionately at each grade level. 2017-2019 EOY Averages: Kindergarten 87% First grade 61% Second grade 52% Third grade 68% Fourth grade 67% Fifth grade 66% 2021 EOY Goal: Kindergarten 92% First grade 70% Second grade 63% Third grade 77% Fourth grade 75% Fifth grade 75%

Report

2021 EOY Goals
Kindergarten 92%, did not meet. EOY actual 81%
First-grade 70% , met. EOY at 70%
Second-grade 63%, did not meet. EOY actual 62%
Third-grade 77%, met. EOY at 79%
Fourth-grade 75%, did not meet.   EOY actual 71%
Fifth-grade 75%, did not meet. EOY actual 58%

North Park
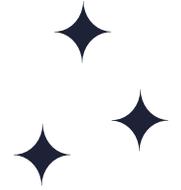
Goal #1

80% of students at North Park Elementary will score at benchmark on their end of year Acadience reading proficiency assessment or achieve above typical or well above typical progress as measured by the pathways of progress report.

Report

In looking at the composite score, most grade-levels came in around 50% proficiency as assessed by the composite score of the beginning of the year Acadience assessment. The end of the year data is as follows, with most grade levels meeting or approaching the benchmark or pathways of progress goal. The following data reflects the percentage of students on grade level at the beginning of the year measure as well as the end of the year proficiency measure or making typical or above progress.

Kindergarten BOY Acadience 46%   EOY Acadience 73%
1st Grade   BOY Acadience 38%   EOY Acadience 74%
2nd Grade   BOY Acadience 67%   EOY Acadience 80%*
3rd Grade   BOY Acadience 54%   EOY Acadience 79%
4th Grade   BOY Acadience 53%   EOY Acadience 58%
5th Grade   BOY Acadience 52%   EOY Acadience 81%*

Park Valley
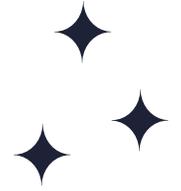
Goal #1

85% of Park Valley students grades k-6 will maintain grade level benchmark on Acadience composite testing. 100% of Park Valley students will make progress towards the benchmark as measured by the Acadience benchmark when taken in the spring of 2021.

Report

| Grade.	BOY	Growth	MOY
k.	3/5, 60%.	3/5, 60%.	4/5, 80%
1st.	0/3, 0%	2/3, 66%	2/3, 66%
2nd.	1/2, 50%.	1/2, 50%	1/2, 50%
3rd	4/5, 80%	3/5, 60%	5/5, 100%
4th	2/5, 40%	3/5, 60%	3/3, 100%
5th.	0/1, 0%	No Student enrolled	
6th	4/4, 100%	3/3, 100%	2/3, 66%
school	14/25, 56%	14/21, 67%	17/21, 81%

Snowville
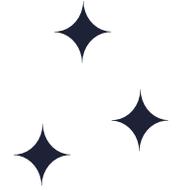
Our goal is to have 85% of the students at benchmark on the Acadience reading assessment in May 2021. Students not reaching the benchmark goal will demonstrate at least a 30 point gain on the Acadience composite score from the beginning of the 2020 year to the end of the school year in 2021.

Report

Grade.	BOY.	MOY.	EOY	students making 40 point gain
K.	3/4, 75%.	3/4, 75%.	3/4, 75%.	4/4, 100%
1ST.	NO STUDENTS ENROLLED IN THIS GRADE			
2nd	6/7, 86%.	7/7, 100%.	7/7, 100%.	7/7, 100%
3rd.	4/4, 100%.	4/4, 100%.	4/4, 100%.	4/4, 100%
4th.	3/5, 60%.	4/5, 80%.	3/5, 60%.	5/5, 100%
5th	0/1,0%.	1/2, 50%.	1/2, 50%.	2/2, 100%

School wide   BOY students on or above benchmark 16/21, 76%. MOY students on or above benchmark 19/22, 86%. EOY students on or above benchmark 18/22, 86%. Students who made at least a 40 point gain from BOY to EOY 21/21, 100%

Three Mile Creek
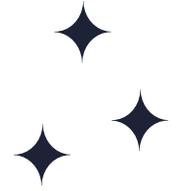
Goal #1

For the 2020-21 school year, our goal is determined by the beginning of year to end of year Acadience Pathways of Progress Report and the number of students who are proficient and/or who make typical growth
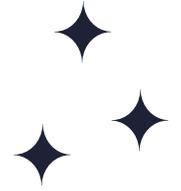
Report

2nd grade 91%

3rd grade 87%

4th grade 93%

5th grade 93%

Willard

Goal #1

By the end of the 2020-2021 school year, 85% of Willard kindergarteners will demonstrate mastery on the Kindergarten Box Elder Phonological Awareness Skills Test (BEPAST). 85% of Willard first graders will demonstrate mastery on first grade Box Elder Phonological Awareness Skills Test (BEPAST) and skills 1-5 on the Box Elder Phonics Assessment (BEPA).
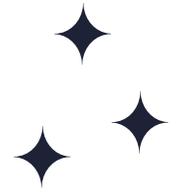
Report

We had 84% of our kindergarten students demonstrate mastery on the Kindergarten BEPAST skills.

We had 85% of our 1st grade students demonstrate mastery on the 1st grade BEPAST skills.

We had 81% of our 1st grade students demonstrate mastery on BEPA skills 1-5.

Bear River High

Goal #1

Bear River High School will ensure that all students learn at high level by: 1) Supporting every teacher by providing time and resources for training and to develop curriculum that includes essential standards, 2) Addressing technology issues by purchasing more chromebooks and calculators for more accessibility and moving closer to 1:1, 3)Decrease all failed courses by 3%, drop below 11% failure rate.
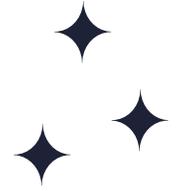
Report

Every teacher in our building has participated in weekly Teacher Trainings that happen every Wednesday morning. This is specific PD developed to support our teacher teams to improve skills specific to student learning.

BRHS purchased 2 more chromebook labs. The school district also gave BRHS 5 more chromebook labs to increase our numbers. Currently we have 29 sets of 36-chromebooks each, which is a total of 1,044 chromebooks. School enrollment is nearly 1,150, so we aren't 1:1 but much closer.

2020-21 - 1st Tri - 14.11% students failing 1+ courses
2020-21 - 2nd Tri - 13.85% students failing 1+ courses
2021-22 - 1st Tri - 17.82% students failing 1+ courses (INCREASE of 3.71)
2021-22 - 2nd Tri - 17.49% students failing 1+ courses (INCREASE of 3.64)

Bear River Middle

Goal #1

Eighty (80%) percent of students in the core subjects of Math, Language Arts and Science will meet PLC Team expectations of 70% proficiency on each learning standard as determined by each assessment.
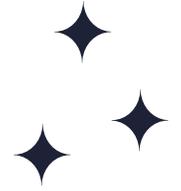
Report

8th ELA:
Grade Math
Unit 1 – 79.45% proficient
Unit 2 – 74.79% proficient
Unit 3 – 88.16% proficient
Unit 4 – 94% proficient
Unit 5 – 81% proficient

8th

Unit 1 – 75% proficient
Unit 2 – 85% proficient
Unit 3 – 79% proficient
Unit 4 – 83% proficient
Unit 5 – 72% proficient
Unit 6 – 92% proficient
Unit 7 – 92% proficient
Unit 8 – 85% proficient
Unit 9 – 88% proficient
Unit 10 – 81% proficient
Unit 11 – 64% proficient

Bear River Middle (continued)

Report

9th ELA
Analysis - 91.2% proficient
Narrative - 95.7% proficient
Sentence Structure - 80.7% proficient
Theme - 92.8% proficient
Thesis - 92.4% proficient
Argument - 91% proficient
Informative Project - 93.1% proficient

9th Math
Unit 1 - 83%
Unit 2 - 84%
Unit 3 - 81%
Unit 4 - 81.4%
Unit 6 - 89%
Unit 7 - 85.3%

Report

8th Science
Unit 1 - 96%
Unit 2/3 - 95%
Unit 4 - 88%
Unit 5 - 93.5%
Unit 6 - 94%
Unit 7 - 91.5%

9th Science
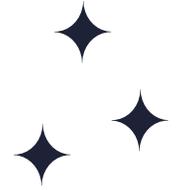Unit 1 - 96%
Unit 2 - 87%
Unit 3 - 89%
Unit 4 - 94%
Unit 5 - 93%
Unit 6 - 88%

Conclusion: All units except the final 8th Math assessment met the goal threshold

Harris Intermediate

Goal #1

The students at Harris Intermediate School will increase their overall growth percentile on the RISE/Benchmark data by 2% from the previous year. This goal is based on our review of last year's RISE/Benchmark data and projecting the results of our school-wide efforts to improve the PLC process.

Report

Due to the COVID 19 pandemic, a comparison of the increase in RISE results was not possible because the assessments were not given in the 2019-2020 school year. We do however have our Reading Inventory Benchmark results that we were able to review which demonstrate the reading and comprehension growth in our 6th & 7th-grade students on their Lexile proficiencies (see spreadsheet attached). We demonstrated an 18% increase in 7th grade and a 10% increase from BOY to EOY on Reading Inventory.

Box Elder High
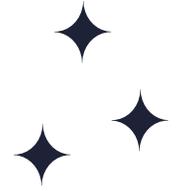
Goal #1

Box Elder High School will reduce the number of students who are credit deficit by 10% from August 2020 to June 2021.

Report

Due to Covid and the soft closure we were not able to assess our students and get a starting point for the new year.

Total off track:
Tri 1: 19
Tri 2: 72
Tri 3: 95

We did not reach this goal. The soft closure and Covid has increased the number of students who are not attending school. This has impacted our ability to keep students on track for graduation.

Box Elder High
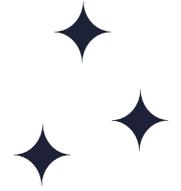
Goal #2

Box Elder High School teachers will use SIOP and Big 8 teaching strategies to achieve an average of 85% or higher student engagement during the 2020-2021 school year. 80% of Box Elder High School teachers will have an average of 85% student engagement during classroom instruction.

Report

2020-21

Total classroom observations: 29
Total number of students observed: 431
Total number of students engaged: 285
Overall School Total: 66%

We did not reach our goal this year. Because of the mask mandate, our teachers were keeping our students 6 feet away from each other during the beginning of the year. There was some concern about using group engagement strategies. We as administrators did not complete as many observations during the year as we would have liked to complete.

Box Elder Middle
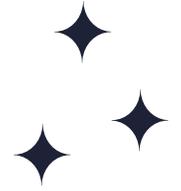
Goal #1

All of our students will achieve 75% or better in each Essential Learning Standard, as measured by the Common Formative Assessments, in every content area. During this third year of our three year plan, we will see a 2% increase in proficiency based on the 17-18 results. The integration of Canvas and School City will be used to help obtain this goal.

Report

2021-2022 Reading Inventory Data

First test of year
Advanced: 42 students
Proficient: 359 students
Basic: 333 students
Below Basic: 305 students

Middle of year
Advanced: 49 students
Proficient: 412 students
Basic: 314 students
Below Basic: 264 students

Young Intermediate
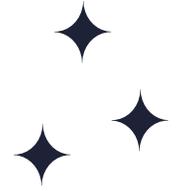
Goal #1

By the end of the 2020-2021 school year, 85% of students at ACYI will demonstrate grade-level proficiency in literacy as measured by end-of-level assessments created and administered by the school's ELA PLC teams.

Report

According to data collected from classroom assessments, 87.87% of students at ACYI demonstrated grade-level proficiency in literacy as measure by teacher created formative and summative assessments.
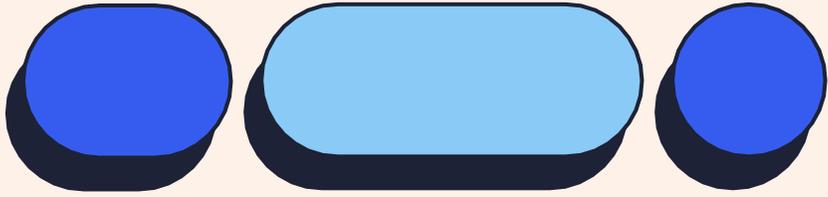
Thank you!

Do you have any questions?

T H A N K   Y O U

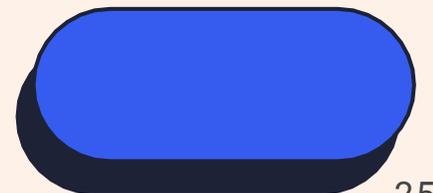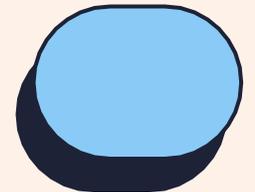|	Description	2021-22 Preliminary	2021-22 YTD	Current Bud vs Actual %	Prev Bud vs Actual %	2020-21 YTD	2020-21 Actual
	Percent of Year completed to date			83.60%	83.60%		
	Percent of 9 month contract complete			75.00%	75.00%		
1	GENERAL FUND (M&O) FUND (10)						
2							
3	REVENUE:						
4	Local						
5	Property	25,091,289	24,230,800	96.6%	81.2%	20,136,528	24,796,049
6	Tuitions	350,000	187,206	53.5%	32.4%	147,316	454,278
7	Inv Earnings	150,000	179,335	119.6%	154.4%	104,185	67,493
8	Indir. Costs-SL	680,000	0	0.0%	0.0%	0	1,019,906
9	Rental Fees/Building/Trai	110,000	49,955	45.4%	56.3%	45,895	81,451
10	Other	900,000	1,154,631	128.3%	167.5%	1,945,793	1,161,864
11	State	74,424,348	62,241,292	83.6%	85.4%	58,685,239	68,725,191
12	Federal	8,525,000	4,435,484	52.0%	26.2%	2,345,428	8,958,392
13	Misc./ Fund Bal	1,114,000					870,488
14	TOTAL M & O						
15	REVENUE	111,344,637	92,478,703	83.1%	78.6%	83,410,384	106,135,112
16	Beg Balance	2,043,744					1,809,180
17	Less:						
18	Ending Balance	1,176,013					173,429
19	TOTAL M & O FUNDS						
20	available	112,212,367	92,478,703	82.4%	77.4%	83,410,384	107,770,863
21	EXPENDITURES:						
22	Instruction (1000)						
23	Salaries	49,077,975	36,039,767	73.4%	75.4%	35,184,826	46,636,603
24	Benefits	18,358,921	14,755,648	80.4%	72.8%	14,241,522	19,551,996
25	Purchased Serv.	3,070,500	2,216,511	72.2%	75.7%	2,032,345	2,683,024
26	Supplies/Texbooks	5,100,000	3,919,452	76.9%	88.3%	5,050,701	5,721,787
27	Equipment	1,905,000	278,814	14.6%	76.6%	396,304	517,560
28	Other	700,000	566,392	80.9%	90.2%	567,425	629,179
29	Total	78,212,396	57,776,584	73.9%	75.9%	57,473,123	75,740,149
30		ESSER II Equipment					
31	Student Services (2100)						
32	Salaries	3,510,841	2,671,757	76.1%	74.5%	2,439,709	3,276,884
33	Benefits	1,309,542	1,095,881	83.7%	74.9%	993,420	1,326,311
34	Other	350,000	283,120	80.9%	66.7%	182,389	273,459
35	Total	5,170,383	4,050,758	78.3%	74.1%	3,615,518	4,876,654
36							
37	Instructional Staff (2200)						
38	Salaries	1,605,520	1,280,256	79.7%	79.6%	1,235,789	1,553,428
39	Benefits	629,160	495,535	78.8%	79.9%	491,575	615,191
40	Other	400,000	426,530	106.6%	93.7%	238,234	254,337
41	Total	2,634,680	2,202,321	83.6%	81.1%	1,965,598	2,422,956

	Description	2021-22 Preliminary	2021-22 YTD	Current Bud vs Actual %	Prev Bud vs Actual %	2020-21 YTD	2020-21 Actual
	Percent of Year completed to date			83.60%	83.60%		
	Percent of 9 month contract complete			75.00%	75.00%		
42	District Administration (2300)	Under Budget for Curriculum					
43	Salaries	389,454	297,300	76.3%	83.3%	282,658	339,524
44	Benefits	169,797	134,853	79.4%	84.2%	130,130	154,547
45	Purch Services	170,000	339,986	200.0%	59.4%	62,386	104,986
46	Liability Insurance	235,000	160,336	68.2%	100.0%	223,473	223,473
47	Supplies	35,000	29,005	82.9%	71.9%	24,508	34,090
48	Other	25,000	23,438	93.8%	94.6%	24,105	25,473
49	Total	1,024,251	984,918	96.2%	84.7%	747,260	882,093
50	School Administration (2400)	ESSER II Contr Serv					
51	Salaries	4,331,198	3,450,095	79.7%	13.3%	3,315,854	4,044,617
52	Benefits	1,747,827	1,388,624	79.4%	12.4%	1,351,293	1,657,254
53	Prof Serv/Travel	80,000	52,992	66.2%	180.7%	49,484	67,635
54	Other	15,000	9,205	61.4%	96.2%	10,170	10,170
55	Total	6,174,025	4,900,916	79.4%	81.8%	4,726,801	5,779,676
56							
57	Business & Support (2500)						
58	Salaries	771,881	622,190	80.6%	83.5%	539,030	645,918
59	Benefits	316,483	228,714	72.3%	83.5%	206,314	247,198
60	Purchased Services	165,000	242,514	147.0%	90.3%	122,226	135,297
61	Other	25,000	-4,507	-18.0%	58.6%	9,784	16,696
62	Total	1,278,364	1,088,911	85.2%	83.9%	877,354	1,045,109
63		Financial Software Upgrade cost					
64	Operation & Maintenance (2600)						
65	Salaries	5,466,376	4,379,375	80.1%	82.6%	4,117,478	4,985,356
66	Benefits	2,202,539	1,728,956	78.5%	83.4%	1,671,304	2,003,104
67	Electricity	884,000	758,335	85.8%	76.6%	702,928	918,191
68	Purchased Service	757,500	467,363	61.7%	83.4%	484,562	580,795
69	Telephone	282,012	272,166	96.5%	75.5%	193,381	256,236
70	Natural Gas	515,000	512,656	99.5%	87.8%	443,276	504,870
71	Prop Insurance	195,000	257,879	132.2%	100.0%	189,052	189,052
72	Repair	330,000	345,970	104.8%	114.7%	140,954	122,853
73	Supplies	730,000	655,260	89.8%	93.7%	737,721	787,291
74	Other	2,500	0	0.0%	77.3%	489	633
75			0				0
76	Total	11,364,927	9,377,960	82.5%	83.9%	8,681,145	10,348,381
77		Increase Costs ESSER III					

MONTHLY FINANCIAL REPORT
April 30, 2022

	Description	2021-22 Preliminary	2021-22 YTD	Current Bud vs Actual %	Prev Bud vs Actual %	2020-21 YTD	2020-21 Actual
	Percent of Year completed to date			83.60%	83.60%		
	Percent of 9 month contract complete			75.00%	75.00%		
78	Transportation (2700)						
79	Salaries	2,760,295	2,364,485	85.7%	76.1%	2,177,912	2,861,804
80	Benefits	829,152	677,335	81.7%	77.9%	640,004	821,802
81	Purch Serv	280,000	210,830	75.3%	83.7%	265,795	317,502
82	Fuel	505,000	595,851	118.0%	69.8%	363,698	521,415
83	Supplies	450,000	436,988	97.1%	79.6%	249,305	313,308
84	Other/Property	485,800	2,661,869	547.9%	201.7%	2,034,480	1,008,680
85	Total	5,310,247	6,947,358	130.8%	98.1%	5,731,194	5,844,511
86	Community Services (3300)		Bus Order next fiscal year				
87	Salary	680,566	474,008	69.6%	85.8%	481,421	561,013
88	Benefits	186,527	140,610	75.4%	85.8%	142,736	166,276
89	Purchased Serv	60,000	7,839	13.1%	39.3%	9,407	23,958
90	Supplies/Util	70,000	81,415	116.3%	78.3%	54,449	69,501
91	Property	30,000	1,891	6.3%	403.9%	16,380	4,055
92	Other Objects	16,000	20,171	126.1%	74.8%	4,883	6,529
93	Desig. Fund Bal		Under Budget				
94	Total	1,043,093	725,934	69.6%	85.3%	709,276	831,332
86	Total Expenditures	112,212,367	88,055,660	1	7	84,527,269	107,770,861
95	Interfund Trans		1			1	1
96	Change Desig Fund Bal	0	1			1	1
97	Other/Budget Cuts		1			0	0
98	TOTAL EXPENDITURERS		1				0
99	M & O	112,212,367	88,055,664	78.47%	78.4%	84,527,271	107,770,863

MONTHLY FINANCIAL REPORT
April 30, 2022

	Description	2021-22 Preliminary	2021-22 YTD	Current Bud vs Actual %	Prev Bud vs Actual %	2020-21 YTD	2020-21 Actual
	Percent of Year completed to date			83.60%	83.60%		
	Percent of 9 month contract complete			75.00%	75.00%		
100	School Activity Fund (21)						
101							
102	REVENUE:						
103	School Deposits	4,400,000	3,474,158	79.0%	82.1%	2,810,799	3,422,501
104							
105	Other		0			0	
106	Total Revenue		3,474,158		82.1%	2,810,799	3,422,501
107	EXPENDITURES:						
108	Purchased Services	902,150	549,434	60.9%	55.5%	237,730	428,078
109	Supplies	2,882,850	2,233,511	77.5%	72.8%	2,055,705	2,824,283
110	Equipment/Property	290,000	44,233	15.3%	75.1%	15,721	20,926
111	Desig/Other/Adm	325,000	120,644	37.1%	68.2%	112,822	165,396
112	Total Expenditures						
113	School Activity	4,400,000	2,947,822	67.0%	70.4%	2,421,978	3,438,683
114	DEBT SERVICE FUND (31)						
115							
116	REVENUE:						
117	Property Tax	2,945,632	2,926,373	99.3%	75.4%	2,291,819	3,039,480
118	Interest	105,750	16,149	15.3%	78.4%	28,468	36,333
119	Other					634	
120	Total	3,051,382	2,942,522	96.4%	75.5%	2,320,921	3,075,813
121	Begining Bal	5,696,268	5,802,645	101.9%	108.9%	6,535,160	6,001,582
122	LESS:						
123	Ending Balance	5,659,746	4,876,865	86.2%	123.5%	7,167,630	5,802,645
124	Funds Available	4,770,488	5,474,767	114.8%	96.2%	5,581,331	5,802,645
125	EXPENDITURE:						
126	Bond Debt	3,927,162	3,267,400	68.5%	100.0%	3,269,750	3,269,750
127	Fees	50,000	3,000	0.0%	100.0%	5,000	5,000
128	Other Uses		0			0	0
129	Total	3977162	3,270,400	6540.8%	100.0%	3,274,750	3,274,750

	Description	2021-22 Preliminary	2021-22 YTD	Current Bud vs Actual %	Prev Bud vs Actual %	2020-21 YTD	2020-21 Actual
	Percent of Year completed to date			83.60%	83.60%		
	Percent of 9 month contract complete			75.00%	75.00%		
130	CAPITAL OUTLAY FUND (32)						
131							
132	REVENUE:						
133	Property Tax	12,837,500	9,615,224	74.9%	105.4%	10,378,187	9,844,206
134	Interest	255,941	136,286	53.2%	70.0%	205,722	293,682
135	Other	176,400	290,594	164.7%	241.6%	150,422	62,249
136	State	158,025	31,625	20.0%	83.3%	68,336	82,003
137	Federal /MBA	63,288	25,117	39.7%	100.0%	60,274	60,274
138	Ins./Prop.Recry	94,500	460,329	487.1%	81.0%	51,600	63,673
139	Total Revenue	13,585,653	10,559,175	77.7%	104.9%	10,914,541	10,406,087
140	Lease Revenue MBA	0	0			15,000,000	15,000,000
141	Other Sources(F50)	345,580	0			0	326,422
142	Desig. Fund Bal						0
143	TOTAL REVENUE CAPITAL						
144	OUTLAY	13,931,233	10,559,175	75.8%	100.7%	25,914,541	25,732,509
145	Beg. Balance	25,428,650					23,509,689
146	Less:		Donations to BRHS and BEHS			Sale of Corinne School	
147	Ending Balance	5,055,580					31,036,384
148	Capital Outlay Funds						
149	available	34,304,303	10,559,175			25,914,541	18,205,814

MONTHLY FINANCIAL REPORT
April 30, 2022

	Description	2021-22 Preliminary	2021-22 YTD	Current Bud vs Actual %	Prev Bud vs Actual %	2020-21 YTD	2020-21 Actual
	Percent of Year completed to date			83.60%	83.60%		
	Percent of 9 month contract complete			75.00%	75.00%		
150	EXPENDITURES:						
151	Oper/Maint	5,000	0	0.0%		2,000	2,000
152	Other Equipment	850,000	0	0.0%		500	
153	Purchased Services	0	4,961		92.0%	5,767	6,267
154	Technology/Software	0	1,281,864		98.4%	1,000,396	1,017,044
155	Improvement	0	0			0	1
156	Buildings Maint	2,600,000	1,981,167	76.2%	131.3%	1,518,882	1,157,046
157	Vehicles	870,000	173,871	20.0%	108.5%	313,897	289,359
158	Furniture/Equip	1,794,000	1,514,730	84.4%	102.3%	1,393,212	1,362,434
159	Other Objects	1	0	0.0%	0.0%	0	1
160	Vehicle charges		0			0	1
161	Total Capital	6,119,001	4,956,593	81.0%	110.4%	4,234,654	3,834,153
162	Other		0			0	1
163	Other Proj	200,000	1,185	0.6%	63.6%	122,793	193,118
164	Sunrise High School	200,000	35,570	17.8%	106.1%	4,435,688	4,180,473
165	Golden Spike	25,300,000	13,816,598	54.6%	37.7%	3,485,518	9,235,064
166	HS Athletic Facilities	80,000	796,585	995.7%	2418.3%	202,361	8,368
167	Property Purchase	420,000	0	0.0%		460,266	480,266
168	Total Construction	26,200,000	14,649,938	55.9%	61.8%	8,706,626	14,097,290
169	Desig. F Bal						
170	MBA/Bond Fee/Fund 50	1,985,302	1,929,114	97.2%	101.3%	277,885	274,371
171	Other					97	0
172	TOTAL EXPENDITURES CAPITAL	BRHS Turf not budgeted					
173	OUTLAY	34,304,303	21,535,645	62.8%	72.6%	13,219,262	18,205,814

	Description	2021-22 Preliminary	2021-22 YTD	Current Bud vs Actual %	Prev Bud vs Actual %	2020-21 YTD	2020-21 Actual
	Percent of Year completed to date			83.60%	83.60%		
	Percent of 9 month contract complete			75.00%	75.00%		
174	SCHOOL FOOD SERVICE FUND (49)						
175							
176	REVENUE:						
177	Lunch Sales	250,000	66,625	26.7%	78.3%	190,945	243,736
178	State	1,075,000	785,473	73.1%	52.0%	681,386	1,309,158
179	Federal	4,000,000	5,467,033	136.7%	66.5%	3,850,187	5,789,153
180	Other/Inventory Adj	0	0		0.0%	0	-13,244
181	TOTAL REVENUE SCHOOL						
182	FOODS	5,326,500	6,319,131	118.6%	64.4%	4,722,518	7,328,803
183	Beg. Balance	1,000,835					938,697
184	Less:						
185	Ending Balance	1,179,481					2,363,221
186	School Food Service Funds						
187	available	5,147,854	6,319,131	122.8%	80.0%	4,722,518	5,904,279
188	EXPENDITURES:						
189	Salaries	1,786,241	1,492,496	83.6%	73.0%	1,390,952	1,904,236
190	Benefits	692,613	443,897	64.1%	74.2%	434,798	585,710
191	Food/Supplies	2,294,000	2,064,180	90.0%	63.5%	1,860,836	2,932,132
192	Equipment	50,000	125,550	251.1%	103.0%	41,849	40,630
193	Other Costs	25,000	26,883	107.5%	42.3%	22,323	52,822
194	Dir/Indirect Costs	300,000		0.0%	0.1%	278	388,749
195	TOTAL EXPENDITURES SCHOOL		Lunch Tables & Equip				
196	FOODS	5,147,854	4,153,006	80.7%	63.5%	3,751,036	5,904,279

	Description	2021-22 Preliminary	2021-22 YTD	Current Bud vs Actual %	Prev Bud vs Actual %	2020-21 YTD	2020-21 Actual
	Percent of Year completed to date			83.60%	83.60%		
	Percent of 9 month contract complete			75.00%	75.00%		
197	Foundation Fund (75)						
198							
199	REVENUE:						
200	Total Revenue	250,000	185,457	74.2%	48.5%	171,768	354,177
201	Available Revenue	250,000	185,457	74.2%	48.5%	171,768	354,177
202	EXPENDITURE:						
203	Expenses	180,000	162,081	90.0%	58.9%	77,717	131,898
204	Changes/Desg Fund Bal						0
205	TOTAL EXPENDITURE	180,000	162,081	90.0%	58.9%	77,717	131,898
206	Agency Fund (76)						
207							
208	REVENUE:						
209	Agent Services	125,000	24,357	19.5%	46.8%	3,951	8,451
210	State	5,000	0			4,360	0
211	Federal						0
212	Other	7,000	0	0.0%	0.0%	0	1
213	TOTAL REVENUE/BB						
214	AGENCY FUND	137,000	24,357	17.8%	98.3%	8,311	8,452
215	EXPENDITURE:						
216	Instruction		5,978			6,165	0
217	NUCC	125,000	17,886	14.3%	29.4%	8,180	27,843
218	Other	7,000	1,543	22.0%		2,326	1
219	Changes/Desg Fund Bal	5,000	0			0	0
220	TOTAL EXPENDITURES						
221	AGENCY FUND	137,000	25,407	18.5%	59.9%	16,671	27,844
222							
223							
224			SUMMARY			SUMMARY	
225							
226	GRAND TOTAL FUNDS AVAILABLE						
227	ALL FUNDS	138,440,752	115,983,503	83.8%	81.7%	119,359,242	146,057,367
228	GRAND TOTAL EXPENDITURE						
229	ALL FUNDS	160,358,686	120,150,025	74.9%	77.3%	107,288,685	138,754,131

BESD Pre Budget 2022-2023

# REVENUE	Prelim 2022	Revised 2022	Increase	Prelim 2023	%
# LOCAL					
1 Property Tax	$42,107,446	$41,180,973	$4,961,710	$46,142,684	10.75%
2 Other (interest, rentals, fees)	$9,320,671	$10,351,430	$2,972,997	$12,293,668	15.80%
STATE					
3 WPU	$42,811,714	$44,224,675	$3,474,783	$47,699,458	7.28%
4 Restricted Programs	$31,612,634	$38,316,217	$5,334,796	$43,651,013	12.22%
FEDERAL					
5 Federal Revenue	$12,588,288	$13,277,288	$2,426,000	$15,703,288	15.45%
TOTAL	$138,440,752	$147,350,583	$18,139,528	$165,490,111	10.96%

EXPENDITURES	Prelim 2022	Revised 2022	Increase	Prelim 2023	%
1 Salaries	$70,380,349	$72,638,181	$8,206,573	$80,844,754	10.15%
2 Benefits	$6,375,012	$7,947,412	-$360,912	$7,586,500	4.54%
3 Purchased Services	$15,480,850	$17,503,075	$2,890,826	$20,393,901	14.17%
4 Supplies	$33,774,000	$23,676,000	-$1,266,000	$22,410,000	5.35%
5 Equipment	$26,442,560	$29,986,134	$2,205,408	$32,191,543	6.85%
6 Other	$7,905,915	$8,299,895	$621,885	$8,921,780	-7.49%
TOTAL	$160,358,686	$160,050,697	$12,297,781	$172,348,478	7.14%

Increased in Expenditures   **$6,858,366**

Capital Outlay
  Golden Spike Elementary $4,800,000
  Grouse Creek School $2,000,000

MAJOR EXPENDITURES OR INCREASED COSTS

7 FTE change Teachers (5.4)	$522,000		
School Administration (3)	$160,000		
Classified (2) (AD Clerks)	$100,000		
Insurance cost increase, 2%	$175,000		
Transportation SB 2, 85% funding ceiling	$880,000		
8 One to One Initiative	$1,180,000	In Reserve	
9 HVAC Upgrades to BEHS, BRHS, ACYI, ACHI & Bear MIddle School	$4,000,000	ESSER III	
10 Textbook LA Adoption	$2,000,000	In Reserve	

	Prelim 2022	Revised 2022	Increase	Prelim 2023	%
11 Student counts (ADM)	12,023	12,296	487	12,510	3.89%
12 Electricity Increase	$884,000	$912,000	$212,780	$1,096,780	19.40%
13 Natural Gas Increase	$515,000	$515,000	$18,500	$533,500	3.47%
14 Insurance Property Liability and Casualty	$438,000	$502,900	$103,000	$541,000	19.04%
15 Fuel Increase for Transportation	$505,000	$850,000	$445,000	$950,000	46.84%
16 Software/Chromebooks	$850,000	$1,320,000	$1,650,000	$2,500,000	66.00%
17 Food and supplies	$2,294,000	$3,594,000	$1,596,000	$3,890,000	41.03%
18 Supplies	$450,000	$528,882	$131,771	$581,771	22.65%

Policy 5045
Reviewed
May 12, 2021
First Reading
April 13, 2022
Second Reading
May 11, 2022

POLICY 5045

Student and Staff ~~Memorials~~ Acknowledgements Due to Death

A. Box Elder School District recognizes the need to appropriately recognize students and employees who die during their association with the District. This Policy outlines how that association will be recognized at the school site.

1. ~~Memorial plaques, mock headstones, etc. are not to be placed on school property. All plants are placed on school property by the District and should not be associated directly with an individual.~~

2. ~~Memorials~~ Acknowledgements by school sponsored groups, during school sponsored activities, before, ~~or~~ during, or after ~~a~~ school ~~day~~, are ~~not~~ permitted by principal approval.

3. Families and friends wishing to recognize an individual are encouraged to establish scholarships or make other donations that benefit the education of students.

4. School yearbooks may contain a memorial page designed to honor/memorialize all deceased individuals who have died during the current school year.

    a. All pictures and information on the memorial page will be similar to pictures and information for other individuals. Pictures may be identified with "Class of _ _ _ _".

    b. The memorial page must not glorify or glamorize death or mention the date and/or cause of death.

    c. Other than individual pictures and information, this page should contain only generic pictures, appropriate graphics and verse, and not single out an individual student, particular religion, or belief.

5. Memorial plaques, mock headstones, etc. are not to be placed on school property. All plants are placed on school property by the District and should not be associated directly with an individual.

TENTATIVE MINUTES OF A REGULAR MEETING
OF THE BOARD OF EDUCATION
BOX ELDER SCHOOL DISTRICT

President Taylor welcomed those in attendance and conducted the business of the meeting starting at 5:30 p.m. A work session followed. The following principals reported to the board: Dan Carstens, Bear River Middle School, Heidi Jo West, Mountain View Elementary, and Ashlee Nelson, Willard Elementary.

Tentative minutes of the Regular Session of the Board of Education, Box Elder School District, held Wednesday evening April 13, 2022 at 6:30 p.m. at Independent Life Skills Center.

Those in attendance at the meeting included Board President Julie Taylor, Vice President Tiffani Summers, Connie Archibald, Karen Cronin, Bryan Smith, Wade Hyde, Nancy Kennedy, Clyde Wohlgemuth, and Shan Robison, student board member. Also present were Superintendent Steven Carlsen, Assistant Superintendents Keri Greener, Gary Allen, Keith Mecham, and Business Administrator Rod Cook. Members of the press, employees and patrons.

President Taylor welcomed those in attendance and conducted the business of the meeting.

After the reverence which was offered by Tiffani Summers, Board Vice President, Keith Mecham, Assistant Superintendent lead the pledge of allegiance.

Recognitions

Wade Hyde Recognized the following:

Recognition of the principals that reported last month Shaylyn Ekins, North Park Elementary, Melissa Morris, Western Schools, Randy Rasmussen, Young Intermediate.
Ben Kunzler and Oakley Whiting, FBLA CTSO Advisors, Box Elder Middle School
Box Elder Middle School FBLA Team (Future Business Leaders of America)
Box Elder Middle School TSA Team (Technology Student Association)
Nolan Crook for his efforts with students
The students who participated were recognized by the Board
Melanie Day and Theater students were recognized for their success in Theater in the Regional Competition
Marci Hatch for her hard work and dedication in working with the Board

ESP Employee Recognitions:

Paras:
Colleen Ede – Three Mile Creek Elementary
Ronda Shaffer – Independent Life Skills Center

Maintenance:
Robert Westover - Box Elder Middle School
Betty Davis – Willard Elementary

Food Service:
Lacie Smith – Discovery
Kim Sorenson – Box Elder Middle School

Transportation:
Scott Bingham - Bus Driver
Nicole Hess – Route Coordinator

Secretaries:
Teri Basinger – Box Elder High School
Bette Dallin – Century Elementary

Approval of Agenda

Connie Archibald made the motion to approve the agenda. Bryan Smith seconded the motion which passed unanimously.

Public Comment

David Putnam was concerned about the fan experience because soccer opposing sides are both are on the same side of the sidelines.

David and Alicia Parker neighbors of Bear River High are concerned about vandalism and weekend issues with kids in the school parking lot.

Action Items

Approval of New Business Administrator

Rod Cook, Business Administrator, presented David Roberts for approval as the new Business Administrator to be appointed by the Board for two years.

Connie Archibald made the motion to appoint David Roberts as the District Business Administrator, beginning July 1, 2022 through July 1, 2024. Karen Cronin seconded the motion which passed unanimously.

College and Career Readiness Counseling Program (CCRCP)

Gary Allen, Assistant Superintendent of Secondary Teaching and Learning, presented the CCRCP to the Board for their approval.

Bryan Smith made the motion to approve the College and Career Readiness Counseling Program for the 2022-2023 school year. Karen Cronin seconded the motion which passed unanimously.

Approval of Independent Auditor

Rod Cook, Business Administrator, presented the proposal to the Board to approve Squire and Co. as the Independent Auditor for the 2021-22 fiscal year.

Karen Cronin made the motion to approve Squire and Co. as the Independent Auditor for the 2021-22 fiscal year. Connie Archibald seconded the motion which passed unanimously.

Approval of Amendment of Lake View School Land Trust Plan

Keri Greener, Assistant Superintendent of Elementary Teaching and Learning, presented a request for changes to Lake View Elementary Land Trust Plan.

Wade Hyde made the motion to approve the recommended changes to the Lake View Elementary School Land Trust Plan. Bryan Smith seconded the motion which passed unanimously.

Approval of Amendment of Willard School Land Trust Plan

Keri Greener Assistant Superintendent of Elementary Teaching and Learning, presented a request for changes to Willard Elementary Land Trust Plan.

Karen Cronin made the motion to approve the recommended changes to the Willard Elementary School Land Trust Plan. Clyde Wohlgemuth seconded the motion which passed unanimously.

Approval of School Lunch Prices

Candace Parr, Child Nutrition Supervisor, presented the new increased meal prices for approval.

Bryan Smith made the motion to increase per meal pricing from $1.90 to $1.95 for Elementary and Intermediate Schools and from $2.10 to $2.20 for Middle Schools. High School prices will remain the same at $2.50 per meal. Nancy Kennedy seconded the motion which passed unanimously.

Information Items

<u>Child Nutrition Report</u>

Candice Parr, Child Nutrition Supervisor, reported to the Board about the changes and challenges in Child Nutrition over the last year.

<u>Energy Report</u>

 Mike Clark reported on the energy savings usage for the District.

<u>Transportation Report</u>

Jason Sparks, Transportation Director reported on Transportation in Box Elder School District.

<u>Chinese DLI Support Plan</u>

AshLee Nelson presented the DLI Support Plan.

<u>Monthly Financial Report</u>

Rod Cook, Business Administrator, reviewed the financial report with the Board.

<u>Board Committee Reports</u>

No Board committee reports

Policy Review

<u>Deleted Policy</u>

Policy 4005 School Improvement Plan
School Improvement Plans were replaced by TSSA

<u>First Reading</u>

Policy 5045 Student and Staff Acknowledgements Due to Death

Nancy Kennedy made the motion to approve the above policies for deletion and on first reading. Bryan Smith seconded the motion which passed unanimously.

Board Discussion Items

<u>Board Graduation Assignments</u>

Tiffani Summers Bear River High School
Clyde Wohlgemuth Box Elder High School
Julie Taylor Sunrise High School

<u>Conference Reports</u>

Take-a-ways from the national conference:

Transparency
Annual Report Information to Community
Retirees in the schools
Civility
Free Speech
Podcast

Book Study – "How Not to be a Terrible School Board Member"
Section #2 Terrible Board Teamwork
Section #3 Terrible Public Relations

The Board discussed what they had gleaned from their reading.

Consent Calendar

Karen Cronin mentioned that it appeared we were not adhering to policy on out of state travel. It was later discovered that the policy had been changed but not updated on the website.

Karen Cronin moved to accept the consent items. The motion was seconded by Clyde Wohlgemuth. The motion passed unanimously.

The Consent Calendar included the following items:

<u>Approval of the minutes</u> of the working and regular meeting March 9, 2022.

<u>Approval of claims</u> numbered 39205, 39796-40182, 02031022, 05031022, 07033122, 08033122, 09030222, 09031722, 09031822, 0903122, and the District Foundation and ACH payments as well as School Activity checks for the month of March.

<u>Personnel Action</u>

As detailed in the agenda

Travel Requests

As detailed in the agenda

Karen Cronin requested more information on the budget before the final approval in June. A short discussion ensued about what information the Board needs in advance of budget approval. Preliminary information will be provided in the May meeting in major categories and major proposed changes.

Adjournment

Connie Archibald made the motion to adjourn the meeting. Karen Cronin seconded the motion which passed by unanimous vote.

With the announcement that the next meeting will be held on May 11, 2022 at Adele C. Young Intermediate School, with a Retirement Reception at 6:00 p.m. and regular session beginning at 6:30 p.m. President Julie Taylor adjourned the meeting at 9:41 p.m.

APPROVED: _____

ATTESTED: _____   _____
                      School Business Administrator   President, Board of Education
                      Box Elder School District

Bank	Check No	Amount	Date	Vendor	Type
01	00040183	120.90	04/14/22	1 CARRIE ANDERSON	C
01	00040184	323.75	04/14/22	1 REBECCA LEICHTY	C
01	00040185	599.72	04/14/22	33855 JENNIFER ADAMS	C
01	00040186	167.52	04/14/22	110727 ANGELA ALLEN	C
01	00040187	878.48	04/14/22	812477 ALSCO/AMERICAN LINEN	C
01	00040188	43.92	04/14/22	57878 KRISTIN BALLS	C
01	00040189	171.68	04/14/22	56618 MARIA BANUELOS	C
01	00040190	55.00	04/14/22	85556 BEAR RIVER HEALTH DEPARTMENT	C
01	00040191	2,477.14	04/14/22	102956 BEAR RIVER MENTAL HEALTH	C
01	00040192	255.50	04/14/22	85768 BEAR RIVER SEWER DEPT	C
01	00040193	254.60	04/14/22	87120 BEEHIVE TELEPHONE CO	C
01	00040194	47,948.62	04/14/22	108217 BRIGHAM CITY CORPORATION	C
01	00040195	109.88	04/14/22	57991 EMILEE BURNHAM	C
01	00040196	11.60	04/14/22	57894 ELKE CARTER	C
01	00040197	120.00	04/14/22	107994 CERTIFIED SHRED	C
01	00040198	595.80	04/14/22	57606 D'ELAINE CHALOUPKA-LADD	C
01	00040199	154.16	04/14/22	53228 MIKE CLARK	C
01	00040200	30.00	04/14/22	14958 CULLIGAN	C
01	00040201	8,591.20	04/14/22	102017 DAVIS SCHOOL DISTRICT	C
01	00040202	4,271.94	04/14/22	729332 ECONO WASTE INC	C
01	00040203	55.10	04/14/22	58955 BECKY EZOLA	C
01	00040204	4,113.86	04/14/22	143160 FRONTIER COMMUNICATION	C
01	00040205	1,265.66	04/14/22	304217 GARLAND CITY	C
01	00040206	1,220.79	04/14/22	324430 GRAYBAR ELECTRIC COMPANY INC	C
01	00040207	182.70	04/14/22	57886 EMILY HARDY	C
01	00040208	175.00	04/14/22	103070 HEYWOOD ENGINEERING & CONSULT	C
01	00040209	4,672.86	04/14/22	111125 IML SECURITY SUPPLY	C
01	00040210	20,226.05	04/14/22	49026 IVY LANE PEDATRICS	C
01	00040211	107.16	04/14/22	44601 LORI JACOBSON	C
01	00040212	11,769.22	04/14/22	100774 JEPPSEN DISTRIBUTING/JEFF JEPPSEN	C
01	00040213	2,807.35	04/14/22	467700 JOHNSON ELECTRIC MOTORS	C
01	00040214	72.00	04/14/22	100550 JOSTENS INC	C
01	00040215	673.27	04/14/22	109818 VALYNN KUNZLER	C
01	00040216	673.27	04/14/22	94170 KELLY J KUNZLER	C
01	00040217	661.67	04/14/22	107207 RACHEALE KUNZLER	C
01	00040218	84.00	04/14/22	57568 LANGUAGE ACCESS NETWORK LLC	C
01	00040219	2,506.67	04/14/22	58246 LINDE GAS & EQUIPMENT INC	C
01	00040220	1,035.30	04/14/22	109840 JENNY LOGSDON	C
01	00040221	142.90	04/14/22	543168 MADDOX RANCH HOUSE	C
01	00040222	187.34	04/14/22	58181 HEATHER MALONEY	C
01	00040223	203.98	04/14/22	111457 KEITH MECHAM	C
01	00040224	501.00	04/14/22	42064 JENNIE MONSEN-HANSEN	C
01	00040225	612.48	04/14/22	43982 MIKE MOORE	C
01	00040226	31.02	04/14/22	58823 HUNTER MORGAN	C
01	00040227	633.83	04/14/22	57622 DAVID MORRIS	C
01	00040228	3,892.03	04/14/22	29858 MOUNTAINLAND SUPPLY COMPANY	C
01	00040229	255.20	04/14/22	54330 KALLEE MUNNS	C
01	00040230	12.76	04/14/22	57908 MANDY MUNNS	C
01	00040231	35,380.80	04/14/22	43133 NATIONAL FOOD GROUP	C
01	00040232	503.86	04/14/22	57860 BAILEY NESSEN	C
01	00040233	4,850.41	04/14/22	111273 NUCO2 LLC	C
01	00040234	4,500.00	04/14/22	46477 NUTRISLICE, INC	C
01	00040235	44,320.24	04/14/22	3050 OBSERVERTAB, LLC	C
01	00040236	415.24	04/14/22	100987 PEARSON EDUCATION CENTER	C
01	00040237	233.50	04/14/22	700077 PERRY CITY	C

Bank	Check No	Amount	Date	Vendor	Type
01	00040238	3,021.09	04/14/22	106641 PST/PROFESSIONAL SYSTEMS TECHNOLOGY INC	C
01	00040239	2,009.20	04/14/22	732367 RAFT RIVER RURAL	C
01	00040240	111.86	04/14/22	58599 THOMAS RAISOR	C
01	00040241	8,826.45	04/14/22	892645 ROCKY MOUNTAIN POWER	C
01	00040242	300.00	04/14/22	762360 RUPP WASTE CONTAINERS INC	C
01	00040243	236.03	04/14/22	769715 SAM'S CLUB BUSINESS PAYMENTS	C
01	00040244	97.44	04/14/22	33847 LAURA SARCEDA	C
01	00040245	39.95	04/14/22	110789 SECURE INSTANT PAYMENTS LLC	C
01	00040246	1,060.15	04/14/22	10731 SMITH'S CUSTOMER CHARGES	C
01	00040247	37.00	04/14/22	802087 SNOWVILLE WATERWORKS INC	C
01	00040248	652.39	04/14/22	12793 SONYA SPACKMAN	C
01	00040249	35.95	04/14/22	110914 SUPERIOR WATER AND AIR INC	C
01	00040250	44.08	04/14/22	53791 ELIZABETH TAYLOR	C
01	00040251	490.72	04/14/22	4448 MARK TAYLOR	C
01	00040252	2,862.30	04/14/22	111109 TOM RANDALL DIST	C
01	00040253	833.46	04/14/22	852617 TREMONTON CITY CORP	C
01	00040254	750.00	04/14/22	875087 UKON WATER CO	C
01	00040255	90.00	04/14/22	511570 UTAH LABOR COMMISSION DIVISION OF	C
01	00040256	2,381.94	04/14/22	55034 UTAH PARENT CENTER, INC	C
01	00040257	2,571.42	04/14/22	101369 UTAH SCHOOL BOARDS ASSOCIATION	C
01	00040258	1,201.78	04/14/22	892964 UTAH STATE TAX COMMISSION	C
01	00040259	1,703.88	04/14/22	891181 LB 410027	C
01	00040260	100.00	04/14/22	891181 UTAH STATE UNIVERSITY	C
01	00040261	7,081.50	04/14/22	924155 WASTE MGMT OF UTAH INC	C
01	00040262	165.00	04/14/22	927359 WEBER SCHOOL DISTRICT	C
01	00040263	120.96	04/14/22	932187 WEST FIELD STREAM WATER	C
01	00040264	661.67	04/14/22	12939 EMILIE WESTMORELAND	C
01	00040265	110.45	04/14/22	48224 JACQUELINE WHITAKER	C
01	00040266	53.35	04/14/22	58947 SHAELA WHITAKER	C
01	00040267	187.75	04/14/22	941217 WILLARD CITY CORP	C
01	00040268	150.00	04/14/22	40223 MARGARET SAM YATES	C
01	00040269	57.42	04/14/22	57630 KERI YEATES	C
01	00040270	27,331.37	04/14/22	38032 AMAZON CAPITAL SERVICES INC	C
01	00040271	163,250.00	04/14/22	58912 ANATOMAGE INC	C
01	00040272	70.00	04/14/22	110672 SAFE & CIVIL SCHOOLS	C
01	00040273	2,940.00	04/14/22	106497 APPLE STORE	C
01	00040274	466.18	04/14/22	110509 AUDIO ENHANCEMENT	C
01	00040275	28,976.48	04/14/22	110412 BARBIZON LIGHT	C
01	00040276	412.96	04/14/22	106055 BLICK ART MATERIALS	C
01	00040277	630.00	04/14/22	55271 CINGLETREE LEARNING LLC	C
01	00040278	1,148.42	04/14/22	158220 COVER UP	C
01	00040279	530.00	04/14/22	100293 DELL INC	C
01	00040280	1,107.03	04/14/22	57207 FILTERBUY INC.	C
01	00040281	664.85	04/14/22	59811 FLYLEAF PUBLISHING, LLC	C
01	00040282	454.53	04/14/22	109704 FOLLETT SCHOOL SOLUTIONS	C
01	00040283	1,099,853.00	04/14/22	109003 HOGAN & ASSOCIATES CONSTRUCTION INC	C
01	00040284	3,733.13	04/14/22	386370 HYKO SUPPLY CO	C
01	00040285	1,639.02	04/14/22	50270 IMAGING CONCEPTS OF NORTHERN UTAH, LLC	C
01	00040286	10,389.78	04/14/22	901150 IMT COMPANIES LLC	C
01	00040287	3,598.00	04/14/22	58890 INFINID LEARNING INC	C
01	00040288	796.68	04/14/22	109001 LINCOLN AQUATICS	C
01	00040289	350.00	04/14/22	3050 OBSERVERTAB, LLC	C
01	00040290	7,697.41	04/14/22	633340 OFFICE DEPOT	C
01	00040291	560.87	04/14/22	664141 ORIENTAL TRADING COMPANY INC	C
01	00040292	2,690.36	04/14/22	699420 PERMA BOUND BOOKS	C

A/P Summary Check Register   FPREG01A

Bank	Check No	Amount	Date	Vendor	Type
01	00040293	1,888.95	04/14/22	111379 REALITYWORKS	C
01	00040294	2,037.63	04/14/22	759360 ROTO AIRE	C
01	00040295	779.90	04/14/22	101706 SCHOLASTIC STORE ONLINE	C
01	00040296	26.51	04/14/22	54313 SCHOOL SPECIALTY, LLC	C
01	00040297	4,557.36	04/14/22	157371 STAPLES	C
01	00040298	185.92	04/14/22	38601 SUMMIT PARTNERS UTAH LLC	C
01	00040299	1,650.00	04/14/22	30643 THE HONOR CORD COMPANY	C
01	00040300	562.50	04/14/22	111788 THE LIFEGUARD STORE	C
01	00040301	2,790.70	04/14/22	109355 VOYAGER SOPRIS LEARNING	C
01	00040302	6,055.96	04/14/22	53252 WORKSPACE ELEMENTS	C
01	00040303	107,904.00	04/14/22	102737 YOUNG CHEVROLET CO	C
01	00040304	4.72	04/20/22	489250 KENTS MARKET PL/BRIGHAM	C
01	00040305	22,500.00	04/21/22	1 ALLYSON BOWCUTT	C
01	00040306	21.50	04/21/22	1 CJ EARL	C
01	00040307	80.00	04/21/22	6617 ACME WATER CO	C
01	00040308	430.28	04/21/22	10260 ADELE C YOUNG INTERM SCH	C
01	00040309	1,263.50	04/21/22	4260 BCI / UTAH BUREAU OF CRIMINAL IDENTIF	C
01	00040310	2,627.28	04/21/22	55220 BETTER QUESTIONS, LLC	C
01	00040311	1,687.85	04/21/22	104338 BOX ELDER HIGH SCHOOL	C
01	00040312	539.34	04/21/22	104348 BOX ELDER MIDDLE SCHOOL	C
01	00040313	440.00	04/21/22	111635 BRIDGERLAND BAND INSTRUMENT REPAIR	C
01	00040314	26.00	04/21/22	26956 BRAQUEL BRINKERHOFF	C
01	00040315	8,552.45	04/21/22	3271 CANON SOLUTIONS AMERICA	C
01	00040316	599.88	04/21/22	890740 CENTURYLINK LONG DISTANCE	C
01	00040317	406.00	04/21/22	40363 CIO MEDICAL SERVICES	C
01	00040318	281.36	04/21/22	59269 CUMMINS SALES AND SERVICE	C
01	00040319	48.87	04/21/22	50288 PEGGY DANSIE	C
01	00040320	127.46	04/21/22	55557 ELIZABETH FERTIG	C
01	00040321	34.31	04/21/22	33910 TORI HADERLIE	C
01	00040322	75.00	04/21/22	50270 IMAGING CONCEPTS OF NORTHERN UTAH, LLC	C
01	00040323	4,113.64	04/21/22	50768 INTECH COLLEGIATE HIGH SCHOOL	C
01	00040324	124.21	04/21/22	102892 LISSA M JENSEN	C
01	00040325	11,385.86	04/21/22	100774 JEPPSEN DISTRIBUTING/JEFF JEPPSEN	C
01	00040326	5,086.00	04/21/22	48879 KREMEDY LLC / KANNACT	C
01	00040327	57.34	04/21/22	44636 TAMRA LARSEN	C
01	00040328	1,000.00	04/21/22	26000 LEAR & LEAR LAW OFFICE, LLP	C
01	00040329	639.00	04/21/22	543010 MADDOX COMPRESSOR INC	C
01	00040330	77.38	04/21/22	561078 MCKINLEY SCHOOL	C
01	00040331	320.00	04/21/22	104992 PRINT SHOP	C
01	00040332	60.16	04/21/22	52710 HOLLY REEVES	C
01	00040333	33,214.87	04/21/22	892645 ROCKY MOUNTAIN POWER	C
01	00040334	191.92	04/21/22	55336 S & D CARWASH MANAGEMENT, LLC	C
01	00040335	26.00	04/21/22	773045 CLAIR SCHENK	C
01	00040336	1,221.00	04/21/22	60054 SNA DEPOSITORY	C
01	00040337	813.29	04/21/22	25976 SHERWIN-WILLIAMS	C
01	00040338	120.00	04/21/22	109177 STATE OF UTAH	C
01	00040339	28.25	04/21/22	109177 STATE OF UTAH	C
01	00040340	104,421.54	04/21/22	892916 DGO FUEL NETWORK TEAM	C
01	00040341	86.20	04/21/22	24580 VERIZON WIRELESS	C
01	00040342	450.00	04/21/22	100471 WEBER STATE UNIVERSITY	C
01	00040343	148.00	04/21/22	59528 CLYDE WOHLGEMUTH	C
01	00040344	500.00	04/21/22	102931 ZIONS BANK CORPORATE TRUST	C
01	00040345	12,144.53	04/21/22	38032 AMAZON CAPITAL SERVICES INC	C
01	00040346	299.00	04/21/22	106497 APPLE STORE	C
01	00040347	1,220.14	04/21/22	107488 ARCHIBALD & SONS INC	C

Bank	Check No	Amount	Date	Vendor	Type
01	00040348	45,004.35	04/21/22	110509 AUDIO ENHANCEMENT	C
01	00040349	1,450.67	04/21/22	819370 CLASSICAL STRINGS / G WILHELMSEN	C
01	00040350	1,485.00	04/21/22	107802 CMT ENGINEERING LABORATORIES	C
01	00040351	211.56	04/21/22	57207 FILTERBUY INC.	C
01	00040352	139.91	04/21/22	109704 FOLLETT SCHOOL SOLUTIONS	C
01	00040353	122.01	04/21/22	33022 FUN AND FUNCTION LLC	C
01	00040354	76.41	04/21/22	778870 GOPHER SPORT	C
01	00040355	711.00	04/21/22	100148 HIGH NOON BOOKS	C
01	00040356	2,330.71	04/21/22	386370 HYKO SUPPLY CO	C
01	00040357	273.66	04/21/22	50270 IMAGING CONCEPTS OF NORTHERN UTAH, LLC	C
01	00040358	7,865.12	04/21/22	455120 JACKS TIRE & OIL INC	C
01	00040359	1,548.48	04/21/22	520730 ADP LEMCO	C
01	00040360	2,840.81	04/21/22	633340 OFFICE DEPOT	C
01	00040361	163.90	04/21/22	664141 ORIENTAL TRADING COMPANY INC	C
01	00040362	4,328.75	04/21/22	699420 PERMA BOUND BOOKS	C
01	00040363	278.64	04/21/22	28282 READING WAREHOUSE	C
01	00040364	23.00	04/21/22	110417 RESCO	C
01	00040365	3,208.22	04/21/22	110840 RUSH TRUCK CENTER OF UTAH	C
01	00040366	237.18	04/21/22	54313 SCHOOL SPECIALTY, LLC	C
01	00040367	639.20	04/21/22	59013 SLUMBERKINS INC	C
01	00040368	18,603.00	04/21/22	110873 SOLUTION TREE	C
01	00040369	820.59	04/21/22	157371 STAPLES	C
01	00040370	1,380.69	04/21/22	38601 SUMMIT PARTNERS UTAH LLC	C
01	00040371	187.93	04/21/22	866716 UTAH CORRECTIONAL INDUSTRIES	C
01	00040372	13,157.90	04/21/22	898860 VCBO ARCHITECTS	C
01	00040373	1,247.07	04/27/22	999014 AFLAC / AMERICAN FAMILY LIFE ASSURANCE	C
01	00040374	4,563.93	04/27/22	999014 AMERICAN FAMILY LIFE COMP	C
01	00040375	80.00	04/27/22	999027 B E SCHOOL BOARD FUND	C
01	00040376	104.40	04/27/22	999030 BENEFICIAL LIFE INSURANCE CO.	C
01	00040377	810.54	04/27/22	999110 BONNEVILLE BILLING & COLLECTIONS	C
01	00040378	630.21	04/27/22	999024 BOSTON MUTUAL LIFE INS CO - W	C
01	00040379	259.00	04/27/22	999055 BOX ELDER FOUNDATION	C
01	00040380	1,418.32	04/27/22	999033 BUREAU CHILD SUPPORT SERV	C
01	00040381	148.33	04/27/22	4642 CREDIT SERVICE OF LOGAN	C
01	00040382	29,893.65	04/27/22	999077 DENTAL SELECT	C
01	00040383	8,196.83	04/27/22	999021 ELEVATE CREDIT UNION	C
01	00040384	569.73	04/27/22	999019 EMI HEALTH	C
01	00040385	69.12	04/27/22	999017 GLOBE LIFE INSURANCE CO	C
01	00040386	20,591.22	04/27/22	999035 HORACE MANN INSURANCE COMPANY	C
01	00040387	451.00	04/27/22	51080 IDAHO DIV OF MANAGEMENT/CHILD SUPPORT	C
01	00040388	114.62	04/27/22	5851 JOHNSON MARK ATTORNEYS LLC	C
01	00040389	355.83	04/27/22	999111 MEADE RECOVERY SERVICES LLC	C
01	00040390	9,075.00	04/27/22	999084 NATIONAL BENEFITS SERVICES LLC	C
01	00040391	9,628.09	04/27/22	999081 NATIONAL BENEFITS SERVICES LLC	C
01	00040392	114.01	04/27/22	999156 OLSON SHANER	C
01	00040393	3,448.66	04/27/22	999008 OPTICARE	C
01	00040394	759,532.58	04/27/22	999079 PUBLIC EMPLOYEES HEALTH P	C
01	00040395	1,620.95	04/27/22	999032 PRE-PAID LEGAL SERVICES	C
01	00040396	20,778.95	04/27/22	999018 THE HARTFORD	C
01	00040397	543.19	04/27/22	48119 TITANIUM FUNDS	C
01	00040398	490.00	04/27/22	999012 UESP	C
01	00040399	15,482.89	04/27/22	999007 UTAH EDUCATION ASSOCIATION	C
01	00040400	6,414.59	04/27/22	999025 UTAH SCHOOL EMPLOYEES ASSOCIATION	C
01	00040401	213,137.75	04/27/22	999003 UTAH STATE TAX COMMISSION	C
01	00040402	767.58	04/27/22	999003 UTAH STATE TAX COMMISSION	C

Bank	Check No	Amount	Date	Vendor	Type
01	00040403	179.95	04/27/22	1 JAMIE SHEFFIELD	C
01	00040404	600.00	04/27/22	10260 ADELE C YOUNG INTERM SCH	C
01	00040405	2,397.22	04/27/22	25909 AMERIGAS PROPANE	C
01	00040406	168.84	04/27/22	85748 BEAR RIVER MIDDLE SCHOOL	C
01	00040407	4,675.00	04/27/22	58963 TYLER BRIMHALL	C
01	00040408	168,706.00	04/27/22	123130 CACHE COUNTY SCHOOL DISTRICT	C
01	00040409	1,750.97	04/27/22	890740 CENTURYLINK	C
01	00040410	120.00	04/27/22	107994 CERTIFIED SHRED	C
01	00040411	45.12	04/27/22	14672 COLLEEN HANCEY	C
01	00040412	716.70	04/27/22	901150 IMT COMPANIES LLC	C
01	00040413	11,863.85	04/27/22	50768 INTECH COLLEGIATE HIGH SCHOOL	C
01	00040414	630.00	04/27/22	3026 INTERMOUNTAIN HYDRONIC SPECIALTIES	C
01	00040415	12,035.39	04/27/22	100774 JEPPSEN DISTRIBUTING/JEFF JEPPSEN	C
01	00040416	1,444.33	04/27/22	14427 JEANNIE JOHNSON	C
01	00040417	3,770.43	04/27/22	110561 MAXIM HEALTHCARE SERVICES INC	C
01	00040418	90.00	04/27/22	11169 PROVO CITY SCHOOL DISTRICT	C
01	00040419	199.50	04/27/22	51500 RITE OF PASSAGE	C
01	00040420	2,561.80	04/27/22	111109 TOM RANDALL DIST	C
01	00040421	90.00	04/27/22	511570 UTAH LABOR COMMISSION DIVISION OF	C
01	00040422	18,207.36	04/27/22	891181 LB 410027	C
01	00040423	9,104.64	04/27/22	42846 VERACITY NETWORKS, LLC	C
01	00040424	6,064.28	04/27/22	24580 VERIZON WIRELESS	C
01	00040425	984.55	04/27/22	25534 ACADEMIC SUCCESS FOR ALL LEARNERS	C
01	00040426	11,693.32	04/27/22	38032 AMAZON CAPITAL SERVICES INC	C
01	00040427	79,771.70	04/27/22	110509 AUDIO ENHANCEMENT	C
01	00040428	155.26	04/27/22	108543 B & H PHOTO VIDEO	C
01	00040429	767.20	04/27/22	55395 CLASS CREATOR	C
01	00040430	2,609.00	04/27/22	100293 DELL INC	C
01	00040431	683.49	04/27/22	103155 EAI EDUCATION	C
01	00040432	3,706.88	04/27/22	53449 EXPLORELEARNING, LLC	C
01	00040433	1,244.80	04/27/22	286060 FLINN SCIENTIFIC	C
01	00040434	319.38	04/27/22	109704 FOLLETT SCHOOL SOLUTIONS	C
01	00040435	334.88	04/27/22	778870 GOPHER SPORT	C
01	00040436	1,965.00	04/27/22	3026 INTERMOUNTAIN HYDRONIC SPECIALTIES	C
01	00040437	125.00	04/27/22	45020 LEARNING A-Z, LLC	C
01	00040438	1,799.00	04/27/22	14567 MOBYMAX	C
01	00040439	55,410.00	04/27/22	44172 NORCO INC	C
01	00040440	64.38	04/27/22	633340 OFFICE DEPOT	C
01	00040441	2,714.40	04/27/22	699420 PERMA BOUND BOOKS	C
01	00040442	15,476.16	04/27/22	59960 PINE COVE CONSULTING LLC	C
01	00040443	40.15	04/27/22	102477 SCHOOL NURSE SUPPLY	C
01	00040444	6,890.00	04/27/22	110873 SOLUTION TREE	C
01	00040445	3,325.97	04/27/22	157371 STAPLES	C
01	00040446	825.00	04/27/22	51837 SWEETWATER	C
01	00040447	440.00	04/27/22	861085 TV SPECIALISTS INC	C
01	00040448	640.20	04/27/22	109355 VOYAGER SOPRIS LEARNING	C
01	05041122	248,085.27	04/10/22	888540 US BANK	M
01	07043022	136,813.88	04/27/22	999070 HEALTH EQUITY INC	M
01	08033122	-1,250,381.05	04/01/22	999005 UTAH STATE RETIREMENT FUND	MV
01	08043022	1,201,098.18	04/27/22	999005 UTAH STATE RETIREMENT FUND	M
01	09042022	145,105.48	04/27/22	999140 BANK OF UTAH	M
01	09043022	1,027,047.93	04/27/22	999140 BANK OF UTAH	M
01	8033122A	1,250,106.89	04/01/22	999005 UTAH STATE RETIREMENT FUND	M

Total Bank No 01   6,372,339.16

Bank	Check No	Amount	Date	Vendor	Type
02	00100996	200.00	04/14/22	14575 AIRMOTIVE SERVICE	C
02	00100997	127.97	04/14/22	38032 AMAZON CAPITAL SERVICES INC	C
02	00100998	299.00	04/21/22	106497 APPLE STORE	C
02	00100999	750.00	04/21/22	104338 BOX ELDER HIGH SCHOOL	C
02	00101000	245.79	04/27/22	38032 AMAZON CAPITAL SERVICES INC	C
02	00101001	280.00	04/27/22	288478 FOOTHILL SCHOOL	C
02	00101002	6.25	04/27/22	47686 TNT ENGRAVING	C
Total Bank No 02		**1,909.01**			
11	01103760	3,296.74	04/14/22	101520 BELL JANITORIAL	A
11	01103761	129.80	04/14/22	48011 GAILE BINGHAM	A
11	01103762	25.42	04/14/22	102177 BRADY INDUSTRIES LLC	A
11	01103763	278.40	04/14/22	44342 MICHELLE BREIDER	A
11	01103764	30.00	04/14/22	110766 TRICIA BURBIDGE	A
11	01103765	337.50	04/14/22	37192 STEVE CARLSEN	A
11	01103766	322.55	04/14/22	106437 CARSON ELEVATOR CO INC	A
11	01103767	16,265.00	04/14/22	100325 CDW GOVERNMENT INC	A
11	01103768	80.00	04/14/22	31380 JOSE M CEDILLO	A
11	01103769	2,400.00	04/14/22	134250 CEM SALES & SERVICE	A
11	01103770	1,842.69	04/14/22	53473 CHARLIE'S PRODUCE	A
11	01103771	110.00	04/14/22	4090 MARY CLARK	A
11	01103772	13,254.07	04/14/22	728870 DOMINION ENERGY UTAH	A
11	01103773	39.80	04/14/22	12165 AMANDA FRANCIS	A
11	01103774	522.06	04/14/22	322776 GRAINGERS INC	A
11	01103775	661.67	04/14/22	109781 MICHELE GREEN	A
11	01103776	150.00	04/14/22	36706 MONICA GROVER	A
11	01103777	1,651.84	04/14/22	111426 DARLA HANSEN	A
11	01103778	694.26	04/14/22	19780 COLLETTE HAWKES	A
11	01103779	110.80	04/14/22	110864 JEFF HUNT	A
11	01103780	421.94	04/14/22	58173 KELLIE JOHNSON	A
11	01103781	21,715.00	04/14/22	27243 KELLY SERVICES INC	A
11	01103782	100.00	04/14/22	55875 LANGUAGE TESTING INTERNATIONAL	A
11	01103783	347.13	04/14/22	59129 DESI LARSEN	A
11	01103784	42.60	04/14/22	21610 STEVE LEGGETT	A
11	01103785	70.00	04/14/22	10936 JONI MITCHELL	A
11	01103786	49.80	04/14/22	25640 RAMONA MORA	A
11	01103787	59.80	04/14/22	54356 MARISSA NELSON	A
11	01103788	149.80	04/14/22	21962 MARK NELSON	A
11	01103789	167.41	04/14/22	16934 SANNA NELSON	A
11	01103790	30.00	04/14/22	18317 SALLY NOBLE	A
11	01103791	2,740.50	04/14/22	59803 KELSIE PETERSEN	A
11	01103792	39.80	04/14/22	112077 BOB PROFAIZER	A
11	01103793	507.50	04/14/22	53805 AMY PUGSLEY	A
11	01103794	39.80	04/14/22	21105 DUANE RICE	A
11	01103795	30.00	04/14/22	45349 LADAWN RICHINS	A
11	01103796	661.67	04/14/22	21130 AMBER ROSE	A
11	01103797	70.00	04/14/22	58858 ANNA SHERMAN	A
11	01103798	39.80	04/14/22	852290 SANDIE TRAPP	A
11	01103799	731.74	04/14/22	100866 VALCOM	A
11	01103800	1,217.46	04/14/22	100866 VALCOM	A
11	01103801	13,452.55	04/14/22	100590 WAXIE SANITARY SUPPLY	A
11	01103802	39.80	04/14/22	28150 KARIE WEAVER	A
11	01103803	39.80	04/14/22	40002 MAURY WHEATLEY	A
11	01103804	40.00	04/14/22	105471 COLLEEN M WILLIAMS	A
11	01103805	10,000.00	04/21/22	109024 ARBITERPAY TRUST ACCOUNT	A

Bank	Check No	Amount	Date	Vendor	Type
11	01103806	90.00	04/21/22	29785 HENRY BAKER	A
11	01103807	1,099.68	04/21/22	101520 BELL JANITORIAL	A
11	01103808	664.80	04/21/22	37192 STEVE CARLSEN	A
11	01103809	1,541.20	04/21/22	108940 CERTIFIED INSPECTION SERVICES/ C MAEDGEN	A
11	01103810	46,330.69	04/21/22	107034 CHARIOT GROUP INC	A
11	01103811	1,867.92	04/21/22	53473 CHARLIE'S PRODUCE	A
11	01103812	805.80	04/21/22	154950 RODNEY L COOK	A
11	01103813	19,585.87	04/21/22	728870 DOMINION ENERGY UTAH	A
11	01103814	23,095.09	04/21/22	107656 DWA CONSTRUCTION INC	A
11	01103815	230.24	04/21/22	322776 GRAINGERS INC	A
11	01103816	260.00	04/21/22	55875 LANGUAGE TESTING INTERNATIONAL	A
11	01103817	5,148.75	04/21/22	48470 SCHOOLS CUBED	A
11	01103818	203,058.05	04/21/22	12688 SYSCO	A
11	01103819	1,585.08	04/21/22	100866 VALCOM	A
11	01103820	528.31	04/21/22	100866 VALCOM	A
11	01103821	637.60	04/21/22	100590 WAXIE SANITARY SUPPLY	A
11	01103822	400.35	04/27/22	101520 BELL JANITORIAL	A
11	01103823	15,160.25	04/27/22	107034 CHARIOT GROUP INC	A
11	01103824	1,855.57	04/27/22	53473 CHARLIE'S PRODUCE	A
11	01103825	25.00	04/27/22	47686 TNT ENGRAVING	A
11	01103826	2,113.36	04/27/22	100866 VALCOM	A
11	01103827	3,638.00	04/27/22	100590 WAXIE SANITARY SUPPLY	A
Total Bank No 11		**424,728.11**			
20	10400480	227.91	04/14/22	104321 BOX ELDER SCHOOL DISTRICT	C
20	10400481	1.00	04/21/22	104321 BOX ELDER SCHOOL DISTRICT	C
20	10400481	-1.00	04/21/22	104321 BOX ELDER SCHOOL DISTRICT	CV
20	10400482	2.00	04/21/22	104321 BOX ELDER SCHOOL DISTRICT	C
20	10400482	-2.00	04/21/22	104321 BOX ELDER SCHOOL DISTRICT	CV
Total Bank No 20		**227.91**			
21	12500724	454.90	04/21/22	104321 BOX ELDER SCHOOL DISTRICT	C
21	12500725	33.81	04/21/22	489250 KENTS MARKET PL/BRIGHAM	C
21	12500726	34.95	04/21/22	110914 SUPERIOR WATER AND AIR INC	C
Total Bank No 21		**523.66**			
22	13200658	117.81	04/14/22	38032 AMAZON CAPITAL SERVICES	C
22	13200659	498.52	04/14/22	104321 BOX ELDER SCHOOL DISTRICT	C
22	13200660	640.23	04/27/22	38032 AMAZON CAPITAL SERVICES	C
22	13200661	60.58	04/27/22	489240 KENTS MARKET PL/TREMONTON	C
Total Bank No 22		**1,317.14**			
23	13400668	1,307.81	04/20/22	104321 BOX ELDER SCHOOL DISTRICT	C
23	13400669	24.95	04/20/22	164108 CULLIGAN WATER CONDITIONING	C
23	13400670	78.48	04/20/22	489250 KENTS MARKET PL/BRIGHAM	C
23	13400671	6,300.00	04/21/22	60119 UTAH DIVISION OF ARTS AND MUSEUMS	C
Total Bank No 23		**7,711.24**			
24	13601001	19.25	04/13/22	104321 BOX ELDER SCHOOL DISTRICT	C
24	13601002	43.33	04/13/22	104321 BOX ELDER SCHOOL DISTRICT	C
24	13601003	209.65	04/13/22	104321 BOX ELDER SCHOOL DISTRICT	C
24	13601004	318.26	04/13/22	489240 KENTS MARKET PL/TREMONTON	C
24	13601005	69.32	04/13/22	633340 OFFICE DEPOT	C
24	13601006	48.95	04/13/22	44512 THE HERALD JOURNAL	C
Total Bank No 24		**708.76**			
25	15000701	866.14	04/13/22	104321 BOX ELDER SCHOOL DISTRICT	C
25	15000702	7.00	04/15/22	1 MARIAH SHUPE	C

Bank	Check No	Amount	Date	Vendor	Type
25	15000703	217.20	04/15/22	19178 CHEAPERTHANSHIRT	C
Total Bank No 25		**1,090.34**			
26	16400997	150.00	04/20/22	1 CROCKETT GEAR	C
26	16400998	1,027.43	04/20/22	104321 BOX ELDER SCHOOL DISTRICT	C
26	16400999	103.63	04/20/22	489240 KENTS MARKET PL/TREMONTON	C
26	16401000	30.00	04/20/22	110914 SUPERIOR WATER AND AIR INC	C
26	16401001	677.74	04/29/22	104321 BOX ELDER SCHOOL DISTRICT	C
Total Bank No 26		**1,988.80**			
27	16600467	923.98	04/14/22	104321 BOX ELDER SCHOOL DISTRICT	C
27	16600468	88.00	04/14/22	19178 CHEAPERTHANSHIRT	C
27	16600469	71.63	04/14/22	110337 MOUNT OLYMPUS WATERS	C
Total Bank No 27		**1,083.61**			
28	16701108	-146.85	04/19/22	14958 CULLIGAN	CV
28	16701117	10.00	04/19/22	1 SAIGE SCOTT	C
28	16701118	483.32	04/19/22	104321 BOX ELDER SCHOOL DISTRICT	C
28	16701119	241.10	04/19/22	14958 CULLIGAN	C
28	16701120	179.50	04/19/22	489240 KENTS MARKET PL/TREMONTON	C
28	16701121	75.00	04/19/22	55905 MD SECURE STORAGE	C
Total Bank No 28		**842.07**			
29	12345678	200.00	04/27/22	999140 BANK OF UTAH	M
29	16800474	571.00	04/11/22	11614 BERG CHRISTAIN ENTERPRISES	C
29	16800475	16.16	04/27/22	489240 KENTS MARKET PL/TREMONTON	C
29	16800476	860.59	04/27/22	104321 BOX ELDER SCHOOL DISTRICT	C
Total Bank No 29		**1,647.75**			
30	17200592	598.43	04/15/22	104321 BOX ELDER SCHOOL DISTRICT	C
30	17200593	57.16	04/15/22	769715 SAM'S CLUB BUSINESS PAYMENTS	C
Total Bank No 30		**655.59**			
31	18800355	328.00	04/01/22	45934 KUNZLER CATERING	C
31	18800356	2,433.00	04/25/22	11665 LITTLE CAESARS PIZZA FUNDRAISING	C
31	18800357	30.00	04/26/22	104321 BOX ELDER SCHOOL DISTRICT	C
Total Bank No 31		**2,791.00**			
32	20000267	3,147.34	04/25/22	104321 BOX ELDER SCHOOL DISTRICT	C
Total Bank No 32		**3,147.34**			
33	30402706	420.91	04/12/22	106895 BADGER SCREEN PRINTING CO	C
33	30402707	2,022.21	04/12/22	104321 BOX ELDER SCHOOL DISTRICT	C
33	30402708	302.67	04/12/22	327480 GREER'S HARDWARE	C
33	30402709	188.04	04/12/22	3549 JONES SCHOOL SUPPLY CO, INC.	C
33	30402710	320.00	04/12/22	17060 NORTHERN UTAH ROBOTICS	C
33	30402711	177.32	04/12/22	769715 SAM'S CLUB BUSINESS PAYMENTS	C
33	30402712	962.78	04/12/22	111588 ULINE	C
33	30402713	688.88	04/13/22	489240 KENTS MARKET PL/TREMONTON	C
33	30402714	143.55	04/19/22	38032 AMAZON CAPITAL SERVICES INC	C
33	30402715	16,659.00	04/19/22	104321 BOX ELDER SCHOOL DISTRICT	C
33	30402716	95.60	04/22/22	38032 AMAZON CAPITAL SERVICES INC	C
33	30402717	336.60	04/22/22	45500 BOX ELDER SCHOOL DISTRICT	C
33	30402718	449.47	04/22/22	109248 J W PEPPER MUSIC	C
Total Bank No 33		**22,767.03**			
34	30803132	40.00	04/14/22	1 HALEY YATES	C
34	30803133	52.95	04/14/22	1 JODI BAIRD	C
34	30803134	15.34	04/14/22	347560 ALICE C HARRIS INTERM SCH	C
34	30803135	2,414.07	04/14/22	38032 AMAZON CAPITAL SERVICES INC	C

Bank	Check No	Amount	Date	Vendor	Type
34	30803136	387.25	04/14/22	106055 BLICK ART MATERIALS	C
34	30803137	220.01	04/14/22	104321 BOX ELDER SCHOOL DISTRICT	C
34	30803138	1,399.26	04/14/22	778870 GOPHER SPORT	C
34	30803139	170.99	04/14/22	109248 J W PEPPER MUSIC	C
34	30803140	16.99	04/14/22	586188 MOUNTAIN VIEW SCHOOL	C
34	30803141	853.72	04/14/22	633340 OFFICE DEPOT	C
34	30803142	127.00	04/14/22	835626 TEACHER'S DISCOVERY	C
34	30803143	210.24	04/21/22	38032 AMAZON CAPITAL SERVICES INC	C
34	30803144	907.49	04/21/22	104321 BOX ELDER SCHOOL DISTRICT	C
34	30803145	48.00	04/21/22	109248 J W PEPPER MUSIC	C
34	30803146	211.58	04/21/22	489250 KENTS MARKET PL/BRIGHAM	C
34	30803147	113.58	04/21/22	633340 OFFICE DEPOT	C
34	30803148	3,420.00	04/21/22	1457 U S POSTMASTER	C
34	30803149	261.94	04/27/22	1 MUSIC IN MOTION	C
34	30803150	133.24	04/27/22	112046 ACE HARDWARE - BRIGHAM	C
34	30803151	571.25	04/27/22	38032 AMAZON CAPITAL SERVICES INC	C
34	30803152	326.80	04/27/22	45500 BOX ELDER SCHOOL DISTRICT	C
34	30803153	57.00	04/27/22	111588 ULINE	C
34	30803154	1,732.76	04/27/22	5908 WALMART COMMUNITY	C
Total Bank No 34		**13,691.46**			
35	40402840	286.81	04/13/22	1724 ACE HARDWARE TREMONTON	C
35	40402841	323.66	04/13/22	38032 AMAZON CAPITAL SERVICES INC	C
35	40402842	64.43	04/13/22	286060 WHITEBOX LEARNING	C
35	40402843	2,847.98	04/13/22	103961 INTERMOUNTAIN WOOD PRODUCTS	C
35	40402844	24.08	04/13/22	157371 STAPLES	C
35	40402845	39.95	04/13/22	110914 SUPERIOR WATER AND AIR INC	C
35	40402846	670.99	04/13/22	104321 BOX ELDER SCHOOL DISTRICT	C
35	40402847	20.00	04/20/22	1 STACIE ARBON	C
35	40402848	890.16	04/20/22	38032 AMAZON CAPITAL SERVICES INC	C
35	40402849	22.14	04/20/22	999140 BANK OF UTAH	C
35	40402850	25.30	04/20/22	230 CAROLINA BIOLOGICAL	C
35	40402851	391.15	04/20/22	489240 KENTS MARKET PL/TREMONTON	C
35	40402852	100.90	04/20/22	59919 MEYER HATCHERY	C
35	40402853	31.67	04/27/22	1 TERESA ROBERTS	C
35	40402854	480.71	04/27/22	38032 AMAZON CAPITAL SERVICES INC	C
35	40402855	123.40	04/27/22	17078 CHERRY TREE	C
35	40402856	54.76	04/27/22	157371 STAPLES	C
Total Bank No 35		**6,398.09**			
36	40803792	-326.35	04/13/22	19178 CHEAPERTHANSHIRT	CV
36	40803814	15.16	04/18/22	1 ALICIA BOLDT	C
36	40803815	22.87	04/18/22	1 JESSICA MARTINEZ	C
36	40803816	22.25	04/18/22	1 KELLIE JO ORR	C
36	40803817	144.44	04/18/22	112046 ACE HARDWARE - BRIGHAM	C
36	40803818	35.00	04/18/22	10260 ADELE C YOUNG INTERM SCH	C
36	40803819	963.87	04/18/22	38032 AMAZON CAPITAL SERVICES INC	C
36	40803820	303.37	04/18/22	106055 BLICK ART MATERIALS	C
36	40803821	1,880.00	04/18/22	104338 BOX ELDER HIGH SCHOOL	C
36	40803822	23.78	04/18/22	104321 BOX ELDER SCHOOL DISTRICT	C
36	40803823	326.35	04/18/22	19178 CHEAPERTHANSHIRT	C
36	40803824	87.91	04/18/22	180241 DEMCO INC	C
36	40803825	80.00	04/18/22	106202 JOHN FINDLAY	C
36	40803826	989.58	04/18/22	103961 INTERMOUNTAIN WOOD PRODUCTS	C
36	40803827	330.18	04/18/22	633340 OFFICE DEPOT	C
36	40803828	35.45	04/18/22	822122 SUMMERHAYS MUSIC CENTER	C

Bank	Check No	Amount	Date	Vendor	Type
36	40803829	564.99	04/18/22	109804 WARD'S NATURAL SCIENCE	C
36	40803830	1,974.52	04/19/22	104321 BOX ELDER SCHOOL DISTRICT	C
36	40803831	794.41	04/26/22	38032 AMAZON CAPITAL SERVICES INC	C
36	40803832	455.40	04/26/22	45500 BOX ELDER SCHOOL DISTRICT	C
36	40803833	140.00	04/26/22	3271 CANON SOLUTIONS AMERICA	C
36	40803834	803.74	04/26/22	489250 KENTS MARKET PL/BRIGHAM	C
36	40803835	206.98	04/26/22	7099 LD PRODUCTS	C
36	40803836	183.74	04/26/22	633340 OFFICE DEPOT	C
36	40803837	225.95	04/26/22	19852 PENN STATE INDUSTRIES	C
36	40803838	636.39	04/26/22	11711 SOUTHWEST STRINGS	C
36	40803839	309.57	04/26/22	5908 WALMART COMMUNITY	C
Total Bank No 36		**11,229.55**			
37	70412001	100.00	04/01/22	1 NICOLE BAILEY	C
37	70412002	2,275.13	04/01/22	38032 AMAZON CAPITAL SERVICES INC	C
37	70412003	6,831.22	04/01/22	106895 BADGER SCREEN PRINTING CO	C
37	70412004	157.75	04/01/22	107102 BEAR RIVER BOWLING CENTER / THE GRILL	C
37	70412005	190.00	04/01/22	104338 BOX ELDER HIGH SCHOOL	C
37	70412006	12,123.57	04/01/22	31658 BSN SPORTS	C
37	70412007	58.86	04/01/22	230 CAROLINA BIOLOGICAL	C
37	70412008	370.00	04/01/22	12734 CITY OF ST GEORGE	C
37	70412009	500.80	04/01/22	31003 HOLIDAY INN EXPRESS/SANDY	C
37	70412010	255.25	04/01/22	111030 LOWE'S	C
37	70412011	106.25	04/01/22	16497 ROCKY MOUNTAIN AIR SOLUTIONS	C
37	70412012	3,538.09	04/01/22	769715 SAM'S CLUB BUSINESS PAYMENTS	C
37	70412013	927.31	04/01/22	157371 STAPLES	C
37	70412014	1,442.56	04/01/22	5193 STEVE REGAN CO	C
37	70412015	242.59	04/01/22	830460 TACO TIME/TREMONTON	C
37	70412016	2,800.00	04/01/22	17760 NCA/NDA REGISTRATION	C
37	70412017	88.44	04/12/22	1724 ACE HARDWARE TREMONTON	C
37	70412018	686.00	04/12/22	41998 BEAR RIVER FLORAL & GIFTS	C
37	70412019	277.14	04/12/22	11185 BEST WESTERN LANDMARK INN	C
37	70412020	4,560.00	04/12/22	12386 CHOURNOS PRINT SERVICES	C
37	70412021	1,516.30	04/12/22	6742 CLARION SUITES	C
37	70412022	600.00	04/12/22	1627 DOMINO'S PIZZA / TREMONTON	C
37	70412023	722.92	04/12/22	327480 GREER'S HARDWARE	C
37	70412024	100.00	04/12/22	56340 IMAGINE IT VINYL	C
37	70412025	117.00	04/12/22	43893 ISTITCH	C
37	70412026	129.10	04/12/22	60038 JANNINE JAMES	C
37	70412027	306.02	04/12/22	3549 JONES SCHOOL SUPPLY CO, INC.	C
37	70412028	720.00	04/12/22	55255 KW STRIPING	C
37	70412029	143.93	04/12/22	47031 DENISE MERRITT	C
37	70412030	11.38	04/12/22	7161 MILLER GAS CO, INC	C
37	70412031	754.69	04/12/22	44172 NORCO INC	C
37	70412032	462.60	04/12/22	4960 OLD GRIST MILL BREAD	C
37	70412033	1,268.97	04/12/22	59056 ON DECK SPORTS	C
37	70412034	146.34	04/12/22	5916 PITNEY BOWES	C
37	70412035	694.10	04/12/22	25453 PRIDE EMBROIDERY & SCREEN PRINTING	C
37	70412036	3,600.00	04/12/22	28967 ROBOTICS ED & COMPETITION FOUNDATION	C
37	70412037	27,000.00	04/12/22	58084 SAUNDERS TOURS	C
37	70412038	269.17	04/12/22	108783 SIGN PRO	C
37	70412039	516.15	04/12/22	157371 STAPLES	C
37	70412040	1,633.50	04/12/22	25674 STUDIO R MEDIA	C
37	70412041	35.00	04/12/22	110914 SUPERIOR WATER AND AIR INC	C
37	70412042	253.80	04/12/22	15415 TANDY LEATHER FACTORY 157	C

Box Elder School District

A/P Summary Check Register

Bank	Check No	Amount	Date	Vendor		Type
37	70412043	454.38	04/12/22	6149	THE LOGO SHOP	C
37	70412044	3,199.91	04/14/22	38032	AMAZON CAPITAL SERVICES INC	C
37	70412045	287.00	04/14/22	107102	BEAR RIVER BOWLING CENTER / THE GRILL	C
37	70412046	6,355.77	04/14/22	104321	BOX ELDER SCHOOL DISTRICT	C
37	70412047	10,736.85	04/14/22	104321	BOX ELDER SCHOOL DISTRICT	C
37	70412048	2,477.00	04/14/22	104321	BOX ELDER SCHOOL DISTRICT	C
37	70412049	550.00	04/14/22	43893	ISTITCH	C
37	70412050	327.25	04/14/22	100550	JOSTENS INC	C
37	70412051	4,285.95	04/14/22	489240	KENTS MARKET PL/TREMONTON	C
37	70412052	11,050.00	04/14/22	58084	SAUNDERS TOURS	C
37	70412053	300.00	04/14/22	36870	TIMPANOGOS HIGH SCHOOL	C
37	70412054	1,183.03	04/14/22	55670	WATKINS CUSTOM MEAT	C
37	70412055	30.74	04/19/22	1	BRIANNE SHERWOOD	C
37	70412056	523.78	04/19/22	106055	BLICK ART MATERIALS	C
37	70412057	16,717.92	04/19/22	31658	BSN SPORTS	C
37	70412058	271.00	04/19/22	40363	CIO MEDICAL SERVICES	C
37	70412059	7,880.20	04/19/22	4618	COLEMAN KNITTING MILL	C
37	70412060	200.00	04/19/22	102017	FARMINGTON HIGH SCHOOL	C
37	70412061	306.00	04/19/22	286060	FLINN SCIENTIFIC	C
37	70412062	14.95	04/19/22	33790	HENRY SCHEIN INC	C
37	70412063	130.00	04/19/22	60046	KATIE SCHWENDIMAN HOBSON	C
37	70412064	551.00	04/19/22	111790	SUNSTONE POTTERY	C
37	70412065	14.30	04/19/22	7170	THE PIE DUMP	C
37	70412066	2,042.93	04/21/22	38032	AMAZON CAPITAL SERVICES INC	C
37	70412067	660.00	04/21/22	40266	APPLIED PRACTICE	C
37	70412068	38.12	04/21/22	106895	BADGER SCREEN PRINTING CO	C
37	70412069	25.00	04/21/22	37672	EWELL EDUCATIONAL SERVICES INC	C
37	70412070	344.00	04/21/22	25674	STUDIO R MEDIA	C
37	70412071	125.00	04/21/22	59757	JACQUELINE SUMMERS	C
37	70412072	502.25	04/21/22	6149	THE LOGO SHOP	C
37	70412073	426.48	04/21/22	16535	VEX ROBOTICS	C
37	70412074	94.60	04/26/22	35519	AL'S TROPHIES & FRAMES, INC.	C
37	70412075	11,772.00	04/26/22	60135	BILL'S SPRINKLERS	C
37	70412076	35.63	04/26/22	106055	BLICK ART MATERIALS	C
37	70412077	350.00	04/26/22	10839	HIGHLAND HIGH SCHOOL	C
37	70412078	68.53	04/26/22	60143	LILJENQUIST, ALLISON	C
37	70412079	150.00	04/26/22	7137	MORGAN HIGH SCHOOL	C
37	70412080	231.30	04/26/22	4960	OLD GRIST MILL BREAD	C
37	70412081	2,465.33	04/26/22	58122	STRIKE VISUALS	C
37	70412082	125.94	04/26/22	6149	THE LOGO SHOP	C
37	70412083	123.17	04/26/22	5908	WALMART COMMUNITY	C
37	70412084	59.05	04/29/22	1	MELISSA JESKE	C
37	70412085	627.19	04/29/22	38032	AMAZON CAPITAL SERVICES INC	C
37	70412086	114.00	04/29/22	4618	COLEMAN KNITTING MILL	C
37	70412087	207.20	04/29/22	286060	FLINN SCIENTIFIC	C
37	70412088	9,950.78	04/29/22	60240	HAMPTON INN AND SUITES FARMERS BRANCH	C
37	70412089	355.80	04/29/22	4790	HOME DEPOT CREDIT SERVICE	C
37	70412090	195.00	04/29/22	56340	IMAGINE IT VINYL	C
37	70412091	4,935.00	04/29/22	46965	LITTLE REDS LLC	C
37	70412092	3,836.76	04/29/22	51187	METALMART INC.	C
37	70412093	100.00	04/29/22	16330	PAPA MURPHY'S PIZZA	C
37	70412094	2,633.25	04/29/22	108783	SIGN PRO	C
Total Bank No 37		**188,973.27**				
38	70811785	20.16	04/13/22	1	KRISTIN LARSEN	C

Bank	Check No	Amount	Date	Vendor	Type
38	70811786	127.94	04/13/22	112046 ACE HARDWARE - BRIGHAM	C
38	70811787	400.00	04/13/22	41084 BINGHAM HIGH SCHOOL	C
38	70811788	312.00	04/13/22	106055 BLICK ART MATERIALS	C
38	70811789	131.34	04/13/22	104321 BOX ELDER SCHOOL DISTRICT	C
38	70811790	231.17	04/13/22	31658 BSN SPORTS	C
38	70811791	50.90	04/13/22	230 CAROLINA BIOLOGICAL	C
38	70811792	872.50	04/13/22	19178 CHEAPERTHANSHIRT	C
38	70811793	1,400.00	04/13/22	102017 DAVIS SCHOOL DISTRICT	C
38	70811794	700.00	04/13/22	29637 DESERT HILLS HIGH SCHOOL/BOYS SOCCER	C
38	70811795	45.00	04/13/22	37672 EWELL EDUCATIONAL SERVICES INC	C
38	70811796	259.40	04/13/22	49786 GARY LEE HOOPER	C
38	70811797	123.98	04/13/22	109248 J W PEPPER MUSIC	C
38	70811798	555.00	04/13/22	55875 LANGUAGE TESTING INTERNATIONAL	C
38	70811799	1,540.82	04/13/22	58246 LINDE GAS & EQUIPMENT INC	C
38	70811800	61.05	04/13/22	25119 SIZZLING CAESARS, LLC	C
38	70811801	91.00	04/13/22	54593 LYNX SYSTEM DEVELOPERS, INC	C
38	70811802	245.15	04/13/22	16845 MFAC LLC	C
38	70811803	2,821.07	04/13/22	4936 TEXTRAIL TRAILER PARTS	C
38	70811804	1,484.40	04/13/22	111790 SUNSTONE POTTERY	C
38	70811805	402.71	04/13/22	5215 SUPREME AUTOMOTIVE	C
38	70811806	624.00	04/13/22	47686 TNT ENGRAVING	C
38	70811807	12,730.57	04/14/22	104321 BOX ELDER SCHOOL DISTRICT	C
38	70811808	2,130.00	04/14/22	23086 COMPANY GRILL	C
38	70811809	77.75	04/19/22	50083 B & B SUPPLY CO	C
38	70811809	-77.75	04/28/22	50083 B & B SUPPLY CO	CV
38	70811810	330.01	04/19/22	109695 BELLAS FRESH MEXICAN GRILL	C
38	70811811	973.35	04/19/22	95835 JASON V BINGHAM	C
38	70811812	14,680.00	04/19/22	104321 BOX ELDER SCHOOL DISTRICT	C
38	70811813	544.81	04/19/22	104321 BOX ELDER SCHOOL DISTRICT	C
38	70811814	5,858.64	04/19/22	104321 BOX ELDER SCHOOL DISTRICT	C
38	70811815	138.35	04/19/22	104321 BOX ELDER SCHOOL DISTRICT	C
38	70811816	318.50	04/19/22	19178 CHEAPERTHANSHIRT	C
38	70811817	321.00	04/19/22	40363 CIO MEDICAL SERVICES	C
38	70811818	200.00	04/19/22	102017 FARMINGTON HIGH SCHOOL	C
38	70811819	100.00	04/19/22	37672 EWELL EDUCATIONAL SERVICES INC	C
38	70811820	10.00	04/19/22	323950 TAYLORSVILLE HIGH SCHOOL	C
38	70811821	21.00	04/19/22	109248 J W PEPPER MUSIC	C
38	70811822	275.14	04/19/22	489250 KENTS MARKET PL/BRIGHAM	C
38	70811823	193.00	04/19/22	4871 LOGAN HIGH SCHOOL	C
38	70811824	16.48	04/19/22	4936 TEXTRAIL TRAILER PARTS	C
38	70811825	565.72	04/19/22	5045 RSM FOOD SERVICE	C
38	70811826	546.22	04/19/22	5223 SWIRE COCA-COLA	C
38	70811827	2,847.00	04/19/22	51551 TENNIS CLOTHING COMPANY LLC	C
38	70811828	720.00	04/19/22	30643 THE HONORS PROGRAM LLC	C
38	70811829	50.00	04/19/22	5290 UHSAA / UTAH HIGH SCHOOL ACT ASSOC	C
38	70811830	3,423.69	04/19/22	5908 WALMART COMMUNITY	C
38	70811831	3,424.00	04/20/22	38032 AMAZON CAPITAL SERVICES INC	C
38	70811832	41.09	04/21/22	1 HILL, ANDY	C
38	70811833	150.00	04/21/22	60127 TRINITY CURTIS	C
38	70811834	141.88	04/21/22	4790 HOME DEPOT CREDIT SERVICE	C
38	70811835	1,050.00	04/21/22	13420 HUDL	C
38	70811836	785.15	04/21/22	489250 KENTS MARKET PL/BRIGHAM	C
38	70811837	91.63	04/21/22	101033 MCGEE COMPANY	C
38	70811838	1,362.70	04/21/22	102250 MELLEN GLASS LC	C
38	70811839	4,605.00	04/21/22	633340 OFFICE DEPOT	C

Box Elder School District

A/P Summary Check Register

Bank	Check No	Amount	Date	Vendor		Type
38	70811840	532.00	04/21/22	19488	T SHIRT CHOP SHOP	C
38	70811841	95.00	04/21/22	47686	TNT ENGRAVING	C
38	70811842	675.00	04/21/22	7609	UTAH FBLA-PBL	C
38	70811843	45.00	04/21/22	60100	FUTURES NEWSPAPER CONTEST	C
38	70811844	300.00	04/21/22	891181	UTAH STATE UNIVERSITY/BRIGHAM CAMPUS	C
38	70811845	20.00	04/26/22	1	BREANNA NORDGREN	C
38	70811846	110.37	04/26/22	35777	AUTOZONE	C
38	70811847	856.25	04/26/22	230	CAROLINA BIOLOGICAL	C
38	70811848	84.00	04/26/22	4618	COLEMAN KNITTING MILL	C
38	70811849	503.07	04/26/22	107267	DOMINO'S PIZZA / BRIGHAM	C
38	70811850	286.49	04/26/22	103987	EWING IRRIGATION	C
38	70811851	1,560.00	04/26/22	59595	GOLF TEAM PRODUCTS	C
38	70811852	100.00	04/26/22	24074	MCKELL HARDY	C
38	70811853	297.83	04/26/22	19810	INTEGRATED TECHNOLOGIES	C
38	70811854	100.00	04/26/22	58343	ANDREA OLSEN	C
38	70811855	201.25	04/26/22	16330	PAPA MURPHY'S PIZZA	C
38	70811856	239.16	04/26/22	54313	SCHOOL SPECIALTY, LLC	C
38	70811857	85.00	04/26/22	39667	SIGN GYPSIES BOX ELDER	C
38	70811858	593.87	04/26/22	10731	SMITH'S CUSTOMER CHARGES	C
38	70811859	640.00	04/26/22	109177	STATE OF UTAH	C
38	70811860	9,348.50	04/26/22	20494	UTAH HOSA	C
38	70811861	300.00	04/28/22	59889	MITCHELL ANDERSEN	C
38	70811862	300.00	04/28/22	111578	DIANE AUSTIN	C
38	70811863	756.10	04/28/22	108543	B & H PHOTO VIDEO	C
38	70811864	187.40	04/28/22	45500	BOX ELDER SCHOOL DISTRICT	C
38	70811865	150.00	04/28/22	111756	CLAUDIA BIGLER	C
38	70811866	1,170.40	04/28/22	30430	BLAST PRODUCTS INC	C
38	70811867	145.91	04/28/22	104321	BOX ELDER SCHOOL DISTRICT	C
38	70811868	199.00	04/28/22	104321	BOX ELDER SCHOOL DISTRICT	C
38	70811869	500.00	04/28/22	47635	EPIC PRODUCTIONS LLC	C
38	70811870	300.00	04/28/22	59897	AARON FINDLAY	C
38	70811871	487.68	04/28/22	543168	MADDOX RANCH HOUSE	C
38	70811872	300.00	04/28/22	56049	MICHELLE BARKER PHOTOGRAPHY	C
38	70811873	75.00	04/28/22	60216	LINDA MUND	C
38	70811874	610.98	04/28/22	157371	STAPLES	C
38	70811875	150.00	04/28/22	110141	SCOTT G WOOD	C
38	70811876	300.00	04/28/22	59900	KRYSTELL WRIGHT	C
38	70811877	356.00	04/28/22	32824	YES PRINT COPY N MORE, LLC	C

Total Bank No 38   **94,105.78**

Bank	Check No	Amount	Date	Vendor		Type
39	77800533	1,866.30	04/21/22	104321	BOX ELDER SCHOOL DISTRICT	C
39	77800534	73.95	04/21/22	109652	DREWES FLORAL & GIFTS	C
39	77800535	40.00	04/21/22	49646	CODY HOWARD	C

Total Bank No 39   **1,980.25**

Box Elder School District

A/P Summary Check Register

Bank	Check No	Amount	Date	Vendor	Type
				Total Manual Checks	4,008,457.63
				Total Computer Checks	3,979,606.18
				Total ACH Checks	424,728.11
				Total Other Checks	.00
				Total Electronic Checks	.00
				Total Computer Voids	-553.95
				Total Manual Voids	-1,250,381.05
				Total ACH Voids	.00
				Total Other Voids	.00
				Total Electronic Voids	.00
				Grand Total	7,161,856.92
				Number of Checks	668

Batch Yr	Batch No	Amount
22	001723	-146.85
22	001928	2,911.95
22	001933	-326.35
22	001992	8,688.33
22	002033	69,923.06
22	002053	-1,250,381.05
22	002077	31,919.38
22	002093	328.00
22	002094	1,250,106.89
22	002109	127,837.24
22	002110	96,161.43
22	002111	77,301.98
22	002112	368,820.21
22	002113	1,099,853.00
22	002114	327.97
22	002116	571.00
22	002122	4,393.93
22	002123	47,066.93
22	002126	3,586.91
22	002127	866.14
22	002128	12,499.59
22	002129	670.99
22	002132	688.88
22	002133	708.76
22	002144	1,083.61
22	002147	14,860.57
22	002148	5,697.58
22	002149	227.91
22	002150	40,752.76
22	002151	616.33
22	002160	988.92
22	002163	224.20
22	002168	655.59
22	002175	180,652.92
22	002176	256,538.67
22	002177	9,440.74
22	002178	226,408.77
22	002179	37,953.79
22	002180	1,049.00
22	002182	5,825.20
22	002186	32,132.91
22	002187	1,974.52
22	002190	26,639.89
22	002191	16,802.55
22	002200	1,449.65

Bank	Check No	Amount	Date	Vendor	Type

Batch Yr	Batch No	Amount
22	002201	1,411.24
22	002203	4.72
22	002204	3,424.00
22	002207	1,311.06
22	002211	9,874.45
22	002212	.00
22	002213	6,300.00
22	002217	4,163.78
22	002218	1,980.25
22	002219	.00
22	002222	523.66
22	002223	4,910.89
22	002226	237,089.48
22	002227	7,815.25
22	002228	2,397.22
22	002229	118,853.89
22	002231	532.04
22	002232	881.67
22	002238	248,085.27
22	002241	3,620,603.51
22	002243	2,433.00
22	002244	3,147.34
22	002245	30.00
22	002246	5,677.29
22	002247	3,756.18
22	002248	15,416.50
22	002250	9,348.50
22	002252	700.81
22	002258	3,082.99
22	002262	690.54
22	002263	200.00
22	002264	16.16
22	002265	860.59
22	002267	23,014.03
22	002268	6,288.47
22	002283	677.74

PERSONNEL ACTION

For May 11, 2022 Board Meeting

Leaving the District

Site	Employee	Position	Reason
BEHS	Alicia Harris	Registrar	

New Hires

Site	Employee	Position	Replacing
District Office	Matthew Potter	Maintenance/Electrician	Brad Glover

Suggestions for Future Board Meetings

June 8, 2022 – *(tentative)*

- Budget Hearing – Rod Cook
- Approval of Budget – Rod Cook
- Approval of 2022-23 Tax Rates – Rod Cook
- Approval of Internal Auditor – Rod Cook
- MBA Meeting – Rod Cook
- Pick-up Contributions for Members of Contributory Retirement System – Keith Mecham
- Tentative Ratification of Negotiated Agreement with BEEA – Keith Mecham
- Tentative Ratification of Negotiated Agreement with BESPA – Keith Mecham
- Declaration of Open Enrollment Schools – Keith Mecham
- Approval of TSSA Plans – Gary Allen and Keri Greener
- Construction Report – Corey Thompson
- Policy Review

July 13, 2022 – *(tentative)*

- Internal and Independent Audit 2020-2021 – Rod Cook
- Approval of Sex Education Committee – Gary Allen
- Construction Report – Corey Thompson
- 2021-22 TSSA Plan Results – Gary Allen and Keri Greener
- Policy Review

August 10, 2022 – *(tentative)*

- Approval of Early Literacy Plan – Keri Greener
- Construction Report – Corey Thompson
- Policy Review

September 14, 2022 – *(tentative)*

- Walmart Grants Presentation
- Swearing in of Student Board Member
- Construction Report – Corey Thompson
- Policy Review

October 12, 2022 – *(tentative)*

- October 1 Enrollment Report – Keith Mecham
- Exemption from Compulsory Attendance (Home School) – Steve Carlsen
- DLI Achievement Data – Jeremy Young
- School/District Report Cards – Jeremy Young
- Construction Report – Corey Thompson
- Policy Review

November 9, 2022 – *(tentative)*

- Audit Report – Rod Cook
- VCBO Report on energy savings in new building – Vern Latham and David Cox
- Policy Review
- Report on BESD Foundation

December 14, 2022 – *(tentative)*

- Approval of New Courses – Gary Allen
- Approval of 2023-24 School District Calendar – Keith Mecham
- Policy Review

BOX ELDER SCHOOL DISTRICT
BOARD OF EDUCATION
HANDBOOK
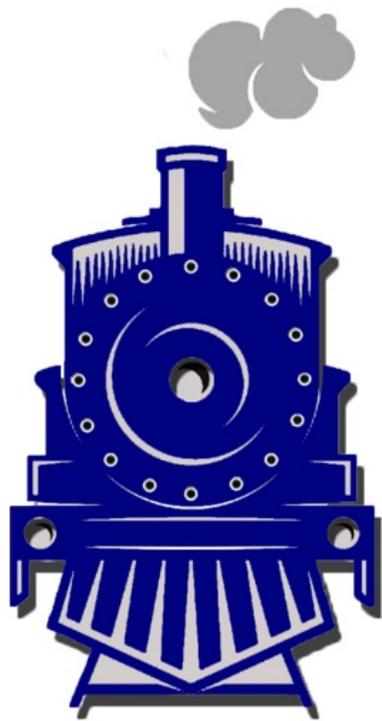
Box Elder School District
Board of Education Handbook
Table of Contents

Contents

BOARD OF EDUCATION HANDBOOK INTRODUCTION

This Board of Education Handbook has been developed to capture, in one place and in plain language, the primary operating procedures and governing principles of the Box Elder County School District Board of Education.

This handbook serves as a resource for members of the board as they assume their offices and carry out their responsibilities. It will be posted on the school district's website and updated periodically.

The Box Elder County School District Board of Education has one goal and one purpose: **student learning**.

Authority and Responsibilities of the Board

The powers and mandatory duties of the Board of Education are defined in the Utah Code and State Board of Education Rule.

Principles of Board Leadership

Remembering three important principles of board leadership will help keep the Box Elder County School District Board of Education focused on its most important responsibilities:

1. The board delegates authority.
   The board delegates authority to the superintendent to manage the district and provide leadership for the staff. Such authority is communicated through written policies that designate board ends and define operating limits.
2. The board monitors performance.
   The board constantly monitors progress toward district goals and compliance with written board policies.
3. The board takes responsibility for itself.
   The board, collectively and individually, takes full responsibility for board activity and behavior. Board deliberations and actions are limited to board work, not staff work.
   Utah Code § 53G-4

Making School Board Decisions

State and federal laws, financial constraints, and local expectations must govern school districts. Nevertheless, decisions made by a local board of education create the environment in which a district will flourish or flounder.

Although the typical school board makes many different decisions, all of those decisions can be put into four general categories:

Policy decisions are the most important work of the board. The majority of a board's time should be spent on policy development, monitoring, and review. Written policies accomplish the following:

- articulate district direction and goals;
- delegate authority and define limitations on that authority;
- establish board processes, including those for monitoring progress toward district goals and ensuring compliance with laws and board policy.

The board is empowered to make policy decisions for district schools. Board members act as trustees for the community; therefore, policies are often understood as expressions of the community's aspirations for its public schools.

Problem solving decisions come in response to a crisis or opportunity that cannot be resolved by the superintendent or is not fully addressed in existing board policy. For example, in the face of declining enrollment, a typical school board would not expect its superintendent to make a final decision on which building to close. Although the superintendent would be expected to provide information and make recommendations, the school board would make the final decision, after deliberating alternatives and consulting policy statements.

Problem-solving decisions usually have isolated, one-time impacts. However, such decisions can establish a precedent that may have the force of policy. For example, a school board's decision to grant a benefit to one group of students may obligate it to grant the same benefit to another group in a similar situation.

Managerial decisions required of each local Utah school board are set forth in the statutes, most notably in [Utah Code § 53G-4-402](). For example, a school board is required to do the following:

- implement the core curriculum
- administer tests,
- implement training programs,
- enroll children in school,
- establish school libraries, and

- establish school safety traffic committees
- ensure that school community councils receive the required annual training and review and approve the school improvement plans developed by the school community councils.

With few exceptions, managerial duties are delegated to the superintendent. Where there is good communication and high level of trust between the board and superintendent, combined with sound policies that set directions and establish parameters, routine managerial duties will consume only a small amount of time at public board meetings. Legally required board actions can usually be accomplished through approval of consent agendas.

School boards must learn to distinguish policy decisions from problem-solving decisions. Sometimes this is challenging but, in general, boards that emphasize policy development will need to make fewer decisions in response to routine problems. Superintendents who have strong policy guidance are able to resolve a wider array of problems without bringing them to the board for action. Good policy development and review processes allow boards to operate at the systemic level - dealing with mission, purpose, direction, and results.

Conversely, boards without up-to-date written policies often find their meetings running late into the night. Their superintendents must bring numerous issues for discussion and action, which wastes time and yields inconsistent results.

Personnel decisions represent a special category of managerial decisions. Most school boards delegate personnel matters to the superintendent and use policies to express their desired standards for hiring, evaluation, compensation, discipline, and dismissal. This approach avoids the quagmire of wrestling directly with hiring or disciplining employees other than the superintendent and business administrator. Personnel actions, therefore, are usually found on the consent agenda, because a board is required by law to approve all employment contracts, salaries, benefits, and dismissals.

The superintendent is an appointed public official, the district's chief executive, and an employee of the board. Only the board can employ, evaluate, discipline, or dismiss the superintendent.

Holding Closed Meetings

A closed meeting may be held if:
1. A quorum is present.
2. The meeting is an open meeting for which specific notice for a closed meeting has been given with the stated purpose defined.

3. Two-thirds of the members present vote to close the meeting. Voting must been taken by roll call. Name and vote.

Minutes of the closed meeting shall contain:
1. Reason for holding the meeting.
2. Location of the meeting.
3. Vote by name, of each member of the board, either for or against the motion to hold the closed meeting.

Purpose of a closed meeting:
1. Discussion of the character, professional competence, or physical or mental health of individual.
2. Strategy sessions to discuss collective bargaining.
3. Strategy sessions to discuss pending or reasonably imminent litigation.
4. 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:
   a. Disclose the appraisal or estimated value of the property under consideration; or
   b. Prevent the board from completing the transaction on the best possible terms.
5. Strategy sessions to discuss the sale of real property, including any form of water right or water shares if public discussion of the transaction would:
   a. Disclose the appraisal or estimated value of the property under consideration; or
   b. Prevent the board from completing the transaction of the best possible terms.
6. Discussion regarding deployment of security personnel, devices or systems.
7. Investigative proceedings regarding allegations of criminal misconduct.

A Board may not interview a person applying to fill an elected position in a closed meeting.

Record of closed meetings:
1. A recording shall be made of the closed portion of the meeting.
2. Detailed written minutes may be kept that disclose the content of the closed portion of the meeting.
3. A recording of a closed meeting shall be complete and unedited from the commencement of the closed meeting through adjournment.
4. The recording and any minutes of a closed meeting shall include:
   a. Date, time, and place of the meeting.
   b. Name of the members present and absent.
   c. Names of all others present except where the disclosure would infringe on the confidentiality necessary to fulfill the original purpose of the closing the meeting.
5. No recording or minutes will be taken if the purpose of the closed meeting is for the discussion of the character, professional competence, or physical or mental health of an individual.

a. A sworn statement must be signed by the presiding member of the board that the sole purpose for closing the meeting was to discuss the character, professional competence, or physical or mental health of an individual.

Collaborative Relationships: Shared Governance

The Box Elder County School District Board of Education has the exclusive right and responsibility to determine the goals and direction of the schools and use all its resources to achieve such goals, within the bounds of state and federal law and rules of the Utah State Board of Education.

Box Elder School District is a complex organization, which can succeed only if we enlist the energy, creativity, and effort of many people to accomplish our goals. The board believes that ideal conditions for student learning can be realized when shared governance is thoughtfully used to support student achievement.

Board decisions should accurately reflect the public's interests. Statutes of the state of Utah require local school boards to make decisions by majority vote; thus the obligation to seek consensus under shared governance does not bind the board in its decision-making.

The board delegates to school sites and departments the right to make some decisions using the shared governance process. Site-based decisions must conform to legal requirements, state and federal rules and regulations, the district's Student Achievement Plan, policies, procedures, guidelines, and contractual obligations, including negotiated employee agreements.

Essentials of A Professional Learning Community

A. The Superintendent and district administrators will ensure that all of the schools in the district function as professional learning communities. Professional learning communities are defined as educators committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous, job-embedded learning for educators.

   1. The Board, district, and school administrators will ensure that time is available, within the contract day, for educators to meet together regularly in collaborative teams.
   2. District/school administrators will ensure this time is reserved for activities directly related to the process of collective inquiry and action research to achieve better achievement results for our students.

3. Collaborative teacher teams will focus on the following four questions:
   a. What is it that our students are expected to know and do?
   b. How will we know if they know and can do what is expected?
   c. How will we respond if they don't know and can't do what is expected?
   d. How will we respond if they already know and can do it?

District and school administrators will ensure that ongoing training and professional learning opportunities are provided to ensure that all Box Elder School District educators are proficient in the philosophies and practices related to professional learning communities/collaborative teacher teams.

Authority of Individual Board Members

Power belongs not to individual members of a Board of Education but to the Board of Education acting as a corporate body through collective action. Board members have authority only when acting as a Board of Education in a legally constituted session, with a quorum present. The statement or action of an individual member or group of members of the Board of Education does not bind the Board of Education itself, except when that statement or action is specifically authorized by an official act of the board. This does not preclude individual board members from representing the board at meetings and ceremonial events or speaking to constituent groups in their capacity as board members.

Nominations and Elections for Board Leadership

Nominations
A. An office must be created by Board Policy or by a motion to that effect before it can be filled by election or otherwise.
B. The Board President must call for nominations.
C. Nominations do not require a second. However, any number of persons may second a given nomination just to show their support of that nominee.
D. The motion "to close nominations" is not in order until the assembly is ready to close nominations.
   1. When there are two or more nominees for the office the motion to close nominations requires a two-thirds vote. (This motion must be seconded.)
   2. A negative vote on the motion signifies that there are additional nominations forthcoming.
   3. If and when there are no further nominations the Board President may then put the motion to close nominations to a vote without waiting for a second.

Elections
A. Elections and nominations must conform to the procedure prescribed by the Utah State Law and Board Policy.

B. In case of a tie vote, the election is decided by lot unless the organization adopts a motion to do otherwise.
C. Elections are decided by a roll call vote, not by secret ballot. Election to the office is determined by a simple majority.

Board Leadership Responsibilities

The board president will:

1. Conduct meetings of the board in accordance with law and policy.
2. Communicate regularly with the superintendent, business administrator, and members of the board to set meeting agendas, facilitate the flow of necessary information, and respond to community issues and queries.
3. Sign legal assurances, correspondence, and contracts on behalf of the board as required by law, policy, or vote of the board.
4. Represent the board, or designate others to represent the board, as requested, in executive meetings with community and business leaders or elected officials to promote perform their duties.

The board vice president will:

1. Advise and assist the president as needed.
2. Substitute for the president as required.
3. Attend meetings with or at the request of the president and superintendent.
4. Keep the board appropriately informed of issues or data that would help members

Board leadership may speak for the board, or designate others to speak for the board, when requested to do so by vote or consensus of the board communication, without binding the board to a specific decision or position.

New Board Member Orientation

Following the election or appointment of new members, the superintendent and board leadership will provide for an orientation, as to the board's operation and processes, the working relationships with the Superintendent of Schools and staff of the Box Elder School District, and substantive background information pertaining to school system issues and procedures. A copy of this handbook will be provided online. New board members are also encouraged to attend the orientation session organized by the Utah School Boards Association (USBA).

Board of Education Code of Conduct

The members of the Board of Education agree to abide by the following norms of behavior, both as they govern the conduct of board meetings and as they govern the actions of individual board members. These norms will provide an orderly way to conduct public business, promote an atmosphere of mutual respect, and establish a level of expectation for those who aspire to become school board members in the future.

Board members shall:

1. Represent the Board with dignity, honesty, and integrity.
2. Attend meetings regularly, prepared, professional, engaged, and dedicated to accomplishing and adhering to the agenda.
3. Support efforts to focus on the important matters, remembering that the student is always our most important matter.
4. Communicate effectively, early, and often with each other and with others concerned, seeking to make your own ideas clear while respecting the different opinions of others.
5. Be loyal to the Board and work to achieve unity by supporting its decisions, even though you may personally espouse a different view.
6. Value civility and avoid contention realizing conflict on some issues is inherent and not undesirable.
7. Represent and seek to understand the needs of all students, staff and citizens in the District without partisanship.
8. Work effectively with the Superintendent, and through him/her, with the staff throughout the District.
9. Develop and improve Board skills by establishing goals, measuring progress, and participating in a variety of training opportunities
10. If at all possible Board members should notify the Superintendent or the Board President well in advance of any concerns or questions regarding the Board agenda so that they can be resolved in advance if possible.

Board Member Commitments and Ethics

The Board and its members commit to standards of conduct that are consistent with the public trust placed in elected officials. Accordingly, the Board and its members will:
1. Strive to make policies that promote the educational growth and development of all students;
2. Endeavor to appoint the most competent person available as superintendent of schools and hold that superintendent responsible for carrying out the vision, mission, and goals of the District in the administration of its schools;

3. Support and allow administrators, teachers, and staff to function in their authorized capacities while holding employees responsible for carrying out the District's vision, mission, and goals in their respective roles;
4. Seek to employ the best qualified personnel available without regard to race, color, sex, pregnancy, religion, national origin, age, marital status, disability, sexual orientation, or gender identity—except when justified to meet a bona fide occupational requirement (*see* [20 U.S.C. 1681 *et seq.*](); [Utah Code § 34A-5 *et seq.*]());
5. Promulgate policies and procedures dedicated to maintaining a learning and working environment in the District free of discrimination and unlawful harassment, including sexual harassment;
6. Promulgate policies and procedures that ensure operational transparency, including directing employees to maintain, manage, and where appropriate, produce records consistent with federal and state laws (s*ee* [20 U.S.C. § 1232g](); [34 C.F.R. Part 99](); and [Utah Code § 53E-9 *et seq.*]());
7. Attend Board meetings, insofar as possible, being informed and prepared to discuss and act upon the items on the Board agenda;
8. Conduct Board business in compliance with the *Utah Open Meetings Act* ([Utah Code § 52-4-1 *et seq.*]());
9. Exercise Board authority exclusively to perform legislative and judicial functions;
10. Encourage free expression of opinion and seek regular communication and feedback from the public;
11. Work toward consensus in Board decision making and foster respectful and civil working relationships with other Board members and with the superintendent and District staff while recognizing the value of diverse perspectives and differences of opinion; and
12. Strive to be effective educational leaders by participating in professional development, studying education issues, fulfilling assigned Board duties, building relationships with community organizations and leaders, communicating with constituents, and advocating for public education.

A. Board of Education Code of Ethics
1. Members of the Board may receive compensation for services and necessary expenses in accordance with [Utah Code § 53G-4-204](). For purposes of Utah Retirement Systems (URS) coverage, however, duly elected members of the Board are classified as part-time employees and ineligible for URS benefits.
2. Members of the Board may not use their position, or information acquired by reason of their position, for any improper or unlawful purpose including substantially furthering personal economic interests or securing special privileges or benefits for themselves or others that would impair the members' independent judgement or interfere with the ethical performance of the members' duties in

violation of [Utah Code, § 67-16-4](#).

3. The Board will officially accept gifts and donations on behalf of the District; such acceptance, however, shall not obligate the Board to act in any way contrary to the best interests of students and the public. Further, the Board or its members shall not request, demand, or accept personally or on behalf of the District, a loan, donation, gift of substantial value, or an economic benefit tantamount to a gift in violation of

   [Utah Code §§ 67-16-5 to 5.6](#)

4. The Board and its members shall not misappropriate or misuse public funds or resources and shall be responsible fiscal managers of public funds. Expenditure of public funds shall only be made in accordance with federal or state law and District policies.

5. Members of the Board shall disclose any compensation or any position (whether officer, director, agent, employee, or owner of a substantial interest) in any business entity that does business with or is subject to the regulations governing the District or other public agency in a sworn affidavit and file it with the state attorney general, the District, and any other agency involved in the business or transaction consistent with [Utah Code §§ 67-16-6 to 8](#). Further, members of the Board shall have no personal investments and/or conduct any business creating a substantial conflict of interest between Board members' private interests and their public duties in violation of [Utah Code § 67-16-9](#).

6. Members of the Board shall maintain the confidentiality of information obtained in executive session or other confidential information otherwise obtained in an official capacity.

7. Members of the Board have no individual authority to act on behalf of the Board and the Board only exercises its authority as a body by taking official action through voting in a duly scheduled Board meeting. Individual Members of the Board should not speak on behalf of the Board without prior Board approval.

Members of the Board shall abide by state and federal laws and District policies and refrain from personal or professional conduct that would bring censure, ridicule, damage, or reproach upon the Board or the District.

Disciplining Board Members

If a member of the Board of Education violates the Code of Conduct or the ethical assurances outlined in [Board Policies 1034](#) and [1035](#), the board president and vice president will speak to that member about his or her responsibilities. If disruptive or destructive behavior occurs, the board may issue a formal reprimand by a vote of five members.

Policies Governing the Board

Detailed information about the board's process of conducting meetings and other guidance around board operation can be found in School Board Policy Article 1.

Links to other helpful resources, including specific citations to Utah Code, are included with the appropriate policy on the district's website.

Guidelines and Parliamentary Motions

The following guidelines and examples have been taken from the Utah School Boards Association book titled Coming to Order, which is available on the USBA website. The Box Elder School District Board of Education appoints a Business Administrator who serves as the board's parliamentarian:

1. A board should agree on and adopt an agenda format that it will follow at regular meetings.
2. Action items on the agenda require:
   - a motion by a board member,
   - a second to the motion (required by most boards but not all),
   - a discussion of the motion by board members, and
   - a vote by board members.
3. Other than the consent agenda, each motion should be limited to one idea or issue.
4. No new motion may be made while another is being discussed.
5. A motion may be amended and votes on the amendments must be taken before acting on the original motion.
6. Before a vote on a main motion is taken, business can be interrupted by a motion:
   - to table the main motion,
   - to postpone action,
   - to refer the motion to a committee,
   - to withdraw it from consideration, or
   - to adjourn the meeting.

   The subsidiary motions must be disposed of prior to action on the main motion.
7. Debate can be closed formally with a motion to move the question and a two-thirds affirmative vote.
8. When a Board member wishes to speak in board meeting, he/she should request to be recognized by the Board President before speaking. He/she may gain recognition by the President by raising a hand or speaking audibly, "Mr./Mrs. President". Once recognized the Board member should address the Board.

9. When the president senses the discussion has ended, a vote may be taken without a formal motion to close debate unless a member objects.
10. Some motions, such as a motion to adjourn, are not debatable. See the "Simplified Chart of Parliamentary Motions" on page 10.
11. Before a motion is voted upon, it should be repeated aloud.
12. The president, by virtue of membership on the board, is expected to vote on each issue before the board.
13. The president should indicate before each vote whether a simple or special majority is required.
14. The president should keep readily at hand a reference guide, such as the chart of parliamentary motions.

Simplified Chart of Parliamentary Motions

Motion & Order of Precedence	You Say:	Debatable	Amendable	Vote Required
Adjourn	I move to adjourn	No	No	Majority
Recess	I move to recess for	No	No	Majority
Close Debate	I move the previous question	No	No	2/3
Postpone Definitely	I move to postpone the motion to	Yes	Yes	Majority
Refer to Committee	I move to refer the motion to	Yes	Yes	Majority
Amend the Amendment	I move to amend the amendment by	Yes	Yes	Majority
Amend or substitute	I move to amend the motion by	Yes	Yes	Majority
Main motion	I move to	Yes	Yes	Majority
Reconsider		Yes	Yes	Majority
Rescind		Yes	Yes	Majority (with notice)

Incidental Motions				
No order of precedence. Arise incidentally and decided immediately				
Point of Order (to enforce rules)	Point of Order	No	No	None
Parliamentary Inquiry	Parliamentary questions	No	No	None
Withdraw or Modify a Motion	I withdraw (or modify) my motion	No	No	Majority

Board Policies Relevant to Board of Education Legal Status, Responsibilities, and Ethics

Policy 1010 School Board's Legal Status

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1371387/1010-School_Board_Legal_Status.pdf

Policy 1020 Board Power and Duties

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1371388/1020-Board_Powers___Duties.pdf

Policy 1025 Administration Relations

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1371389/1025-Administration_Relations.pdf

Policy 1034 Board of Education Code of Conduct

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1371392/1034-Board_of_Education_Code_of_Conduct.pdf

Policy 1035 Board Member Commitments and Ethics

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1371393/1035-Board_Member_Commitments_and_Ethics.pdf

Policy 1036 Conflict of Interest: Board Member and Employee

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1371394/1036-Board_Member_Employee_Conflict_of_Interest.pdf

Policy 1037 Employment/Assignment of Relatives (Nepotism) (Reference - Utah Code 52-3)

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1371395/1037-Employee_Assignment_of_Relatives.pdf

Board Policies Relevant to School Board Meetings

Policy 1070 Board Meeting Procedures

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1371399/1070-Board_Meeting_Procedures.pdf

Policy 1072 Board Meetings: Notice Requirements

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1371400/1072-Board_Meetings_Notice_Requirements.pdf

Policy 1074 Board Meetings: Closed Meetings

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1371401/1074-Board_Meetings_Closed_Meetings.pdf

Policy 1080 Board Committees

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1371402/1080-Board_Committees.pdf

Policy 1090 Rules of Order

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1371403/1090-Rules_of_Order.pdf

Policy 1100 Minutes

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1371404/1100-Minutes.pdf

Policy 1110 Public Participation in Board Meeting

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1371405/1110__Public_Participation_in_Board_Meeting.pdf